

Miami Dade College
Office of the Associate Provost of Academic Affairs

March 13, 2015

MEMORANDUM

TO: Lenore Rodicio
FROM: Beverly Moore-Garcia
SUBJECT: CURRICULUM REPORT #201503-04

All curriculum items included in this report were presented and discussed at the March 10, 2015, College CASSC meeting. Approval of curriculum items is for offering at all campuses and centers, all off campus sites, at Honors level and through Distance Education

Curriculum Requiring Approval

1. **School of Education**

• **Existing Course Modifications**

<u>Course No.</u>	<u>Course Title</u>
EDG 2943	Education Service Field Experience
EEX 4232	Assessment and Diagnosis of Autism Spectrum Disorders
EEX 4761	Assistive Technology and Communication Systems for Students with Autism
EGI 4230	Curriculum and Educational Strategies for the Gifted
EGI 4244	Educating Special Populations of Gifted Students
EGI 4301	Theory and Development of Creativity
EGI 4410	Guidance and Counseling of Gifted Students

• **Add New Courses**

<u>Course No.</u>	<u>Course Title</u>
EEX 4XXX	Introduction to Brain-Based Teaching Strategies

Administrator (s): Carol Tulikangas/Susan Neimand/Shanika Taylor
Faculty: Iris Strachan

2. **School of Engineering and Technology**

• **Existing Course Modifications**

<u>Course No.</u>	<u>Course Title</u>
COP 2800	Java Programming

Administrator (s): Djuradj Babic/Diane King
Faculty: Pauline Chohonis

• **Add New College Credit Certificate (C.C.C.)**

Help desk Support Technician

Administrator (s): Djuradj Babic/Diane King
Faculty: Pauline Chohonis

--OVER--

3. **School of Science**

Biology

• **Existing Course Modifications**

<u>Course No.</u>	<u>Course Title</u>
BSC 2085	Anatomy and Physiology
BSC 2085L	Anatomy and Physiology Lab1
BSC 2086	Anatomy and Physiology 2
BSC 2086L	Anatomy and Physiology Lab 2

Administrator (s): Heather Belmont

Faculty: Larry Florich

• **Add New Courses**

<u>Course No.</u>	<u>Course Title</u>
EVR 1001L	Introduction to Environmental Science Lab

Administrator (s): Heather Belmont

Faculty: Steven Ritter

<u>Course No.</u>	<u>Course Title</u>
PHY 1020	General Education Physics

Administrator (s): Heather Belmont

Faculty: Jose Alejandro Orta

4. **Social Science**

• **Add New Course**

<u>Course No.</u>	<u>Course Title</u>
ANT2000	Introduction to Anthropology

Administrator (s): Carol Tulikangas

Faculty:

5. **Testing Department**

MDC Computer Competency Requirement Exemption

Administrator (s): Silvio Rodriguez

Faculty:

NOTE: Details for all informational and curriculum items requiring approval, are found on the next pages.

Detailed Agenda

1. Information Item – No Voting Required

Workforce Education: The Fullbridge Program

hireAshark
Miami Dade College

Debrief

fp THE FULLBRIDGE PROGRAM

Program Overview

Program

- 9-day program offered on-site at Miami Dade College
- Two campus: North Campus Kendall Campus

Goal:

- Pilot Program with Fullbridge to:
 - Provide intensive business education and professional development to students prior to co-op experience
 - Supplement undergraduate education with added skills, networking, and simulated, real-world experience

Participants:

- 25 participants
 - Various class years and majors
 - Prior to Co-op Internships

fp THE FULLBRIDGE PROGRAM

Program Coaches: North Campus

Tala Ergasht
Tala is an experienced executive and business strategist. As a Future CEO executive at Hewlett-Packard, Applied Technologies, Value Inc. and Thermo Fisher Scientific, she managed the start, acceleration, and turn-around of global businesses in life sciences, professional services, and personal computing. She is now President of All-Flow Food & Wine Brand, providing management coaching to technology companies and international social ventures. Tala was born in Berlin, having benefited from the best possible American immigrant experience, she is motivated to help others in their pursuit of security and happiness.

- BA – Economics, Harvard University
- MBA – Graduate School of Business, Stanford University

Nabil Lazzouji
Nabil is a Fullbridge Coach and the Founder of The Media Project, a social venture aimed at sparking deeper dialogue in communities. He is also a former volunteer consultant with TechnoServe, a nonprofit focused on business solutions to poverty, and former consultant with Buzz New Hamilton, a management consulting firm advising primarily government clients. Nabil is particularly interested in operations, branding, ethnography, and storytelling.

