

Miami Dade College
Office Associate Provost, Academic Affairs

May 13, 2011

MEMORANDUM

TO: Rolando Montoya

FROM: Michael Reiner

SUBJECT: APPROVAL OF CURRICULUM REPORT #81

Attached for your approval is the approved curriculum presented at the May 10, 2011, CASSC meeting.

The information in Curriculum Report #81 includes the following items:

1. **School of Education**
 - **Proposed New BS**
BS in Early Childhood Education
2. **English and Communication**
 - **Revised Course Description/User Fee**
SPC1017 Fundamentals of Speech Communication
3. **Testing**
 - 2011-2012 Placement Criteria Document
4. **Informational Items**
College Prep
 - New State Mandated Courses –
ENC0015 Developmental Writing I
ENC0025 Developmental Writing II
REA0007 Developmental Reading I
REA0017 Developmental Reading II
 - State Mandated Change –
Revised course description
MAT1033 Intermediate Algebra

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

Attachment

Miami Dade College
College-wide CASSC Meeting – MAY 10, 2011
CURRICULUM REPORT #81

1. School of Education
Proposed New BS

Program Title:	B.S. with a major in Early Childhood Education
Department:	School of Education
Start Term:	2011-2 Spring Semester
Degree Type:	Bachelor of Science
Affected Campuses by this request:	1,2,3,5,6,7,8

EXECUTIVE SUMMARY

MIAMI DADE COLLEGE SCHOOL OF EDUCATION
PROPOSAL FOR A BACHELOR OF SCIENCE DEGREE
WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

INTRODUCTION

The Bachelor of Science with a major in Early Childhood Education (BS-ECE) degree program proposed by Miami Dade College is designed to meet the Florida Department of Education (FLDOE) criteria for status as a “state approved teacher education program” with two certification areas:

- Preschool (Birth to Age 4) and
- PreK/Primary (Birth to grade 3)

and with three endorsements:

- English for Speakers of Other Languages (ESOL),
- PreK Disabilities, and
- Reading.

The BS-ECE addresses early identification and intervention for children who have disabilities, young English Language Learners, and efforts to increase school readiness. The degree supports statewide and national movements to improve and professionalize the quality of ECE, Head Start’s mandate for Early Childhood Education bachelor’s certified teachers by 2013

(<http://www.caplav.org/headstart/headstart2007reauthorizationsummary.html>) and the National Association for the Education of Young Children (NAEYC) accreditation criteria that requires 50% of teachers at certified NAEYC Centers to hold bachelor’s degrees in ECE (http://www.naeyc.org/policy/federal/02_15_07).

A. PLANNING PROCESS

The planning process began in March 2008. In Region 23, only Florida International University (FIU), our regional state university, offers ECE bachelor’s degree programs, but those differ from the proposed program in terms of state approval and breadth of certifications. Based on these differences, at the November 12, 2008, meeting, a recommendation was made by the ECE Advisory Committee (See [Appendix A: Advisory Committee Meeting Agendas and Minutes](#)) to the ECE faculty to proceed with plans for the BS-ECE. A Community Taskforce representing all ECE community agencies was created to formulate a framework for the degree program (See [Appendix B: Community Taskforce Meeting Agendas and Minutes](#)). In June and December 2009, MDC met with the University of Florida Lastinger Center for Learning administration to create guiding principles for the degree (See [Appendix D: Ready Schools Miami! Meetings](#)) and in January 2010, with M-DCPS ECE leaders to obtain input into the program (See [Appendix E: M-DCPS-MDC SOE Meeting](#)). In Fall 2009, MDC discussed the proposed BS-ECE degree program with IHE representation from FIU, Barry University, St. Thomas University, University of Miami, and Florida Memorial University (See [Appendix F: Notes on Meetings with IHEs](#)).

All were supportive of the initiative to create the BS-ECE degree since it is designed to upgrade the educational and professional levels of ECE educators, provide a career ladder, meet workforce needs/demands, and create a pipeline for IHEs.

Curriculum development began in February 2010 and was completed in June 2010. The Florida Department of Education Teacher Preparation Program Approval folio was submitted in January 2011, and the proposed implementation date is Spring (January 2012).

B. PROGRAM IMPLEMENTATION TIMELINE

The curriculum of the BS-ECE has been completely developed along with assessments and a continuous quality improvement model. The proposed program would begin in January 2012. During fall of 2011, recruitment efforts, minor facilities upgrades, training of advisors and student support systems would take place.

C. WORKFORCE DEMANDS/UNMET NEED SPECIFIC TO PROGRAM AREAS

Data indicate that there will be an increase in job openings for Region 23 in the areas addressed by the BS-ECE. Florida Agency for Workforce Innovation, Labor Market Statistics Center, Occupational Projection Data 2010-2018 <http://www.labormarketinfo.com/library/EP.htm> (p18wr23) indicate that there will be a 1.85% increase in child care worker jobs with 401 openings annually; a 2.44% increase in jobs for preschool teachers with exceptional education training with 124 openings annually; a 2.28% increase in jobs for kindergarten teachers with special education training with 54 annual openings; a 2.38% increase in jobs for elementary school teachers with exceptional student education with 394 annual openings; and a 2.67% increase in jobs for special education teachers in preschool to elementary with 81 openings for a total of 1,054 annual openings. Kindergarten and Special Education teachers are also listed among the Fast-Growing Occupations. FIU has an Early Childhood Education program but; “this track does not result in teacher certification (http://education.fiu.edu/bachelors_degrees.html?expanddiv=bs2,bs2b),” nor does it provide special education training and no other local institution offers bachelor’s degrees in this area. Consequently, only graduates of the proposed MDC BS-ECE degree are expected to meet workforce demands and needs.

To collect data on the need for the proposed BS-ECE, 383 surveys were sent out in spring 2010 to various constituencies, including high school students in Early Childhood academies, presently employed child care providers in both Head Start and private centers, paraprofessionals working in M-DCPS, and currently enrolled MDC associate degree-seeking ECE students (See [Appendix G: Interest Survey](#)). Of the 383 surveys sent out, 353 (92.16%) were returned. Results indicate that of the 353 respondents, 80.16% (N=283) indicated “yes” when asked if they were interested in the proposed BS-ECE degree.

D. FACILITIES AND EQUIPMENT

Modifications to classrooms will include: furniture for flexible grouping, state-of-the-art technology, and teaching materials. Initially, this will be done at one campus and will need to be completed as the program moves to additional campuses. The cost of renovations would be \$35,000 for the first year, \$20,000 for the second year, and \$15,000 for the third year.

E. LIBRARY/MEDIA

During the first two years, \$30,000 of resources would be needed and \$20,000 for each of the subsequent years would be needed.

F. ACADEMIC RESOURCES

To ensure that 30% or more of the upper division classes will be taught by doctorally prepared instructors, MDC will need to hire one full-time doctorally prepared faculty member during the second year of the program, three additional full-time faculty during the third year, and one additional faculty during the fourth year of the program. Cost of one full-time faculty member plus benefits is approximately \$65,000. In addition to the full-time faculty, it is proposed that one part-time faculty (.5 FTE) be hired for the 2011-2012 academic year, increasing to eight (8) part-time faculty (4 FTE) by 2014-2015.

G. COST TO STUDENTS

The student cost of the four-year program is projected to be \$14,099.36; \$12,099.36 for tuition and fees and approximately \$2000 for textbooks and technology.

H. ACADEMIC CONTENT AND CURRICULUM

The proposed BS ECE degree is a 120 credit hour program (See [Appendix K: BS-ECE Program Sheet](#)). The coursework meets FLDOE requirements for a state-approved teacher education program. The upper division program requirements consist of three sections: Professional Education, foundational courses; Discipline Content, methods of teaching content area courses; and two student teaching/internship experiences. Students will complete 175 hours of supervised clinical education experiences in ten of the 12 courses. Two internships, along with the seminars, are 10-week statutory requirements (400 hours of clinical experience each) that move the pre-service teacher from observing to taking over the classroom as the regular teacher.

