

Miami Dade College
Office Associate Provost, Academic Affairs

June 22, 2012

MEMORANDUM

TO: Rolando Montoya

FROM: Michael Reiner

SUBJECT: APPROVAL OF CURRICULUM REPORT #91

Attached for your approval is the approved curriculum presented at the June 12, 2012 CASSC meeting.

The information in Curriculum Report #91 includes the following items:

Curriculum Requiring Approval

1. **School of Education**

• **Program Changes:**

Educator Preparation Institute

Add Existing Courses

EDG 3443 – Classroom Management for Regular & Exceptional Students

EDG 3321 – General Teaching Skills

RED 3013 – Reading Foundations & Practices

RED 3393 – Differentiated Instruction in Content Reading

Credit Increase/Reduction

EPI 0020 – Professional Foundations (**2 to 1 credits**)

EPI 0940 – Field Experience (**1 to 2 credits**)

• **Revised Course Descriptions to SLO Format**

EPI0001 – Classroom Management

EPI0002 – Instructional Strategies

EPI0003 – Technology

EPI0004 – The Teaching & Learning Process

EPI0010 – Research-Based Practices in Reading

EPI0020 – Professional Foundations

EPI0030 – Diversity

EPI0945 – Field Experience I

EPI0940 – Field Experience II

2. **School of Nursing**

• **Add New Course**

NUR3758 – End-of-Life Nursing Care

Information Items

3. **College Prep**

College Readiness on Reading and Writing Assessment Plan

4. **Mathematics**

Developmental Mathematics, College Readiness and Assessment Plan

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

Attachment

Miami Dade College
College-wide CASSC Meeting – JUNE 12, 2012
CURRICULUM REPORT #91

1. School of Education

Program Changes

Educator Preparation Institute



Executive Summary – Modifications to Existing Program

Program title: EDUCATOR PREPARATION INSTITUTE (EPI)

Program Code: 69000

Effective Term: Fall 2012-1

Rationale:

Note: Program length is not affected by the below changes, program length remains at 21 credits.

- Address the new Florida Educator Accomplished Practices for all teacher preparation programs required by the Florida Department of Education.
- Address need for revision in course scheduling, sequencing, hours in field experience, and credit allocation to accommodate change in syllabi based on program evaluation and completer and employer satisfaction.
- Accommodate acceptance of transfer college credit courses for inclusion in the EPI degree audit (satisfying EPI 0001, EPI 0002, and EPI 0010). See alternative options in below table.

Add to the Degree Audit the following “OR” statement(s):

EXISTING EPI COURSE	CONDITION	EXISTING COLLEGE CREDIT COURSE
EPI0001 - Classroom Management (3 credits)	OR	EDG3443 - Classroom Management for Regular and Exceptional (3 credits)
EPI0002 - Instructional Strategies (3 credits)	OR	EDG3321 - General Teaching Skills (3 credits)
EPI0010 - Foundations of Research-Based Practices in Reading (3 credits)	OR	RED 3013 - Reading Foundations and Practices (3 credits) RED 3393 - Differentiated Instruction in Content Reading (3 Credits)

Credit Modification:

- Reducing: EPI 0020 – Professional Foundations – from 2 credits to 1 credit.
- Increasing: EPI 0940 – Field Experience – from 1 credit to 2 credits.

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



**Educator Preparation Institute 69000
College Credit Certificate**

C.I.P. (5551399990)

Total credits required for the degree is 21.

The Educator Preparation Institute (EPI) is an approved Florida Department of Education intensive competency-based Accelerated Certification Program designed to assist the school districts in our service area. This program offers an opportunity for non-education majors who have a minimum of a bachelor's degree to become highly qualified teachers and obtain professional state certification.

