

Definitions & Rules source: [Arizona Administrative Code](#)

R7-2-604.02.K.1-4/R7-2-604.03.H.1-3 - Each approved Professional Preparation Institution (PPI) shall submit a 'Biennial Report' with the Department documenting each Educator Preparation Program's (EPP) activities for the previous two years. The report shall include the following, as outlined below:

Professional Preparation Institution: (PPI) Pima Community College

Educator Preparation Program Name: (EPP) Post-Degree Teacher Certification

PPI Website: <https://pima.edu/academics-programs/degrees-certificates/education/index.html>

Program Approval Date: 8/26/2022

Date of Biennial Report Submission: 2/26/2024

Program Pathway: Alternative

Program Type Information:

Degree
 (Check all that apply)

Bachelors	<input type="checkbox"/>	Post-Baccalaureate	<input checked="" type="checkbox"/>
Masters	<input type="checkbox"/>	Doctoral	<input type="checkbox"/>
Other			

Mode of Instruction Virtual

Certificate: Elementary Education, Grade K-8

National Accreditation Yes If yes: HLC

Primary Contact for EPP

Name: Tirza Sanders

Title: Program Manager

Email address: tsanders4@pima.edu

Phone number: 520.206.5385

Board Approval with Deficiencies (First Biennial Report Only)

Did the EPP program have any deficiencies at time of approval? No ☒ Yes ☐ N/A ☐

Please list all deficiencies and any corrective actions.

Professional Preparation Institution & Related EPP Commendations: N/A ☒

Please provide any commendations received during this period of performance.

Substantive Changes - Please provide any substantive changes covering the previous two years for this Educator Preparation Program. Substantive includes any important or significant changes to include but not limited to; mode of instruction, accreditation, course changes, assessments, and/or field or capstone experiences, etc.

Did the EPP program have substantive changes during the previous two years? No ☒ Yes ☐ N/A ☐

Certificates R7-2-608 through R7-2-611.*, R7-2-613.*, R7-2-614.L, R7-2-616.*, R7-2-617.* Based on your approved EPP application, please describe any current or planned changes to meet current certification requirements as outlined in Arizona Administrative Code.

(*See reference page for a list of specific certificates.)

☒ No changes (R7-2-609 Elementary Teaching Certificate)

R7-2-607 General Certification Provisions – Based on your approved EPP application, please describe any current or planned changes to meet current general certification provisions as outlined in Arizona Administrative Code.

☐ No changes

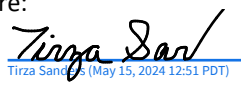
n/a

Other pertinent changes not specifically listed above:

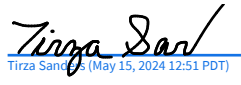
☒ Not applicable

Verification for the Professional Preparation Institution (PPI)

R7-2-604.02.K.3 Verification of EPP requirements. (Name, title, and signature of the certification officer)

Certification Officer: Name: Tirza Sanders
 Signature: 
 Tirza Sanders (May 15, 2024 12:51 PDT)

Email: tsanders4@pima.edu

Educator Preparation Contact: Name: Tirza Sanders
 Signature: 
 Tirza Sanders (May 15, 2024 12:51 PDT)

Email: tsanders4@pima.edu

R7-2-604.02.K.4 - Arizona Administrative Code requires “Relevant data on the educator preparation program, relevant staff, and candidates, which may include, but is not limited to, stakeholder surveys, completer data, and student achievement data required as a condition of initial or continuing program approval.”

Stakeholder Surveys and Exit Interviews

Stakeholder Survey – Please provide a brief synopsis, summarizing overall stakeholder survey results for the previous two years.

Given the options of well prepared, adequately prepared, sufficiently prepared, somewhat prepared and not prepared, all graduating students state that they are well or adequately prepared to:

- Assess pupil progress by analyzing a variety of evidence, including exam scores.
- Meet the instructional needs of English language learners.
- Communicate effectively with the parents or guardians of my students.
- Create an environment that supports and addresses diversity.
- Demonstrate classroom management as a function of engagement and participation.
- Understand the role of assessment in lesson planning and instruction.
- Understand learning differences and differentiated instruction.
- Use technology in the classroom to enhance learning. The majority of graduating students state that they are adequately prepared to:

Given the options of well prepared, adequately prepared, sufficiently prepared, somewhat prepared and not prepared, all but one graduating students state that they are well or adequately prepared to:

- Know and understand the subjects of the curriculum of my grade level(s).
- Assist students in decision making, problem solving, and critical thinking. Understand and apply professional norms, ethics and behaviors.
- Understand best practices for teaching and learning.
- Create and deliver sound lesson plans effectively.