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

The program is expected to enroll full-time and part-time cohorts. The program is expected to open with a cohort of 30 part-time students taking 180 credits. During the next year, 90 students (full-time and two part-cohorts) will enter the program, generating 2340 credits. This pattern is expected to continue increasing to a student headcount of 250 by 2014-2015 (See [Appendix J: BS-ECE Enrollment Performance and Budget 2010-2011 to 2013-2014](#)). The first graduating class of 30 students is projected for spring 2014.

The program is expected to be self-sufficient by 2013. The projected budget plan (See [Appendix J](#)) indicates total funds available for the first year of \$18,000; \$253,359 for the second year; \$474,651 for the third year; and \$783,872 for the fourth year.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

As mandated by the State Board of Education, Miami Dade College will demonstrate diligence to individual student needs in the event of program termination and will enact an approved degree completion plan to enable eligible students to complete the BS-ECE program coursework no later than two academic years following the termination decision. The School of Education will provide transitional services to students and will ensure that the program remains open to provide “train-out” options which will allow eligible students currently enrolled to complete graduation requirements.

Add Existing Courses

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC2224	Emergent Literacy through the use of Children’s Literature	3	1,2,3,5,6,7,8	2011-2
EEC2271	Working with Children with And their Families	3	1,2,3,5,6,7,8	2011-2
EEC2401	Family Interaction and Cultural Continuity	3	1,2,3,5,6,7,8	2011-2
EEC2601	Observation & Assessment in ECE	3	1,2,3,5,6,7,8	2011-2

APPROVE_____ **OPPOSE**_____ **MORE INFORMATION**_____

Add New Courses

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EDF3115	Child Development for Inclusive Settings	3	1,2,3,5,6,7,8	2011-2

Course Description: This course provides an overview of human life from fertilization through eight years of age. The student will learn to examine growth and developmental characteristics during the prenatal, infancy, and early childhood periods. The student will analyze typical and atypical development, developmental theories, learning theories, brain research, attachment, and relationships. Special Fee. Prerequisites: EEC2224, EEC2271, EEC2401, EEC2601, EEC2407, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EDG3343	General Teaching Methods for ECE	3	1,2,3,5,6,7,8	2011-2

Course Description: This course provides an overview of instructional models and strategies. The student will learn to develop skills in lesson planning and instruction based on state standards. The student will utilize instructional models to design lesson plans, and develop strategies for early childhood inclusive classrooms serving diverse populations. Special Fee. Prerequisites: EEC2224, EEC2271, EEC2407, EEC2401, EEC2601, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEX3604	Positive Behavior Supports in Inclusive Settings	3	1,2,3,5,6,7,8	2011-2

Course Description: This course provides a holistic approach in guiding young children's behavior. The student will learn to utilize strategies that emphasize the importance of relationships to learning, self-awareness, and pro-social behaviors while focusing on individual needs of each child (15 hours of field experience and 1 observation required). Special fee. Prerequisites: EDF3115, EDG3343, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEX3226	Assessment of All Young Children	3	1,2,3,5,6,7,8	2011-2

Course Description: This second course on assessment emphasizes guidelines and techniques for observing, assessing, evaluating, and planning curriculum for young children. The student will learn to use formal and informal assessments to evaluate social, emotional, cognitive, language, literacy, and motor development and use data to plan for instruction of groups and individual children (15 hours of field experience required). Special fee. Prerequisites: EDF3115, EDG3343, EEX3604, RED3009, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC3211	Science, Technology, & Mathematics (STEM) Methods for ECE I	3	1,2,3,5,6,7,8	2011-2

Course Description: This first STEM course focuses on the development of science and math conceptual frameworks for early childhood, birth to age 4. The student will learn to use scientific and mathematical research based methods and strategies to teach inquiry and problem solving skills and plan activities for young children that foster exploration in the physical sciences, earth/space sciences, algebra, geometry, and technology. Prerequisites: EDF3115, EDG3343, RED3009, EEX3604, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC3212	Integrated Social Sciences, Humanities & Arts	3	1,2,3,5,6,7,8	2011-2

Course Description: This course provides an overview of the role of social studies, humanities, and the fine arts in early childhood classrooms. The student will learn to plan, implement, and assess developmentally appropriate activities that integrate the diverse sociological and cultural influences on the child. Special Fee.(15 hours of field experience and 1 observation required) Prerequisites: EEC2224, EEC2271, EEC2407, EEC2401, EEC2601, Co-requisites: EEX3226, EEC3211, TSL3080, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC4219	Science, Technology, & Mathematics (STEM) Methods for ECE II	3	1,2,3,5,6,7,8	2011-2

Course Description: This second STEM course focuses on the development of science and math conceptual frameworks for early childhood, Kindergarten to grade 3. The student will learn to use scientific and mathematical research-based methods and strategies to teach inquiry and problem solving skills and plan activities for young children that foster exploration in the nature of science, biology, numbers and operations, data analysis, and technology. Prerequisites: EEC3211, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC4268	Designing & Implementing an Integrated Curriculum (Practicum)	4	1,2,3,5,6,7,8	2011-2

Course Description: This course provides an in depth understanding of an integrated approach to curriculum. The student will learn to plan, collaborate, and implement strategies and pedagogic methods to create developmentally appropriate and research-based lesson and unit plans that address the individual needs of each child, with an emphasis on participatory learning (30 hours of field experience and 2 observations required). Special fee. Co-requisites: LAE4211, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
LAE4211	Methods & Resources for Literacy Development in the Young Child	3	1,2,3,5,6,7,8	2011-2

Course Description: This course focuses on methods of diagnosis and literacy instruction in a K-3 setting. The student will learn to use a variety of diagnostic tools to measure and evaluate literacy, implement a literacy program based on evaluation and input from specialized personnel, and differentiate instruction within the classroom to ensure phonemic awareness, phonics, fluency, vocabulary, and writing skills development. Prerequisites: RED3009, Co-requisites: EEC4268, (48 hr. lecture).

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL3080	ESOL in Early Childhood Education I	3	1,2,3,5,6,7,8	2011-2

Course Description: This course introduces theories, research, issues and practices of English for Speakers of Other Languages (ESOL) for early childhood educators. Students will also learn to explore the legal issues that have influenced the field, the nature of first and second language acquisition, concepts of cultural competence and multiculturalism, and the implications of cultural and linguistic diversity in the early childhood classroom. Special fee. Prerequisites: EDF3115, EDG3443, EEX3604, RED3009, (48 hr. lecture)

Proposed Fee: \$18.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
TSL4310	ESOL in Early Childhood Education II	3	1,2,3,5,6,7,8	2011-2

Course Description: This second course in ESOL for ECE presents practical strategies and models for promoting literacy and academic achievement for English language learners (ELL). The student will learn to develop methods and practices that build literacy and academic content area knowledge and skills, as well as instructional and evaluation and assessment approaches in Early Childhood Education (15 hours of field experience required). Special fee. Prerequisites: EEC3211, EEC3212, EEX3226, TSL3080, (48 hr. lecture)

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC4940a	Internship in ECE I	5	1,2,3,5,6,7,8	2011-2

Course Description: This course provides the student with full-time, supervised teaching experience in a Birth to age 4 classroom setting. The student will learn and experience all of the educational and professional responsibilities common to teachers within their area of expertise. Prerequisites: Co-requisites: EEC4936a.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC4940b	Internship in ECE II	5	1,2,3,5,6,7,8	2011-2

Course Description: This course provides the student with full time, supervised teaching experience in Age 3 to grade 3 classroom settings. The student will learn and experience the educational and professional responsibilities required teachers within their classrooms as s/he takes on classroom responsibilities over the course of the semester.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC4936a	Student Teaching Seminar: ECE I	1	1,2,3,5,6,7,8	2011-2

Course Description: The student will discuss and reflect on his/her development and mastery of the Pre-Professional Florida Educator Accomplished Practices during the completion of the Birth-Age 4 internship. Prerequisites: Co-requisites: EEC4940a, (16 hr. lecture

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EEC4936b	Student Teaching Seminar: ECE II	1	1,2,3,5,6,7,8	2011-2

Course Description: The student will discuss and reflect on his/her development and mastery of the Pre-Professional Florida Educator Accomplished Practices during the completion of the Age 3 to Grade 3 internship (16 hr. lecture)

APPROVE_____ **OPPOSE**_____ **MORE INFORMATION**_____

APPENDIX K: BS-ECE PROGRAM SHEET

Bachelor of Science with a major in Early Childhood Education (Number to be assigned by Office of Academic Programs) C.I.P. 13.1210

Total credits required for the degree is 120.

