

**MIAMI-DADE COMMUNITY COLLEGE  
BACCALAUREATE DEGREE PROPOSAL  
BS/BA ELEMENTARY EDUCATION**

**STAFF RECOMMENDATION:**

**The establishment of a bachelor’s degree program in Elementary Education at Miami-Dade Community College is not recommended.**

The curricular emphasis areas of MDCC’s proposed baccalaureate degree program in Elementary Education proposes to extend from Kindergarten through sixth grade.

Elementary Education is not a critical shortage area for the State of Florida or the Miami-Dade school district.

Pre-kindergarten/Primary Education (Age 3 to Grade 3) and Primary Education (K-3) are identified on the Miami-Dade school district’s critical shortage area list, so by implication, the inclusion of Kindergarten would include the MDCC elementary education program on this list.

Miami-Dade school district staff has stated, however, that elementary education teachers are in over-supply in the area. There are many more applicants for elementary education positions than available jobs.

There are currently programs in Elementary Education at Florida International University, Barry University, Palm Beach Atlantic College, Nova Southeastern University, and St. Thomas University.

**ISSUE MATRIX**

<b>NEED</b>		
1. Is the need in an area of critical concern?	NO	Pg. 4
2. Is the need large, reflecting a significant shortage?	NO	Pg. 4
3. Is the need driven by proven student demand?	NO	Pg. 4
4a. Has employer demand exceeded supply? 4b. Is need expected to exceed supply for the next five years?	4a. NO 4b. NO	Pg. 4
5. Is the need primarily related to programmatic content, nature of delivery system, or other?	N/A	Pg. 5

<b>POTENTIAL IMPACT</b>		
6. Will the impact of the program have a positive impact on the current mission of the institution?	Unable To Determine At This Time	Pg. 5
7. Will the program cover a significant percentage of the supply/demand gap?	N/A	Pg. 5
8. Will program be of necessary quality associated with baccalaureate degree?	N/A	Pg. 5
9. Will program increase access rather than simply redistributing applicants?	Unable To Determine Intent of Potential Applicants	Pg. 6
10. Will program have adverse impact on public or independent providers?	Unable to Determine At This Time	Pg. 6

<b>USE OF RESOURCES</b>		
11. Are there other programs within commuting distance with unused capacity?	YES	Pg. 7
12. Is there a cooperative program currently in place?	YES	Pg. 7
13. Has a cooperative program been proposed?	N/A	Pg. 7
14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?	N/A	Pg. 7
15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?	N/A	Pg. 7

<b>IMPLEMENTATION</b>		
16. Does proposal address steps necessary for accreditation?	N/A	Pg. 8
17. Does the program adequately address other impacts or requirements associated with accreditation?	YES	Pg. 8
18. Is there performance data for accountability/evaluation?	YES	Pg. 8

<b>ACCOUNTABILITY</b>		
19. Is the program 120 hours in length	YES	Pg. 9
20. Does the program comply with common prerequisites?	YES	Pg. 9
21. Will the program be limited access?	NO	Pg. 9
22. Proposed Admission Requirements	YES	Pg. 9

<b>COST EFFECTIVENESS</b>		
23. Is the cost to the state the same as or less than other options?	SAME AS STATE	Pg. 10
23a. Total Projected Cost: \$1,787,564		
23b. Total Requested Funds: \$1,901,115		
23c. Total Projected FTE: 249		
23d. Cost per FTE: \$7,635		
24. Is the cost to the students less than other options?	YES	Pg. 10
25. Will program contribute significantly to meeting region workforce needs?	N/A	Pg. 11

## ANALYSIS OF CRITERIA

### **ISSUE 1: NEED**

#### **1. Is the need in an area of critical concern?**

~~///~~ Elementary Education is not identified as a critical shortage area for the State of Florida or the Miami-Dade school district. Local school district staff has emphasized that Elementary Education teachers are in oversupply.

~~///~~ MDCC's proposed program subsumes kindergarten in its grade range, thereby placing it on the local district's critical shortage list, as Pre-K/Primary Education and Primary Education are considered shortage areas. However, given that elementary education teachers are not in demand in the local area, staff members often encourage applicants to seek further education in a critical need area.

#### **2. Is the need large, reflecting a significant shortage?**

~~///~~ No. There is no shortage or projected shortage of elementary education teachers in the State of Florida or in the Miami-Dade school district.

~~///~~ School district staff indicated in conference that the applicant pool for these content areas is extremely large, and there are many more applicants than available positions in elementary education.

#### **3. Is the need driven by proven student demand?**

~~///~~ The college projects a first-year enrollment in the Elementary Education degree of 200 students. No projection calculations were provided.

~~///~~ There were 4,384 education program associate degree-seekers enrolled in Fall 2000. Education is the fourth most popular program at the College.