- BBA – Finance & International Relations, The College of William & Mary
- MBA – Sloan School of Management, MIT

fp THE FULLBRIDGE PROGRAM

Program Coaches: Kendall Campus

Azraha Eladloui
Azraha is a former senior Principal at Booz & Co where she specialized in issues of economic development & public policy with a special focus on the travel & tourism sector. Prior to a career in consulting, Azraha was the Director of Corporate Development at Chasson's Industries, as well as a senior Global Manager at Pricer & Danville. Azraha is passionate about social development, she co-founded an NGO focused on micro-finance and is an active volunteer in various efforts for abused women and children. In her free time, Azraha likes to travel and explore new perspectives and cultures.

- BA – Economics & International Relations, Adelphi University in Conn.
- MBA – Harvard Business School

Greg Dearth
A business coach, author, entrepreneur, consultant, and TED speaker, Greg is passionate about education. He is the author of four books, including The Power MBA, The Leading Man, and Aristotle 3000's secrets. Greg co-founded a literary agency that placed more than 100 books with major publishers and developed several films with Academy Award-winning actors and producers. He served as a consultant to ProstateHealthCrops, an internal auditor for Inter-Continental Hotels, and a housing coordinator for the Atlanta Olympic Village. Greg is also a former professional poker player with major tournament wins.

- BS – Cornell University
- MBA – Arizona State University

fp THE FULLBRIDGE PROGRAM

Survey Summary: Overall

- Final survey evaluated:
 - Content
 - Coaching
 - Teamwork
 - Overall experience
- Overall results (97% response rate):

100% said Program met or exceeded expectations
90% said the Program helped clarify their career direction
100% were satisfied or very satisfied

fp THE FULLBRIDGE PROGRAM

Survey Summary: North Campus

- Overall results (94% response rate):

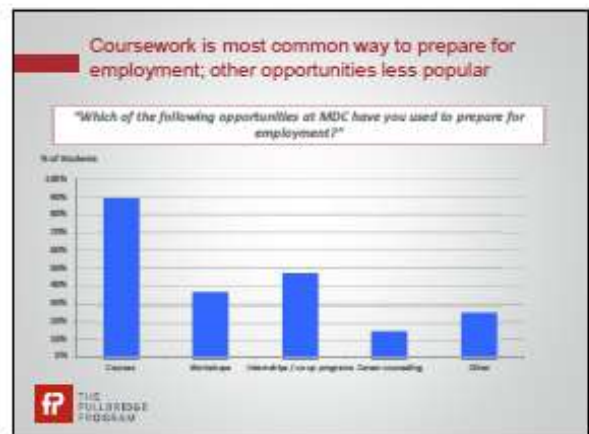
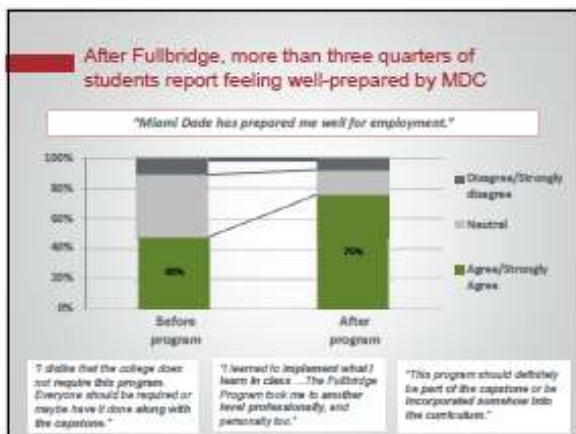
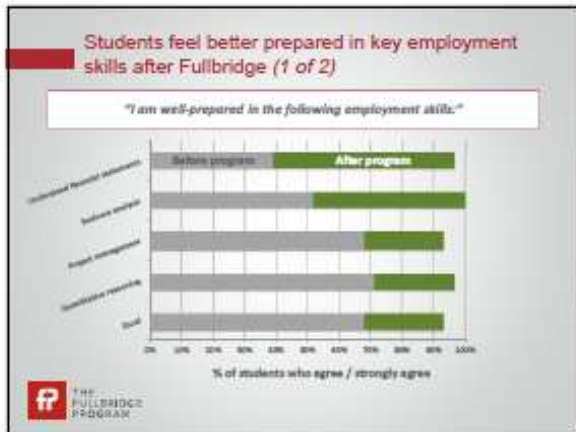
100% said Program met or exceeded expectations
94% said the Program helped clarify their career direction
100% were satisfied or very satisfied