Upon completion of the Bachelor of Science Degree with a major in Early Childhood Education program, the student will be eligible to obtain a Florida Educator Certification in Pre-school (Birth to Age 4) and Pre-Kindergarten/ Primary (Age 3 to Grade 3) with endorsements in English for Speakers of Other Languages (ESOL), Reading, and Pre-Kindergarten Disabilities.

Course	Course Title	Credits	Pre-/Co-Requisites
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LOWER DIVISION REQUIREMENTS

General Education:

Communications – 6 Credits Required

ENC 1101	English Composition 1	3	
ENC 1102	English Composition 2	3	Pre-Req ENC 1101

Oral Communication – 3 Credits Required

LIT 2480	Issues in Literature & Culture	3	Pre-Req ENC 1102
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¹ Note: Lit 2480 meets 3 of 9 required credits of international / diversity focus

Humanities – 6 Credits Required

Group A – Select 3 Credits

****AND****

Group B – Select 3 Credits

Behavioral and Social Science – 6 Credits Required

Group A – Select 3 Credits

****AND****

Group B – Select 3 Credits

Natural Science – 6 Credits Required

Group A – Select 3 Credits

****AND****

Group B – Select 3 Credits

Mathematics – 6 Credits Required

Select 6 Credits from the approved list

General Education Elective – 3 Credits Required

Select 3 Credits from the approved list

COMMON PREREQUISITE REQUIREMENTS – 9 Credits Required

EDF 1005**	Introduction to the Teaching Profession	3	
EDF 2085**	Introduction to Diversity	3	
EME 2040	Introduction to Educational Technology	3	Pre-Req CGS 1060 or CCT

** Field Experience Required

(over)

Course	Course Title	Credits	Pre-/Co-Requisites
<u>LOWER DIVISION PROGRAM PREREQUISITE REQUIREMENTS – 15 Credits Required</u>			
EEC 2224	Emergent Literacy through the Use of Children’s Literature	3	
EEC 2271	Working with Children with Special Needs And their Families	3	
EEC 2401	Family Interaction and Cultural Continuity	3	
EEC 2601	Observation & Assessment in ECE	3	
EEC 2407	Facilitating Social Development	3	
<u>LOWER DIVISION ELECTIVES – 12 Credits Required</u>			
<i>Select 3 Credits from the following</i>			
EEC*		3	
Foreign Language		8	
Any 1 credit course or Lab		1	
<u>UPPER DIVISION REQUIREMENTS – 48 Credits Required</u>			
Professional Core – 15 Credits Required			
EDF 3115	Child Development for Inclusive Settings	3	Pre-Req Departmental Approval
EDG 3343	General Teaching Methods for ECE	3	Co-Req EDF 3115, EEX 3604, RED 3009
EEX 3604**	Positive Behavior Supports in Inclusive Settings	3	Co-Req EDF 3315, EDG 3343, RED 3009
EEX 3226**	Assessment of All Young Children	3	Pre-Req EDF 3315, EDG 3343, EEX 3604, RED 3009
RED 3009**	Emergent & Early Literacy	3	Co-Req EDF 3315, EDG 3343, EEX 3604
Discipline Content Core – 21 Credits Required			
EEC 3211**	Science, Technology, & Mathematics (STEM) Methods for ECE 1	3	Pre-Req EEX 3226
EEC 3212**	Integrated Social Sciences, Humanities, & Art	3	Pre-Req EEX3226
EEC 4219**	Science, Technology, & Mathematics (STEM) Methods for ECE 2	3	Pre-Req EEC 3211
EEC 4268***	Designing & Implementing an Integrated Curriculum (Practicum)	3	Pre-Req Departmental Approval; Co-Req LAE 4211
LAE 4211**	Methods & Resources for Literacy Development in Young Children	3	Pre-Req EEX 3226; Co-Req EEC 4268
TSL 3080	ESOL in ECE 1	3	Pre-Req EEX3226
TSL 4310**	ESOL in ECE 2	3	Pre-Req TSL 3080
Internship – 12 Credits Required			
EEC 4940a/b	Internship in Early Childhood Education	10	Pre-Req Departmental Approval
EEC 4936a/b	Seminar in Early Childhood Education	2	Pre-Req Departmental Approval

TOTAL CREDITS

General Education Requirements.....	36 credits
Common Core Requirements.....	9 credits
Lower Division Program Requirements.....	15 credits
Lower Division Electives.....	12 credits
Upper Division Requirements.....	48 credits
Total.....	120 credits

Computer Competency: By the **16th earned** college level credit (excluding EAP and college preparatory courses), a student **must take** the Computer Competency Test and pass

Or

By the **31st earned** college level credit (excluding EAP and college preparatory courses), a student **must pass** CGS 1060, an equivalent continuing education or vocational credit course or retest with a **passing score on the Computer Competency Test.**

Foreign Language: Students admitted to the baccalaureate degree program without meeting the foreign language admission requirement of at least 2 courses (8-10 credit hours) of sequential foreign language at the secondary level or the equivalent of such instruction at the postsecondary level must earn such credits prior to graduation.

Additional Information:

Fingerprint Requirement: Most courses in the teacher education program require school site-based field experiences, culminating in full-time internships. School districts require a criminal background check for students completing service hours, field placement, practicum, or internships. Fingerprinting and background check procedures are at the applicant's expense. Students with felony arrests may wish to consider these requirements carefully and, if necessary, seek advice from an advisor in the School of Education before applying to programs in the School of Education. Students without a valid Social Security number will not be eligible for placement in the school district. The Director of Clinical Supervision and Internship Placement will assist students through these requirements.

Students entering with an AS or AAS degree may have more than 24 elective credits and may need additional General Education credits to meet the 36 General Education credits required for the baccalaureate degree. Students entering with an AA degree may need additional electives to provide appropriate background for the baccalaureate program.

To be admitted to the Baccalaureate Degree in Education a student must have completed an A.A. degree, A.S. degree, **or** at least earned 60 semester credit hours from an accredited college or university with a minimum cumulative 2.5 Grade Point Average (GPA) on a 4.0 scale and present passing scores on all sections of the General Knowledge Test (GKT) without exceptions or waivers.

A minimum cumulative grade point average of 2.5 and a 4.0 scale is required for graduation as per FS 1004.04(b)(1).

Students must successfully complete 30 semester hours of 3000-4000 level course work.

Students should check their individualized Degree Audit Report to determine the specific graduation policies in effect for their program of study for the year and term they entered Miami Dade. This outline includes current graduation requirements.

The final responsibility for meeting graduation requirements rests with the student.

2. English and Communication

Revised Course Description/ Course User Fee

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
SPC1017	Fundamentals of Speech Communication	3	1,2,3,5,6,7,8	2011-1

Course Description: This course provides students with the oral communications skills necessary for success in personal, professional and educational settings. Students will learn through the study and experiential practice of interpersonal communication, presentational speaking and group dynamics of communication and be able to use them effectively. Gordon Rule assigned. Special fee. (48 hr. lecture) Fee may apply.

Proposed Fee: \$7.00

APPROVE _____ OPPOSE _____ MORE INFORMATION _____

3. Testing

2011-2012 Placement Criteria Document



PLACEMENT CRITERIA FOR ACADEMIC YEAR 2011-2012 Draft #3 (05/05/2011)

The State of Florida requires entry-level testing for students seeking Associate in Arts and Associate in Science degrees. Students whose native language is not English may be required to take another test to measure their English proficiency before entry-level testing is permitted. The State also requires institutions offering Postsecondary Career and Technical Education and Adult Education programs to test students pursuing these programs. Miami Dade College (MDC) may accept official test scores from approved academic institutions and approved regional workforce boards. Parameters for accepting these scores will be established between coordinating agencies. This year's Placement Criteria Document is divided into five sections: I. Placement Criteria for Degree and College Credit Certificate Programs; II. Criteria for Degree and College Credit Certificate Seeking-Students with Limited English Proficiency; III. Procedures for Testing and Placement Criteria for Postsecondary Career and Technical Education Programs; IV. Procedures for Testing and Placement Criteria for Adult General Education Programs; and V. Procedures for Testing and Placement Criteria for Early College (Dual) Enrollment Students.

