



Proposal for Four-Year Degree Programs In Education

Miami-Dade Community College

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EXECUTIVE SUMMARY

South Florida has reached a crossroads in K-12 education – there is a well-documented shortage of teachers with too few students graduating from teacher education programs. Last year, colleges and universities produced approximately 1,850 teacher education graduates, but over 5,400 new teachers were needed by the Miami-Dade County and Broward County Public School systems. Miami-Dade Community College has long been committed to directly address the educational needs of our multicultural community and proposes to directly address the shortage of teachers and meet the need to graduate more minority teachers by implementing a baccalaureate degree program in Education.

Miami-Dade Community College has historically played a central role in teacher preparation and is committed to:

- Working with local universities and school districts to partner on research and evaluation activities and to strengthen existing relationships that already result in teacher education graduates;
- Integrating technology in the classroom so that teacher education students will participate in the effective use of learning technologies across the curriculum,;
- Graduating more minority future teachers than any other baccalaureate program in South Florida;
- Continuing to work with graduates to implement strategies that reduce the numbers of teachers leaving the teaching profession within the first five years after graduating;
- Retaining students who graduate and fail to continue their education or enter the teaching profession;
- Ensuring that students who enter college with a skill deficiency are transformed into highly motivated students who achieve their academic goals;
- Creating high performing teachers who will transform classrooms into vibrant learning environments where K-12 students achieve at the highest levels.

Four years ago, Miami-Dade Community College established a School of Education in order to implement an effective curriculum designed to produce well-prepared and motivated students. Today, Miami-Dade Community College graduates out-perform native university

students, take fewer credit hours to complete the degree, and are a more richly diverse group of students than found in a university.

Miami-Dade Community College recognizes the critical need for teachers in this community and proposes a carefully structured program that will provide an effective curriculum and support services to ensure student success. Miami-Dade County and Broward County public schools must have the opportunity to hire well-trained, motivated and dedicated teachers in sufficient numbers and Miami-Dade Community College offers this proposal in an effort to address this challenge.

INTRODUCTION

Our nation is facing a serious crisis in K-12 education. Student achievement is well below a desirable level. As a result, education reform has been the focus of a variety of stakeholders. The issues of teacher quality and teacher education programs have become a major emphasis in the education reform movement. In a report for the American Council on Education, the College and University President's Task Force on Teacher Education notes that "The single factor that is more powerful than any other in influencing student achievement gains is the quality of the teacher." Further, "strengthening the way colleges and universities prepare teachers is a central element in improving the nation's schools."

While we are dealing with issues of teacher quality and student achievement, we also are facing an unprecedented teacher shortage that threatens to last for some time. It is estimated that more than two million new teaching positions will become available in the United States over the next few years. The market for new teachers has become highly competitive as states and local school districts are developing aggressive recruitment campaigns to lure experienced teachers from other states.

Governor Bush has taken an active role in support of effective measures to address the critical teacher shortage in Florida, including launching a national recruitment campaign and accelerating the development of an alternative certification program. Recruitment efforts include targeting those who have no formal teacher training or exposure to the classroom, but who are considered discipline experts because they have bachelors degrees in specific subject areas. Increasing the supply of highly qualified K-12 instructors is the first strategic imperative of the Florida Board of Education. All stakeholders must participate in this mission, including community colleges.

It is very important to maintain a balanced approach to the education crisis. Effective and innovative ways of meeting the demand for new teachers must be developed in the context of making sure that student achievement improves. **Quality teacher education** is central to this mission. With as many as 50% of teachers leaving the professions within the first five years, retention also is a critical concern. The College is committed to producing high performing teachers who will transform classrooms into vibrant learning environments where K-12 students achieve at the highest levels.

THE DEMAND FOR BACCALAUREATE DEGREE PROGRAMS IN EDUCATION

Colleges and universities in Florida are not producing enough teacher candidates to meet the demand. A little more than 6,000 students graduate annually from the public and private college and university teacher education programs, contrasted with the need for 16,000 new teachers each year for the next 10 years. The problem exists at the local level as well. While the demand for teachers is great, the numbers of candidates local colleges and universities are able to produce are inadequate. In 1998-99, the local colleges and universities in South Florida (FIU, FAU, Barry, Florida Memorial, Nova, St. Thomas, and the University of Miami) produced 1,610 teacher candidates. Their projected number of graduates for 2000-01 was 1,851. Between Miami-Dade County and Broward County, approximately 5,400 new teachers were needed for the Fall 2001. According to the Miami-Dade County Public School District Office of Instructional Staffing, only approximately 1,500 of the 3,161 new teachers hired for 2000-01 came from the local colleges and universities.

The Miami-Dade County Public School (MDCPS) District is the fourth largest system in the nation with an enrollment of 360,202 students. The Broward County Public School District enrolled close to 250,000 students during the 2000-01 academic year with a projected enrollment increase of 10,000 additional students annually. The M-DCPS district projects 3,000 – 3,500 new positions will become available each year for the next few years (Sanchez, 2000). The district expected to hire 3,100 – 3,400 new teachers by the Fall 2001. The Broward district projects similar figures over the next few years. Broward expected to hire 2,000 new teachers for the Fall 2001 (Ferrechio, 2001).

It is challenging to accurately determine the supply of future teachers. As noted by the State's Office of Strategy Planning, there are a variety of potential sources for teachers:

- recent graduates of teacher education programs,
- recent graduates of other programs,
- certified or certifiable college graduates who are at home, have returned to school, or are employed in other fields,
- teachers willing to relocate or transfer from out of state, and
- mature adults without teaching credentials.

In addition, the Office of Strategy Planning observes that it is difficult to determine how many teacher education program graduates end up teaching in Florida. The American Council on Education estimates that only about two-thirds of newly prepared teachers enter the profession immediately after graduation. In fact, “returning teachers and delayed entrants together fill more openings than newly prepared teachers,” (ACE, p.12). Keeping in mind these gaps in data analysis, the following information is presented. The figures discussed account only for the potential pool of teachers from teacher education programs in Florida.

The following table shows the number of graduates by institution in the South Florida area:

Table 1: Teacher Education Graduates By Institution

	Actual					Projected			
	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	
FAU	466	517	551	549	506		506	516	526
FIU	592	672	493	525	525		523	523	523
Barry	71	72	102	153	214		276	380	470
Fla.Mem.	48	97	90	55	86		64	104	125
Nova	120	130	220	144	133		162	183	181
St.Thom.	36	22	19	35	35		41	24	30
U-M	110	179	109	120	111		114	121	134
Total	1443	1689	1584	1581	1610		1686	1851	1989
Statewide	5829	5807	6025	6055	6144		6308	6665	6860

Source: *Supplementary Tables, Graduates of Teacher Education Programs By Institution*, October 2000, Office of Strategy Planning, Deputy Commissioner for Planning, Budgeting and Management, Florida Department of Education

One fifth of teacher candidates receive their degrees from private universities in Florida. Barry University, Nova University and the University of Miami, all three located in Miami, have the largest college of education enrollment among the private universities in the state. The University of South Florida, the University of Central Florida and Florida Atlantic University admit the largest number of education students overall.

The following table shows the number of students admitted to teacher education programs at the two local state universities.