Survey Summary: Kendall Campus

- Overall results (100% response rate):

100% said Program exceeded expectations
100% said the Program helped clarify their career direction
100% were very satisfied with the program

fp THE FULLBRIDGE PROGRAM



Key Successes & Potential Improvements to Program

What worked well:

- Program space allowed for extensive Coach-Participant interaction and contributed greatly to a collectively positive experience
- Miami Dade participants' incredible determination and intellectual curiosity
- The Microshow Challenge and Design Thinking Units earned great participation and collaboration
- Final Day Guests were "fantastic, engaged, and insightful"; 100% positive experience

What can be improved:

- Need a larger enrollment cycle and more outreach by Fullbridge and Miami Dade College. Need to create less barriers to enrollment.
- On Kendall Campus, a larger Cohort would have impacted Coach-Cohort communication because of layout of Program space
- For next program, need to increase expectation setting with participants prior to Program to ensure full attendance and maximum efficacy of Coaching
- Tremendous support from Miami Dade College administration and staff, but would like even more coordination

Would you recommend the Fullbridge Program?

"I would recommend the Fullbridge program to everyone I know and also to people I do not know. I would even advertise free of charge on all my social media applications (what) Next was really great, patient, and knew exactly how to teach and lead every single one of us. We were a very diverse group and he seemed to have a lot of fun interacting with us."

"I felt the same emotional impact when I received the Fullbridge certificate, as the kind I felt when I received my Eagle, Globe, and Anchor after Marine Corps boot camp. I built a strong network of friends, learned more than I thought I could in a short amount of time, and loved every minute of the program."

"The Fullbridge program allows students to gain a competitive edge in the work force by providing them with the necessary soft skills to not only obtain positions but keep them no matter what industry they are trying to enter."

"I gained so much experience in a short period of time. Moreover, I learned a lot about business. Therefore, I am willing to talk about the goodness of that program and my coaches to all my friends and people I meet."

"Great program that is very active in learning compared to the traditional teacher to student learning. Very intense and challenging in a very good way."

North Campus



2. Approval of Minutes February 10, 2015

VOTE:	UNANIMOUS APPROVAL
	IN FAVOR 34
	OPPOSED 0
	ABSTAINED 0

Curriculum Requiring Approval

3. School of Education

Existing Course Modifications

Effective Term: Summer 2014-3
Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Administrator (s): Carol Tulikangas/Susan Neimand/Shanika Taylor
Faculty: Iris Strachan

Motion: **Approve 7 revised courses that include: course description and competencies updates, and requisites to comply with industry standards and requirements.**

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EDG2943	Education Service Field Work	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3
Course Description: The student will learn to compile the necessary documents and complete the process of obtaining a state and/or national early childhood credential. The student must complete the four courses in either the Infant/Toddler Specialization or the Preschool Specialization in order to take this course. (1 – 3 hr. lecture) Pre-requisites: EEC1000, and EEC1200, and EEC1311, and EEC2202, or EEC1001, and EEC1522, and EEC2201, and EEC2407,				
Curriculum Action Rationale: Updating course content to comply with industry standards and requirements. This course is an elective in the AS - Early Childhood Education degree program and its options.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEX4232	Assessment and Diagnosis of Autism Spectrum Disorder	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3
Course Description: The student will learn assessment instruments and strategies used for the referral, diagnosis, and remediation of academic and behavioral difficulties of students with autism spectrum disorders. The student will learn to utilize assessment instruments for instructional planning and evaluating learning outcomes. Six hours of clinical experience are required. Special fee. (3 hr. lecture)				
Curriculum Action Rationale: This course is utilized for Teacher Re-certification. Course prerequisites were revised to provide access to: 1) teachers holding certification in areas beside Exceptional Student Education (ESE), and 2) non-teaching professionals (ex: speech and language pathologists and mental health workers). Addition of EEX 4094 as a prerequisite.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEX4761	Assistive Technology and Communication Systems for Students with Autism Spectrum Disorders	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3
Course Description: The student will learn about assistive technology (AT) strategies including its use for improving the communication and functional capabilities of students with autism spectrum disorders. The student will learn about instructional and assistive technology devices used to support students with autism spectrum disorders. Six hours of clinical experience are required. Special fee. (3 hr. lecture) (3 hr. lecture) Co-requisites: EEX4094, and Recommended Preparation: Professional Teaching certificate and experience working with students with exceptionalities or Bachelor’s degree and experience working with individuals with exceptionalities				
Curriculum Action Rationale: This course is intended for teachers who wish to add the Autism Spectrum Disorders endorsement to their current list of certifications. In addition, course prerequisites were revised to provide access to: 1) teachers holding certification in areas beside Exceptional Student Education (ESE), and 2) non-teaching professionals (ex: speech and language pathologists and mental health workers). Addition of EEX 4094 as a corequisite.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EGI4230	Curriculum and Educational Strategies for the Gifted	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3
Course Description: This course focuses on the implementation of research-based strategies, differentiated curriculum planning, and instructional design for the education of gifted students. Students will learn a variety of enrichment and acceleration approaches and techniques for use in the organization of the learning environment to promote student achievement. (3 hr. lecture) Pre-requisites: EGI4050, or				
Curriculum Action Rationale: Course description, requisite and competency updates. This course is part of the Teacher Recertification /Gifted Endorsement courses.				