I. PLACEMENT CRITERIA FOR DEGREE AND COLLEGE CREDIT CERTIFICATE PROGRAMS

The State of Florida requires each public college and university to have scores on one of the following test batteries for degree-seeking students prior to registration: Scholastic Assessment Test (SAT), American College Testing (ACT), or the Florida College Entry-Level Placement Test (FCELPT). The FCELPT consists of the ACCUPLACER/Computerized Placement Test (CPT), a paper-and-pencil version of the CPT, and Florida's new Postsecondary Education Readiness Test (PERT), ~~which is expected to be available for placement purposes sometime during the 2010-2011 academic year.~~ The term CPT will be used in this document to designate both forms of the ACCUPLACER test and the term PERT will be used to designate the online and paper formats of the Postsecondary Education Readiness Test. Note: Beginning with the 2007-1 Fall Term, the State of Florida authorized MDC to use FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5) scores to exempt first-time-in-college (FTIC) early college (dual) enrollment students and FTIC students who are prior year high school graduates from placement testing. The FCAT Pilot is tentatively scheduled to end once registration begins for the ~~2010-1~~ 2011-1 Fall Term. Note: Starting with the ~~upcoming 2010-2011~~ school year, ninth-graders ~~will no longer have to~~ take the math FCAT. The 10th-grade math FCAT and 11th-grade science FCAT will be eliminated by the 2011-2012 academic year and replaced with end-of-course exams.

The State sets minimum scores below which college preparatory work is required in reading, writing, and algebra/mathematics. ~~On the CPT,~~ MDC requires additional testing in mathematics depending on the score earned on the algebra section of the CPT/~~PERT~~. Placement scores are valid for two years. FCAT (Grade 10) scores can be used for FTIC early college (dual) enrollment students and FTIC students who are prior year high school graduates. A registration hold is in place to prevent student registration until scores are presented. Further assessment may be conducted in courses. Students may retest ~~once up to three times~~ on each subtest of the CPT/~~PERT~~ for initial placement. ~~Note: Only one PERT retest on each subtest will be available for students until all subtest areas are available in the adaptive format.~~ Retesting in any subtest area must occur prior to enrollment in that area or by the 100% refund date each semester.

REQUIRED TO TEST:

1. All degree-seeking first-time-in-college students and all college credit certificate-seeking students in Health Sciences programs. Such students may not register for any credit course at MDC until they have a set of complete scores on file. This includes students who hold only a career certificate.
2. All college credit certificate-seeking students taking any course outside of their program.
3. All students who register for any English, or mathematics course (excluding MTB 1103), or any course that requires college-level Reading and/or Writing placement.
4. All students, except college credit certificate-seeking, who register beyond 12 cumulative credits. Note: A College Credit Certificate student who changes status to degree-seeking cannot claim placement exception as a first-time-in-college student for Gordon Rule or other purposes.
5. All students seeking early college (dual) enrollment. Note: Refer to page 10, Section V for placement guidelines.
6. All students, except college credit certificate-seeking, who took a placement examination more than **two** years ago and whose scores were not used for placement decisions. ~~These students will only be required to retest in the subtest area(s) where a letter grade (includes D, F, W, P, and U) is not associated with the placement area.~~
7. Students who successfully completed Math for College Readiness: 1200700 (equivalent to MAT1033) with a 'C' grade or better in their 12th grade year of high school and do not have a valid test score for MDC for placement in mathematics courses higher than MAT 1033.

Continued next page.

EXEMPTED FROM TESTING:

- Students who have earned an associate degree or higher from an institution recognized by MDC. Official documentation is required. Students with foreign degrees from non-English speaking countries must present passing International English Language Testing System (IELTS) or Test of English as a Foreign (TOEFL) scores.
- Students who successfully completed (including passing the Basic Skills Exit Test) high school success courses with a 'C' grade or better, such as English IV: 1001405, Reading for College Success: 1008350, Writing for College Success: 1009370, or Math for College Success: 1200410, equivalent to ENC0021, REA0003, MAT0020 or MAT0024 in their 12th grade year of high school and subsequently enroll in the appropriate course(s) (ENC1101 and/or MAT1033) at a Florida College System institution within two years of high school graduation. Any course not successfully completed with a grade of 'C' or better and/or a Basic Skills Exit Test below the locally determined cut score will require the student to be tested on the appropriate CPT/PERT subtest(s).
- Students who have earned the required course grade listed in the chart below. Any course grade presented, which is lower than the course grade needed for exemption will require the student to be tested on the appropriate CPT/PERT subtest(s).

Notes:

-Exemption for courses not on the chart must be approved by the appropriate department chairperson. Official documentation is required.

-Students who have a letter grade (including D, F, W, U and P) associated with a placement area are not required to be retested; they will be re-placed in the English, Reading or Math course in which they earned that grade.

EXEMPTION USING COURSE GRADE		
Skill Area	Course	Grade
Reading	REA 0003* <u>or REA 0017*</u>	A, B, C, S
	REA 1105 or REA 1125	A, B, C, S
	ENC 1101, ENC 1102, ENC 2300, or ENC 2301	A, B, C, S
Writing	ENC 0021* <u>or ENC 0025</u>	A, B, C, S
	Any ENC 1000 or 2000 Level	A, B, C, S
	Any LIT 2000 Level	A, B, C, S
Mathematics	MAT 0020*, MAT 0024*, <u>MAT 0022*</u> , <u>MAT 0028*</u> , <u>or MAT 0029*</u>	A, B, C, S
	MAT 1033**	A, B, C, S
	QMB 2100	A, B, C, S
	Any (MAC, MAD, MAP, MAS, MGF, or STA)	A, B, C, S
<p>* Letter grades 'A', 'B', and 'C' in college preparatory courses are used for transferred in and equivalent courses only.</p> <p>**MAT 1033 is a bridge course and <u>does not will</u> count toward graduation <u>elective credit at MDC effective Fall Term 2011-1.</u></p> <p>Notes:</p> <p><u>1. Effective with the 2009-2010 Placement Criteria document SPC 1017 (formerly SPC 1026) was removed from this chart.</u></p> <p><u>2. Effective in 2011-2, REA 0017 (new upper level) replaced REA 0003, ENC 0025 (new upper level) replaced ENC 0021, MAT 0022 (new combined levels) replaced MAT 0020, and MAT 0028 (new upper level) replaced MAT 0024.</u></p> <p><u>3. MAT 0029 will be used for the Statway pilot beginning in 2011-1 at North Campus for students who satisfied their college preparatory reading requirement and with majors that are not STEM or Business related. Course design includes STA 2023 and SLS 1505 as co-requisites.</u></p>		

- Transient students (those who attend another college or university), provide appropriate documentation, and are enrolling for courses to transfer to their primary institution (and who are not seeking a degree at MDC).

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5. Students who present FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5), SAT, or ACT scores meeting State requirements (see table below). If multiple test results are on record, the highest subtest scores are used. Any score presented which is lower than the score needed for exemption will require the student to be tested on the appropriate CPT/PERT subtest(s). For students presenting passing mathematics scores in specific score ranges* (ACT Mathematics = 19-20 and SAT Mathematics = 440-490), the **CPT** college-level mathematics subtest and the **CPT/PERT mathematics subtest** may be used to determine placement into advanced mathematics courses (e.g., MAC 1105, MGF 1106, MGF 1107, STA 2023, etc.).

