

**COLLEGE ACADEMIC AND STUDENT SUPPORT COUNCIL
TUESDAY, FEBRUARY 13, 2001 - 1:30 P.M.
WOLFSON CAMPUS - ROOM 2106**

MINUTES

CHAIR: Patricia Stephenson

MEMBERS PRESENT:	Fran Aronovitz	Patrice Bailey
	Dulce Beltran	Alan Berkey
	Pat Bibby	Ken Blye
	Sandra Castillo	Carol Cooper
	Joyce Crawford	Ana Dominicis
	Barbara Echord	James Evans
	Arcie Ewell	Armando Ferrer
	Joan Gosnell	Nora Hernandez-Hendrix
	Rosany Hernandez-Rodriguez	Alexandria Holloway
	Wilkes Kemp	Sam Latimore
	Encarnacion Lopez	Suzanne Lynch
	Nilia M. Madan	William Madden
	Tere Martinez	Allen McPhee
	Ron Mossman	Tony Nahas
	Carol Petrozella	Floyd Pittman
	Herbert Robinson	Richard Rose
	Serge Theodore	Geraldine Walker

MEMBER ABSENT:	Shamara Al-Wazzan	(Sent Notification)
	Gina Cortes-Suarez	(Sent Replacement - Alan Berkey)
	Joanne DeFalla	(Sent Notification)
	Ivan Figueroa	(Sent Notification)
	Susan Kah	(Sent Replacement - Fran Aronovitz)

PRESENTER: Juan Abascal

RESOURCE: Karen Hays
MaryAnn Miller
Cathy Morris
Jeffrey Lukenbill

RECORDER: Carol McAlister

1. **Approval of Minutes of the January 16, 2001 Collegewide Meeting**

The College CASSC Minutes of January 16, 2001 were approved as submitted.

2. **Dr. Lukenbill's Updates**

Dr. Lukenbill announced that Sam Gentry has been appointed as the Executive Director of the Foundation. The Foundation is scheduled to begin a funding raising effort for scholarships, program development and other efforts at the College. He requested that the Executive Director be invited to attend a College CASSC meeting.

Stephen Sumner, the new Provost of the New World School of the Arts officially started on February 12, 2001. The New World School of the Arts is a collaboration between Miami-Dade Community College, Miami-Dade County Schools and the University of Florida. Dr. Lukenbill requested that the New World School of the Arts Provost be invited to attend a College CASSC meeting.

Dr. Lukenbill noted that funding for education will be a tough battle in light of the Governor's recent budget cuts. The Governor has directed state agencies to reduce budgets and the government workforce. So far the College has not been affected. The College is in partnership for a Technology Training Center with the NAP (Network Access Point) in Miami. Funding is needed to convert facilities to house this center. Members of the College Board of Trustees have gone to Tallahassee to lobby for monetary support for this project.

Dr. Lukenbill introduced Dr. Karen Hays, Vice Provost for Education Policy, Programs and Analysis. He thanked her publically for her service as Interim Provost at the New World School of the Arts and Vice Provost at M-DCC. With release from her duties as Interim Provost of the New World School of the Arts, Dr. Hays will be responsible for overseeing and supporting the CASSC processes, meeting with the Coordinating Committee and communicating with the CASSC Chairperson and Dr. Lukenbill concerning CASSC issues.

Feedback on General Education Proposal

Dr. Lukenbill accepted Pat Stephenson's invitation to remain at the CASSC meeting for the agenda item regarding requested feedback. This allowed the CASSC membership to share directly reactions concerning the General Education Proposal presented at the January 16th CASSC meeting.

GENERAL EDUCATION PROPOSAL

- A. The College will conduct a comprehensive General Education review every ten years. The next comprehensive review would begin in the year 2005.
- B. Changes in the General Education Program or requirements during the intervening years will be made only for very special, serious reasons.

- C. With the approval of the changes in the Social Science and Natural Science requirements, as recommended by Collegewide CASSC, no other changes in the General Education Program will be considered until the comprehensive review in 2005, except for circumstances that apply to “B” above.
- D. Changes proposed to the General Education Program and requirements should address the rationale and goals of General Education.
- E. Changes proposed for the General Education Program and requirements should be substantiated or supported by data and appropriate feedback.