~~///~~ The College conducted a survey of current education students that resulted in 61 usable responses. Though the results of a survey with such a small sample size are not compelling, 95 percent of the students indicated that they plan to transfer to an upper level institution. Seventy-four percent indicated they would remain at MDCC if a four-year education degree were offered.

#### **4a. Has employer demand exceeded supply?**

#### **4b. Is need expected to exceed supply for the next five years?**

~~///~~ No.

**10-Year Summary of Dade County Vacancies:  
From 1999-2000 through 2009-2010**

	<b>Vacancies Due to Growth</b>	<b>Terminations Under Age 55</b>	<b>Terminations Age 55 &amp; Older</b>	<b>Total Vacancies</b>
<b>Elementary Ed.</b>	-138	5,240	1,799	6,901
<b>ESE</b>	362	2,195	495	3,052
<b>Math/Computer</b>	273	722	242	1,237
<b>Science Ed.</b>	192	783	201	1,176
<b>TOTAL</b>	1,745	12,258	3,899	17,902

**5. Is the need primarily related to programmatic content, nature of delivery system, or other?**

~~☒~~ Need for a program in elementary education has not been established.

**SUMMARY**

~~☒~~ Elementary Education is not identified as a critical shortage area for the State of Florida or the Miami-Dade school district. There is no shortage or projected shortage of elementary education teachers in the State of Florida or in the Miami-Dade school district. School district staff indicated in conference that the applicant pool for these content areas is extremely large, and there are many more applicants than available positions in elementary education.

**ISSUE 2: POTENTIAL IMPACT**

**6. What impact would the program have on the current mission of the institution?**

~~☒~~ Unable to determine at this time.

**7. What percentage of supply/demand gap is covered by the program?**

~~☒~~ Elementary education teachers are not in demand in the Miami-Dade school district. Elementary Education is not identified as a critical shortage area in the State of Florida or in the local district.

**8. Will program be of necessary quality associated with baccalaureate degree?**

a. Faculty-MDCC exceeds SACS accreditation standard for faculty teaching at the baccalaureate level. In Phase II of operations, the College proposes to expend

\$300,000 to hire six full-time faculty members, and \$93,600 to hire 52 adjunct faculties at \$1,800 per 3-credit course.

- b. Facilities-College requests \$400,000 for new technology and science lab equipment. The technological equipment is intended to upgrade the multi-campus classroom facilities to the same level as found on MDCC's InterAmerican Campus.

The College also requests an additional \$600,000 for facility construction and renovation to buttress the technological infrastructure (cabling, wiring, fiber-optics, internet connection devices) of the remaining five campuses to the level of the InterAmerican campus.

- c. Curriculum-Courses will follow curriculum established by State Rule 6A-.066 for general knowledge, professional education, and subject specialization. The curriculum has yet to be designed, but will be crafted with the assistance of contracted consultants, for which the College requests \$250,000.
- d. Prerequisites-The college currently offers the state-required common course prerequisites for education majors.
- e. Standards of Field-College will actively collaborate with local school districts.

**9. Will program increase access or redistribute applicants?**

~~///~~ Cannot be determined at this time. The College's target population includes those who otherwise cannot access upper-level postsecondary education, but the intentions of potential applicants cannot be predicted.

**10. Will program have adverse impact on public or independent providers?**

~~///~~ Cannot be determined at this time.

~~///~~ From 1998-1999 through 2001-2002, FIU has enrolled an average of 74 MDCC AA graduates per year in its education program. The effect of the proposed MDCC program on these enrollments cannot yet be determined.

**SUMMARY**

MDCC has included in its proposal numerous mechanisms to ensure quality in the proposed program. Although the actual impact of the proposed program is incalculable at the present time, the program rationale is designed to increase access to the baccalaureate degree for an underserved target population and to simultaneously address a critical shortage content area in Florida education. The college requests \$1million in state funding to address technological infrastructure concerns on five of its six campuses.

**ISSUE 3: USE OF RESOURCES**

**11. Are there other programs within commuting distance with unused capacity?**

*✍* Not applicable. Need for this program has not been demonstrated.

**12. Is there a cooperative program currently in place?**

*✍* MDCC participates in a 2+2 partnership program with Barry University, works very closely with FIU, and collaborates with Nova Southeastern University, University of Miami, and St. Thomas University to assure smooth articulation into their bachelor’s degree programs.

**13. Has a cooperative program been proposed?**

*✍* See 12 above.

**14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?**

*✍* See above.

**15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?**

*✍* Current articulation partnerships are in place. See page 13 of the proposal.

