

Miami Dade College
Office Associate Provost, Academic Affairs

January 18, 2013

MEMORANDUM

TO: Rolando Montoya

FROM: Michael Reiner

SUBJECT: APPROVAL OF CURRICULUM REPORT #95

Attached for your approval is the approved curriculum presented at the January 15, 2013 CASSC meeting. The information in Curriculum Report #95 includes the following items:

Curriculum Requiring Approval

1. **School of Justice**

• **Fee Modifications –**

CJK0020 CMS Law Enforcement Vehicle Operations

CJK0040 CMS Criminal Justice Firearm

CJK0051 CMS Criminal Justice Defense Tactics

2. **School of Education**

• **Course Modifications**

TSL3240 Applied Linguistics

TSL3520C Cultural Dimensions of ESOL

TSL4140C TESOL Curriculum & Materials

TSL4340C TESOL Methods

TSL4441C ESOL Testing & Evaluation

3. **School of Engineering & Technology**

• **Course Modifications**

COP2660 Android Application Development 1

COP2662 Android Application Development 2

• **Add New Course**

EGS1XXX Applied Research Methods

4. **Foreign Languages**

• **Add New Courses**

CHI2220 Intermediate Mandarin Chinese 1

CHI2221 Intermediate Mandarin Chinese 2

Informational Items

5. **MDC State General Education Focus Team: Charge and Timeline**

6. **Confucius Institute Presentation**

If I can be of further assistance, please do not hesitate to contact me.

Attachment

Miami Dade College
College-wide CASSC Meeting – January 15, 2013
CURRICULUM REPORT #95

1. School of Justice

Fee Modifications –

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
CJK0020 CMS	Law Enforcement Vehicle Operations	1.6	1	2012-2
Current Fee:	\$324.00			
Proposed Fee:	\$623.00			
Rationale/Justification: Fee Audit time frame of 20111-20113/4. The cost of maintenance Fuel and materials has gone up and will go up in 2013.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
CJK0040 CMS	Criminal Justice Firearm	2.66	1	2012-2
Current Fee:	\$1,003.00			
Proposed Fee:	\$1,574.00			
Rationale/Justification: The cost of Ammunition has gone up and will go up again at the beginning of 2013.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
CJK0051 CMS	Criminal Justice Defense Tactics	2.66	1	2012-2
Current Fee:	\$315.00			
Proposed Fee:	\$355.00			
Rationale/Justification: The School of Justice is requesting a fee increase from \$315 to \$335. This is due to new and updated safety equipment required for proper instruction. Also, the materials have experienced an increase in costs (i.e. equipment).				

APPROVE _____ **OPPOSE** _____ **MORE INFORMATION** _____

2. School of Education

Course Modifications

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL3240	Applied Linguistics	3	1,2,3,5,6,7,8	2012-3

Course Description: The student will learn to analyze linguistic theories for first and second language acquisition and literacy development as well as the study of language as a system and its structure. The student will apply this knowledge to enhance instruction for culturally and linguistically diverse learners. This is one of five courses required for the Florida Add-on ESOL endorsement. (3 hr. lecture) **Recommended Preparation:** Bachelor's degree and School of Education Approval.

Curriculum Action Rationale: Updates: SLO and Competencies to align with 2010 ESOL standards.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL3520C	Cultural Dimensions of ESOL	3	1,2,3,5,6,7,8	2012-3

Course Description: The student will learn to apply the theories related to the effect of culture in language learning and school achievement for English Language Learners (ELL) from diverse backgrounds. This course is one of five required for the Florida Add-on ESOL endorsement. (15 hours of clinical experience are required). (3 hr. lecture) **Recommended Preparation:** Bachelor's degree and School of Education Approval.

Curriculum Action Rationale: Updates: SLO, Competencies, and clinical hrs. Changes made to align with 2010 ESOL Standards.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL4140C	TESOL Curriculum & Materials	3	1,2,3,5,6,7,8	2012-3

Course Description: The student will learn to apply concepts, research, principles, best practices, and evidence-based strategies to plan classroom instruction in a English Language Learners supportive learning environment for ELLs'. The student will analyze, plan, design, and evaluate curriculum and materials appropriate for ELLs'. This course is one of five required for Florida Add-on ESOL Endorsement. (15 hours of clinical experience required). (3 hr. lecture) **Recommended Preparation:** Bachelor's degree and School of Education Approval.