Questions were raised regarding the General Education review such as “How long would it take to complete a reviews?” “Who would do the review?” “What would the process be?” Dr. Lukenbill explained that the District Office of Education would oversee the review process in conjunction with the Collegewide CASSC. How long the review would take would depend on the extent of the review. If it were a comprehensive review, the process would probably take two years. If there were a sense that lesser changes are needed to realign the program, perhaps a one-year process would be needed to refine the requirements. The Discipline Groups, Campus CASSCs, and Collegewide CASSC would be involved. The Collegewide CASSC would make a formal recommendation to the Provost who would then take this for discussion with the College Executive Committee before giving final approval.

Each CASSC member was asked to share the responses garnered from their constituents in reaction to Dr. Lukenbill’s General Education Review proposal. Some members reported that they received little or no responses when the proposal was circulated. Other members have had specific responses, which are condensed into six categories as follows:

1. Ten Year Time Table

Tere Martinez reported that support staff questioned the ten year period as too long. They asked how about a seven-year period. Allan McPhee interviewed senior faculty in the Humanities. He found ten years to be acceptable, but indications that we have to be practical about making emergency changes. Pat Stephenson found that some Social Science faculty thought ten years was too long and a suggestion for five years was made; others felt the time was satisfactory and would mean that students wouldn’t have to deal with constant change. Dr. Lukenbill responded that if we have a change every five years, it would be a tight time-line. He noted that the content in courses could be updated without changing the program course requirements. “General Education,” he reiterated, should be more permanent. It should not be quite so impacted by societal and environmental changes as individual courses may be. General Education should encompass a basic structure with broad consideration, not so discipline focused. There was a request for the rationale and goals of General Education to be circulated. Dr. Lukenbill noted they are a part of a previous document, General Education in a Changing Society (Attachment I). There was also a question about the time between curriculum changes at other large institutions especially other community colleges. Armando Ferrer noted that Student Services

personnel thought the ten-year time was too long and that the study should be completed by the tenth year. Joyce Crawford reaffirmed this feedback from North Campus. The feeling was that the study should begin early. Herb Robinson reported that Student Services personnel he queried were glad that no changes would be made in the intervening years. Barbara Echord noted that the General Education Review is a part of the institutional effectiveness monitoring that is ongoing. It is appropriate to evaluate current functions to assess effectiveness of changes made from previous studies. Discussion ensued on when we could start looking at General Education. Dr. Lukenbill suggested we could start now, with a task group of CASSC members, to begin thinking about the review. It was the consensus of the CASSC members that the existing CASSC committee on Academic and Student Services Effectiveness should be the group to begin this examination.

2. The Meaning of “Special, Serious Reason”

Suzanne Lynch, Encarnacion Lopez, and Allen McPhee brought back concerns regarding the meaning of “special, serious reason” for making interim changes in the ten-year cycle. Dr. Lukenbill responded that this would have to be a compelling reason, one that must be implemented so as to be in compliance with some external mandate from the state or an accrediting association or the like.

3. Impact on Faculty

Allen McPhee found concern for the impact on faculty position when changes are made. Suzanne Lynch and Sandra Castillo found similar concerns among their faculty constituents. Dr. Lukenbill responded that General Education should be first concerned with student’s experience, but that we must remember that the human element is very important as far as positions go.

4. Curriculum Concerns

Richard Rose commented that any change in General Education could mean a loss of courses in a discipline. He commented that the review should be ongoing. He raised a concern about expanding the number of credits in the Sound Engineering A.S. program to meet industry requirements. Faculty in his area recommended a 62 hour program. Discussion ensued that concluded there is a need for an “AA/AS Pow-Wow” which will be address through CASSC in a follow-up on this. Pat Stephenson commented that some Social Science faculty expressed concern that some type of history/political science requirement should assure exposure to American Government as we have so many immigrant students at our institution for which this may be an academic void.