VOTE: UNANIMOUS APPROVAL
 IN FAVOR 34
 OPPOSED 0
 ABSTAINED 0

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EGI4244	Educating Special Populations of Gifted Students	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3

Course Description: This course emphasizes the socio-cultural and educational similarities and differences of gifted students. Students will learn the instructional strategies, resources, and materials necessary for the implementation of an equitable system of instruction. (3 hr. lecture) Pre-requisites: EGI4050, or Recommended Preparation: Satisfactory completion of a Miami Dade County Public Schools professional development course equivalent to EGI 4050 (Nature and Needs of Gifted Students)

Curriculum Action Rationale: This course is part of the Teacher Recertification /Gifted Endorsement courses. Course is undergoing description, requisite and competency updates.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EGI4301	Theory and Development of Creativity	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3

Course Description: This course focuses on practical applications of the psychological, environmental, and socio-cultural aspects of creativity. Students will learn effective teaching and assessment strategies to manifest and nurture creative thinking and expression are modeled and practiced. (3 hr. lecture) Pre-requisites: EGI4050, or

Curriculum Action Rationale: This course is part of the Teacher Recertification /Gifted Endorsement courses. Course is undergoing description, requisite and competency updates.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EGI4410	Guidance and Counseling of Gifted Students	3	1, 2, 3, 5, 6, 7/Ctr.	2014-3

Course Description: This course focuses on psychological, cultural, and environmental factors that influence the affective growth and development of gifted students. Students will learn guidance, mentoring, and counseling interventions that address the unique needs of gifted students. (3 hr. lecture) Pre-requisites: EGI4050, or

Curriculum Action Rationale: This course is part of the Teacher Recertification /Gifted Endorsement courses. Course is undergoing description, requisite and competency updates.

VOTE: UNANIMOUS APPROVAL
 IN FAVOR 34
 OPPOSED 0
 ABSTAINED 0

Add New Course

Effective Term: Summer 2014-3
Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.
Administrator (s): Carol Tulikangas/Susan Neimand/Shanika Taylor
Faculty:
Motion: Approve proposed new course for teacher recertification and upgrading skills.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEX4XXX	Introduction to Brain-Based Teaching Strategies	1	1, 2, 3, 5, 6, 7/Ctr.	2014-3

Course Description: The student will learn how the brain processes information and how to best engage the brain during learning. In this overview course, the student will acquire research-based, brain-friendly strategies that focus on students with disabilities, English language learners, reading, and mathematics. (1 hr. lecture) Recommended Preparation: Bachelor's degree.

Curriculum Action Rationale: Course being developed for Teacher Recertification and Upgrading teacher skills. This course also responds to community request.

VOTE: UNANIMOUS APPROVAL
 IN FAVOR 34
 OPPOSED 0
 ABSTAINED 0

4. School of Engineering and Technology

Existing Course Modifications

Effective Term: Fall 2015-1
Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Administrator (s): Djuradj Babic/Diane King
Faculty: Pauline Chohonis

Motion: **Approve proposed request to add COP2270 C for Engineers as an alternative prerequisite to COP1334 Introduction to C++.**

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
COP2800	JAVA Programming	4	1, 2, 3, 5, 6, 7/Ctr.	2015-1

Course Description: This is an intermediate level programming course using the Java computer language, recommended for Computer Science and Computer Information systems majors. Students will learn to code, compile, and execute programs while learning advanced programming concepts and object oriented programming and design concepts and principles.