Table 2: Admissions to Teacher Education Programs at Florida International University and Florida Atlantic University 1990-91 – 1999-2000

Year	FAU	FIU	Statewide Total
90-91	248	1138	5556
91-92	421	897	5324
92-93	350	566	4368
93-94	491	531	4368
94-95	385	494	4858
95-96	433	465	4713
96-97	672	466	4694
97-98	522	403	4694
98-99	760	417	4700
99-00	539	308	4463
% Diff. 99-00	-29.1	-26.1	-5

Source: *Admissions to Teacher Education Programs State University System – 1982-83 – 1999-2000*, December 2000, Office of Strategy Planning, Deputy Commissioner for Planning, Budgeting and Management, Florida Department of Education

Admission to teacher education programs at Florida International University was down 26.1%; and at Florida Atlantic University in neighboring Palm Beach County, it was down 29.1%. Statewide, the projected growth is 4% for 2000-01 and 3% for 2001-02. Enrollment in teacher education programs statewide was down from 1998-1999 by 5%. Despite the enrollment decline, it is nearly double what it was in the 1980's.

UNMET NEED FOR EDUCATION GRADUATES

Job Availability

A variety of factors contribute to the current growth of new teaching positions, including teacher turnover (resignations, retirement, dismissals, etc.), population growth, and mandates for class size reduction. One area of deep concern to the College is teacher resignations. As many as 50% of teachers leave the profession within the first five years. The College is fully supportive

of efforts to generate systemic change that will retain excellent teachers. However, systemic change will take time. Whether the demand is created by a system that generates a revolving door of qualified teachers, or for any other reason(s), the reality remains that there are a significant number of new teaching positions in the state each year.

The Florida Office of Economic and Demographic Research estimates that 162,296 new teachers will be needed between now and the year 2010. School districts statewide filled a total of 13,436 classroom teacher vacancies for the Fall 2000. Nearly 10% of all teachers were new hires. The Office of Strategy Planning estimates there will be 79,000 vacancies over the next five years. In its report, “Projected Number of Florida Public School Teachers Needed Through 2020-2021,” it states that “in less than ten years the number of vacancies to be filled will equal the size of the entire 2000-01 teacher workforce.” Further, “the number of vacancies likely will equal nine tenths of current teacher workforce in foreign languages and emotionally handicapped; three fourths of the workforce in specific learning disabilities, vary exceptionalities, and math; more than two thirds of the workforce in science language arts, and music; and half of the workforce in elementary education and vocational subjects.”

In *Florida’s Workforce 2000*, the Workforce Development Information Coordinating Committee states that special education teachers rank in the top 20 fastest growing occupations in Florida; secondary education teaching is one of the occupations with the largest average annual openings. Education–related occupations have the third highest employment growth rate among the top occupational clusters in the state.

Teachers are among the top ranking occupations gaining the most new jobs for Region 23 (Miami-Dade and Monroe Counties) as shown in this table:

Table 3: Top Ranked Occupations for Region 23

	Employment Occupation	Base yr.	Projected	Change	
Rank	Title	1997	2007	Total	Percent
14	Teacher, Elementary	9,965	11,458	1,493	14.98
18	Teacher, Secondary School	9,442	10,848	1,406	14.89
39	Teacher, Pre-K/Kindergarten	3,974	4,701	727	18.29
45	Teacher, Vocational Educa	2,913	3,572	650	22.62

Source: Florida Department of Labor and Employment Security, Office of Labor Market Statistics, Florida Industry and Occupational Employment Projections to 2007

As stated earlier, the M-DCPS district projects 3,000 – 3,500 new positions will become available each year for the next few years (Sanchez, 2000). The district expected to hire 3,100 – 3,400 new teachers by the Fall 2001. The Broward district projects similar figures over the next few years. Broward expected to hire 2,000 new teachers for the Fall 2001 (Ferrechio, 2001).

Population growth in Miami-Dade County is a major concern that may be unique compared to other areas of the state. Geographically, Miami-Dade county covers a very large area. Actually, the county is larger in area than the states of Rhode Island and Delaware. In terms of population, it is larger than 17 states plus the District of Columbia. As a primary portal into the United States, Miami-Dade County experiences unexpected and often significant spurts in growth when countries in Latin America and the Caribbean experience destabilization of any kind. Recent data released by the Miami-Dade Planning Department reveal that the county population has now reached 2,253,362 – *47,000 more than originally estimated*. The county's infrastructure, including the school system, must absorb the shock of this infusion of new people. The school district in particular cannot turn away any child, regardless of immigration status. As new families move into the area, their children must be served.

Student Interest In Increased Availability Of Programs

Given students' perception of convenience, quality, accessibility, and comfort with the M-DCC campuses, many will be willing to complete their studies here. A survey of current education students (see Appendix I) supports this assumption.

- 95% of the students surveyed indicated they plan on transferring to an upper division institution;
- 82% indicated they plan on transferring to a local institution;
- 74% indicated they would remain at M-DCC if a four-year degree program was offered;
- 49% listed quality of instruction as the reason they would remain at M-DCC, 36% listed convenience, and 33% listed familiarity with the campus.

The College seeks to provide a Bachelors degree program that maintains the affordability, accessibility, flexible scheduling, and convenience of location students have come to expect and appreciate. The four-year program also would facilitate the completion of requirements for the Professional Certificate as established by the Bureau of Educator Certification for temporarily certified teachers. In addition, the 4-year program will allow the College to expand services to those seeking to renew their Professional Certificate. The target populations will include:

- high school students;
- currently enrolled community college students;

- associate degree-holders who have not continued at upper division institutions;
- students majoring in non-education fields, especially math and science;
- individuals with temporary certifications;
- individuals with bachelors degrees in non-teaching fields who are interested in the teaching profession;
- teachers who need training and education for certification renewal.

Enrollment Projections

The College projects an enrollment of 500 students the first year of operation (2003-04). Assuming the projected number of 165 full time enrollment and 20% attrition, there will be 132 students in the first graduating class of 2004-05. This number represents approximately 15% of the teachers in Miami-Dade County hired from outside the state. The projections are deliberately small for the initial year of the program. The College will take great care in developing a quality program, beginning with a small number of students. However, it is anticipated that student demand will drive the need to increase enrollment and thus the percent of the gap between supply and demand. The program also will narrow the gap between minority teachers and students.

First Year Enrollment Projections

a. Full-time Enrollment	165	(12 or more credit hours)
b. Part-time Enrollment	335	(11 and fewer credit hours)
c. In-service teachers	200	
c. Projected Total	700	

Projected first year enrollment by degree

Pre-kindergarten/Primary Education	35
Elementary Education	200
Secondary Education	220
Exceptional Student Education	45

FTE

165 students attending full time taking 12 credit hours per major term and 6 credit hours for Summer.

$$165 \text{ students} \times 30 \text{ semester credit hours per student} / 40^* = 124$$

335 students attending part-time taking 6 credit hours per major term and 3 credit hours for Summer

$$335 \text{ students} \times 15 \text{ semester credit hours per student} / 40^* = 125$$

* 40 semester credit hours = 1 FTE

Full-time FTE	124
Part-time FTE	<u>125</u>
Total FTE	249

Pre-kindergarten/Primary Education

17 FTE

Elementary Education

100 FTE

Secondary Education

110 FTE

Exceptional Student Education

22 FTE

INSTITUTIONAL CAPACITY

About The College

Miami-Dade Community College has the facilities and academic resources to deliver the four-year degree in education. Opened in 1960, Miami-Dade Community College is a multi-campus, two-year, state-supported community college. With six campuses and numerous outreach centers, Miami-Dade is nationally recognized as one of the largest and best community colleges in the country. It is governed by a seven-member District Board of Trustees and a [college president](#). It provides a critical service to the local workforce by offering training and education in a number of fields. For example, the College ranks first in the nation in number of degrees awarded in Nursing and Health Professions and Related Sciences. It also ranks first in the nation in number of degrees awarded in liberal arts and sciences.

