

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

**STAFF RECOMMENDATION:**

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

The curricular emphasis areas of MDCC’s proposed baccalaureate degree program in Exceptional Student Education (K-12), Emotionally Handicapped, Varying Exceptionalities, Specific Learning Disabilities, and Speech-Language Impaired, are listed as critical shortage areas by both the State of Florida and Miami-Dade school district.

Exceptional Student Education is an area of critical need. Currently there are programs at Florida International University, Barry University, Palm Beach Atlantic College, Bethune-Cookman College, and the University of Miami.

At this time, however, it is difficult to forecast the effect of MDCC’s proposed program on existing programs. It is therefore recommended that consideration of this request be delayed until the initial impact of the education program at St. Petersburg College can be assessed relative to increase in the pool of potential teachers.

**ISSUE MATRIX**

<b>NEED</b>		
1. Is the need in an area of critical concern?	YES	Pg. 4
2. Is the need large, reflecting a significant shortage?	YES	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. Yes 4b. Yes	Pg. 4
5. Is the need primarily related to programmatic content, nature of delivery system, or other?	Program Content and Nature of Delivery System	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. 6
7. Will the program cover a significant percentage of the supply/demand gap?	YES	Pg. 6
8. Will program be of necessary quality associated with baccalaureate degree?	YES	Pg. 6
9. Will program increase access rather than simply redistributing applicants?	Unable To Determine Intent of Potential Applicants	Pg. 7
10. Will program have adverse impact on public or independent providers?	Unable to Determine At This Time	Pg. 7

<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. 8
13. Has a cooperative program been proposed?	N/A	Pg. 8
14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?	NO	Pg. 8
15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?	NO	Pg. 8

<b>IMPLEMENTATION</b>		
16. Does proposal address steps necessary for accreditation?	YES	Pg. 8
17. Does the program adequately address other impacts or requirements associated with accreditation?	YES	Pg. 9
18. Is there performance data for accountability/evaluation?	YES	Pg. 9

<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. 11
25. Will program contribute significantly to meeting region workforce needs?	YES	Pg. 11

## ANALYSIS OF CRITERIA

### **ISSUE 1: NEED**

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

*✍* MDCC proposes a program in Exceptional Student Education (K-12). The curricular emphasis areas of MDCC's proposed baccalaureate degree program in Exceptional Student Education (K-12) are Emotionally Handicapped, Varying Exceptionalities, Specific Learning Disabilities, and Speech-Language Impaired. These content areas are identified as critical shortage areas by both the State of Florida and Miami-Dade school district.

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

*✍* The Miami-Dade school district projects the need to hire 40 ESE-Emotionally Handicapped teachers, 135 ESE-Varying Exceptionalities teachers, 25 ESE-Specific Learning Disabilities teachers, and 30 ESE-Speech and Hearing teachers per year for the next five years. School district staff indicated in conference that the applicant pool for these content areas is extremely small, and there are more available positions than qualified applicants. School district staff emphasized a stringent need for applicants in these areas.

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

*✍* The college projects a first-year enrollment in the Exceptional Student Education degree of 45 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% 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?**

*✍* Exceptional Student Education Programs (ESE) servicing students with disabilities including Emotionally Handicapped, Varying Exceptionalities, Specific Learning Disabled, and Speech and Language Impaired are current critical shortage areas in the State of Florida. This content area has been on the state critical shortage list since 1993-1994.

- ✍ ESE content areas in Emotionally Handicapped, Varying Exceptionalities, Specific Learning Disabilities, and Hearing Impaired are identified as critical shortage areas in the Miami-Dade school district.
- ✍ The Miami-Dade School District projects the need to hire 1,150 Exceptional Student Education teachers over the next five years.

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

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

Source: Office of Economic and Demographic Research

- ✍ According to a survey prepared by the Office of Economic and Demographic Research, "Pregnancy/Child Rearing" was the main reason teachers reported for leaving the teaching profession. "Dissatisfaction With the Teaching Profession" was the second most selected response. A desire for better salary or benefits was the third most selected, and the pursuit of an alternate career was the fifth most popular response. The survey suggests that almost half of the former teachers surveyed left due to factors related to the teaching profession rather than personal reasons.

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

- ✍ The content of the program area is considered a current critical shortage area by both the State of Florida and local school district. The proposed method of delivery would be designed to ease the access to baccalaureate education in this area.

**SUMMARY**

- ✍ MDCC proposes a program in Exceptional Student Education (K-12). The curricular emphasis areas of MDCC's proposed baccalaureate degree program in Exceptional Student Education (K-12) are Emotionally Handicapped, Varying Exceptionalities, Specific Learning Disabilities, and Speech-Language Impaired. These content areas are identified as critical shortage areas by both the State of Florida and Miami-Dade school district. The Miami-Dade School District projects the need to hire 1,150 Exceptional Student Education teachers over the next five years. The proposed method of delivery would be designed to ease the access to baccalaureate education in this area.

## 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?

~~///~~ A precise percentage cannot be calculated given the nature of data constraints. The local school district projects the need to hire 1,150 teachers in this content area over the next five years. School district staff noted that teacher applicant pools are amorphous and change daily. The qualified applicant pool for this content area, however, is critically small, and they predict more availabilities than qualified applicants. Assuming the initial projected enrollment of 45 students and a 20 percent attrition rate, the MDCC program should address approximately 17 percent of the annual shortage in this content area in 2004 year and annually thereafter.

### 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 faculty 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?**

~~///~~ FIU currently has 390 unfilled vacancies in Education, but did not respond per content area. A baccalaureate program in Special Education is offered there.

~~///~~ Barry University has 500 unfilled vacancies in Education, but did not respond per content area. A baccalaureate program in Exceptional Student Education is offered there.

~~///~~ Palm Beach Atlantic College has 22 vacancies unfilled in its Specific Learning Disabilities program.

~~///~~ A program in Special Education is offered at Bethune-Cookman College.

~~///~~ A program in Exceptional Student Education is available at the University of Miami.

**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>1995-1996</b>	1,802	34%	34%	7%	5%
<b>1996-1997</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. FIU and Barry University noted that they have 390 and 500 vacancies, respectively, in education, but were not specific to content area. Other programs are available at Bethune-Cookman College, Palm Beach Atlantic, and the University of Miami. MDCC participates in a 2+2 articulation arrangement with Barry University and works closely with FIU with regard to transition issues. MDCC also collaborates with other local institutions.

**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.

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

~~✍~~ Yes.

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

~~✍~~ 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**

~~✍~~ 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.

## **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 Exceptional Student Education program is expected to generate 22 FTE.

(45 E.C. Students/500 Total Enrollment) X 249 FTE = 22 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, 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.