Curriculum Action Rationale: NO CHANGE TO EXISTING DESCRIPTION. Add COP2270 C for Engineers as an alternate prerequisite to COP1334 Intro to C++ (either/or)

Add New College Credit Certificate (C.C.C.)

Program Title: Help Desk Support Technician
Degree Type: College Credit Certificate (C.C.C.)
Effective Term: Fall 2015-1

Program Description: The Help Desk Support Technician College Credit Certificate is designed to prepare students with the technical knowledge and skills for employment as entry-level computer help desk and support technicians in commercial, industrial and government institutions. Graduates are also prepared for industry A+ certification.

Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Motion: **Approve proposed new College Credit Certificate – Help Desk Support Technician**

Administrator (s): Djuradj Babic/Diane King
Faculty: Pauline Chohonis

VOTE:

UNANIMOUS APPROVAL	
IN FAVOR	34
OPPOSED	0
ABSTAINED	0



**Help Desk Support Technician – College Credit Certificate (C.C.C.)
Executive Summary**

Statement of Justification

1. Identified business/industry need for the program

Miami Dade College (MDC) School of Engineering and Technology is requesting to add the existing state-approved College Credit Certificate (C.C.C.) in Help Desk Support Technician to its listing of academic offerings. The proposed C.C.C. will be part of the existing A.S. in Computer Information Technology.

The goal of this new certificate responds to local community needs providing students with the ability to sit for and earn an industry certification such as CompTIA's A+ and Network+ certifications which are valuable tools for employment, and a key element in today's business focused IT job market and infrastructure.

Industries such as *YearUp*, which provides local internships for its students, has requested certification for the students as part of their sponsored partnership with Miami Dade College. This C.C.C. will provide a tangible credential for these students.

The Help Desk Support Technician College Credit Certificate, is designed to prepare students to enter the IT workforce by assisting organizations that use various technologies to stay current and run smoothly. The Help Desk Support Technician provides support and troubleshooting services to end-users who need assistance with their computer hardware or software. Whether it be in-house or remote.

2. Occupations for which the program would train and the corresponding SOC Code(s).

As evidenced in the Bureau of Labor Statistics, the **proposed** certificate would train students for occupations in:

SOC Code	Occupational Title
25-9011.00	Audio-Visual and Multimedia Collections Specialists
27-4011.00	Audio and Video Equipment Technicians
43-9011.00	Computer Operators
43-9031.00	Desktop Publishers
49-2011.00	Computer, Automated Teller, and Office Machine Repairers
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers

Yearly Wages



Employment Trends

United States	Employment		Percent Change	Projected Annual Job Openings ¹
	2012	2022		
Computer User Support Specialists	547,700	658,500	+20%	19,690
Florida	Employment		Percent Change	Projected Annual Job Openings ¹
	2012	2022		
Computer User Support Specialists	27,510	32,550	+18%	1,230

¹Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections

State Data Source: Florida Agency for Workforce Innovation

3. For new CCC or ATD programs, identify the parent AS/AAS degree program

Parent A.S. degree program

- Associate in Science – Computer Information Technology (CIP 1511010307) **[Existing Degree]**
 - College Credit Certificate – Help Desk Support Technician – 18 Credit Hours (CIP 0511010313) **[Proposed Certificate]**

CURRICULUM FRAMEWORK

The curriculum framework (in MS Word) for the proposed program that includes the following:

A. Standards and benchmarks:

College Credit Certificate – <http://www.fldoe.org/core/fileparse.php/10983/urlt/0511010313-1516.rtf>

B. Identified Occupational Completion Points (OCPs) with suggested lengths. NOTE: Not required for programs limited to secondary implementation or College Credit programs.