Fifteen percent of the community college students in Florida's State University System started college at Miami-Dade Community College. Approximately 85% of students with an Associate in Arts degree from M-DCC continue their education at a four-year college or university immediately upon graduation - seventy-two percent (72%) within the State University System (SUS). Annually, the College awards more associate degrees than any other community college in the United States. Miami-Dade Community College graduates the most Hispanic students and the second most black students of any college or university in the United States. Ninety-five percent of the credit students at Miami-Dade Community College are Miami-Dade County residents. Graduation and retention rates for community college associate in arts degree students are generally higher than those of first-time-in-college (FTIC) students in the State University System (SUS). Specifically, Associate in Arts degree transfers from M-DCC to Florida International University (FIU) graduate at a higher rate (16% vs. 14%) and are retained at a higher rate (88% vs 64%) than native FTIC students at FIU. (Sources: Florida International University (1999). Research Report 99-01 Fact Book 1998/99. Miami, FL: Office of Institutional Research, Florida International University; Florida State Board of Community Colleges (1996). Articulation Report, March 1996. Tallahassee, FL; Department of Education, State Board of Community Colleges; State University System of Florida (2000). Fact Book 1998-99. Tallahassee, FL: Florida Board of Regents.)

The College offers programs leading to Associate in Arts degrees, Associate in Science degrees, Vocational Credit Certificates, and other college certificates and continuing education courses. Enrollment in 1999-00 reached 69,483 credit students and 56,802 non-credit students. Sixty-nine percent of the students enrolled part-time, and 31% enrolled full time. Thirty-one

percent of Miami-Dade's students are between 21-25 years of age. Other demographic data includes the following:

- Average age is 27;
- Ethnic mix: 13 percent, white non-Hispanic; 21 percent, black non-Hispanic; 64 percent, Hispanic; 2 percent, other;
- 60 percent of Miami-Dade students are female, 40 percent are male.

The School Of Education

The Miami-Dade Community College School of Education was established in 1998 as a collegewide organizational unit. It is the first of its kind among community colleges in the nation. The School of Education was established in recognition of the role community colleges play in teacher education, as well as the urgent need to address the issue of quality teacher preparation in meaningful ways. It was in direct response to local community needs to address the looming teacher shortage, and for the workforce to have multiple entry and exit points based on a clearly defined career ladder. With a college-wide school, students find a consistent, cohesive program. The Director of the school has overall leadership and management oversight of the education program, its faculty and resources. The Director is also the college's primary contact for issues related to state and federal policy that affect teacher preparation. Faculty play a key role in shaping the direction of the School's programs. This organizational structure positions the College to offer four-year degree education programs.

There were 5,108 education program associate degree-seekers enrolled at the College in the Fall 2001. 4,648 were associate in arts programs and 460 were in associate in science program. The number of education majors increased 16.5% from the Fall 2000 to the Fall 2001. Education is the fourth most popular program at the College, behind pre-bachelor of arts, health sciences and allied health fields, and business. Pre-service teachers at the College represent a richly diverse group of students in terms of race, ethnicity, national origin, native language:

- 89% of all education majors are "minority;"
- ½ of all education majors have a native language other than English;
- 77% of all education majors are female;
- The mean age is 25.97;
- Nearly two-thirds enroll part-time.

Successful Alumni

There were 615 Miami-Dade Community College Associate in Arts graduates found in education programs in the State University System in 1998-99. This represents 15% of all upper division Education majors. Most (75%) were at Florida International University, while the rest were at Florida State University, University of Florida, University of Central Florida, University of South Florida, and Florida Atlantic University.

Graduates from M-DCC who pursue careers in education are very successful. **M-DCC graduates outperform native university students in SUS Colleges of Education** on a number of measures, including GPA:

- MDCC transfers in Education had a mean cumulative GPA of 3.24 compared to 3.06 for Education majors who began in the State University System (1999-2000);
- Seventy-three percent of M-DCC transfers had a GPA above 3.0 compared to sixty percent of the native university students (1998-1999 most recent data available);
- Miami-Dade transfers also took fewer credit hours to degree completion than did their native university counterparts (1998-1999 most recent data available).

In addition, the College has highly successful alumni who have achieved the highest level of honors and distinction in the profession. The College is very proud of the fact that many of the National Board Certified teachers at Miami-Dade County Public Schools are M-DCC alumni.

Partnerships

The College already enjoys well-established partnerships with the local public and private universities. For example, there exists a 2+2 program partnership between M-DCC and Barry University. Education majors upon completion of their associate degrees transfer to Barry and take their university courses on the M-DCC campuses. A similar partnership has been negotiated with Florida Memorial College focusing on exceptional student education majors. The College has a long history of collaboration with Nova Southeastern University, the University of Miami, and St. Thomas University as well.

The College is a member of a Teacher Quality Team with Florida International University, Miami-Dade County Public Schools, and the United Teachers of Dade. This team was formed under the sponsorship of the U.S. Department of Education's Teacher Quality Institute. The College also works very closely with Florida International University to ensure a smooth transition to upper division for its graduates.

In addition, the College is an active partner in a highly successful national collaborative project to train math, science, social studies, and language arts teachers in the use of the internet

to enhance learning in their classrooms. The *Alliance+* Internet in Education Project: A Model Internet-in-Education Teacher Training Program is supported by a U.S. Department of Education Technology Innovation Challenge Grant. It has 35 partners, including the Steven Institute of Technology (New Jersey), Bank Street College of Education (New York), the League for Innovation in the Community Colleges (California), Educational Testing Service (New Jersey).

As the College develops the 4-year program, it will continue to strengthen existing partnerships and seek new ones. The intent is to maintain focus on teaching and learning. Therefore, a university partner may be very helpful with research and evaluation. In addition, a university partner will be very instrumental in assisting us with preparations for state approval and NCATE accreditation. The College also will work closely with the universities on articulation for post-baccalaureate degrees.

As stated earlier, the College will partner with the local school districts in the planning as well as implementation of the program. The College will meet professional standards by working closely with the school districts in the design and implementation of clinical experiences for students, and well as the design and implementation of alternative certification programs.

Program Standards

The mission of Miami-Dade Community College is to provide accessible, affordable, high-quality education by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multicultural community.

The baccalaureate degree program the College envisions is consistent with its mission. The College will continue to provide opportunity for those who traditionally have been excluded from higher education. Working people, recent high school graduates, paraprofessionals working in the school system, recent immigrants, and many other populations will be recruited to the program. The College will make high quality teacher preparation a top priority. The program will be carefully structured to foster close collaboration between the School of Education and arts and sciences discipline areas.

The College intends to produce graduates who possess the knowledge, skills, and dispositions to be highly effective teachers, and who will positively impact student achievement. The College currently employ several successful learning strategies that will be used in the four-year program, including collaborative learning, service learning, learning communities, web-enhanced courses, and distance learning. Students also will have structured exposure to the field

throughout the program, beginning the very first year. The program will be performance-based, meeting the highest possible standards.

The College will accomplish this goal by meeting national, professional, state and local standards for teacher education programs, teacher candidates, and new teachers.

The program will be guided by standards established by:

- State Rule 6A-.065 The Educator Accomplished Practices twelve essential practices of effective teaching at the preprofessional level;
- Subject Matter Content Standards for Florida Teachers;
- State guidelines for Approval of Preservice Teacher Preparation Programs (State Rule 6A-5.066);
- the National Council for Accreditation of Teacher Education (NCATE) ;
- Interstate New Teacher Assessment and Support Consortium (INTASC); and
- the National Board for Professional Teaching Standards Five Core Propositions.

The College will contract with teacher education consultants, especially from the universities, to assist in the planning process. The institution will design a program model that integrates all elements of state guidelines for Approval of Preservice Teacher Preparation Programs (State Rule 6A-5.066), as well as standards for excellence delineated above. The College will develop a conceptual framework that will form the basis for its vision, mission, and philosophy and undergird the curriculum, program, and course design. The institution also will establish measures of accountability and program effectiveness; determine the most appropriate forms of teacher candidate assessment; establish admission and exit criteria; formulate an enrollment management plan; determine the modes of program delivery, including distance learning; and prepare for the state program approval and SACS accreditation visits. M-DCC has already received the commitment of the Miami-Dade County Public Schools district superintendent to involve their curriculum specialists in the development process for the baccalaureate programs.