5. Evaluation/Assessment of General Education Effectiveness

Pat Bibby asked how we would obtain student feedback as part of the review process. Institutional Research, under the direction of Cathy Morris, has experience in doing this and would be involved. It was noted that we have surveyed graduates and other students in past general education and self-study reviews. Social Science faculty expressed a “need for thorough and objective assessment of outcomes for students as well as assessment of staffing training issues.”

Barbara Echord noted that we should follow a cohort of students to the universities as an assessment of the issues they noted at in our last general education review and for which changes have been made.

6. Communication regarding Review and Changes

Wilkes Kemp, student representative, noted that effective and equal communication needed to be made to faculty, advisors, and students so that all are fully informed regarding any changes. James Evans also found concern among the student services staff that information on General Education be thoroughly communicated to students, faculty and advisors. Joan Gosnell reported at that InterAmerican Campus there was concern that the implementation timetable build in plans to inform faculty and students before the changes are made official.

Campus CASSCs' Responses

Homestead Campus - Nora Hernandez-Hendrix report that the Homestead Campus CASSC was in support of the General Education proposal.

InterAmerican Campus - Joan Gosnell reported that there was concern that starting the review in 2005 was too late, that it should be started sooner. Dulce Beltran noted that student services personnel found the proposal okay.

Kendall Campus - Alan Berkey, reporting for Gina Cortes-Suarez, noted that there were no passionate opinions expressed "for" or "against" by the CASSC members regarding the proposal. The group was generally okay with the document. Herb Robinson concurred.

Medical Center Campus - Fran Aronovitz, reporting for Susan Kah, announced that the Medical Center Campus was generally in favor of the proposal. Arcie Ewell concurred.

North Campus - Joyce Crawford reported that there was generally little or no response to the proposal from CASSC members other than the study should be completed by the tenth year.

Wolfson Campus - Alexandria Holloway noted concern that communication be made regarding changes in a timely manner so all relevant personnel are fully informed before the implementation of changes. Ken Blye noted there were questions regarding how the ten-year cycle compares with other colleges. There was concern this was a long time and that the cycle should be coordinated with other institutions.

Other Responses

Floyd Pittman, Carol Petrozella, Nilia Madan, Serge Theodore, Carol Cooper, Ron Mossman, Geraldine Walker, Ana Dominicis, Rosany Hernandez-Rodriguez, Tony Nahas, Sam Latimore and Bill Madden also reported findings of general approval among colleagues or no issues raised.

3. **Curriculum**

Joyce Crawford introduced Juan Abascal, Social Science Discipline, who presented the following new courses for 2001-1 implementation:

CLP 2140 - Abnormal Psychology - 3 Credits - (Elective Course) (Attachment II)

Many students at M-DCC have expressed interest in taking a course in abnormal psychology. The chapter on abnormal behavior in the text used in PSY 2012, Introduction to Psychology, is generally considered one of the most interesting chapters in the book. Students frequently select topics relating to abnormal behavior for required term projects. Knowledge of abnormal behavior is relevant to the chosen majors of many of our students. It is also a personally relevant area of study, as students often share their own struggles with mental health problems as well as those of friends and relatives.

There are local mental health jobs available for individuals with an associate degree or less. Focus groups involving mental health care providers revealed that these employers preferred applicants for mental health technician positions at private facilities have a college level course in abnormal psychology. One of the largest public employers of mental health technicians formally requires a course in abnormal psychology. Completion of an abnormal psychology course would allow psychology majors a better opportunity to be employed in a career related field while working towards their degrees. Work at a paraprofessional level in mental health care would not only strengthen the resumes of psychology majors, but it would also give them the opportunity to confirm that they have made a sound career choice.

At least five other Florida community colleges offer a course in abnormal psychology. Four of these institutions use the common course number CLP 2140.

**Unanimously
Approved**

SOP 2991 - Introduction to Women's Studies - 3 Credits (Elective Course) (Attachment III)

Introduction to Women's Studies is offered as an individual course and/or as an entire program of study at various institutions in the State and across the country. Generally these courses and programs examine women's experiences throughout history, across cultures, races and classes. At Miami-Dade Community College, providing such a course will enhance the elective opportunities for our students and provide them a transferable social science option applicable to psychology, sociology and social work majors to name but a few.

