

PORTLAND COMMUNITY COLLEGE

EDUCATION DEPARTMENT

PROGRAM REVIEW: JUNE 2009

EXECUTIVE SUMMARY

As a small SAC/Department we formally and informally met throughout the academic year to discuss the program review process and analyze issues and needs. The Education SAC at PCC is involved in much more than traditional SAC activities of curriculum/course review. In addition to our three degree and certificate programs, we advise and teach PCC Teacher Transfer as well as Teacher Relicensing students. We are active in the K-12 community and Oregon teacher training interests, providing partnerships, resources, workshops and expertise as needed.

The One-Year Paraeducator Certificate and the AAS in Paraeducation are well-designed to deliver instruction to ensure students meet industry standards. Ongoing assessment is built into the courses and program to determine if students are meeting the stated outcomes. Feedback from all stakeholders is positive about the offerings and results. Recent federal grants served as a springboard for ongoing development, increasing the number of students receiving degrees and certificates, and the expansion of online coursework to include nearly all education course offerings.

The Library/Media Assistant Program is doing what it was originally designed to do and evidence thereof would parallel the discussion of the Paraeducation Program. The real question is does the program do what it is supposed to do in meeting today's needs. The current program is out-of-date and does not meet the needs of all students currently seeking employment in the library field.

Identified Issues and Needs

In reviewing the current status and future projections in our field several issues became apparent.

1. Paraeducator students need targeted support to be successful. Partnerships with K-12 schools, community groups, other PCC departments and other higher education institutions should be strengthened and expanded to provide ongoing funding to enable underserved populations to enter and succeed in the field of education.
2. The Library/Media Assistant Program needs a major revision in order to keep up with changes in information science and changing national certification standards.
3. Community college students who wish to become teachers need a specific point of contact for advisement and mentoring through the complex and varied pathways to eventual teacher licensure. Opportunities to engage these students in K-12 experiences and information is paramount to their future success.
4. Careful analysis and planning for the bond-funded Education Building is integral to PCC providing focused, effective services to future and current educators at all levels.
5. The challenges posed by the program and the wishes of the greater community cannot be met with only two full-time department faculty.

PORTLAND COMMUNITY COLLEGE

EDUCATION DEPARTMENT

PROGRAM REVIEW: JUNE 2009

INTRODUCTION AND CONTEXT

The Program Review Process gives us all an opportunity to assess where we've been, where we are, and to identify directions and plan for continuing and improving effectiveness. As a small SAC/Department we were able to formally and informally meet throughout the academic year to discuss the program review process and analyze the issues and needs. Thank you for this avenue for sharing our discussions with the purpose of collegial evaluation and improvement.

The Education SAC at PCC is involved in much more than traditional SAC activities of curriculum/course review. Our primary focus is of course, the certificate and degree programs offered: a) One-Year Certificate in Paraeducation b) One-year Certificate in Library/Media Assisting and c) Associate's of Applied Science in Paraeducation. In addition, PCC catalog and promotional materials emphasize services to Education Transfer students seeking eventual teacher licensure and to current teachers seeking relicensing. Furthermore, the K-12 education community in the PCC service District as well as in the State of Oregon looks to PCC's Education Department for leadership, resources, and as a problem-solving partner.

Recently Chemeketa Community College announced the cut of their Education Program. Notably Mt. Hood and Clackamas no longer deliver as many Education courses as in the past. On the other hand, PCC has seen a surge in Education enrollments as we have aggressively pursued offering most courses online. For the past 5 years, our department of two FT faculty has been augmented with 1 or 2 additional full-timers. This funding and staffing level will be ending within the coming year. Clearly this department has many roles and we seek to balance all of them to maximize the benefit to our students, the community and PCC in these changing times.

As a Professional/Technical Department we are keenly aware of conflicting conditions that foster a separation in the education pathways to preparation of paraeducators and preparation of certified teachers. It is ironic that our paraeducation students take essentially the same courses to prepare for their work, but can only transfer 9 credits toward their eventual teaching degrees. It is demoralizing to watch highly talented educators not able to afford to continue their education. It is frustrating to observe successful, eager students encountering roadblocks to their dreams of a career in teaching.

For clarity, the current state of each of the programs will first be discussed separately. Next presented will be a discussion of needs in terms of the college's stated goals. Lastly, we will present our conclusions of what we have learned through this process.