Program Features

A distinguishing characteristic of the program will be the thorough **integration of technology** in the classroom. Research indicates that in schools with well-prepared teachers, technology is frequently used for complex reasoning and problem solving, but in schools that lack technology-proficient educators it is more often used for drill and practice. Students will see faculty model effective uses of learning technologies across the curriculum. Arts and sciences faculty as well as education faculty will provide rich learning environments for students,

providing them the opportunity to develop a deeper understanding of how learning technologies are integrated into the structure of inquiry and knowledge in a specific discipline. Students will not only see faculty model the use of technology, they will have ample opportunity for hands-on experience. Students will become active learners drawing on multiple sources of information in real-world collaborative inquiry. The use of the internet, chat rooms, e-mail, electronic portfolios, and many other technologies will enable future teachers to be more effective in creating a learning environment that produces critical thinkers and competent learners.

Support for student success will be another distinguishing characteristic of the program. The College already has in place a student-centered, on site and web-based student support system. The College will expand its resources to support the specific advisement, financial and field experience needs of students enrolled in the four-year degree program. Support for certification, graduate school transfer, and internships will be added to assure alignment with the essential components for teacher education programs. Students will have support from the very first semester through graduation and into their first year as a classroom teacher. Enrichment activities such as professional conferences (where the students attend as participants as well as presenters), field trips, intensive summer programs at Florida and out-of-state universities, service learning, Future Educators of America, and other programs will be offered. Academic support mechanisms, including test preparation, already are in place for all M-DCC students; and they will be enhanced for the upper division students in the program. In addition, faculty will provide on-site mentoring in the schools for graduates in order to support them through their first year of teaching. Progression from the first semester through successful performance on the job will be a seamless process for students.

Program/Course Offerings

The College currently offers the state-required common course prerequisites for education majors. The courses for the four year program will follow curriculum established by State Rule 6A-.066 for general knowledge, professional education and subject specialization.

At the moment, the College intends to address the critical shortage areas in Miami-Dade County. The College will explore the feasibility of offering baccalaureate degree programs leading to certification in those shortage areas, including but limited to: Pre-Kindergarten Students with Disabilities/Primary Education (Age 3-Gr. 3); Elementary Education (K-6); Exceptional Student Education K-12 (Emotionally Handicapped, Varying Exceptionalities, Specific Learning Disabilities, and Speech-Language Impaired); Middle Grades General Science (5-9); Middle Grades Mathematics (5-9); Secondary Level (6-12) Biology, Chemistry, Earth-

Space Science, Physics and Mathematics. With the exception of Elementary Education, all of these are on both the State and the Miami-Dade County Public Schools critical teacher shortage lists. Assuming that the proposed revisions for certification are approved by the Florida Board of Education, Elementary Education (K-6) will meet the needs of the local school district since kindergarten is on its list. In addition, though elementary education is not currently on the list, it is expected to grow by 14.23% by the year 2008 (Florida Industry and Occupational Employment Projections to 2008, Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Information Program).

The College will actively collaborate with officials in the Miami-Dade County Public Schools and the Broward Public School districts as the program is developed.

Proposed degree offerings are the following:

- Bachelor of Science in Pre-Kindergarten /Primary Education (Age 3-Gr. 3)
- Bachelor of Arts Degree in Elementary Education
- Bachelor of Science Degree in Elementary Education
- Bachelor of Arts Degree in Secondary Education
- Bachelor of Science Degree in Secondary Education
- Bachelor of Arts Degree in Exceptional Student Education
- Bachelor of Science Degree in Exceptional Student Education

There is an urgent need for our South Florida population to become bilingual/biliterate. Though many residents have a home language other than English, a significant portion cannot read or write in their home language. In addition many native English speakers are monolingual. A bilingual/biliterate workforce would have positive impact on the local economy. The bachelor of arts degree, with the foreign language requirement, will allow and provide students an incentive to gain an additional skill set that is critical for this locale.

Faculty Qualifications and Credentials

Miami Dade Community College exceeds the SACS accreditation standard for faculty teaching at the baccalaureate level:

- 36% of the faculty members in the School of Education hold terminal degrees (Ed.D/Ph.D);
- 44% of the faculty members teaching in the natural sciences (biology, physics, chemistry) hold terminal degrees (Ph.D/Ed.D);
- 35% of the faculty members teaching mathematics possess terminal degrees (Ph.D/Ed.D).

Facilities, Learning Resources

The College is committed to providing students with instructional facilities that are equipped with state of the art technology that fosters critical inquiry and “hands on” application of the subject area. The College has six campuses, two outreach centers, and numerous off-site locations. No new facilities will be required for this program. The College does not anticipate expanded hours of operation, but rather extended use of existing operations, e.g., mid-afternoon and other non-peak times. The College will maximize space utilization in order to accommodate this program. The College will engage the expertise of consultants to assist us in the retrofitting of science laboratories and other instructional space to meet the standards of the upper division program. The infrastructure will be updated to provide a networked environment to facilitate the use of technology throughout the curriculum. Instructional facilities will be designed to support facilitative learning and student teaching.

The College is committed to providing the highest quality learning resources for teacher education. The School of Education already has undertaken an effort to significantly increase collection development, including media and on-line services, through the Division of Learning Resources. The College will continue to acquire resources particularly relevant the third- and fourth-year preservice teachers, and for the in-service training/professional development needs of current teachers. The institution will leverage resources to ensure that all of the campuses have the infrastructure to support the most advanced educational technologies available. In addition, M-DCC continues to expand its offerings through our accredited Virtual College, thus providing additional alternative instructional options to students.

The proposal budget stipulates projected expenditures of \$400,000 for equipment that is both for technology as well as science lab equipment. The funds requested for technological equipment is to upgrade the other campuses’ classroom facilities to the same state-of-the-art technological classroom found at the Inter-American Campus. The teaching classrooms at the InterAmerican Campus provide the students with the following capabilities: A teacher workstation with computers, VCR, room-controlled displays, smart boards, projectors, zip drives, etc. The student stations also are equipped with computers, zip drives, peripherals (scanners, printers, etc.)

The proposed budget stipulates the projected expenditures of \$600,000 for Facility Construction and Renovation. This is to provide the required infrastructure to the remaining five campuses of the College and to bring each of the campuses to same level of technology. Even though the College has invested a considerable amount in the upgrading the infrastructure of our facilities, this estimate is to provide the high speed connections required for the effective

interaction among all the campuses where the program is offered. This expenditure will allow students to have the access to the latest technological tools at their location without having to travel to the InterAmerican Campus. Due to the distance between the campuses, the cost of the cable plant infrastructure such as fiber-optic, T3 lines, light gates systems and other connection devices are expensive. This will provide for an upgrade in our cabling infrastructure, fiber-optic cables and copper between campuses (Category 5E or level 6 copper cables). In addition it will provide for the power upgrades UPS backup, racks and runways environmental systems, and proper air conditioning that are necessary to support the system. Active equipment – electronic b-routers to support layer 3 functionality (TCP/IP – Internet Protocol) and quality of service (traffic shaping mechanisms to control data highways) as well as Ethernet and ATM connections in all the campuses and centers. Over 200 miles of cabling is required to connect the six campuses, centers and satellite locations that the College operates. The investment in technology allows the campus to provide instruction throughout the county through “connected classrooms” as well as distance learning.