A sample of institutions offering this course includes: Stanford University, Bradley University, University of Arizona, and University of Wisconsin. Within the state, the University of South Florida, Florida International University and Florida Atlantic University offer this course. Central Florida, Daytona, and Tallahassee Community Colleges are among those currently offering it as well. Clearly, it meets both interests and needs for students and makes a good addition to our course offerings at the College.

**Unanimously
Approved**

ISS 2270 - Multi-Cultural Communications and Relations - 3 Credits (General Education Elective) (Attachment IV)

Many students at Miami-Dade Community College have expressed an interest in taking a course in multi-cultural relations. The related courses we currently have in M-DCC's curriculum are different in emphasis and scope. The proposed course is designed to enhance multi-cultural communications and relations for students in service-oriented majors. This course is responsive to South Florida employers' need and identified in previous DACUM and focus groups. The course ISS 2270 - Multi-cultural Communications currently exists in the Florida State course numbering system. This course is currently offered at Santa Fe Community College, Florida. At least five other Florida community colleges offer a similar course.

**Unanimously
Approved**

4. **Recruitment & Advisement Committee Membership**

Dulce Beltran, Chair of the Recruitment and Advisement Committee, presented a proposal for membership changes. The updating of the committee membership was requested because of several changes to the structure in Student Services, minimal faculty representation on the committee, and lack of student representation.

Addition of 4 **faculty** members from diverse areas to be implemented following the present cycle. **For the completion of the present cycle**, the four faculty members (from the listed disciplines/areas) to the committee from the campuses that are not currently represented by faculty: 1) College Prep, 2) ESL, 3) Social Sciences, and 4) Aviation & Visitor Services (Homestead Campus). Three of the faculty above should be from the Wolfson, InterAmerican and Kendall Campuses as Homestead Campus is represented by Aviation & Visitor Services.

1 **Student** Representative

Addition of the following **individuals/positions** (these should be members by nature of the positions they hold:

Ms. Erica Redman - Director of Recruitment, Medical Center Campus

Director of Advisement, North Campus - currently representing this position is Erie Wilson (she will be replaced when someone is hired - position is currently "open")

Director of Recruitment, North Campus - currently representing this position is Tere Martinez (she will be replaced when someone is hired - position is currently "open")

This is a total of 6 new members. 2 are replacements for others.

**Unanimously
Approved**

5. **Academic and Student Services Effectiveness Committee**

Barbara Echord, Chair of the Academic and Student Services Effectiveness Committee explained that the 2 alumni committee member have not been appointed. She requested the 2 alumni members be modified to 2 alumni ex-officio members prior to the appointments.

**Unanimously
Approved**

6. **Committees Reporting to CASSC**

Concerning the attendance policy for the committees reporting to CASSC, it was recommended that the Chair of the committee report non-attendance to the supervisor. It was suggested only 3 absences be permitted as in the CASSC attendance policy.

It was requested that Carol McAlister, Recorder, send a current membership list of all the committees to the Academic and Student Deans.

7. **Research and Testing Committee**

In effort to save time, Cathy Morris, Chair of the Research and Testing Committee, requested that instead of an oral report, her written update be attached to the minutes (Attachment V).

8. **Student Services Reorganization**

Herbert Robinson, Dean of Student Services, Kendall Campus, presented the Student Services reorganization structure at North, Kendall and Wolfson Campuses, Homestead Campus, and Medical and InterAmerican Campuses (Attachment VI).

Related to the discussion of the Job Placement function in the Student Services area, Barbara Echord announced that the College has a new job placement system called Millennium II. She is in the process of working with the Student Deans and the individuals identified in the Job Placement Offices. The system will be maintained in the District Office of Education for this year. The Executive Committee will make the decision as to which area of the College will maintain the system at the end of the year. She suggested that a Millennium presentation be made at the March 13th CASSC meeting.