THE ONE-YEAR PARAEDUCATOR CERTIFICATE and AAS in PARAEDUCATION

In the broader picture, the Paraeducator Program prepares its students to work as effective paraeducators in a variety of educational settings. In addition, individual courses are supposed to provide ongoing professional development to teacher relicensing candidates to help them update their skills and knowledge with the most current theory and practice.

The employment outlook for paraeducators appears to be consistently growing each year, particularly as schools attempt to serve the needs of an ever diverse school population in Oregon. The data from Oregon Labor Market Information Systems (OLMIS) shows that the paraeducator field has growth potential. The report states that "2006 employment is estimated to be much larger than the statewide average. This occupation is expected to grow at a somewhat slower rate than the statewide average. Total job openings are projected to be much higher than the statewide average. Reasonable employment opportunities exist largely due to the significant number of job openings projected for this occupation." The data suggests a growth rate of just under ten percent per year statewide in paraeducation positions and over thirteen percent annually in Washington and Multnomah counties. This outlook has undoubtedly changed with the current worldwide economic situation translated locally into school district layoffs and hiring freezes. However, due to k-12 student demographics, the need for paraeducators is likely to continue and employment opportunities should pick up again after the recession.

See Appendix I for Official Program Outcomes

Using the Program and Course Outcomes as benchmarks are we accomplishing what we believe the programs were designed to do?

Program and Course outcomes are based on input from the Paraeducation Advisory Committee and work with the statewide consortium of Oregon Community College Education Departments. Over the last 6 years CCOGs for each course in the Paraeducator Program have been carefully designed or revised to align with stated program outcomes and State Paraeducation Certificate outcomes. Some of the courses have been thoroughly revised in this period and individual course outcomes have been rewritten to reflect PCC outcome format with observable outcomes. Only one course in the Paraeducation program remains to be revised.

How do we know if we are accomplishing our goals? What evidence do we have?

Explicitly-stated and course-matched outcomes are only half the battle. How do we know if indeed our students are meeting those outcomes?

Faculty members regularly consult each other to review syllabi, assignments, and assessments. There has been purposeful work done (e.g., auditing each others' classes, co-teaching, co-designing, and jointly reviewing student portfolios) to ensure that no matter which instructor a student has, they will learn the same content and be held to the same standards.

Faculty in the Education Department all have expertise in writing outcomes and designing assessment to evaluate the achievement of outcomes. We strive to have assessment activities closely reflect the process indicated in the outcomes. Faculty members have been very careful to “practice what they preach” in teaching to outcomes. A backwards mapping process has been employed in course design to achieve this end, especially in online courses. Lesson or module objectives are aligned with course outcomes as listed on the ccog. Assessments and assignments are designed to allow students to demonstrate meeting these objectives. Finally, course content (e.g., activities, lecture material, textbook and resource selection) is chosen that would give students a rich sample of opportunities to learn what is required in order to be successful on these assessments and assignments.

Students completing the Paraeducator Program must take ED 263 Portfolio Development to design and complete a professional portfolio which clearly demonstrates that they have met each program outcome. These portfolios are graded by a team of faculty members and students must demonstrate meeting all outcomes in order to receive a certificate.

In addition, practicum work is required in the Paraeducator program. Practicum supervisors can see firsthand whether students are applying the skills and knowledge they have gained in classes in a real work setting. Based on the initial observation, individual goals are set for each student, which are assessed at the final visit through observation, conferring with and receiving reports from the cooperating teacher, and meeting with the student. Subsequent practica are assigned to provide a well-rounded experience based on each student’s needs and career goals.

Two of our federally-funded grant programs, REAP and PPOP programs (See Appendix II for descriptions) also require the department to get feedback from school district administrators regarding the performance of students in these programs. The response has been overwhelmingly positive. Representatives from local school districts on the Paraeducator Program Advisory Committee have also provided very positive feedback regarding Education Department students. PPS Human Resources has guaranteed an interview to anyone who earns a certificate. Similarly, feedback from PSU faculty and administration regarding students who have moved up from the PCC Education Department to either the PSU part of PCC’s HQ-SPED partnership grant (See Appendix II) or the Bilingual Teacher Training Program has been very positive as well.

Where are the strengths? Where are the gaps?

We believe the program is carefully designed and delivered to ensure student accomplishment of the outcomes. Evidence to date affirms our belief.

The gaps and issues become more evident when looking at the broader picture. Are we meeting the community and student needs in this career area?