Given the option of very, somewhat, sufficiently, minimally and not at all, the majority of graduating student found the following elements of their teacher education program to be very helpful:

- Instruction in classroom management.
- Instruction in methods of teaching.
- Practicum and student teaching experiences.
- Faculty and staff support.

Given the option of very true, mostly true, true, somewhat true, and not true, the majority of graduating students felt that the following statements were very true:

- The program reflected InTASC.
- The course curricula included the Arizona Career and College Readiness Standards.
- My field experience placements were beneficial in my preparation as a teacher.
- My mentor teachers were helpful to my growth as a teacher.
- The required number of practicum hours were adequate to prepare me for student teaching.
- The program supervisor provided adequate post-observation feedback.
- The program supervisor offered you opportunities to reflect on your classroom performance.
- The program supervisor offered useful suggestions and information.

Given the option of very true, mostly true, true, somewhat true, and not true, the majority of graduating students felt that the following statements were very or mostly true:

- The program provided an appropriate mixture of theoretical ideas and practical strategies.

Stakeholder Results

(attach file or link): <https://docs.google.com/spreadsheets/d/1mmQXUUTcxOyNdTUIxVvJX1fGuAtfRLpbjuDBqEqLaYk/edit?usp=sharing>

Exit Interview – Please provide a brief synopsis, summarizing overall exit interview results for the previous two years. Reasons may include, financial, personal/family, medical, program difficulty, change of career.

We received 7 responses from students who left the program. Out of those, 4 students said that they left the teaching profession, 1 student had to care for a sick family member, 1 student said the program was too hard, and 1 student decided to get a CTE certification instead.

Exit Interview Results (attach file or link): https://docs.google.com/spreadsheets/d/106npFh04rf5KG_6A94J5zpAljK3SZeVZrikAmPg2ZMA/edit?usp=sharing

Student Completer and Achievement Data

Student Completers – Please provide a brief synopsis, summarizing student enrollment and completion data during the previous two academic years. (A ‘completer’ is one who has met all the educational or training requirements in a state-approved course of study for initial teacher certification.)

Less than 6% of students leave our alternative elementary program without certification. This is a substantially lower dropout rate than the average community college. As well, very few, if any of our students are out of state. They stay and teach in their Arizona communities.

Academic Year			
Biennial Report Program Year:	EPP – Starting student enrollment		89
	EPP – Ending student enrollment		53
	EPP – Total Completers		28
	In-state	28	Out-of-state 0
FTE (Fulltime employee)	FTE – Number Faculty/Staff supporting EPP		7

Briefly describe staffing utilized to support the EPP.

The program team includes four full-time staff and three full-time faculty who are actively involved with internal and external stakeholders and who closely monitor student progress. We have college-wide infrastructure that provides varied support systems including: Advising, Counseling, Access and Disability Resources, Financial Aid, Assessment and Testing Services, Bookstores, Campus Support Services, Information Technology, and Library Services. Staff and Faculty participate in weekly program faculty/staff meetings to identify, plan, coordinate, and solve program, curriculum and student issues. We recruit, train, and maintain an adjunct faculty database of highly qualified instructors in each content area. We conduct semi-annual Post-Degree Teacher Certification Advisory Committee meetings to get feedback from our stakeholders. We participate in local and statewide committees and meetings. We closely evaluate data from student course evaluations. In addition, all team members have extensive K-12 teaching experience and the three full time faculty members in the department, plus a number of adjunct instructors, hold PhDs in Education and are exceptionally data-literate. This high level of expertise ensures that program monitoring and evaluation are instinctive and essential components of the program.

Academic Year			
Biennial Report Program Year:	EPP – Starting student enrollment		81
	EPP – Ending student enrollment		57
	EPP – Total Completers		21

2022-2023

In-state 21

Out-of-state 0

FTE (Fulltime employee)

FTE – Number Faculty/Staff supporting EPP

7

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Educator Preparation Program Certificates*

 Source: [Arizona Administrative Code](#)
R7-2-608 Early Childhood Teaching Certificate
R7-2-609 Elementary Teaching Certificate
R7-2-609.01 Middle Grades Teaching Certificate
R7-2-610 Secondary Teaching Certificate
R7-2-611.* Special Education Teaching Certificates

D – Mild/Moderate Disabilities

H – Moderate/Severe Disabilities

J – Hearing Impaired

L – Visually Impaired

N – Early Childhood

R7-2-613 PreK-12 Teaching Certificates

C – Art

D – Dance

E – Theatre

F – Music

H – Physical Education, PreK-12

R7-2-614 Other Teaching Certificates

L – Classroom-Based Standard Teaching

R7-2-616 Standard Professional Administrative Certificates

B – Standard Professional Supervisor

C – Standard Professional Principal

D – Standard Professional Superintendent

R7-2-617 Other Professional Certificates

B – Standard School Counselor

C – Standard School Psychologist

F – Standard School Social Worker