Curriculum Action Rationale: Updates: SLO, Competencies, and clinical hrs.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL4340C	TESOL Methods	3	1,2,3,5,6,7,8	2012-3

Course Description: The student will learn to apply TESOL theories, principles, and current research in the use of instructional techniques and methodologies appropriate for teaching ELL. This course is one of five required for Florida Add-on ESOL Endorsement. (15 hours of clinical experience required). (3 hr. lecture) **Recommended Preparation:** Bachelor's degree

Curriculum Action Rationale: Updates: SLO, Competencies, and clinical hrs.

APPROVE _____ OPPOSE _____ MORE INFORMATION _____

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL4441C	ESOL Teaching & Evaluation	3	1,2,3,5,6,7,8	2012-3

Course Description: The student will learn about the selection, development, and adaptation of assessment instruments/evaluation materials appropriate for English Language Learners, including issues related to cultural and linguistic bias, testing in two languages and the study of the impact of standardized tests, performance-based assessment, and other issues related to student outcomes. This course is one of five required for the Florida Add-on ESOL Endorsement. (15 hours of clinical experience is required.) (3 hr. lecture) **Recommended Preparation:** Bachelor's degree

Curriculum Action Rationale: Updates: SLO, Competencies, and clinical hrs. to align course with 2010 ESOL standards.

APPROVE _____ OPPOSE _____ MORE INFORMATION _____

3. School of Engineering & Technology

Course Modifications

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
COP2660	Android Application Development 1	4	1,2,3,5,6,7,8	2012-3

Course Description: This course teaches the principles of Android application development for majors in Computer Science, Computer Information Systems, and related disciplines. Students will learn how to create mobile applications for deployment to Android smartphones, tablets or simulators utilizing open source software (Java, Eclipse IDE, Android Plug-In and Android SDK) for development. Emphasis will be placed on the underlying Android framework to create quality applications. (3 hr. lecture 2 hr. lab) Pre-requisites: COP1334.

Curriculum Action Rationale: EnTec discipline faculty recommends changing the course prerequisite from COP2800 Introduction to Java Programming to COP1334 Introduction to C++. The Introduction to C++ programming gives students a strong enough foundation in programming principles and practices to be successful in the Android (COP2660) course. Best academic practices combine an introduction to C++ programming instruction with Android development. Introducing students to C++ prior to Android promotes an interest for students to learn about the underlying principles of object oriented programming, motivating them to take future mobile applications development courses. Note: No other changes requested (i.e. course description, competencies, Learning Outcomes, and course user fee remains the same).

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
COP2662	Android Application Development 2	4	1,2,3,5,6,7,8	2012-3

Course Description: This course for majors in Computer Science, Computer Information Systems, and related disciplines teaches how to develop advanced Android applications. Students will learn how to create applications utilizing the advanced capabilities of Android smartphones, including interfacing the application to the device's content providers' databases, GPS and location based services, notifications, background threads, audio, video, SMS, motion sensors and network connectivity. Laboratory fee. (3 hr. lecture 2 hr. lab) Pre-requisites: COP2800, COP2660,

Curriculum Action Rationale: Change the course prerequisite from only COP2660 to include both COP2660 (Android Application Development I) AND COP2800 (Java). This will ensure that the students will acquire the needed Android and Java skills before pursuing the second Android course. No other changes are being requested (i.e. course description, competencies, Learning Outcomes, and student fee remain the same).

Add New Course

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EGS1XXX	Applied Research Methods	1-3	1,2,3,5,6,7,8	2012-3

Course Description: This course is designed for STEM majors. Students will learn basic research practices: research methods, experimentation, validation, technical writing, and presentations. Using the Affinity Research Group model, students will work in groups to conduct theory-based STEM research, develop poster presentations, and write conference and journal publications. (1 – 3 hr. lecture)

Curriculum Action Rationale: Students in STEM disciplines (such as Computer Engineering Technology and Electronics Engineering Technology) require the ability to perform research that can be applied in the real world. This cross-disciplinary course provides the principles, tools, and techniques to equip STEM students with the skills needed in the work environment. The course satisfies a requirement of the NSF BPC-LSA: Scaling and Adapting CAHSI Initiatives (CNS#0940575) grant.