MINORITY TEACHERS

The need for minority teachers is another compelling challenge in education reform. It is estimated that by the year 2050 “minority” students will constitute the majority. Generation Y will become increasingly more minority as it enters our classrooms over the next several years. Yet the ratio of minority teachers to students remains disproportionate. It is critical that minority students find role models in the schools who share a common racial, ethnic, and linguistic background. It is also important for all students to find minority teachers in the schools who can expose them to different cultures and perspectives, and provide models of intellectual leadership from diverse points of view. The need for more minority teachers is a significant workforce issue. In schools with more demographically representative teacher workforce minority students are: more likely to be placed in gifted and talented programs; less likely to be placed in special education; Less likely to be suspended or expelled; more likely to graduate from high school.

Nearly 40% of nation’s public school student population is minority, but only approximately 13% of nation’s teaching force is minority. The supply of minority teachers seems to be shrinking. A significant number of minority teachers will reach retirement age within the next few years.

In Florida in 1999:

- 25% of students, 14% of teachers were African American;
- 18% of students, 8% of teachers were Hispanic;
- 54% of students, 77% of teachers were white non-Hispanic.

In Miami-Dade County Public schools in 1999, white non-Hispanic students represented 11.7% of the student population; white non-Hispanics represented 37.4% of the instructional staff. Minorities represented 88.3% of the student population; the instructional staff was 62.6% minority. It is important to note that “instructional staff” includes teacher assistants where a higher percentage of minorities are typically found. Therefore, the number of minorities in this category may be disproportionately non-professional.

The two tables below show the numbers and percentages of teacher education graduates in South Florida by college and race.

Table 4: Number of Teacher Education Graduates By College and By Race 1998-99

	White	African-American	Hispanic	Asian	Native American	Other	Total
FAU	444	29	24	6	1	2	506
FIU	135	55	318	8	0	8	524
Barry	67	21	124	1	0	1	214
Fla.Mem.	0	79	7	0	0	0	86
Nova	77	12	42	1	1	0	133
St.Thom.	4	7	23	0	0	1	35
U-M	60	5	42	0	0	4	111
Total	787	208	580	16	2	20	1609
Statewide	4468	725	814	86	15	36	6144

Source: *Supplementary Tables, Graduates of Teacher Education Programs By Institution*, October 2000, Office of Strategy Planning, Deputy Commissioner for Planning, Budgeting and Management, Florida Department of Education

Table 5: Percentage of Education Graduates By College and By Race 1998-99

	White	African-American	Hispanic	Asian	Native American	Other	Total
FAU	87.8	5.7	4.8	1.1	0.2	0.4	100.0
FIU	25.7	10.5	60.8	1.5	0	1.5	100.0
Barry	31.4	9.8	58.0	0.4	0	0.4	100.0
Fla.Mem.	0	91.8	8.2	0	0	0	100.0
Nova	57.9	9.0	31.6	0.75	0.75	0	100.0
St.Thom.	11.4	20.0	65.8	0	0	2.8	100.0
U-M	54.0	4.6	37.8	0	0	3.6	100.0
Total	48.8	13.0	36.0	1.0	0.1	1.1	100.0
Statewide	72.7	11.8	13.3	1.4	0.3	0.5	100.0

Source: *Supplementary Tables, Graduates of Teacher Education Programs By Institution*, October 2000, Office of Strategy Planning, Deputy Commissioner for Planning, Budgeting and Management, Florida Department of Education

The table below shows the number and percentage of students admitted to teacher education programs at the two local state universities.

Table 6: Number and Percentage Admitted to Teacher Education Programs at FAU and FIU by Race 1999-2000

	Number						Percentage				
	White	Black	Hispanic	Other	Total		White	Black	Hispanic	Other	Total
FAU	426	49	43	21	539		79.0	9.1	8.0	3.9	100.0
FIU	68	30	202	8	308		22.1	9.7	65.6	2.6	100.0
State total	3444	443	456	120	4463		77.2	9.9	10.2	2.7	100.0

Source: *Admissions to Teacher Education Programs State University System – 1982-83 – 1999-2000*, December 2000, Office of Strategy Planning, Deputy Commissioner for Planning, Budgeting and Management, Florida Department of Education

The largest portion of Hispanic teacher education graduates in the state is from Florida International University (39%). One third of Hispanic graduates attended private universities, with the Miami-based institutions in the lead: Barry University, the University of Miami, Nova-Southeastern, and St. Thomas University. Nearly half of the African American teacher candidates graduating during 1998-99 were from the four historically Black institutions in Florida (FAMU, FMC, Bethune-Cookman, Edward Waters.) In fact, a significant portion of teacher education program graduates came from MSI's (minority serving institutions) and from community colleges.

M-DCC And Minority Teacher Preparation

One of the College's most significant roles in offering a four-year degree program is helping to improve the minority student/teacher ratio in the local school system by increasing the number of minority teacher education graduates. According to a Level 1 Review by the State Board of Community Colleges (May 2001), there is a high rate of students who do not follow through as education majors at the university level. Moreover, minority community college education students who transfer are much less likely to transfer to universities as education majors. The College will be strategic in identifying barriers and devising effective interventions to assure a seamless process from the first year in college through the first few years of classroom teaching.

Community colleges and minority serving institutions are the primary conduit for minority teacher candidates. Education majors at the College represent a richly diverse group of racial,

ethnic, cultural and linguistic minorities. Eighty-eight percent of the education majors are minorities. As stated earlier, the baccalaureate degree program the College envisions is consistent with its mission. The College will continue to provide opportunity for those who traditionally have been excluded from higher education. Working people, recent high school graduates, paraprofessionals working in the school system, recent immigrants, and many other populations will be recruited to the program.

The College is accustomed to successfully serving minority student populations. Among the many support services provided are:

- student life skills courses
- orientation to college course
- career education and planning assistance
- extensive financial aid and scholarship programs
- services for students with disabilities
- college preparatory instruction
- tutoring assistance in labs
- early intervention for students not progressing satisfactorily (either due to grades or withdrawals)

These and other services will be available to students enrolled in the 4-year degree program as the College continues to develop effective strategies for student retention and success.

INCLUSION OF DATA IN EXISTING SYSTEMS

All enrollment, academic, financial aid, and other related student data will be processed in the College's current system and appropriate reporting requirements will be followed. All financial data will also be processed in accordance with our existing financial system and the appropriate reporting requirements will be complied with.

ASSURANCES

Tuition

In-state student tuition for the four-year degree programs in education at Miami-Dade Community College will not exceed the matriculation fee for the State University System.

Continuation Of Associate Degree Program Offerings

The baccalaureate degree program the College envisions is consistent with its mission. The College will continue to provide opportunity for those who traditionally have been excluded from higher education. Working people, recent high school graduates, paraprofessionals working in the school system, recent immigrants, and many other populations will be recruited to the program. The College will make high quality teacher preparation a top priority. The program will be carefully structured to foster close collaboration between the School of Education and arts and sciences discipline areas.

Authorization of a baccalaureate degree program in education at the College will not interfere with the College continuing to offer associate in arts and associate in science degree programs.

Academic Standards And Requirements

The College currently offers the state-required common course prerequisites for education majors. The courses for the four year program will follow curriculum established by state guidelines for Approval of Preservice Teacher Preparation Programs (State Rule 6A-5.066) for general knowledge, professional education and subject specialization. The focus will be on elementary education, exceptional student education, early childhood education, math education, and science education. The program length will not exceed those of the state universities. The program will not be limited access. Admission requirements will comply with those delineated in the state rule 6A-5.066: at least 90 percent of those admitted will have minimum 2.5 GPA; and pass all four parts of CLAST. An associate in arts degree also will be required. The program is not intended to be limited access.