9. **Academic Affairs Update**

Nora Hernandez-Hendrix, Dean of Academic and Student Support Services, Homestead Campus, reported that the Discipline Committees have been active. Many proposals have come forward to CASSC including the three new courses that were presented today by the Social Sciences Discipline. The English Discipline Committee is working on curriculum that will be presented to the College CASSC.

Geraldine Walker gave an update on ESL for Academic Purposes (EAP) that was presented at CASSC in July, 2000 by Cynthia Schuemann on behalf of the ESL Discipline. Institutions offering ESL courses had to review and revise the content of the courses to fit EAP course profiles, determine the level at which EAP courses were to be offered, submit EAP course competencies and submit an implementation plan to the Department of Education. The competencies were developed according to the course profiles provided by the State. Implementation of EAP courses for Level 1 (Score 11-30) and Level 2 (Score 31-44) began in Spring term, 2000-2. Level 3 (Score 45-58) and Level 4 (Score 59-72) are scheduled for implementation Summer term, 2000- 3/4. Level 5 (Score 73-86) and Level 6 (Score 87-95) are scheduled for implementation Fall term, 2001-1 (Attachment VII.)

10. **Progress on 2000-2001 Goals**

Pat Stephenson reviewed the College CASSC Goals for 2000-2001.

A. **Improvement of Communications within the College Community**

Cathy Morris suggest setting up a Chat Room for CASSC.

Development of Web Page
Floyd Pittman & Ken Blye

Dissemination of Institutional Research Data
Cathy Morris

Dissemination of Academic and Student Services Information
Armando Ferrer

Members conveying information through technology, meetings, announcements, word-of-mouth, and related means
This is gradually being accomplished.

More information will be shared on communication at the March 13, 2001 CASSC meeting.

B. **Establish Fully Operational CASSC Committees**

Committee Chair Workshops
One Committee Chair Workshop held in January, 2001

Regular Reports of Committee Work
Chairs are invited to report to College CASSC

Records of Meetings, Activities, Progress and Products

This information is to be forwarded to Carol McAlister, Recorder

C. **Streamline the Curriculum Change/Review Process to enable prompt responses to identified needs**

Referred to Academic Deans

D. **Model Efficiency in the use of Council Members' Time**

Starting meetings punctually at appointed time

Pat Stephenson requested people please come on time to start the meetings promptly at 1:30 p.m.

Members reviewing, prior to the meeting the information in the agenda packets

The members are receiving the packets on time. The Coordinating Committee backed up the meeting dates to allow more time for packet preparation and distribution.

Circulate concise written reports to minimize reporting time

Committee Chairs have begun this.

11. **Announcements**

Armando Ferrer reminded everyone that March 1st is Conference Day. He requested the completed registration forms be returned to College Training and Development.

Pat Stephenson thanked Carol Petrozella and Floyd Pittman for representing her at the Conference Day Steering Committee Meeting.

Barbara Echord announced that Beth Kline, University of Miami, will be making a presentation on Conference Day on students with disabilities. She encouraged attending the presentation.

Barbara Echord announced that the Catalog deadline for CASSC approved programs and courses is April 10, 2001. The new Catalog is tentatively scheduled to be out by July 1, 2001. The electronic Catalog will be updated with information coming in after the April 10th deadline.

James Evans announced that many special activities are scheduled for Black History Month. He encouraged attending these events.

The meeting was adjourned at 3:50 p.m.

COLLEGE CASSC SCHEDULE FOR 2001

<u>March 13, 2001</u>	<u>Meeting 1:30 p.m.</u>	<u>Room 2106</u>
<u>April 10, 2001</u>	<u>Meeting 1:30 p.m.</u>	<u>Room 2106</u>
<u>May 15, 2001</u>	<u>Meeting 1:30 p.m.</u>	<u>Room 3210*</u>
<u>June 12, 2001</u>	<u>Meeting 1:30 p.m.</u>	<u>Room 2106</u>
<u>July 10, 2001</u>	<u>Meeting 1:30 p.m.</u>	<u>Room 2106</u>
<u>August</u>	<u>No Meeting</u>	

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***Room Change**