APPROVE _____ OPPOSE _____ MORE INFORMATION _____

4. Foreign Languages

Add New Courses

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
CHI2220	Intermediate Mandarin Chinese 1	4	1,2,3,5,6,7,8	2012-3

Course Description: A continuation of CHI 1121. Students will learn Chinese language and culture through a systematic review of reading and writing skills with emphasis on oral as well as written presentations. Students will also learn the use of Chinese radicals and characters rather than pinyin. (4 hr. lecture) Pre-requisites: CHI1121.

Curriculum Action Rationale: There is student interest in continuing study of Chinese at an Intermediate level. It ties in with the additional offerings through the Confucius Institute and the study abroad programs through CI in China. There is an existing program of elementary Chinese in area high schools, whose students would like to continue their study of Chinese at the intermediate level.

Proposed Fee: \$15.00

Rationale/Justification: Course user fees will be used to purchase Chinese software programs for student use in labs and programs that allow students to write using Simplified Chinese characters. It will also be used to hire lab staff with knowledge of the Chinese language to assist students.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
CHI2221	Intermediate Mandarin Chinese 2	4	1,2,3,5,6,7,8	2012-3

Course Description: A continuation of CHI2220. Students will learn advanced grammar, together with the introduction of more complex reading materials and an increase in the number of radicals and characters. Students will also be exposed to cross-cultural awareness. (4 hr. lecture) Pre-requisites: CHI2220.

Curriculum Action Rationale: There is student interest in continuing study of Chinese at an Intermediate level. It ties in with the additional offerings through the Confucius Institute and the study abroad programs through CI in China. There is an existing program of elementary Chinese in area high schools, whose students would like to continue their study of Chinese at the intermediate level.

Proposed Fee: \$15.00

Rationale/Justification: Course user fees will be used to purchase Chinese software programs for student use in labs and programs that allow students to write using Simplified Chinese characters. It will also be used to hire lab staff with knowledge of the Chinese language to assist students.

APPROVE _____ **OPPOSE** _____ **MORE INFORMATION** _____

Informational Items

5. MDC State General Education Focus Team: Charging and Timeline

**MDC'S
STATE GENERAL
EDUCATION
FOCUS TEAM
(GEFT)

COLLEGE CASSC
JANUARY 15, 2013**

CHARGE

1. Based on the timeline established by the *State General Education Steering Committee*, GEFT will organize a process to solicit feedback from MDC faculty as to the limited set of courses proposed for each of the five General Education disciplines for the first 15 credit hours.
2. GEFT will analyze that feedback and prepare a recommendation to the Provost for an institutional response to the state-wide proposal for the first 15 credit hours in the General Education Curriculum.
3. GEFT members will serve as a conduit for information and be a liaison with faculty in their disciplines and on their campuses to keep them informed of progress in the review process.

**TIMELINE
MDC**

January 31 – Complete the MDC faculty review of the “First Draft” of the proposal and prepare feedback to be forwarded to the *State General Education Steering Committee*.

- Given the limited time available, this process may entail a survey sent to all faculty within the next two weeks, followed by a review of the feedback by GEFT and a recommendation to be forwarded to the Provost.

Mid-February – After receiving the “Second Draft” from the *Steering Committee*, GEFT will organize a process to solicit feedback from all faculty and the General Education disciplines concerning the proposed courses. They will complete the analysis by late-March.

Early-April- GEFT will prepare a recommendation for the Provost’s review concerning MDC’s response to the “Second Draft,” to ensure a timely response to the *Steering Committee* by the end of the month.

As the *Steering Committee* requests “Institutional Review & Approval” of the “Second Draft” by the end of April, plans must be made to vet the MDC response through the governance structure by that date.

**TIMELINE
State**

June 2013	State Board of Education and Board of Governors initiate Rule/Regulation Development
June 2013	Recommendations Released for Public Comment <i>(MDC will strongly urge public comment in support period)</i>
July - August 2013	Analysis/Coordination Committee Review Draft Recommendations
July - August 2013	Faculty/CAVP/CIA/ Public Comment Review
August 2013	All Feedback Received
August 2013	Steering Committee Finalize Recommendations
September 2013	Final Recommendations Submitted to Chancellors
September 2013	State Board of Education and Board of Governors Rule/Regulation Approval of Core Course Options
September 2013	Communications to Florida College System and State University System Institutions, Courses and Components

**TIMELINE
State, MDC, SACS**

The activities listed in the above timeline reflect those leading to State Board of Education and Board of Governors approval of rule and regulation, respectively. Each institution has its own internal process regarding the approval of new general education programs – these internal processes are not reflected in this timeline.