Performance Data Collection

The College Office of Institutional Research is responsible for federal and state reporting, including data for Workforce Development, performance-based funding, testing and curriculum evaluation; enrollment projections and enrollment monitoring; accountability and outcomes assessment; and assisting the coordination of faculty, chairperson and supervisor evaluations (feedback). This office will oversee the collection of enrollment data, completions and other performance measurement data for the purpose of state and accreditation-agency reporting for the four-year degree program. M-DCC's Office of Institutional Research has been praised by Educational Resources Information Center (ERIC) as one of the finest in the nation.

FUNDING REQUIREMENTS

The state funding requirements for the establishment and operation of the program are detailed in the following section. The funding for the upper-level instruction is based on the amount specified in the 2001-02 General Appropriations Act for comparable instruction in state universities.

Budget Rationale

Phase I – Preparation

Consultants

- Curriculum

The budget for consultants includes professional service agreements with experts in designing curriculum for a Baccalaureate Program in Education. The College will utilize the expertise of upper-division institutions in the area as well as in the rest of the State and Nation. The College expects the consultants to review the curriculum to align it with the core-curriculum students will be taking. In addition, the latest innovations in instructional techniques as well as curriculum development will be explored to make the School of Education a true beacon of educational initiatives addressing multicultural environments and the latest technological advances in education.

- Instructional Aids/Support

Consultants will be asked to provide the School of Education the most innovative instructional aids on which the students can be trained. The goal is to prepare students for the future and to use the best resources available in the marketplace.

- Facilities – Instructional Labs, Classrooms

The College is committed to providing students with instructional facilities that are equipped with state of the art technology that fosters critical inquiry and “hands on” application of the subject area. The College will engage the expertise of consultants to assist us in the retrofitting of science laboratories and other instructional space to meet the standards of the upper division program. The infrastructure will be updated to provide a networked environment to facilitate the use of technology throughout the curriculum. Instructional facilities will be designed to support facilitative learning and student teaching.

- Technology and related equipment

Enhancing student learning through the infusion of technology into the curriculum is a primary goal of the program. Consultants will be retained to assist the College in the identification and procurement of the latest technological advances in science, mathematics and teacher education.

- Southern Association of Colleges and Schools (SACS) and Initial Teacher Education Program Approval. Consultants will be employed to manage the process of application for accreditation and monitoring to ensure compliance with the Southern Association of Colleges and School (SACS) requirements and necessary preparation in order to request Initial Teacher Education Program Approval of its preservice teacher education program from the Florida Department of Education.

- Financial Aid Application

Consultants will be employed to manage the process of obtaining approval by the US Dept. of Education to provide federal financial assistance to students.

- Articulation Requirements

Consultants will be retained to facilitate the articulation requirements of the graduates with private and state universities.

Administration

In order to fully support the efforts of faculty and students, providing two administrators dedicated to coordinate and serve the needs of faculty and students will enhance the administration of the School of Education. Clerical support is also required to support the School of Education.

Facilities

See above explanation on the desired facilities to offer the program.

Equipment

See above explanation on the desired equipment for the program.

Library Enhancements

Even though the Library system has over 40,000 volumes related to education, the College plans to increase the resources available to students to conduct research and as part of their educational process.

Phase II Operations

This phase entails the operation of the School of Education with a projected enrollment of 165 full time students, 335 part-time students and 200 teachers from the area being served in the latest curriculum development and instructional techniques. This proposal is based on nurturing students to succeed by providing them highly qualified teachers, adequate resources and assistance in every step of their way.

Instructional

The enrollment projection requires the employment of 10 additional full-time equivalent faculty positions to serve students. The personnel costs associated with the increased enrollment are based on current salary structure and current productivity models.

Administration

The recurring costs of the administrative portion of the program started in the first planning year.

- Program Coordinators and On-site Mentoring

The School of Education at Miami-Dade Community College prides itself in the notion of the nurturing of students to be successful both in the educational setting as well as in their first and second year of teaching. The College's goal is for students to be prepared to teach in a multicultural environment using the latest curriculum, technology and instructional techniques. Therefore, positions are earmarked to assist and to monitor students in the field.

- Instructional Supplemental Support

The College expects to increase staffing to adequately assess and address student-learning needs.

Student Support

- Financial Assistance

One of the reasons for attrition of education majors is that during the internship period, the students cannot earn a salary. Many in the College's student population attend school part-time because they need to earn a living. This proposal provides for financial assistance during the internship period in the form of work experience stipends.

- Child Care

Child Care is one of the most compelling needs the College's student population has indicated it has. This proposal provides for some assistance for those students that require this service in order to continue and successfully complete their educational program.

- Tutoring

Tutoring will be provided to students to assist with program/course completion, to pass the CLAST test and the other required examinations required for certification

- Travel

The students will have an opportunity to be exposed to other initiatives, attend conferences to learn about the latest innovations in both education and technological advances in education.

- Distinguished Visiting Professionals

During their academic career, students in the School of Education will participate and engage in mastery learning from seminars presented by distinguished visiting professors and practitioners in the field.

Budget Projections

With the anticipated increase in the number of students in the four-year program, additional staff will be required to support the operation. The School of Education currently is staffed by a Director, Secretary, and Faculty. There are areas that may be integrated into the existing structure, with expanded responsibilities to meet the needs of upper division students. In addition, there are new areas that will need to be added in order to accommodate the upper division program components, e.g., certification office and clinical experience office. The four-year program will require new positions and the expansion of responsibility for existing ones.

All instructional personnel will meet or exceed institutional classification for SACS baccalaureate degree certification. All full-time faculty will meet appropriate degree requirements, including appropriate course work in field.

The proposed budget stipulates the projected expenditures of \$400,000 for equipment that is both for technology as well as science lab equipment. The funds requested for technological equipment is to upgrade the other campuses' classroom facilities to the same state-of-the-art technological classrooms found at the Inter-American Campus. The teaching classrooms at the InterAmerican Campus provide the students with the following capabilities: A teacher workstation with computers, VCR, room-controlled displays, smart boards, projectors, zip drives, etc. The student stations are also equipped with computers, zip drives, peripherals (scanners, printers, etc.)

The proposed budget stipulates the projected expenditures of \$600,000 for Facility Construction and Renovation. This is to provide the required infrastructure to the remaining five campuses of the College and to bring each of the campuses to same level of technology. Even though the College has invested a considerable amount in the upgrading the infrastructure of our facilities, this estimate is to provide the high speed connections required for the effective interaction among all the campuses where the program is offered. This expenditure will allow students to have the access to the latest technological tools at their location without having to travel to the InterAmerican Campus. Due to the distance between the campuses, the cost of the cable plant infrastructure such as fiber-optic, T3 lines, light gates systems and other connection devices are expensive. This will provide for an upgrade in our cabling infrastructure, fiber-optic cables and copper between campuses (Category 5E or level 6 copper cables). In addition it will provide for the power upgrades UPS backup, racks and runways environmental systems, and proper air conditioning that are necessary to support the system. Active equipment – electronic b-routers to support layer 3 functionality (TCP/IP – Internet Protocol) and quality of service (traffic shaping mechanisms to control data highways) as well as Ethernet and ATM connections in all the campuses and centers. Over 200 miles of cabling is required to connect the six campuses, centers and satellite locations that the College operates.

Cost-Effectiveness

This alternative provides for offering the program at various locations throughout the Metropolitan Miami-Dade County area with minor costs for renovations and infrastructure updates. Miami-Dade Community College is already providing all the support services required to offer the baccalaureate program. It would cost substantially more if the State were to provide funds for new facilities in order to expand the offering of teacher education programs in the state universities. No other higher education institution in our community offers educational programs at the number of locations as does the College. Therefore, we will be increasing access to prospective students interested in a career in education with minimal cost to the State. The first two years will be less costly because they will be based on the community college rate; the second two years will be “cost neutral” because cost will not exceed funding.