N/A

C. Proposed SOC occupational title(s) and codes from O*Net (<http://online.onetcenter.org>):

SOC Code	Occupational Title
25-9011.00	Audio-Visual and Multimedia Collections Specialists
27-4011.00	Audio and Video Equipment Technicians
43-9011.00	Computer Operators
43-9031.00	Desktop Publishers
49-2011.00	Computer, Automated Teller, and Office Machine Repairers
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers

D. Proposed grade levels if secondary or post-secondary PSAV.

N/A

E. Proposed Basic Skill Levels if program being proposed is more than 450 hours and if Basic Skills are applicable.

N/A

F. Facilities Code (<http://www.fldoe.org/edfacil/pdf/srefvol1.pdf>).

6A-2.0010 Educational Facilities:

State Board of Education requirements adopted pursuant to Chapter 120, F.S., to implement the State Uniform Building Code for Public Educational Facilities Construction in Chapter 1013, F.S., are contained in Section 423 of the Florida Building Code and the Department of Education publication titled "State Requirements for Educational Facilities 2007 and the 2009 Supplement to the State Requirements for Educational Facilities, which are hereby incorporated by reference and made a part of this rule to become effective with the effective date of the amended rule. All educational and ancillary facilities constructed by a school board or community college board shall comply with "State Requirements for Educational Facilities 2007 and the 2009 Supplement to the State Requirements for Educational Facilities". Copies of "State Requirements for Educational Facilities 2007 and the 2009 Supplement to the State Requirements for Educational Facilities" are available from the Office of Educational Facilities, Florida Department of Education, 325 West Gaines Street, Room 1054, Tallahassee, Florida 32399-0400, at a cost to be determined by Commissioner, but which shall not exceed actual cost, or from the Department of Education's website at: <http://www.fldoe.org/edfacil> in PDF format.

G. Proposed Career Cluster and Career Pathway.

Career Cluster: **Information Technology**

H. Proposed equipment list (if applicable).

N/A

I. Proposed teacher/instructor certifications (Secondary or Post-Secondary PSAV).

DISCIPLINE: Information Technology	
Program:	Help Desk Support Technician
Classification of Instructional Programs (CIP)	0511010313
Primary Qualifying Credential (if different from highest credential in field)	Master's degree in Computer Science or related field (e.g. Master's degree in Information Technology, Networking and Telecommunications, Management Information Systems, Software Engineering, Computer Engineering) or Master's degree and 18 graduate semester hours in Computer Science or related field as listed above.
Suggested Alternative Credentials	Master's degree, plus industry certification in a programming language, plus two years' work experience in field.
Statewide Course Numbering System (SCNS)	All courses except CGS1060

J. Proposed Career & Technical Student Organization (CTSO), as applicable.

N/A

K. New AS/AAS programs should identify any CCC or ATD programs that are part of the program. New CCC/ATD programs should identify the parent AS/AAS degree program.

Parent A.S. degree program

Associate in Science – Computer Information Technology (CIP 1511010307) **[Existing Degree]**

- College Credit Certificate – Help Desk Support Technician – 18 Credit Hours (CIP 0511010313) **[Proposed Certificate]**

COLLEGE CREDIT CERTIFICATE
PROGRAM OF STUDY: Help-Desk-Support-Technician

CIP Number: 511010313

EFFECTIVE TERM: Spring-2015-(2014-2)

I. GENERAL EDUCATION REQUIREMENTS

1. MAJOR COURSE REQUIREMENTS (16.00 credits)

- | | | |
|---|---|---|
| <input type="checkbox"/> CGS1060 - Introduction to Microcomputers (4-credits) | <input type="checkbox"/> CTS-2153 - Supporting Windows Users & Applications (4-credits) | ⌘ |
| <input type="checkbox"/> CGS-1560 - A+ Computer Operating Systems (4-credits) | <input type="checkbox"/> CTS-1131 - A+ Computer Essentials & Support (4-credits) | ⌘ |
| ⌘ | ⌘ | ⌘ |

5. School of Science

Biology

Existing Course Modifications

Effective Term: Fall 2015-1
Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Motion: Approve request to update course description and competencies.