COURSE PLACEMENT GUIDE - FCAT, ACT, and SAT				
Skill Area	FCAT (Grade 10) Subtest Score	ACT Subtest Score	SAT Subtest Score	Course Placement
Reading	Reading ≥ 355 or Level 4	Reading ≥ 18	Critical Reading ≥ 440	EXEMPT
Writing [*]	Reading ≥ 355 or Level 4	English ≥ 17	Critical Reading ≥ 440	ENC 1101
Mathematics*	N/A	19 - 20	440 - 490	MAT 1033
	Math ≥ 375 or Level 5	≥ 21	≥ 500	MAC 1105, MGF 1106, MGF 1107, or STA 2023
Mathematics*	≥ 400	≥ 27	≥ 600	Refer to Mathematics Department
<p>*If recommended placement is MAT 1033, refer to CPT college-level mathematics subtest or PERT mathematics subtest. MAT 1033 is a bridge course and does not will count toward graduation elective credit at MDC effective Fall Term 2011-1. If recommended placement is MAC 1105, MGF 1106, MGF 1107, or STA 2023 refer to Mathematics Department advisor for placement into other advanced mathematics courses.</p> <p>[*]Faculty may recommend supplemental services based on a required writing sample.</p> <p>Notes:</p> <p>Students who have already registered in a mathematics course (and are past the 100% refund deadline) are not eligible to take the College-Level Mathematics subtest without permission from the chairperson of the Mathematics Department.</p> <p>If combined SAT score is 1200 or more in Critical Reading and Mathematics, or composite ACT score is 26 or more, the student may be eligible for The Honors College and should check additional eligibility requirements at www.mdc.edu/honorscollege.</p> <p>Institutional ACT (Residual) and SAT scores from other institutions are not used for exemption purposes at MDC.</p>				

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PLACEMENT CRITERIA FOR ACADEMIC YEAR 2011-2012

Draft #3 (05/05/2011)

Effective 2011-2, the State will discontinue all current developmental education courses in MAT, ENC, and REA. The following new courses will be used: MAT 0018, MAT 0022, MAT 0028, ENC 0015, ENC 0025, REA 0007, and REA 0017. This document will be updated as needed. The guide below is for 2011-1 only. Page 5 has the guide effective for 2011-2.

COURSE PLACEMENT GUIDE – FCELPT

Skill Area	ACCUPLACER (CPT) Subtest Score	PERT Subtest Score	Course Placement
Reading*	20 - 50	50 - 61	REA 0001 ⁽¹⁾
	51 - 70	62 - 83	REA 0002
	71 - 82	84 - 103	REA 0003
	83 - 120	104 - 150	EXEMPT
Writing*	20 - 50	50 - 61	ENC 0002 ^Δ
	51 - 70	62 - 89	ENC 0020 ^Δ
	71 - 82	90 - 98	ENC 0021 ^Δ
	83 - 120	99 - 150	ENC 1101 ^Δ

¹Students scoring at this level must see an advisor prior to registering.

*Students who have not satisfied college preparatory reading requirements may not enroll in college-level English even if their writing test score is 83 or higher. Students who have not satisfied college preparatory reading and writing requirements may not enroll in any Gordon Rule course except mathematics. Students may select from a list of courses maintained by the Academic Advisement office and approved by the pertinent academic department, for co-enrollment with college prep courses.

^Δ Faculty may recommend supplemental services based on a required writing sample.

College Preparatory faculty will provide a diagnostic at the beginning of the course to confirm course placement.

Alternate instruction may be provided to those students who score between a 20-50 on the CPT or 50-61 on the PERT.

Placement may be based on a combination of tests. Arithmetic scores are required for students scoring below the noted score on the Algebra subtest.

Skill Area	ACCUPLACER (CPT) Subtest Score			PERT Subtest Score	Course Placement
	Algebra	Arithmetic	College-Level Math	Math	
Mathematics	20 - 71	20 - 29	Subtest Not Required	50 - 64	MAT 0002
	20 - 71	30 - 64	Subtest Not Required	65 - 95	MAT 0020
	20 - 71	65 - 120	Subtest Not Required	96 - 112	MAT 0024 or MAT 0029 (4)
	72 - 120 ⁽³⁾	Subtest Not Required	Subtest Not Required ⁽¹⁾	113 - 122	MAT 1033 ⁽²⁾
		Subtest Not Required	20 - 39		Not Used
		Subtest Not Required	40 - 62	123 - 134	MAC 1105, MGF 1106, MGF 1107, or STA 2023
		Subtest Not Required	63 - 120	135 - 150	Refer to Mathematics Department

¹College-Level Mathematics subtest is available upon request if CPT algebra score is 72-86. Students who have already registered in a mathematics course (and are past the 100% refund deadline) are not eligible to take the CPT college-level mathematics subtest without permission from the chairperson of the Mathematics Department.

²MAT 1033 is a bridge course and does not will count toward graduation elective credit at MDC effective Fall Term 2011-1.

³An algebra score in the range of 72-120 without a CPT college-level mathematics subtest score of 40 or higher places a student in MAT 1033.

⁴MAT 0029 will be used for the Statway pilot beginning in 2011-1 at North Campus for students who satisfied their college preparatory reading requirement and with majors that are not STEM or Business related. Course design includes STA 2023 and SLS 1505 as co-requisites.

COURSE PLACEMENT GUIDE NOTES:

Further assessment may be conducted in courses.

If scores on one or more of the subtests require college preparatory placement, students must enroll in at least one college preparatory course during their first term. Students who test into college preparatory instruction and subsequently enroll in college preparatory instruction must successfully complete the required college preparatory studies by the time they have accumulated twelve (12) credits of college credit coursework or they must maintain continuous enrollment in college preparatory coursework each semester until the requirements are completed while performing satisfactorily in the degree.

Students placing into college preparatory course work in one skill area are required to enroll concurrently in SLS 1505; students placing in two or more skill areas are required to enroll concurrently in SLS 1510 (formerly SLS 1535).

If CPT placement scores are college-level in all skill areas, students may be eligible for The Honors College and should check additional eligibility requirements at www.mdc.edu/honorscollege.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2011-2012

Draft #3 (05/05/2011)

Effective 2011-2, the State will discontinue all current developmental education courses in MAT, ENC, and REA. The following new courses will be used: MAT 0018, MAT 0022, MAT 0028, ENC 0015, ENC 0025, REA 0007, and REA 0017. This document will be updated as needed. The guide below is effective for 2011-2.

COURSE PLACEMENT GUIDE – FCELP			
Skill Area	ACCUPLACER (CPT) Subtest Score	PERT Subtest Score	Course Placement
Reading*	20 - 70	50 - 83	REA 0007 ⁽¹⁾
	71 - 82	84 - 103	REA 0017
	83 - 120	104 - 150	EXEMPT
Writing*	20 - 70	50 - 89	ENC 0015*
	71 - 82	90 - 98	ENC 0025*
	83 - 120	99 - 150	ENC 1101*

*Students scoring at this level must see an advisor prior to registering.

*Students who have not satisfied college preparatory reading requirements may not enroll in college-level English even if their writing test score is 83 or higher. Students who have not satisfied college preparatory reading and writing requirements may not enroll in any Gordon Rule course except mathematics. Students may select from a list of courses maintained by the Academic Advisement office and approved by the pertinent academic department, for co-enrollment with college prep courses.

*Faculty may recommend supplemental services based on a required writing sample.

Effective in 2011-2, REA 0007 (new lower level) and REA 0017 (new upper level) replaced REA 0001, REA 0002, and REA 0003. ENC 0015 (new lower level) and ENC 0017 (new upper level) replaced ENC 0002, ENC 0020, and ENC 0021.

College Preparatory faculty will provide a diagnostic at the beginning of the course to confirm course placement.

Alternate instruction may be provided to those students who scores between a 20-50 on the CPT or 50-61 on the PERT.

Placement may be based on a combination of tests. Arithmetic scores are required for students scoring below the noted score on the Algebra subtest.

Skill Area	ACCUPLACER (CPT) Subtest Score			PERT Subtest Score	Course Placement
	Algebra	Arithmetic	College-Level Math	Math	
Mathematics	20 - 71	20 - 29	Subtest Not Required	50 - 64	MAT 0018
	20 - 71	30-64	Subtest Not Required	65 - 95	MAT 0022
	20 - 71	65 - 120	Subtest Not Required	96 - 112	MAT 0028 or MAT 0029 (4)
	72 - 120 ⁽³⁾	Subtest Not Required	Subtest Not Required ⁽¹⁾	113 - 122	MAT 1033 ⁽²⁾
		Subtest Not Required	20 - 39		Not Used
		Subtest Not Required	40 - 62	123 - 134	MAC 1105, MGF 1106, MGF 1107, or STA 2023
		Subtest Not Required	63 - 120	135 - 150	Refer to Mathematics Department

¹College-Level Mathematics subtest is available upon request if CPT algebra score is 72-86. Students who have already registered in a mathematics course (and are past the 100% refund deadline) are not eligible to take the CPT college-level mathematics subtest without permission from the chairperson of the Mathematics Department.