A key gap persists regarding students who do not take all of the courses required for a certificate. Currently a certificate is not required for employment; paraeducators have three other options through which to demonstrate they are “highly qualified” according to No Child Left Behind (NCLB). Therefore, many paraeducators are hired by school districts without any previous training in pedagogy. In addition,

some PCC students do not continue with coursework after they have secured a position. On the flip side, many working paraeducators are motivated to pursue PCC coursework after they have already been working in order to improve their skills. Education faculty do their best to advise these students if they come forward for advising. Many students just take one or two courses of particular interest to them or their particular working needs.

Financial considerations prohibit many others from taking courses. Paraeducation is a very low paying field and many paraeducators also have family responsibilities that interfere with taking courses. School districts may offer reimbursements for a limited amount of coursework, but paraeducators must pay up front and demonstrate they have passed courses before receiving reimbursement. With REAP and PPOP assistance, the PCC Education department has started a collaboration to enable local school districts to enroll paraeducators at a discounted price in courses that have extra slots available at the end of the registration period. Even with this incentive, a very small number of students has taken advantage of this offer.

THE ONE-YEAR LIBRARY/MEDIA ASSISTING CERTIFICATE

What is the program supposed to do?

The Library Media Assistant Certificate prepares graduates to qualify for jobs in school libraries, public libraries and corporate libraries. The library/media assistant works in all aspects of library and media center operations. Therefore, the program must prepare students with skills and procedures in technical processing, circulation procedures and reference materials, literature and literature promotion, computer applications and operations such as multimedia, publishing, database and spreadsheet development and maintenance, and communication with the public.

Does the program actually do what it is designed to do?

See Appendix I for L/M Program outcomes.

Briefly, the program is doing what it was originally designed to do and evidence thereof would parallel the discussion of carefully-written course outcomes and assessments and evaluations of the Paraeducation Program. The real question is does the program do what it is supposed to do in meeting today's needs!

While the Paraeducator Programs have enjoyed a renewal of focus and development, the library/media assistant certificate program has suffered from the intense work of faculty with the paraeducator program! Individual courses in the L/M program have undergone brief revision and renewal to update content and reflect an outcomes approach toward design and assessment. We deliver courses that reflect the current program outcomes and stated purposes. Although content in individual courses in the library media assistant program has been updated, the library media assistant program as a whole has not kept up with the needs of students and the information industry. Although the Advisory

Committee has made recommendations, they have not been globally implemented. The program is in extreme need of renewal.

Originally conceived as a program to develop assistants for K-12 school libraries, over 50% of our current program students are planning careers in public, academic, and industry libraries. Although many principles of librarianship work in all library settings, there are unique skills and knowledge to each of the broad types of libraries. For example, public librarians need more knowledge of adult readers' services, while not needing coursework on the foundation of the educational system.

We have been envisioning the creation of mini-certificates for each type of library work as well as clusters to address the overlapping skill needs, ie. cataloging.

Meanwhile, the American Library Association (ALA) is piloting a new outcomes-based certificate for Public Library Technicians. This is the first nationally recognized certification for library personnel other than the Master's level MLS/MLIS. It is expected that over time this certificate will become a public library standard for employment or promotion. The ALA certificate outcomes and requirements are now available for institutions to apply to be "providers". Libraries in Oregon are looking to PCC to provide this program.

PCC's Education Department has been eagerly awaiting details of this program and postponing our own needed program revisions in order to incorporate the new ALA required outcomes and create a program in line with local library employment needs, both K-12 and public. Many of our existing courses can be fine-tuned to reflect the proposed outcomes. A few new courses will need to be designed and approved. New certificate and degree programs will need to be created and approved.

TEACHER TRANSFER

"Transfer preparation will prepare students for success in obtaining baccalaureate degrees."

This PCC goal statement reminds us that a few years ago over 700 PCC students preparing to transfer have stated they are interested in becoming teachers. Although "Teacher Transfer" is listed in the catalog and on PCC website information, there is currently no way to consistently identify and connect those students to the field of education. Teacher licensure programs in Oregon vary widely in their prerequisites and requirements. Some recommend particular preprogram coursework. Others institutions are looking for students with some classroom observation, volunteering, or internship experience. Students would benefit from specific advising and career exploration activities. In addition, potential teachers could incorporate standard teacher education prerequisites into their PCC coursework. PCC has an opportunity to promote and support teaching as a career as well as increase diversity in the teaching pool and encourage community service. PCC should be providing direction so prospective teachers may concentrate on building a strong foundation for a pathway to teacher licensure.