Course	Course Title	Credits	Pre-/Co-Requisites
SEMESTER 1 – 9 Credits Required			
EPI 0001	Classroom Management	3	
Or			
EDG 3443	Classroom Management for Regular & Exceptional Students	3	Add existing/alternative course for students who transfer from outside institution.
AND			
EPI 0002	Instructional Strategies	3	
Or			
EDG 3321	General Teaching Skills	3	Add existing/alternative course for students who transfer from outside institution.
AND			
EPI 0003	Technology	3	
SEMESTER 2 – 6 Credits Required			
EPI 0004	The Teaching and Learning Process	3	
AND			
EPI 0010	Foundations of Research-Based Practices in Reading	3	
Or			
RED 3013	Reading Foundations & Practices	3	Add existing/alternative course for students who transfer from outside institution.
Or			
RED 3393	Differentiated Instruction in Content Reading	3	Add existing/alternative course for students who transfer from outside institution.
SEMESTER 3 – 6 Credits Required			
EPI 0030	Diversity	2	Co-Req EPI 0945
EPI 0945	Field Experience	1	Co-Req EPI 0030
EPI 0020	Professional Foundations	1	Co-Req EPI 0940 (Credit Reduction 2 to 1)
EPI 0940	Field Experience	2	Co-Req EPI 0020 (Credit Increase 1 to 2)

Admission: To be admitted to the EPI program, a student must have a non-education Bachelor's degree, a State of Florida Department of Education Official Statement of Status of Eligibility, and have passed the Florida Teacher Certification Examination (FTCE) General Knowledge Test (GKT).

Completion: Upon completion of the first semester, the student must have passed the FTCE Subject Area Exam identified on the Official Statement of Status of Eligibility. Upon completion of the second semester, the student must have passed the FTCE Professional Education Exam. Upon completion of the third semester, the student must have successfully completed the requirements for the electronic Portfolio. All program courses and requirements must be submitted and completed successfully before Program Completion is determined and the CT133 Program Completion verification form is transferred to Florida DOE.

Courses taken to fulfill the program requirements must be completed with a grade of "C" or better.

Fingerprint Requirement: EPI program courses require school site-based clinical experiences. School districts require a criminal background check clearance prior to placement and/or employment. Fingerprinting and FBI background check procedures are at the applicant's expense. Students with felony arrests may wish to consider these requirements carefully and if necessary seek advisement from the EPI program director before applying to the program. A valid Social Security number is required.

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.

Revised Course Descriptions to SLO Format

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0001	Classroom Management	3	1,2,3,5,6,7,8	2012-1
<u>Course Description:</u> The student will learn behavior management and intervention principles to create a supporting and learning environment that encourages positive interaction and effective communication. The student will learn strategies for observing, assessing, and modifying behavior, communicating with stakeholders, and structuring discipline. Ten hours of clinical experience are required. (3 hr. lecture)				
<u>Curriculum Action Rationale:</u> Update course to meet newly adopted Florida Educator Accomplished Practices required of teacher preparation programs.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0002	Instructional Strategies	3	1,2,3,5,6,7,8	2012-1
<u>Course Description:</u> The student will learn to connect human developmental theories to the planning of instructional activities. The student will learn to apply varied teaching strategies, create questions that address all levels of the cognitive domain, create lesson plans to include objectives, anticipatory set, practice, and assessment as well as to research professional literature to hone the craft of effective teaching. (3 hr. lecture).				
<u>Curriculum Action Rationale:</u> Update course to meet newly adopted Florida Educator Accomplished Practices required of teacher preparation programs.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0003	Technology	3	1,2,3,5,6,7,8	2012-1
<u>Course Description:</u> The student will learn about the historical, legal, and developmental implications of utilizing instructional technology to teach all students and Assistive Technology (AT) to teach special education learners. The student will learn to select the best technology applications for the classroom. The student will learn to apply current research to teaching and learning with technology when planning learning activities. (3 hr. lecture)				
<u>Curriculum Action Rationale:</u> Update course to meet newly adopted Florida Educator Accomplished Practices required of teacher preparation programs.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0004	The Teaching & Learning Process	3	1,2,3,5,6,7,8	2012-1
<u>Course Description:</u> The student will learn the philosophies of major theorists and the applications to the teaching and learning process from pre-school to high school. The student will learn to develop lesson planning to include best practices, accommodations for diverse learning styles, and elements of educational testing and assessment. The student will learn to develop his/her own philosophy of education. Ten hours of clinical experience are required. (3 hr. lecture)				
<u>Curriculum Action Rationale:</u> Update course to meet newly adopted Florida Educator Accomplished Practices required of teacher preparation programs.				