Administrator (s): Heath Belmont
Faculty: Larry Frolich

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
BSC2085	Human Anatomy & Physiology 1	3	1, 2, 3, 5, 6, 7/Ctr.	2015-1

Course Description: In this course students will learn the structure and function of the systems of the human body, emphasizing those aspects most pertinent to students in the Health Sciences programs. Students are strongly recommended to complete CHM1033/1033L prior to enrolling in this course. (3 hr. lecture) Co-requisites: BSC2085L
Curriculum Action Rationale: Update course description and course competencies.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
BSC2085L	Human Anatomy & Physiology Lab 1	1	1, 2, 3, 5, 6, 7/Ctr.	2015-1

Course Description: In this laboratory course, student will learn to apply the concepts covered in BSC2085 as it pertains to structure and function of the human body from an experiential approach. (2 hr. lab) Co-requisites: BSC2085
Curriculum Action Rationale: Update course description and course competencies.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
BSC2086	Human Anatomy & Physiology 2	3	1, 2, 3, 5, 6, 7/Ctr.	2015-1

Course Description: Building on concepts learned in BSC2085, students will learn the structure, function, and physiology of the human body, with an emphasis on the Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive Systems. (3 hr. lecture) Pre-requisites: BSC2085, Co-requisites: BSC2086L,
Curriculum Action Rationale: Update course description and course competencies.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
BSC2086L	Human Anatomy & Physiology Lab 2	1	1, 2, 3, 5, 6, 7/Ctr.	2015-1

Course Description: In this laboratory course, students will learn to apply the concepts covered in BSC2086, which include the structure and function of the Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive Systems and development, from an experiential approach. (2 hr. lab) Pre-requisites: BSC2085, and BSC2085L, Co-requisites: BSC2086,
Curriculum Action Rationale: Update course description and course competencies.

Add New Courses

Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Administrator (s): Heather Belmont
Faculty: Steven Ritter

Motion: Approve proposed new lab for environmental science majors to obtain lab experience necessary for their field.

VOTE:

UNANIMOUS APPROVAL	
IN FAVOR	34
OPPOSED	0
ABSTAINED	0

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EVR1001L	Introduction to Environmental Science Lab	1	1, 2, 3, 5, 6, 7/Ctr.	2004-3
Course Description: This course is the laboratory component for EVR1001 - Introduction to Environmental Science. Students will learn how the human and physical/biological worlds affect global climate change, including human/non-human interactions with minerals and mining, landscape ecology, petroleum depletion, and alternative fuels with the understanding of the earth's environment. (2 hr. lab) Pre/Co-requisites: EVR1001				
Curriculum Action Rationale: This course is needed for environmental science majors to obtain lab experience necessary for their field. This course is to be included in the AA 24 hour block.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
PHY1020	General Education Physics	3	1, 2, 3, 5, 6, 7/Ctr.	2015-1
Course Description: This is a general education course for non-science majors. The students will learn the fundamentals laws of physics at an introductory level. Must be completed with a grade of "C" or better. (3 hr. lecture)				
Curriculum Action Rationale: FLDOE course option to be developed and included in the State mandated 15 general education core requirements.				

Administrator (s): Heather Belmont
Faculty: Jose Alejandro Orta

Motion: Approve FLDOE course option to be developed and included in the State mandated 15 general education core requirements.

VOTE: UNANIMOUS APPROVAL
 IN FAVOR 34
 OPPOSED 0
 ABSTAINED 0

6. Social Science

Add New Course

Effective Term: Fall 2015-1

Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Administrator (s): Carol Tulikangas
Faculty:

Motion: Approve FLDOE course option to be developed and included in the State mandated 15 general education core requirements.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
ANT2000	Introduction to Anthropology	3	1, 2, 3, 5, 6, 7/Ctr.	2015-1
Course Description: This course covers the theoretical and conceptual fundamentals for understanding the human species through an integrated study of the cultural, biological, evolutionary and linguistic aspects of our kind. Students will learn about human origins as well as human cultural diversity from antiquity to the present. (3 hr. lecture)				
Curriculum Action Rationale: FLDOE course option to be developed and included in the State mandated 15 general education core requirements.				

VOTE: UNANIMOUS APPROVAL
 IN FAVOR 34
 OPPOSED 0
 ABSTAINED 0

7. Testing

MDC Computer Competency Requirement Exemption

Effective Term: Upon College CASSC Approval

Affected Campus (es): North, Wolfson, Kendall, Homestead, InterAmerican, Hialeah, MDC-West, Centers, all off campus sites, at Honors level and through Distance Education.

Administrator (s): Silvio Rodriguez

Motion: Approve revised computer competency requirement to include testing exemption.

VOTE:	UNANIMOUS APPROVAL	
	IN FAVOR	34
	OPPOSED	0
	ABSTAINED	0

MDC COMPUTER COMPETENCY REQUIREMENT EXEMPTION
Draft as of 10/20/2014

Area 08: COMPUTER COMPETENCY (08)

-BY THE 16TH EARNED COLLEGE-LEVEL CREDIT*, A STUDENT MUST HAVE ATTEMPTED CGS1060, AN EQUIVALENT COLLEGE CREDIT COURSE, CTS0050 (FORMERLY CGV0010), OR THE COMPUTER COMPETENCY TEST **AT MIAMI DADE COLLEGE****.