²MAT 1033 is a college bridge course and does not will count toward graduation elective credit at MDC effective Fall Term 2011-1.

³An algebra score in the range of 72-120 without a CPT college-level mathematics subtest score of 40 or higher places a student in MAT 1033.

⁴Statway pilot beginning in 2011-1 at North Campus for students who satisfied their college preparatory reading requirement and with majors that are not STEM or Business related. Course design includes STA 2023 and SLS 1505 as co-requisites.

Effective in 2011-2, MAT 0018 (new lower level) replaced MAT 0002, MAT 0022 (new combined levels) replaced MAT 0020, and MAT 0028 (new upper level) replaced MAT 0024.

COURSE PLACEMENT GUIDE NOTES:

Further assessment may be conducted in courses.

If scores on one or more of the subtests require college preparatory placement, students must enroll in at least one college preparatory course during their first term. Students who test into college preparatory instruction and subsequently enroll in college preparatory instruction must successfully complete the required college preparatory studies by the time they have accumulated twelve (12) credits of college credit coursework or they must maintain continuous enrollment in college preparatory coursework each semester until the requirements are completed while performing satisfactorily in the degree.

Students placing into college preparatory course work in one skill area are required to enroll concurrently in SLS 1505; students placing in two or more skill areas are required to enroll concurrently in SLS 1510 (formerly SLS 1535).

If CPT placement scores are college-level in all skill areas, students may be eligible for The Honors College and should check additional eligibility requirements at www.mdc.edu/honorscollege.

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II. CRITERIA FOR DEGREE AND COLLEGE CREDIT CERTIFICATE-SEEKING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Students without sufficient English proficiency to take the CPT/PERT are required to take an MDC approved English proficiency placement test (COMPASS/ESL) and be placed in the designated English as a Second Language (English for Academic Purposes [EAP]) courses. This includes students with foreign degrees that were earned from an accredited institutions where the official language of instruction is not English. CPT/PERT testing is required following COMPASS/ESL testing and/or completion of EAP courses for all degree-seeking students and certificate-seeking students in college credit Health Sciences programs. Students may retest once on COMPASS/ESL for initial placement. Retesting of the complete battery of tests must occur prior to enrollment or by the 100% refund date each semester.

REQUIRED TO TAKE AN ENGLISH PROFICIENCY PLACEMENT TEST:

1. All students required to test in Section 1 (page 1) who graduated from a non-English speaking high school.
2. All students required to test in Section 1 (page 1) who took ESOL during their eleventh or twelfth grade at any English speaking high school.
3. All students required to test in Section 1 (page 1) who earned a GED in Spanish.
4. All students required to test in Section 1 (page 1) who took an MDC approved English proficiency placement test more than one year ago and whose scores were not used for placement decisions.
5. Students transitioning from EDU 070, EDU 058, or EDU 064 to degree or Allied Health college credit certificate programs are required to take an MDC approved English proficiency placement test in order to determine eligibility.

EXEMPTED FROM THE ENGLISH PROFICIENCY PLACEMENT TEST:

1. The table below indicates the TOEFL scores used to exempt students from English proficiency placement testing. Note: Institutional TOEFL scores from other institutions are not used for exemption purposes at MDC.

TOEFL Exam	Total Score
Paper-and-pencil	550 or higher
Computer-based	213 or higher
Internet-based	79 or higher

2. The table below indicates the IELTS score (Academic Module) used to exempt students from English proficiency placement testing. Note: IELTS scores from their General Training Module are not used for exemption purposes at MDC.

IELTS Exam	Total Score
Overall Band Score*	6.5 or higher
*Effective 2/10/2009	

3. All students who earned a college credit certificate in a MDC program of more than 12 credits or from an institution recognized by MDC are exempt from English proficiency placement testing. Official documentation is required.
4. All students who earned a GED in English.

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Note: EAP levels 1 through 4 are college preparatory levels and EAP levels 5 and 6 are college-level that do not count towards graduation.

COURSE PLACEMENT GUIDE – EAP				
COMPASS/ESL (ACT-ESL)				Course <u>Level</u> Placement
Composite Score	Subtest			
	Grammar Score	Reading Score	Listening Score	
25 - 45				Level 1
46 – 58***				Level 2
59 – 69*				Level 3
70 - 78	70 - 80	79 - 86	72 - 82	Level 4
79 - 92*	81 - 88	87 - 92	83 - 91	Level 5
93 - 99**	89 - 97	93 - 97	92 - 97	Level 6
	98 - 99	98 - 99	98 - 99	See Chairperson Exempt from EAP
*Scores below 70, use composite score for uniform placement in one level. Scores of 70 and above, use subtest scores for skill course placement.				
**Exempt from EAP if writing sample score is combined with e-Write score of 10 or above. Exempt from EAP				
*** Scores 58 and below, no e-Write required with direct placement into Levels 1 or 2. Scores 59 and above require e-Write evaluation.				
EAP Writing Sample Score		COMPASS/ESL e-Write Score		Writing Course Placement
-10		n/a		Pre-Level 1
1		2 (use composite score)		Level 1 – EAP 0140
2		3 (use composite score)		Level 2 – EAP 0240
3		4		Level 3 – EAP 0340
4		5		Level 4 – EAP 0440
5		6		Level 5 – EAP 1540
6		7-9		Level 6 – EAP 1640
7		10-12		Exempt from EAP
Campus departments may recommend an adjustments to initial placement, based on a writing sample and/or oral interview. Further testing may be done in classrooms.				

III. PROCEDURES FOR TESTING AND PLACEMENT CRITERIA FOR POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS

Depending on the program, MDC administers the TABE Complete Battery or Survey, Level A, Forms 9 and 10. Levels D & M may be used if the completion level of the program is at the 9th grade level or less. Level D may also be used for the higher grade levels on an as needed basis for post-testing purposes. Completion of a prescribed remediation program consisting of at least 60 hours of instruction is required prior to retesting with a minimum 30-day period between retests.

Notes:

- The same TABE Form and Level should not be administered within a six-month period. Remediation should include 60 hours of instruction between pre/and post-testing, using an alternate version of the TABE and at least 120 hours of instruction when using the same level and same form. If no formal instruction is provided or documented, six months should elapse when using the same level, same form.
- The TABE may not be used as a sole determinant for entry into a career and technical education program.

Minimum basic skills levels as grade equivalents in mathematics, language, and reading are defined in each career certificate program description adopted under Rule 6A-6.0571, and published updated annually in a Basic Skills Document that is available via <http://www.fldoe.org/workforce/dwdframe/> (Related Documents section), by the Commissioner of Education in the document entitled, "Standards, Benchmarks, and Frameworks for Career and Technical Education." Refer to this document for minimum required basic skills grade levels to earn a certificate by program.

Agencies sponsoring career certificate seeking students may set higher requirements and exemptions for testing.

CPT scores to TABE grade equivalencies may be done by the campus Testing Directors based upon an approved State chart and institutional memorandum (page 8).

Students without sufficient English proficiency are referred to the Adult English for Speakers of Other Languages (ESOL) program. Refer to Section IV-C (page 10).

REQUIRED TO TEST:

1. All first-time-in-program students who designate themselves as certificate-seeking in a program of 450 hours or more. Such students must complete an entry-level examination within the first six weeks of admission into the program.
2. All students whose TABE (or other approved examination) scores are more than two years old and have not been used for placement.
3. All students whose TABE (or other approved examination) scores are more than two years old and who have had a break in their enrollment of more than one year.