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0010	Research-Based Practices in Reading	3	1,2,3,5,6,7,8	2012-1

Course Description: The student will learn about reading instruction from birth to secondary levels. The student will learn theory, research-based approaches and all aspects of the reading process: phonemic awareness, phonics, vocabulary, fluency, oral language, and comprehension. An assessment of the student's teaching performance is conducted. Content covers competencies 2 and 4 of the 2010 reading competencies. Fifteen hours of clinical experience are required. (3 hr. lecture)

Curriculum Action Rationale: Update course to meet newly adopted 2010 Florida reading standards required for teacher preparation programs.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0020	Professional Foundations	1	1,2,3,5,6,7,8	2012-1

Course Description: The student will learn to evaluate their role as a productive member of the teaching profession. The student will learn to reflect on their development and mastery of the Pre-Professional Florida Educator Accomplished Practices during the completion of the Clinical Education experience in a K-12 classroom setting. Co-requisite EPI 0940. (1 hr. lecture). Co-requisites: EPI0940.

Curriculum Action Rationale: Update course to meet newly adopted Florida Educator Accomplished Practices required for teacher preparation programs. Reducing credit hours from 2 to 1.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0030	Diversity	2	1,2,3,5,6,7,8	2012-1

Course Description: The student will learn the complexities surrounding cultural, linguistic, and exceptional needs of K-12 learners. The student will learn about legal mandates, ethical issues, implications for classroom implementation, and best practices for instructional strategies and maintenance of safe, open learning environments. The student will learn to make informed decisions in designing and adapting the curriculum for all students. Co-requisite EPI 0945. (2 hr. lecture). Co-requisites: EPI0945.

Curriculum Action Rationale: Update the course to meet newly adopted Florida Educator Accomplished Practices required for teacher education programs.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0945	Field Experience I	1	1,2,3,5,6,7,8	2012-1

Course Description: The student will learn to observe teaching/learning in K-12 settings with diverse learners, to collect and analyze observational data, and to plan/implement teaching strategies that meet the needs of learners. A formal observation/assessment of the student's teaching performance is conducted. Co-requisite EPI 0030. Fifteen hours of field experience are required. (1 hr.lecture). Co-requisites: EPI0030

Curriculum Action Rationale: Update course to meet newly adopted Florida Educator Accomplished Practices required for teacher preparation programs.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI0940	Field Experience II	2	1,2,3,5,6,7,8	2012-1

Course Description: The student will learn to successfully demonstrate coordination of teaching performances in the areas of planning, classroom management, delivery of instruction, strategy selection, and learner assessment/ feedback in a K-12 setting with diverse learners.A formal observation/assessment of

the student's teaching performance is conducted Co-requisite EPI 0020. Thirty hours of field experience are required. (2 hr. lecture) Co-requisites: EPI0020

Curriculum Action Rationale: Update course to meet newly adopted Florida Educator Accomplished Practices required for teacher preparation programs.

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

2. School of Nursing

Add New Course

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
NUR3758	End-of-Life Nursing Care	3	4	2012-1

Course Description: The purpose of this course is to provide healthcare professionals an overview of End-of-Life palliative and hospice care. Students will learn pain and symptom management, ethical and cultural considerations, assess psychosocial and emotional concerns of the patient and family, and describe the care of the patient during the last hours. Course is restricted to BSN students, requires departmental permission. (3 hr. lecture) Pre-requisites.

Curriculum Action Rationale: The course is a necessary addition to the RN to BSN curriculum as an elective course for those students interested in palliative or hospice nursing care.

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

3. Informational Items

- **College Prep**

College Readiness on Reading and Writing Assessment Plan

COLLEGE PREP ASSESSMENT PLAN

Faculty Conveners and Professors Maria Garcia, David Heredia, and Marina Rodriguez

Purpose

- The purpose of this presentation is to provide an overview of the College Prep Reading and Writing Assessment Plan.
- The College Prep Assessment Plan was developed due to the following factors:
 - The removal of the required high stakes, State Exit Exam (July 1, 2011)
 - New state course competencies (Fall 2011)
 - Curriculum Redesign (Spring 2012)

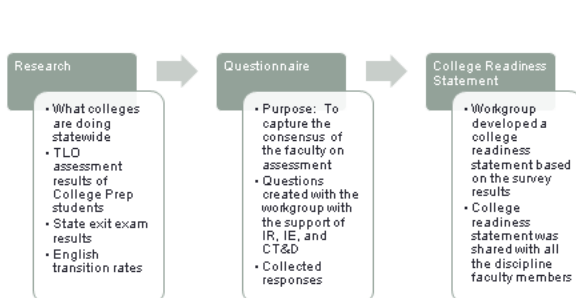
Institutional Level

- College Prep Students have a 5 Year Completion rate of 22% within 5 years. (MDC3)
- Institutional assessment results of the student learning outcomes indicate that potentially term graduates who were College Prep students scored lower in Communication, Quantitative Analysis, Critical Thinking, and Information Literacy (CSLOA).