To assist students continuing on toward teaching licenses, the REAP Program required the department to increase articulation agreements with local universities to ensure a smooth transition for those students continuing on to those institutions. A format articulation agreement has been developed with PSU. Program transition recommendations have been developed with Warner Pacific University, EOU, and UO. A lengthy set of planning sessions with Pacific University's Dean of the School of Education led to the design of a very seamless and comprehensive program based on the strengths of each party, but faculty at Pacific have not followed through (presumably due to the workload associated with their own accreditation process), so this project has not been completed.

TEACHER RELICENSURE

In Oregon, licensed teachers are expected to participate in continuing education in order to renew their certification. Typically most take 9 quarter hours in order to relicense. The Oregon Teacher and Standards and Practices Commission (TSPC) accepts credits from community college coursework if the class supports the needs of the individual teacher's requirements. In recent years, TSPC has suggested PCC to many relicensing teachers looking for appropriate coursework. Our online offerings in particular attract relicensure students from around the state.

TSPC does not allow PCC to advertise any course as specific for relicensing.

THE FUTURE/HOW CAN WE IMPROVE?

The PCC Board of Directors list of Goals were helpful in framing the future and need for improvement.

GOAL 1: Access: We will improve access to qualify lifelong learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.

Technology: The Education Department has been able to leverage grant funding to increase online offerings. Thirteen required courses in the Paraeducation Certificate are available online. About half of the current library media courses are available online. The SAC is committed to DL development of 100% of courses other than practica. Our experience has proven that we can deliver quality courses with uncompromised content using distance technologies. Students from all over the West Coast are flocking to our courses. Some courses have filled within a few days of the opening of registration leading to the opening of a second section. With the addition/substitution of online sections of classes, enrollment from Winter 08 to Winter 09 went up 83.4% and from Spring 08 to Spring 09 50.2%. The department hopes that it can offer both ftf and online versions of every class every year, but this does not seem feasible at present given the upcoming cutback in department staff.

Strategic Location: The Education Department face-to-face courses have traditionally been offered primarily at Cascade Campus. Many potential students view their commute as a roadblock to pursuing coursework. Online classes have helped tremendously. On the other hand, many students prefer/need

face-to-face to be successful. We have offered some limited courses out in Washington County. If Teacher Transfer services are expanded, some courses may need to be expanded to other campuses. This is definitely a topic that merits further discussion.

Affordable Classes: The Education SAC suggests that expanding community partnerships with both K-12 school districts and community businesses and organizations may yield opportunities to support districts in “growing their own” well-educated teaching workforce with emphasis on recruiting and providing support for community members to participate in their local schools. (Also addresses Goals 5 & 6: Cultivating Partnerships and Community.)

Many of the students in the department struggle to be able to afford the books needed for their classes. Our grant programs have been able to purchase textbooks required for Education and other courses for students to check out and return to the department. This system will only be able to exist as long as our supply of textbooks remains current.

GOAL 2: Student Success: Professional technical education will be responsive to industry needs and prepare students to work in a global market place.

The paraeducation programs at PCC have been developed to meet the needs of the K-12 community to have up-to-date, research-based information and skills as a foundation to excellence.

One of the backbones of student success in our programs has been the attention to the roadblocks encountered by students who may not have the background or experience to be successful in required coursework. For example, our REAP and PPOP grants have been very successful in providing the extra tutoring necessary for Education Department students to succeed in math classes. In addition, the face-to-face version of ED 124 Instructional Strategies: Math/Science has been designed and taught to assist students who are not comfortable with mathematics so that they gain the confidence to continue with math. However, the REAP and PPOP tutoring will be ending shortly. The online version of ED 124 may not be as successful with these particular students, though it is hoped there are enough students to offer the face-to-face version at least once per year. It is critical that the Department find alternative methods to assist students in meeting their math requirements. This may entail working more closely with the Mathematics Department and the Learning Center.

The Library Media Program, on the other hand, requires much work. The department must concentrate its efforts over the next two years in revising this program to meet the new ALA library technician standards and include assessment to ensure these are met. (Goal 4: Continuous Improvement) The portfolio process will be a strong consideration in this. In addition, course outcomes and content will be sent for approval to ALA. Faculty release time is a necessity for this to be accomplished.

Goal 3 in the PCC Master Plan emphasizes committing to the development of diversity in our student body, faculty and staff.