The Southern Association of Colleges and Schools (SACS) Commission on Colleges policy statement on “Substantive Change for Accredited Institutions of the Commission on Colleges” includes “developing a new general education program” as an example of an expansion of the institution’s degree level.

The actions initiated by HB 7135 represent key changes in the general education program at the state-level and at each institution. As such, because SACS accredits individual institutions, each FCS and SUNJ school must submit a substantive change prospectus to SACS. Given SACS timelines, their approval of a new general education program would require a minimum six-month period commencing upon the approval of State Board of Education rule and Board of Governors regulation for the “first 15” and MDC’s internal process and approval for the “second 15.”

Therefore, the substantive change prospectus must be submit to SACS by February 2014 to begin the new General Education Curriculum for students entering Fall 2014.

**TIMELINE
MDC**

April 30 – With specification of the “foundational courses” for the “first 15 credit hours” nearing completion, a plan must be established for MDC to consider its options for the “second 15”

- GEFT will propose a process for faculty to determine the course options for MDC’s institutional component of the new 30 hour general education curriculum
- The process as designed will build upon the state-wide foundational courses to construct a coherent, meaningful, and enriching general educational curriculum that helps students
 - achieve the College-wide General Education Student Learning Outcomes (CGESLO)
 - prepare for undergraduate program pathways
 - and/or provide the knowledge and skills necessary to pursue their career and technical education aspirations

Before the beginning of summer term, GEFT will propose a mechanism by which this will be accomplished in the 2013-14 academic year.

State-wide General Education Faculty Committee Initial Draft Recommendations General Education Competencies and Core Courses

Communication

- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to analyze communication critically.

ENC X101 English Composition I

Humanities

- Students will demonstrate interpretive ability and cultural literacy.
- Students will demonstrate competence in reflecting critically upon the human condition.

ARH X000 Art Appreciation
 HUM X020 Introduction to Humanities
 LIT X100 Introduction to World Literature
 MUS X010 Introduction to Music Literature/Music Appreciation
 PHI X010 Introduction to Philosophy

Social Science

- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
- Students will demonstrate an understanding of basic social and behavioral science concepts/principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

PSY X012 Introduction to Psychology
 SYG X000 Principles of Sociology
 WCH X040 20th Century World History
 CPO X001 Comparative Politics
 ANT X000 Introduction to Anthropology

State-wide General Education Faculty Committee Initial Draft Recommendations General Education Competencies and Core Courses

Mathematics*

- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.
- Students will apply appropriate mathematical and computational models and methods in problem solving.

MAC X105 College Algebra
 STA X025 Statistical Methods
 MCF X106 Liberal Arts Mathematics I
 MCF X107 Liberal Arts Mathematics II

Natural Sciences*

- Students will demonstrate the ability to critically examine and evaluate scientific observation, theory, and/or model construction, and the use of scientific method to explore the natural world.
- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

ESC X005 General Biology
 CHM X020 Chemistry for Liberal Studies
 PHY X020 Fundamentals of Physics
 ESC X000 Introduction to Earth Science
 EVE X001 Introduction to Environmental Science

*For the mathematics and natural science core course options, the following policy should apply: If a student completes a course in a subject area for which one of the general education core course systems in the same subject area is a prerequisite, that student should be considered to have completed the pre-req of the core in that subject area. In some instances there may be course overlap in the general education program that are at a more advanced level, but do not include a core course as a prerequisite in these instances the more advanced, similar course will be considered to have completed the pre-req of the core in that subject area.

All DCC State General Education Core Courses					
Course	Prerequisites	Corequisites	Equivalent	Transferability	Notes
ENC X101					
ARH X000					
HUM X020					
LIT X100					
MUS X010					
PHI X010					
PSY X012					
SYG X000					
WCH X040					
CPO X001					
ANT X000					
MAC X105					
STA X025					
MCF X106					
MCF X107					
ESC X005					
CHM X020					
PHY X020					
ESC X000					
EVE X001					

MDC's State General Education Focus Team (GEFT)

QUESTIONS?