**MDCC Students Taking Education Courses, 1994-1999**

	<b>Took Ed. Courses</b>	<b>Earned AA</b>	<b>Trans. to SUS</b>	<b>Earned BA</b>	<b>Earned Ed. BA</b>
<b>1994-1995</b>	1,743	36%	36%	13%	8%
<b>1996-1997</b>	1,802	34%	34%	7%	5%
<b>1998-1999</b>	2,065	27%	28%	4%	2%

**Source:** DCC, Office of Educational Services & Research, Informational Note on Teacher Education

**SUMMARY**

There are other programs in this content area within commuting distance, but the need for an elementary education program has not been established. The content area is not identified as a critical shortage area for the State of Florida or local school district. Local staff members emphasize that there are more applicants for elementary education positions than available vacancies.

## ISSUE 4: IMPLEMENTATION

### 16. Does proposal address steps necessary for accreditation?

~~///~~ Yes. A timeline has been developed.

### 17. Does the program adequately address other impacts or requirements associated with accreditation?

~~///~~ The Southern Association of Colleges and Schools (SACS) reaffirmed its accreditation of the College in 1999. There are no issues outstanding that would negatively impact this proposal.

### 18. Is there performance data for accountability/evaluation?

~~///~~ Measures-The College Office of Institutional Research is responsible for federal and state reporting, including data for Workforce Development, testing and curriculum evaluation, enrollment projections, and enrollment monitoring, accountability and outcomes assessment, and assisting the coordination of faculty, chairperson and supervisor evaluations. This office will oversee the collection of enrollment data, completions, and other performance measurement data.

## SUMMARY

MDCC appears to have provided a lucid theoretical timeframe for the application and attainment of SACS accreditation, and assures that the Office of Institutional Research at the College will judiciously maintain analyses of accountability and evaluation data. The Southern Association of Colleges and Schools (SACS) reaffirmed its accreditation of the College in 1999. There are no issues outstanding that would negatively impact this proposal.

## **ISSUE 5: ACCOUNTABILITY**

### **19. Is the program 120 hours in length?**

~~Yes~~ Yes.

### **20. Does the program comply with common prerequisites?**

~~Yes~~ Yes.

### **21. Will the program be limited access?**

~~Yes~~ Program admission is subject to Section 240.529, F.S. requires a 2.5 GPA and the passage of the CLAST examination (or corresponding examination) for admission into state approved teacher education programs.

### **22. Proposed admissions requirements**

~~Yes~~ Admission requirements will comply with State Rule 6A-5.066 and Section 240.529, F.S., requiring a 2.5 GPA and the passage of the CLAST examination (or corresponding examination) for admission into state approved teacher education programs. An associate of arts degree will be required.

## **SUMMARY**

The proposed program curricular and admissions requirements appear to comport with contemporary State of Florida regulations. However, need for a program in elementary education has not been established.

## ISSUE 6: COST EFFECTIVENESS

### 23. Is the cost to the state less than other options?

- ~~///~~ MDCC Cost per FTE - \$7,635
- ~~///~~ SUS (upper level) - \$7,635
- ~~///~~ Independent Institutions (FRAG) - \$2,686

<b>23a.</b>	Total Projected Cost 2002-2003:	\$1,787,564
<b>23b.</b>	Total Requested Funds:	\$1,901,115 (249 FTE @ \$7,635)
<b>23c.</b>	Total Projected FTE	249 FTE
<b>23d.</b>	Cost per FTE	\$7,635

#### ~~///~~ FTE Calculation:

The College projects an enrollment of 500 students, 165 full-time, 335 part-time:

Full-time: 165 students X 30 semester credit hours/40\* = 124 FTE

Part-time: 335 students X 15 semester credit hours/40\* = 125 FTE

124 FTE + 125 FTE = 249 FTE Total

\* 40 Semester credit hours = 1 FTE

The Elementary Education program is expected to generate 100 FTE.

(45 E.C. Students/500 Total Enrollment) X 249 FTE = 100 FTE

**NOTE:** MDCC requests \$113,551 in funding from the state in excess of their projected 2002-2003 operating costs (\$1,901,115 - \$1,787,564 = \$113,551)

- ~~///~~ MDCC requests \$400,000 for new technology and science lab equipment. The technological equipment is intended to upgrade the multi-campus classroom facilities to the same level as found on MDCC's InterAmerican Campus.

The College also requests an additional \$600,000 for facility construction and renovation to buttress the technological infrastructure (cabling, wiring, fiber-optics, internet connection devices) of the remaining five campuses to the level of the InterAmerican campus.

### 24. Is the cost to the students less than other options?

- ~~///~~ MDCC (tuition per credit hour in education) - \$51.30
- ~~///~~ SUS (average matriculation per credit hour) - \$55.67
- ~~///~~ Independent Institutions (average annual tuition) - \$459

**25. Will program contribute significantly to meeting region workforce needs?**

~~Yes~~ Yes, to the extent that there is a net increase in the number of teachers produced in the county.

**SUMMARY**

The cost per FTE of the proposed program is the same as the cost for public four-year institutions. MDCC requests state funding for 2002-2003 \$113,551 in excess of the projected cost. Need for an elementary education program, however, has not been demonstrated.