The National Association of Community College Teacher Education Programs (NACCTEP) works to articulate the crucial role of community colleges in teacher preparation and professional development to promote and educate colleagues, legislators, partners, and the public on community college teacher education programs. George Boggs, president and CEO of AACC states: "community colleges must help to meet the challenge to recruit and educate the next generation of elementary and secondary school teachers. With our teaching expertise, diverse student bodies, and strategic locations in rural communities and inner cities where new teachers will be needed most, community colleges are in pivotal positions to play a key role in encouraging the most capable students to pursue careers in teaching".

See Appendix III for NACCTEP listing of key roles of community colleges in teacher preparation.

K-12 staffing in the Portland Metro Area is not reflective of the diversity of the K-12 student body. One of the missions of the Education Department at PCC has been to increase the diversity of our own student body, to assist in changing the face of educators who work with children in our community. Our three federal grants made it possible for over 300 educational assistants to work toward or receive an associate's degree. These are all educational assistants who would not have had the monetary or other support necessary to further their education. Approximately...% of these students are from underserved populations. Many of these students discovered they were indeed capable and enthusiastic about pursuing a licensed teaching position. PCC's Education and Grants Departments secured federal funding to assist 23 of these students to complete teacher licensure in special education. We have been able to make a difference. Unfortunately all federal funding of these programs will end in 2010. Currently we cannot offer funding to new students. Recently the federal Department of Education has been reticent to grant funds to paraeducator programs. We believe they are missing the potential to leverage the experience and skills of working paraeducators to fulfill the nation's coming teaching shortage...particularly the shortage of minority teachers.

Without the continuation of outside funding, we are concerned that we will be able continue to attract and educate a diverse population. We need assistance with this goal. Our vision includes expanded community partnerships to guide and afford opportunities for school districts to "grow their own" diverse teaching force.

It is not only funding that is vital, but a fundamental commitment to identifying and addressing the unique needs of current and potential educational assistants and licensed teachers. Paraeducators are not paid well. They often have family needs to balance with schoolwork. They learn best in an environment that is sensitive to those needs, yet insists on quality fulfillment to program outcomes.

WHAT DID WE LEARN FROM THE PROCESS?

One key learning was our limitations. With a shrinking full-time faculty, we will have to limit our focus. If there are to be only two full-time faculty, are maintaining the Paraeducator and Library Media programs and accommodating teacher relicensing and "pre-preservice" teaching candidates realistic goals? Expanding district outreach (inservice programming), providing professional development specifically geared toward voc ed teachers, and assisting the college in developing faculty teaching

strength are all initiatives that have been proposed for the Education Department to take on. Obviously executing those programs would require more resources. We are mindful these are fiscally challenging times and priorities must be carefully drawn. We welcome this opportunity to present our views and collaborate in the decision making. It is our hope that these some of these ideas and solutions will be built into the plans for the new Center for Excellence in Education building at Cascade.

In order for this building to truly be such a center, the following steps are crucial:

- Identifying PCC students who are interested in going into teaching so that centralized advising and resources can be located in the center;
- Developing stronger pathways programs for prospective high school students as well as paraeducators toward education careers.
- Developing a marketing/cost recovery plan for offering professional development to school districts—the beginnings of this are in place, but there are not the resources in place yet to push this—and the center's role in working with area school districts;
- Working with ECE and community organizations on planning the child care/afterschool care component of the building;
- Working with TLCs and collegewide professional development to determine the center's (and department's) role in providing assistance to instructor's regarding teaching effectiveness;
- Working with building planners to develop state-of-the-art classrooms for model teaching ;
- Working with building planners to develop state-of-the-art classrooms for learning library technician skills.

Many of these reinforce the key roles of community colleges in teacher preparation as enumerated by NACCTEP. (See Appendix III.)

All this must be done within the next two-to-three years in order for the center to be truly operational upon opening. Again, with only two full-time faculty projected and all the work required for upgrading the Library Media Program required during the same time period, it is difficult to imagine this vision without additional staffing.