6. Confucius Institute Presentation

Miami Dade College Confucius Institute

In Collaboration with
**Jiangsu Normal University &
Hanban**



Confucius Institute

Mission Statement

To educate the populace of Miami – Dade County and the surrounding areas on Chinese language, history, and culture, and to promote increasing understanding between USA and China.

CI supports the mission of Miami Dade College: to change lives through the opportunity of education.



Hanban

Chinese National Office for Teaching Chinese as a Foreign Language



12/12/2011

Dr. Michael Reiner Attended 2011 International Conference



Hanban



Dr. Padron and Ms. Lin Xu, Director-General of Hanban/Confucius Institute Headquarters in Beijing (China)



Jiangsu Normal University

Formerly Xuzhou Normal University

Confucius Institute

Miami Dade College

Community Outreach

Our Programs

Our Mission

Confucius Institute

Miami Dade College

Confucius Institute

Strategic Plan 2010-2012

- Language Instruction
- Cultural / Global Education
- K-12 School Support
- Study Abroad
- Community Outreach
- Special Events

Confucius Institute

Language Instruction

Confucius Institute

Language Instruction

Training Chinese Language Teachers at Wolfson Campus

Confucius Institute

K-12 School Support

Xuzhou Normal University Performing Troupe
Chinese Cultural Shows
South Dade and West Hialeah Senior High Schools
November 2011

Confucius Institute

Cultural Outreach

Annual Chinese New Year Festival at MDC campuses

Confucius Institute

Global Education - Conferences





Confucius Institute




Global Education - Seminars and Conferences

- Conference of Confucius Institute Directors in Southern Region of the USA
- Annual Conference of Chinese Language Teachers Association – Florida Chapter (CLTA-FL)
- Panel Discussion: *China and Latin America Connection*
- Miami International Symposium on Chinese Language, Culture and Communication at the Miami Book Fair International
- Mini Conference: *Chinese Migration to the Caribbean Basin*
- Panel Discussion: *"MDC Study Abroad Opportunities in China"*



Confucius Institute

Study Abroad

Confucius Institute


Scholarships

- Eight students to Xuzhou Normal University for one-semester study under CI Scholarships in Fall 2010
- Five students to Xuzhou Normal University for one-year study under CI Scholarships in Fall 2011
- Four college students in Miami (two from MDC) to Jiangsu Normal University for one-semester study under CI Scholarships in Fall 2012
- Two MDC students receive US-China Youth Summit Scholarships in Summer 2011
- Two students to Beijing International Chinese College for one-month *Chinese Language and Culture Camp* in Summer 2012
- One MDC student received a full scholarship for 2012-13 to pursue a baccalaureate degree sponsored by the China Scholarship Council (one of only a thousand given to American undergraduates)




Confucius Institute

Study Abroad



Dr. Michael Reiner with MDC's CI scholarship students at JNU
December 2011



Confucius Institute

Community Outreach




"Golden Dragon Night" (at Florida Grand Opera in 2010)



Confucius Institute

Community Outreach



Hosting grand performances by
Nanjing University Traditional Chinese Orchestra in February 2012





Confucius Institute

Special Events







Confucius Institute
Consulting

WELCOMES
People's Republic
of China

Heilongjiang Province Delegation
Vocational School Principals

Confucius Institute
Consulting



Miami Heat Fan Club of Heilongjiang Province, China



“黑龙江美国NBA迈阿密热火球迷俱乐部”
黑龙江职业教育校长代表团访问美国NBA迈阿密热火主场体育馆留念
May 23, 2012



Confucius Institute
Business




**U.S.-CHINA
TRADE
&
INVESTMENT**

Business Roundtable with Chinese Executives

SOLD OUT



Confucius Institute



We look forward to expanding our programs in 2013 beyond language and culture to serve as a bridge between Florida and China to promote student success in business education, connecting people through commerce, and linking China with Latin America!

迈阿密达德学院孔子学院计划于2013年进一步扩展项目，成为连接佛罗里达与中国的文化桥梁，为我们的学生创造美好未来！