EXEMPTED FROM TESTING:

1. Students who have earned an associate degree or higher from an institution recognized by MDC (Except in specific situations such as certain programs sponsored by external funding agencies). Official documentation is required. Students with foreign degrees from non-English speaking countries must present passing IELTS or TOEFL scores.

Students who present FCAT (Grade 10), SAT, ACT, or CPT/PERT scores which exempt them from college preparatory placement as outlined in Section I, Exemptions From Testing, Item #5 (see below) are exempt from testing for career certificate programs. Any score presented which is lower than the score needed for exemption will require the student to be tested on the appropriate TABE subtest(s).

(Students who present FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5), SAT, or ACT scores meeting State requirements. If multiple test results are on record, the highest subtest scores are used. Any score presented which is lower than the score needed for exemption will require the student to be tested on the appropriate CPT/PERT subtest(s). For students presenting passing mathematics scores in specific score ranges (ACT Mathematics = 19-20 and SAT Mathematics = 440-490), the CPT college-level mathematics subtest and the PERT mathematics subtest may be used to determine placement into advanced mathematics courses (e.g., MAC 1105, MGF 1106, MGF 1107, STA 2023, etc.).

2. Students who have met the College-Level Academic Skills (CLAS) requirement pursuant to Section 1007.25(12) F.S. are exempt from testing for career certificate programs. Any skill area which has not been met will require the student to be tested on the appropriate TABE subtest(s).
3. Students who present official scores on any of the state-approved examinations (including the CPT/PERT) which demonstrate the skill level required by the specific program. The scores must have been obtained within the past two years.
4. Students seeking entrance into the MDC School of Criminal Justice Corrections and Law Enforcement programs pursuant to Section 943.17(6) F.S. are exempt from entry-level basic skills testing. This exemption does not apply to the Florida Basic Abilities Test (F-BAT) requirement for entry into basic recruit training programs.
5. Students enrolled in a State approved apprenticeship program are exempt from the requirement of taking the TABE test.

EXEMPTED FROM MEETING THE BASIC SKILLS EXIT SCORE REQUIREMENT ONLY:

Students who attempted the TABE at least two times and pass a related State, national or industry licensure exam identified pursuant to rules of the State Board of Education are exempt from meeting the basic skills exit score requirement in the related program. The identified credentialing examination has to be specific to the career and must be necessary in order to work in that field. Documentation supporting the successful completion of the credentialing examination is required. The Basic Skills Licensure Exemption List list of licensure programs that exempt students from that is used for meeting this requirement is available via

<http://www.fldoe.org/workforce/dwdframe/> (Related Documents section).
http://www.fldoe.org/workforce/dwdframe/pdf/basic_skills.pdf (pages 23-24).

Continued next page.

CPT TO TABE COMPARISON CHART

The chart below is from page 17 of the revised ~~February 16~~ **October 5**, 2010 Career Education Basic Skills Assessment, Technical Assistance Paper. The chart shows the correlation from CPT to TABE (Complete Battery). Since TABE 7 & 8 and TABE 9 & 10 are scored on the same scale, this correlation may be used with TABE 9 & 10. CPT elementary algebra scores may be used as long as the student has a valid passing algebra subtest score of 72 or higher (the TABE grade equivalency is 12.0).

This chart is used at MDC for Career Education students who attempted the TABE at least two times and meet their program's basic skills exit score requirement(s) with a below college ready CPT score. Note: College ready CPT scores are used for TABE exemptions.

CPT (Correlated to TABE 7 & 8 and TABE 9 & 10) Complete Battery					
Grade Level Equivalency	CPT Reading to TABE Reading	CPT Sentence Skills to TABE Language	CPT Arithmetic to TABE Mathematics Computations	CPT Arithmetic to TABE Applied Mathematics	CPT Arithmetic to TABE Total Mathematics
12	77	79	79	50	54
11	72	76	54	48	49
10	67	74	49	41	47
9	58	65	48	39	41
8	52	58	40	35	38
7	50	NC*	36	31	31
6	48	55	31	28	29
5	41	51	28	25	25
4	36	47	26	NC*	24
3	32	41	25	24	20
2	NC*	32	23	20	NC*
1	27	31	NC*	NC*	NC*

NC*: Indicates no correlation available

IV. PROCEDURES FOR TESTING AND PLACEMENT CRITERIA FOR ADULT GENERAL EDUCATION PROGRAMS

MDC administers the TABE Survey, Forms 9 and 10 with locator. The TABE retesting guidelines in Section III are also followed for Adult Basic Education (ABE) and General Education Development (GED) programs. Students post-testing in pre-GED classes must take TABE levels "D" or "A".

Students without sufficient English proficiency are referred to the Adult English for Speakers of Other Languages (ESOL) program. Refer to Section IV-C (page 10).

Continued next page.

A. Placement Guide for Adult Basic Education (ABE):

The following placement scores are required for placement in the ABE programs:

COURSE PLACEMENT GUIDE – ABE and PRE-GED			
Skill Area	TABE Grade Equivalent*	Literacy Completion Point / Educational Functioning Level	Course Placement
Reading	0.0 – 1.9	LCP/EFL – E	EDU 091
	2.0 – 3.9	LCP/EFL – F	EDU 092
	4.0 – 5.9	LCP/EFL – G	EDU 093
	6.0 – 8.9	LCP/EFL – D	EDU 094*, 090, EDU 063 [▲] , and EDU 089 [▲]
Language	0.0 – 1.9	LCP/EFL – J	EDU 081
	2.0 – 3.9	LCP/EFL – K	EDU 082
	4.0 – 5.9	LCP/EFL – M	EDU 083
	6.0 – 8.9	LCP/EFL – A	EDU 084*, 080
Math	0.0 – 1.9	LCP/EFL – A	EDU 071
	2.0 – 3.9	LCP/EFL – B	EDU 072
	4.0 – 5.9	LCP/EFL – C	EDU 073
	6.0 – 8.9	LCP/EFL – E	EDU 074*, 076

*TABE Reading score is used for placement into EDU 063 – Pre-GED Social Studies and EDU 089 – Pre-GED Science.
 *Effective in 2010-1, EDU 094 replaced EDU 090, EDU 084 replaced EDU 080, and EDU 074 replaced EDU 076

B. Placement Guide for General Education Development (GED) Preparatory Courses:

GED students should obtain a minimum 9.0 grade level equivalent on the TABE for each subject area in order to gain the most benefit from the GED preparatory courses. If a student scores a 9.0 grade equivalent or higher in one competency (reading, language, or math) and less than 9.0 in either or both of the others, the student can be enrolled in both GED and ABE programs of study as indicated by the individual test scores.

EDU 075 is reserved for students who score 9.0 or higher on TABE Reading, Language and Math. Students who do not score above 9.0 in all subjects are placed in the appropriate level for each individual course (please see chart below).

A student who has taken the GED test and was below the minimum required score on at least one, but not all of the subtests, is enrolled in one or more of the following courses:

COURSE PLACEMENT GUIDE – GED Preparatory		
Skill Area	Literacy Completion Point / Educational Functioning Level	Courses Placement
Language/Writing	LCP/EFL – A	EDU 085
Social Studies	LCP/EFL – B	EDU 078
Science	LCP/EFL – C	EDU 079
Literature/Reading	LCP/EFL – D	EDU 095
Mathematics	LCP/EFL – E	EDU 077
GED Preparatory Comprehensive (Reading, Language and Math 9.0+)	LCP/EFL – (A,B,C,D,E)	EDU 075

Continued next page.

**C. PLACEMENT GUIDE FOR ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) AND
ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION (ELCATE)**

MDC administers the Comprehensive Adult Student Assessment System CASAS - Life and Work (reading and listening forms) for initial placement and post-testing ESOL students, or CASAS - Employability Competency System (reading form) for post-testing ELCATE students only. The writing sample is used to determine literacy in the student's native language. Students are placed in ESOL non-advanced courses based on the lower of the Reading and Listening scores and placed in ESOL advanced courses based on the Reading score only. Students are placed in ELCATE courses based on a Reading score only. An appropriate form of the CASAS is used for post-testing students transitioning to their next level of courses and for completion of Low Advanced ESOL (EDU 058), High Advanced ESOL (EDU 064), or Advanced ELCATE (EDU 070). Students transitioning from EDU 058, EDU 064, or EDU 070 to career certificate programs are tested on the TABE following the testing guidelines in Section III in order to determine program eligibility. Students who enrolled in ESOL/ELCATE courses must follow the approved post-testing procedures.