Upgrades to the infrastructure are expected to be funded by the special appropriations; the funding per FTE of \$7,630 will cover the operational costs of the program, not the facilities upgrades or capital outlay. The corresponding increase in support staff is commensurate with the increase in enrollment projected, and it would affect the university much the same as it would affect the community college. State support for the FRAG is considerably less (\$2,690);

however, the students are paying for a substantial portion of the costs. Cost of tuition for private universities is on the average \$14,073 a year vs. \$1,680 a year for a state institution.

The cost to the student is substantially less than if the student attends a private institution. Even though students may be receiving financial assistance to help them pay for the high tuition costs, research has shown that the primary form of financial assistance is through loans. The amount of grants available for students have decreased over the years, the policy of the federal government is to replace grants by subsidizing the interest on loans. Students are incurring considerable debt to get a degree in a field that is not paying them a high salary, contributing to their reluctance to go into teaching. State funded institutions offer the students the best method to acquire an education.

The proposal to allow community colleges offer a limited number of baccalaureate programs will significantly impact the workforce needs of the region and the state. The College's goal is to increase the supply of high quality teachers, especially minorities. The College is accessible both in physical location as well as providing a nurturing environment to allow students to succeed. Having more qualified teachers in the classroom will contribute to the quality of education of community. The quality of education in our community in turn, contributes to the quality of life of the community. A better educated workforce attracts businesses to the community and to the state at large. Education is good business.

Phase I – Preparation

See Attachment A

Instructional:

<u>Consultants:</u>	\$250,000
Curriculum Instructional aids/support Facilities – Instructional Labs, Classrooms Technology and related equipment	
<u>Faculty:</u>	\$100,000
Professional Development Travel Faculty Release Time	

Administrative:

<u>Consultants:</u>	\$ 50,000
SACS Financial Aid Application Articulation requirements	
<u>Administration:</u>	\$243,400
2 Associate Deans – Academic and Student/Adm. **	156,000
Clerical Support **	25,000
** Fringe Benefits 24%	43,400
Materials and Supplies	19,000

Facilities:

Remodeling – Inst. Labs, Technology Infrastructure update Wireless connections in labs and classrooms	\$600,000
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Equipment:

Computers/Peripherals Electronic Boards Servers Lap Tops and carts	\$400,000
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Instructional Aids:

<u>Library Enhancements:</u>	\$270,000
Collection of books, periodicals, on-line services	\$150,000
Media/Audio Visual equipment	70,000
Educational materials	50,000

Phase I	TOTAL	\$1,913,400
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Phase II – Operations

See pp. 30-31

Instructional:

Instructional/Instructional Support Personnel	\$593,404
Faculty (6 full-time positions) Note	\$300,000
Adjunct faculty (52 – 3-credit hours at \$1,800)* Note	93,600
Paraprofessionals/Lab Assistants (4 at \$20,000)	80,000
Clerical support	22,000
Fringe Benefits – 24% full time, 1.5% Part time	97,804

* Note: Allocation of instructional staffing is based on the Funding Formula. Assumes a class size of 25 students, a faculty load of 40 cr/hrs and a distribution of approx. 65/35 between full-time/part-time faculty.

Administration:	\$243,400
2 Associate Deans – Academic and Student/Adm. **	156,000
Clerical Support **	25,000
** Fringe Benefits 24%	43,400
Materials and Supplies	19,000

Program Coordinators:	\$217,000
Certification Specialist	
Articulation Officer	
Clinical Placement	
Clerical Support	
On-site mentoring faculty (2 positions)	\$153,760
Instructional Supplemental support:	\$120,000
Advisement, Registration, Financial Aid, Bursar, and other Institutional support	
Total Instructional	\$1,327,564

Student Support:

Financial Assistance during Internship:	\$150,000
Work Experience	
Child Care	\$50,000
Tutoring (CLAST preparation, etc.)	\$80,000
Travel:	\$50,000
Visits to other Institutions, Summer Enrichment Attendance to Professional Conferences	
Distinguished Visiting Professionals	\$100,000
Membership and related cost to participate in professional organizations	\$ 30,000
Total Student Support	\$460,000

Phase II	TOTAL	\$1,787,564
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State funding required (\$10,429 per FTE x 249 FTEs)	\$2,596,821
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SUMMARY

The projected number of teacher education graduates in South Florida for 2000-01, 1,851, does not meet the local need for teachers – 5,400 for the Fall 2001. Nor have the universities managed to produce sufficient numbers of minority graduates to balance the minority student/teacher ratio in the local school districts. Miami-Dade Community College proposes to help address the critical need by establishing a four-year degree program in education. The College is well positioned to offer such a program. M-DCC historically has played a central role in teacher preparation having provided an overwhelming majority of elementary school teachers in the Miami-Dade County Public School system with a significant portion of their content grounding and introductory education courses.

The College applauds all efforts on the part of the local colleges and universities to recruit more teacher education program students. Given the nature of the teacher shortage, it is important for all institutions to maximize their capacities. However, even if the universities meet their capacities, there will continue to be a significant gap between supply from Colleges of Education and the demand for teachers. The College does not foresee its program having an adverse impact on existing public and independent providers. Rather, it will provide an additional option for students. It will help make the K-20 system more responsive to students, and it will force other institutions to become more student-focused and learner-centered.

Allowing community colleges to offer baccalaureate programs in teacher education adds to the value of our seamless system of education in significant ways:

1. An innovative, high performance, and cost-effective option for potential students that specifically addresses the needs of underserved populations.
2. An accessible, affordable and high quality program at an institution that is student-focused and learner-centered – a place where faculty and support staff are rewarded on their demonstrated abilities to achieve student success.
3. Highly-qualified faculty that is primarily responsible for teaching, not research or publishing. M-DCC productivity in teaching students far exceeds the productivity of university faculty that has to allocate their time between teaching and research and publishing.
4. Well-trained teachers that can relate to the complex and diverse population of students in our community. Research has shown that one of the most important factors in students' success is their ability to make their education relevant to their experiences. The

community college is well-positioned to prepare future teachers to meet the challenge of the 21st century classroom.

The College will address both the critical need for teachers and the need for quality teacher education. Having established a School of Education nearly four years ago, the College already has begun the important work of identifying critical elements for excellence in teacher preparation, including establishing meaningful ties with arts and sciences faculty.

The College also serves as a primary conduit for minority future teachers, with 89% of all current education students being minorities. The College expects to have a significant impact on the number of students who delay continuation of their studies by providing the opportunity for bachelor degree attainment at M-DCC. The institution also will target non-teaching program students, especially those in the sciences and math.

Increasing the supply of highly qualified K-12 instructors is the first strategic imperative of the Florida Board of Education. All stakeholders must participate in this mission, including community colleges. Community colleges already play a critical role in teacher preparation. An institution whose faculty are rewarded for the quality of teaching and learning that takes place in their classrooms, and whose student-focused mission drives all programs, seems a natural training ground for future teachers. If Miami-Dade Community College is authorized to offer four-year degree programs in education the net value added to our community will be considerable. It will enhance the K-20 system by providing more options for students who may not be able to access existing programs; and produce more high quality teachers, especially minorities, who will positively impact student achievement. We offer a quality education at a great price.