-BY THE 31ST EARNED COLLEGE-LEVEL CREDIT*, A STUDENT MUST HAVE DEMONSTRATED COMPUTER COMPETENCY BY PASSING CGS1060, AN EQUIVALENT COLLEGE CREDIT COURSE CTS0050 (FORMERLY CGV0010), OR THE COMPUTER COMPETENCY TEST **AT MIAMI DADE COLLEGE****.

*EXCLUDING ESL, ENS, EAP, AND COLLEGE PREPARATORY COURSES.

Note:

****TRANSFER STUDENTS WHO SATISFIED A COLLEGE'S COMPUTER COMPETENCY REQUIREMENT BY AN EXAMINATION, MAY RECEIVE AN EXEMPTION FROM THIS REQUIREMENT, IF THE EXAMINATION WAS USED TO SATISFY A COURSE REQUIREMENT EQUIVALENT TO CGS1060 OR CTS0050.**

http://www.mdc.edu/main/testing/criteria/computer_competency.aspx

How many students a year are taking the CGS test overall?

Ranges from 1,028 to 1,092 per year over a three year period.

How many are from other institutions?

Ranges from 454 to 487 over a three year period. Broward College transfers ranges from 29 to 40.

Is this information on the transcripts?

Yes. We have a statement that displays as 'COMPUTER COMPETENCY MET WITH TEST ON XX/XX/XXXX.

Where is the exemption captured? In degree audit or on transcript?

Both.

What is the passing score?

60. Please keep in mind that this score is for meeting competency and should not be associated with a 'D' and the traditional grading scale.

What is the average percentage of students who pass the test?

Ranges from 83% to 85% over a three year period. This pass rate has remained in about the same range throughout the years of use.

CSP	Total	ITRANGE				
		IT 1-59			IT 60-100	
		No.	No.	%	No.	%
Total	1028	154	15		874	85
LOCATION						
North	148	15	10.1		133	89.9
Kendall	438	71	16.2		367	83.8
Wolfson	227	35	15.4		192	84.6
Medical	66	12	18.2		54	81.8
Homestead	47	9	19.1		38	80.9
Inter-American	41	8	19.5		33	80.5
Hialeah	28	2	7.14		26	92.9
West	33	2	6.06		31	93.9

CSP between 07/01/2011 - 06/30/2012 = 1028

CSP	Total	ITRANGE				
		IT 1-59			IT 60-100	
		No.	No.	%	No.	%
Total	1034	159	15.4		875	84.6
LOCATION						
North	164	24	14.6		140	85.4
Kendall	418	69	16.5		349	83.5
Wolfson	250	29	11.6		221	88.4
Medical	55	9	16.4		46	83.6
Homestead	41	5	12.2		36	87.8
Inter-American	54	17	31.5		37	68.5
Hialeah	22	3	13.6		19	86.4
West	29	3	10.3		26	89.7

CSP between 07/01/2012- 06/30/2013 = 1034

CSP	Total	ITRANGE				
		IT 1-59			IT 60-100	
		No.	No.	%	No.	%
Total	1092	188	17.2		904	82.8
LOCATION						
North	172	28	16.3		144	83.7
Kendall	416	62	14.9		354	85.1
Wolfson	267	54	20.2		213	79.8
Medical	49	10	20.4		39	79.6
Homestead	39	8	20.5		31	79.5
Inter-American	76	12	15.8		64	84.2
Hialeah	39	10	25.6		29	74.4
West	34	4	11.8		30	88.2

CSP between 07/01/2013- 06/30/2014 = 1092

TRANSFER	Total	TRANSFER			
		BROWARD	FIU	OTHERS	
		No.	No.	No.	No.
Total	454	31	86	337	

TRANSFER	Total	TRANSFER			
		BROWARD	FIU	OTHERS	
		No.	No.	No.	No.
Total	487	40	79	368	

TRANSFER	Total	TRANSFER			
		BROWARD	FIU	OTHERS	
		No.	No.	No.	No.
Total	475	29	101	345	

Prepared by Silvio Rodriguez
Institutional Effectiveness
9/8/2014