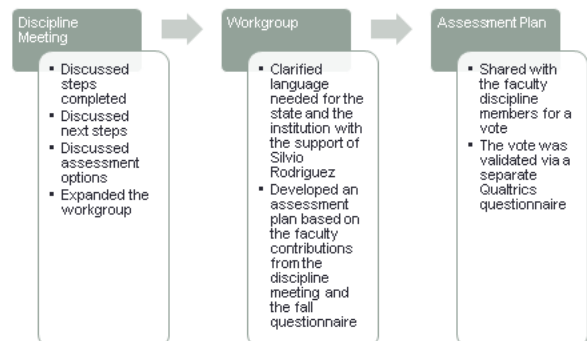
Timeline

- August 2010 Convocation
- July 2011 State Memo
- August 2011 College Prep Planning Meeting
- September 2011 Discipline Meeting
- September 2011-February 2012 College Readiness Workgroup Meetings
- February 2012 Discipline Meeting
- February 2012 College Readiness Videoconference
- April 2011 Seamless Transition Videoconference Meeting
- April 2011 Curriculum Map Workgroup

College Readiness Statement



College Readiness Assessment Plan



Examples of College Prep Assessments

Formative Assessments

- Multiple choice items
- Performance based tasks
- Short answer
- Writing samples
- Journal

Summative Assessments

- Book summaries
- Online test question bank
- Essays
- Reports
- Portfolios

Next Steps

- In Spring 2012, compile an assessment tool box for formative and summative assessments using the initial questionnaire and display them on the College Prep for College Prep full time and adjunct professors.
- In Fall 2012, assemble a college-wide workgroup including English, Content Area, and adjunct professors to revise and pilot Program Level Assessments.
- In 2012-2013, coordinate with CTD a Professional Development Series that focuses on assessment and seamless transitions to college ready courses.

Next Steps

- In Spring 2013, implement revised Program Level Assessments and with the support of IR randomly select 10% of exiting College Prep students and the College Prep professors will holistically score the student artifacts.
- In Fall 2013, the Program Level Assessment Results will be presented at the initial Discipline Meeting to improve teaching and learning and guide professional development and co-curricular events

Thank You



- **Mathematics**
Developmental Mathematics, College Readiness and Assessment Plan

Developmental Math College Readiness and Assessment Plan

Chair Of Committee: Jermaine Brown
Faculty: Nicholas Schur, Jaime Bestard, Eric Philius

BACKGROUND

- ▶ As of July 1, 2011, the state removed the exit exam requirements and requested that institutions develop their own assessment plan.

Timeline

- ▶ July 2011 State Memo is received by institutions.
- ▶ August 2011 College Prep Planning Meeting.
- ▶ October 2011 Math Discipline forms committee.
- ▶ October 2011 Committee investigates other institutions' plans.
- ▶ March 2012 Committee presents alternatives to discipline for a vote.
- ▶ April 2012 Discipline votes of committee's proposal.

College Readiness and Assessment Plan as Per Discipline Recommendation

- ▶ Change State exit exam from a qualifier to a weighted final.
- ▶ Develop a common final worth at least 35% of the students overall grade.
- ▶ Develop syllabi for the courses that incorporates both formative and summative assessments.
- ▶ Require a course average of 70% or higher to earn a letter grade of S.

Example of Developmental Math Assessment

Formative Assessments

- ▶ In Class Tests (40%)
 - MAT 0022c (8 tests)
 - MAT 0028 (5 tests)
- ▶ Online Homework (25%)
 - Assignments
 - Quizzes
- ▶ Lab Hours (Mandatory to Pass)

Summative Assessments

- ▶ Common Final (35%)

Next Steps

- ▶ Summer 2012
 - Committee meets to create a common final.
 - Formative and summative assessments are developed.
 - Course syllabi are created.
- ▶ Fall 2012
 - New assessments are implemented.
 - Results are collected and assessments are reviewed and revised to integrate with MDC³.

Thank You
Questions?