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Appendix 1

SUMMARY OF REPOSES TO EDUCATION SURVEY

Prepared by: M-DCC Institutional Research, 6/29/01

Total Education Classes Surveyed:	4
Total Responses:	68
Non Ed Majors	4 Not Used
Had degree	3 Not Used
	=====
	61 Usable responses

Plan to transfer to a University?	<u>58</u>	<u>95%</u>
Where: FIU	35	57%
Where: Barry	12	20%
Where: Other SUS	3	5%
Where: Other	8	13%

Remain at M-DCC if offer Bachelor's? YES	45	74%
If Yes, Why*:		
Quality-good teachers, small classes	22	49%
Close to home	16	36%
Already familiar with M-DCC	15	33%
Cost	14	31%
Convenience	10	22%
Friendly atmosphere	5	11%
Avoid transfer problems	4	9%
Good Technology at M-DCC	3	7%

*Multiple responses were coded; percent is taken from the 45 who said yes

Remain at M-DCC if offer Bachelor's? NO	9	15%
If No, Why*:		
Want University Experience	5	56%
Leave Home	2	22%
Want Masters	1	11%
More Prestige at U	1	11%

*Students offered only one response each; percent is taken from the 9 who said No.

Remain at M-DCC if offer Bachelor's?		
Undecided	4	7%

APPENDIX II

Miami-Dade Community College Four-Year Degree Proposal Implementation Timetable

September 11, 2001	Southern Association of Colleges and Schools (SACS) notified of the intent to develop baccalaureate degree programs.
January 15, 2002 February 12, 2002	CEPRI reviews proposal and issues recommendation.
February 25-26 or March 19, 2002	Florida Board of Education reviews proposal and issues decision.
March 2002/April 2002	If approval given by Florida Board of Education, College hires consultants for curriculum development, support service development, assistance with SACS application, and preparations for Initial Teacher Education Program Approval.
May 2002 – October 2002	Faculty Discipline Committees research and develop curriculum proposals; College begins preparations to request Initial Teacher Education Program Approval.
September 2002	Final draft of SACS Application: Seeking Accreditation at a More Advanced Degree Level is distributed to College for review.
October 2002	Application submitted to SACS.
November 2002	Program(s) proposals will be forwarded to the College Academic and Student Support Council (CASSC) for review and approval. (CASSC is the official college-wide committee –faculty, staff, students and administrators-- for matters related to curriculum, instruction, and academic and student support.)
November 2002	Recruitment begins for fall class, 2003-1
January 2003	Orientation and advisement for fall term 2003-1
March 2003	Final approval of courses by College Academic and Student Support Council (CASSC).
August 2003	Baccalaureate program in Education begins.

APPENDIX III
CEPRI Matrix of Criteria Index

TOPIC	PAGE
<u>NEED – is the identified need real and important?</u>	
Is the need in an area of critical concern?	4-9, 16-17
Is the need large – reflecting a significant shortage and/or opportunity?	4-9, 16-17
Is the need driven by proven student demand?	4-9, 16-17
Has employer demand exceeded supply for the past five years? Is need projected to exceed supply for the next five years?	4-9, 16-17
Is the need primarily related to programmatic content, the nature of the delivery system, or other factors?	4-9, 16-17
<u>POTENTIAL IMPACT – will the proposed program significantly reduce the identified need?</u>	
What impact would this program have on the current mission of the institution?	24
What percent of the gap between supply and demand will the proposed program address?	9
Will the proposed program be of necessary quality associated with a baccalaureate degree – in terms of:	
➤ Faculty	17
➤ Facilities	18-19
➤ Curriculum	14-15, 24
➤ Prerequisites	24
➤ Standards of the field	14-15, 24
Will the program increase access or redistribute the current pool of applicants?	33-34
Will the program have an adverse impact on existing public and independent providers?	33-34

USE OF RESOURCES – is the proposed program the most effective way to use the combined resources of the overall K-20 system?

Are there existing programs within commuting distance which have unused capacity? 33-34

Is there a cooperative program with a four-year institution currently in place? How effective has it been and can it be improved? 13

Has a cooperative program been proposed by the community college or by another institution – and likely to be implemented? Can such a program be offered more efficiently than the proposed program? N/A

Does the proposed program duplicate programs offered by other institutions within commuting distance (~~70 miles/60 minutes~~) or through distance learning? 33-34

Are there issues related to access/articulation that, if resolved, would preclude the need for the proposed program? 33-34

IMPLEMENTATION – can the proposed program be implemented in a timely and effective manner?

Does the proposal adequately address the steps necessary to achieve the necessary accreditation (i.e., regional accreditation, and where available, specialized accreditation) in a timely manner? 38

Does the proposal adequately address any other impacts or requirements on the community college that may be associated with accreditation or baccalaureate degree programs?

Is there clear provision for compilation and reporting of measurable performance data for accountability/evaluation? 24

ACCOUNTABILITY – Does the proposed program comply with statutory requirements regarding time-to-degree, articulation, and access?

Is the program 120 hours in length or will it require FBOE approval for additional hours? 24

Does the program comply with common prerequisites and other applicable requirements of state articulation agreements? 24

Will the program be limited access? If so, does it comply with statutory requirements and FBOE policy on limited access? 24

What are the proposed admission requirements? 24

COST EFFECTIVENESS – will the proposed program contribute to the most cost effective use of systemwide resources and meeting of workforce needs?

Are the full incremental cost (including capital outlay) to the State less than other available options? 29-30

Is the cost to the student less than with other available alternatives? 29-30

Will the proposed programs contribute significantly to meeting important workforce needs in the service region and, if appropriate, throughout the State? 29-30

Summary

In light of all information provided, summarize the net value added through the proposal program for the delivery of baccalaureate education. 33-34

ATTACHMENT A

Funding Worksheet

	<u>First Year</u> 2001-02	<u>Second Year</u> 2002-03
1. <u>Projected Program Enrollment</u>		
Student Headcount	_____	700
Student FTE	_____	249
2. <u>Program Tuition</u> [NOTE: Credit hour charges should not exceed the average state university undergraduate matriculation fees (\$55.67 for 2001-2002)]		

Per Credit Hour \$ _____ Per _____ Semester
 \$ _____

The amount of tuition for 2002-03 will be established by our local board of trustees and will not exceed the average state university undergraduate matriculation fees.

3. Projected Program Expenditures
 [NOTE: Funding for upper-level instruction should be based on the amount specified in the most recent General Appropriations Act for comparable instruction in state universities: approximately \$7,635 for 2001-2002 (\$10,429-2227 (matriculation fees) - 567 (research) = \$7,635)]

	<u>First Year</u> 2001-02	<u>Second Year</u> 2002-03
	<u>Number</u>	<u>Number</u>
	<u>Salaries/Benefits</u>	<u>Salaries/Benefits</u>
Faculty- Full-Time _____	\$ _____	6 \$
372,000		
Faculty-Adjunct _____	\$ _____	4 \$ 95,004
<u>Operating Expenses</u>		
Academic Administration	\$ 224,400	\$
224,400		
Materials/Supplies	\$ 19,000	\$
19,000		
Travel	\$ 50,000	\$ 50,000
Communications/ Technology	\$ 50,000	
Library Support	\$ 270,000	
Student Services Support		\$
430,000		
Professional Services	\$ 170,000	\$ 100,000
Other	\$ 50,000 *	\$ 497,160

**

Capital Outlay

Equipment	\$ 400,000	\$
Facility Construction/ Renovation	\$ 600,000	\$
Other	<u>\$ 80,000</u> ***	\$
TOTAL	\$1,913,400	\$1,787,564

Notes

* Professional Development \$50,000

** Instructional Support

Lab Assistants \$ 99,200

Clerical Staff \$ 27,300

Program Coordinators \$ 217,000

Certification

Articulation

Clinical Placement

Clerical Support

On-site mentoring faculty \$153,760

Total \$497,160

***Professional Services

for Facilities \$ 80,000

Projected State Appropriations for 2002-03 (249 FTE at \$7,635)	\$1,901,115
Projected Cost for 2002-03	\$1,787,564