Students who are not literate in their native language will be administered a Native Language Literacy Screening Device to determine their initial placement level. The Basic English Skills Test (BEST Plus) is used for pre and post-testing off-campus Literacy for Household Grant ESOL students.

CASAS and BEST Plus pre-test scores are valid for a period of one year.

Eligible students who do not meet the following minimum placement criteria will be referred to other programs offered by the College [Refugee/Entrant Vocational Education Services Training (REVEST), non-credit Intensive English, etc.] or to programs offered by Miami-Dade County Public Schools.

COURSE PLACEMENT GUIDE – ELCATE			
Skill Area	CASAS Score	Literacy Completion Point / Educational Functioning Level	Course Placement Level[▲]
ELCATE Beginning	201 – 210	LCP/EFL – A	EDU 068
ELCATE Intermediate	211 – 220	LCP/EFL – B	EDU 069
ELCATE Advanced	221 – 235	LCP/EFL – C	EDU 070
[▲] Based on Reading score only for continuing students from EDU 068, EDU 069. For new students and continuing students from EDU 060 placement is based on the lower of the Reading and Listening scores.			

COURSE PLACEMENT GUIDE – ESOL				
Skill Area	CASAS Score	BEST Plus Score	Literacy Completion Point / Educational Functioning Level	Course Placement Level[▲]
Foundations	<181*	<401	LCP/EFL – A	EDU 057
Low Beginning ESOL	181 – 190	401 – 417	LCP/EFL – B	EDU 059
High Beginning ESOL	191 – 200	418 – 438	LCP/EFL – C	EDU 060
Low Intermediate ESOL	201 – 210	439 – 472	LCP/EFL – D	EDU 061
High Intermediate ESOL	211 – 220	473 – 506	LCP/EFL – E	EDU 062
Low Advanced ESOL	221 – 235	507 – 540	LCP/EFL – F	EDU 058
High Advanced ESOL	236+	541+	LCP/EFL – A	EDU 064
[*] Students must be literate in their native language.				
[▲] Based on the lower of the Reading and Listening scores for non-advanced courses and Reading only for advanced courses.				

Continued next page.

V. PROCEDURES FOR TESTING AND PLACEMENT CRITERIA FOR EARLY COLLEGE (DUAL) ENROLLMENT

Florida Statute, Section 1007.271 describes the early college (dual) enrollment program as the matriculation of an eligible secondary student or home education student in post secondary courses that can be applied toward a career and technical certificate, or an associate or baccalaureate degree. The credits that students earn must be used toward both high school graduation and be acceptable toward the technical certificate, associate, or baccalaureate degree.

Early college (dual) enrollment students must pass the appropriate sections of the FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5), CPT/PERT, ACT, or SAT, to enroll in college credit courses requiring competency in the associated placement area.

Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics may enroll in college credit courses in those curriculum areas in which they are proficient.

Students who are deficient in mathematics cannot enroll in any college credit mathematics courses or other college credit courses that require mathematics skills that are beyond the skill level of the student.

Students who are deficient in writing and /or reading skills may not enroll in college credit English courses or other college credit courses that require communication skills that are beyond the skill level of the student.

Students may not earn more than twelve (12) college credit hours prior to demonstrating proficiency in the basic skill areas of reading, writing and mathematics. Exceptions may be granted provided that the student is concurrently enrolled in a secondary course(s) for which they have been deemed deficient by the postsecondary assessment.

Students who have accumulated twelve (12) college credit hours and have not yet demonstrated proficiency in the basic skill areas of reading, writing and mathematics must be advised, in writing by the school district, of the requirements for associate degree completion and state university admission including information about future financial aid eligibility and also the potential costs of accumulating excessive college credit, as outlined in s. 1009.286, F.S.

Students in an approved technical preparatory program who plan on enrolling in career certificate courses must pass the TABE and meet the minimum basic skills grade levels in mathematics, language, and reading as defined by the career/technical program.

REQUIRED FOR EARLY COLLEGE (DUAL) ENROLLMENT COLLEGE CREDIT STUDENTS:

1. Students must pass the English and reading sections of the CPT/PERT, ACT, SAT, or the reading section of the FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5) prior to registering for courses that require college-level Reading and/or Writing placement. Students may register for a performing arts or visual arts course that does not require college-level Reading and/or Writing placement. **However, they are required to test.**
2. Students must pass the reading and college-level mathematics section of the CPT/PERT, or meet MDC's required FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5), ACT, or SAT score prior to registering for MAC 1105, MGF 1106, MGF 1107, STA 2023 or higher, or any course that requires mathematics as a pre-requisite.
3. Students must pass the reading and elementary algebra section of the CPT/PERT, or pass the required reading and mathematics section of the FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5), ACT or SAT prior to registering for accounting courses.
4. Students must pass **all** sections of the FCAT (Grade 10 - Reading > 355 or Level 4 and Math > 375 or Level 5), CPT/PERT, ACT, or SAT for science (biology, chemistry, physics, earth science) and engineering courses.

**Refer to pages 3 and 4 of this document for minimum college readiness scores established by the State of Florida.*

This document is subject to change based upon State requirements.

Prepared by the CASSC Research & Testing Committee and approved by the Executive Committee on **June 8, 2010.**

APPROVE_____ **OPPOSE**_____ **MORE INFORMATION**_____

4. Informational Items

State Mandated Changes

College Prep

Curriculum Action Rationale: The Florida Department of Education has issued a course renumbering of all developmental education courses that are offered in its 28 community colleges. The courses must be implemented by spring 2011-2. The course user fees for the developmental reading and writing courses will remain the same in the new courses. No changes are required.

Add New Courses

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
ENC0015	Developmental Writing I	4	1,2,3,5,6,7,8	2011-2

Course Description: Developmental Writing I is a college preparatory writing course. Students will learn to address effective sentence and paragraph development. Lab time required. Laboratory fee. Prerequisites: (32 hr. lecture; 64 hr. lab) Fee may apply.

Current Fee: \$5.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
ENC0025	Developmental Writing II	4	1,2,3,5,6,7,8	2011-2

Course Description: Developmental Writing II is an intermediate college preparatory writing course. Students will learn to address effective sentence, paragraph, and essay development using standard edited American English. Lab time required. Laboratory fee. Prerequisites: (32 hr. lecture; 64 hr. lab) Fee may apply.

Current Fee: \$5.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
REA0007	Developmental Reading I	4	1,2,3,5,6,7,8	2011-2

Course Description: REA 0007 is a college preparatory reading course. Students will learn to build vocabulary skills, literal and critical comprehension skills, and successful reading strategies. Lab time required. Laboratory fee. Prerequisites: (32 hr. lecture; 64 hr. lab) Fee may apply.

Current Fee: \$5.00

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
REA0017	Developmental Reading II	4	1,2,3,5,6,7,8	2011-2

Course Description: REA 0017 is an intermediate college preparatory reading course. Students will learn to build vocabulary skills, literal and critical comprehension skills, and successful reading strategies. Lab time required. Laboratory fee. Prerequisites: (32 hr. lecture; 64 hr. lab) Fee may apply.

Current Fee: \$5.00

Revised Course Description

Curriculum Action Rationale: 1. This is a State Mandated course change. 2. MAT1033 is being converted into a transferable course, allowing it to be used in the 24-hour elective block. 3. Course description being updated to SLO. 4. MAT1033 has an existing fee of \$10.00. No fee change is being requested. 5. MAT1033 is being requested as a Dual Enrollment Course.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
MAT1033	Intermediate Algebra	3	1,2,3,5,6,7,8	2010-3

Course Description: This course covers the concepts of variables representing numbers. Students will learn to strengthen their algebraic skills in linear equation solving, quadratics, factoring, rational expressions, radicals, graphing linear equations and inequalities, and related applications. Special fee. Prerequisites: MAT0024, MAT0020, or appropriate placement test score. (48 hr. lecture) Fee may apply.

Current Fee: \$10.00