APPENDIX I PROGRAM OUTCOMES

ONE YEAR PARAEDUCATION CERTIFICATE

- Apply current education, motivation, human development, technology, and diversity research, theory, and practice to conduct and evaluate individual and small group instruction prescribed by the supervising teacher.
- Perform non-instructional tasks necessary to provide clerical, media related, and supervisory support to the classroom teacher.
- Use established behavior management programs and instructional routines to carry out the goals and objectives of the school.
- Practice ethical and professional behaviors and attitudes necessary to the role of an educator; apply knowledge of legal, ethical, health, and safety considerations and procedures; demonstrate understanding of the roles of paraeducators as collaborative team members and communicate effectively in the educational setting.
- Adapt learning activities and materials to accommodate the needs of diverse learners.
- Demonstrate academic competencies required to work as a "highly qualified" paraeducator as defined by No Child Left Behind.
- Demonstrate and apply knowledge of specific effective instructional practices and management techniques for students who are learning English or who have special needs.
- Meet the following statewide certificate outcomes and apply that knowledge and skill in the educational setting:
 1. Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations.
 2. Demonstrate attitudes and behaviors appropriate to meeting the needs of diverse populations.
 3. Apply best practices in classroom management to optimize the potential for student learning.
 4. Practice ethical and legal standards of conduct.
 5. Apply technology to support teaching, learning and communication.

AAS-PARAEDUCATION adds these outcomes:

- Apply breadth of knowledge in educational theory and practice in addition to area of certificate emphasis.
- Demonstrate breadth of knowledge across several disciplines in Humanities, Social Science, and Mathematics/Science.

ONE YEAR LIBRARY MEDIA CERTIFICATE

Newer, outcomes-based statements have not been written for the Library/Media Assistant Program. This is the program statement from the_____.

The library media assistant works in all aspects of library and media center operations. PCC's Library Media Assistant program concentrates on:

- Basic library skills, such as technical processing, circulation procedures and reference materials
- Planning and production of educational media, including displays, desktop publishing and multimedia programs
- Operation of audio-visual equipment
- Using the Internet for researching information, email, graphic resources and distance learning
- Office skills such as word processing, databases and spreadsheets
- Computer operation using various types of software
- Children's and young adult literature and literature promotion

APPENDIX II

GRANT PROGRAM DESCRIPTIONS

REAP & PPOP

The REAP grant focuses on paraeducators working for Washington County school districts specifically with students who are English language learners. It assists them in earning their associate's degrees in order to become highly qualified under No Child Left Behind. The PPOP grant is modeled after the REAP grant, but focuses on paraeducators working for Portland Public Schools and the Multnomah Educational Service District. These two federally-funded grants have served over 300 students providing full tuition, books (on a check out system), parking, child care, tutoring (especially math and ESOL), intensive personalized advising, and registration assistance. Approximately 90 REAP students will have earned associate's degrees and/or gone on to higher levels of education by the end of the grant period in September 2009. Many others are very close. Others met NCLB requirements to be highly qualified through other means, but prepared themselves through REAP coursework. The goals for PPOP are slightly different, over 25% of participants are expected to earn full degrees, the others either coming within a year of a degree or taking a core of Education Department courses. By the end of the program in July 2009, approximately 32 PPOP students will have earned associate's degrees with many others having completed Education Department and ESOL courses.

HQ-SPED

This federal grant authorized through the Office of Special Education Programs is designed to prepare "highly qualified" special educators as paraeducators and licensed teachers. By the end of the grant period in 2010 it is anticipated that 22 PCC paraeducation students will have transferred and completed Bachelor's Degrees and teacher licensure in Special Education at Portland State. Another 15 students will be completing Associate's Degrees with emphasis on Paraeducation in Special ED, poised to work as paraeducators or continue on to teacher licensure. The grant funds covers full tuition, fees and books for these students.

APPENDIX III

National Association of Community College Teacher Education Programs (NACCTEP) Listing of Community College Key Roles in Teacher Preparation

- Providing transfer degrees to colleges and universities;
- Partnering with four-year colleges and universities to offer bachelors and/or masters degrees on community college campuses;
- Offering baccalaureate degrees in teacher shortage areas;
- Offering professional development to Pre K-12 teachers in the areas of math, science, ESL, and special education;
- About 40% of current math and science teachers have completed at least some of their math and science courses at community colleges (Bragg, 1998). This makes community colleges a prime choice in preparing and finding future teachers in these much needed academic areas (Allen, 2002).
- Providing affordable accessible education for all students;
- Recruiting from a diverse student body that mirrors the populations of Pre K-12 schools;
- Providing programs for returning students. The average age of a community colleges student is 27; these mature students are committed to their career goals and many of them have experience in Pre K-12 schools;
- Providing alternative routes to certification in many states;
- Providing post-baccalaureate certification in many states;
- Providing early childhood programs for birth through four years and licensure degrees for teaching in Pre K-8 schools.