

**COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL  
TUESDAY, NOVEMBER 11, 2003  
WOLFSON CAMPUS –ROOM 2106 – 1:30 P.M.**

**MINUTES**

**CHAIR:** Ian Cobham

**MEMBERS PRESENT:**

Vanya Albury	Maria Alvarez
Joshua Arjona	Alex Baez
Oscar DeArmas	Shirly Ferguson
Gail Hawks	Karen Hays
Harry Hoffman	Malou Harrison
Maria Jofre	Susan Kah
Michael Kaldor	Deborah Keeler
Peter Kuentzel	Patricia Lassiter
Magdalena Lamarre	Jocelyne Legrand
Josefina Llarena	Sean Madison
Connie Miller	Lourdes Oroza
Nelson Pena	Madeline Pumariega
Penny Roache	Leslie Roberts
Herbert Robinson	Nidia Romer
Nelson Santiago	Emily Sendin
Lucy Spence	James Sullivan

**MEMBERS ABSENT:**

Jennifer Jean Baptiste	
Armando Ferrer	(Substitute Vanya Albury)
Ece Karayalcin	(Sent Notification)
Kaiyang Liang	(Sent Notification)
Neil Olsen	(Sent Notification)
Clyde Pfleegor	(Sent Notification)
Lourdes Perez	(Substitute Alex Baez)

**PRESENTER:** Gina Cortes-Suarez  
Jeffrey Lukenbill

**RESOURCE:** Juan Abascal  
Joanne Bashford  
Julian Chiu  
MaryAnn Miller  
Cathy Morris

**RECORDER:** Carol McAlister

1. **Call to Order**

Ian Cobham called the meeting to order.

2. **Introductions**

Ian Cobham introduced Jocelyne Legrand who was appointed to fulfill the term of service for Roberto Hernandez who resigned from College-wide CASSC. Roberto Hernandez was the Social Science representative (2002-2004).

3. **Approval of the College-wide CASSC Minutes of October 14, 2003**

The College-wide CASSC minutes of October 14, 2003 were approved with the following correction: Page 1, Joshua Arajona to **Arjona**.

4. **Dr. Lukenbill's Updates**

**Southern Accreditation of Colleges and Schools (SACS)**

The response on the preliminary draft report from the visiting team for the Baccalaureate Degree in Education was extremely positive. Thanks was expressed to those at IAC who provided leadership for the program, to the faculty at all campuses who worked on the development of the curriculum and courses, to the staff who helped support the effort, and to Gina Cortes-Suarez who is coordinating the interactions with SACS.

**Faculty Credentials**

The credentialing requirement for faculty teaching college credit, transferable courses is a Masters Degree in field, or a Masters Degree plus 18 graduate credits in the discipline being taught. The College is checking to ensure that new faculty and faculty who are teaching in a discipline other than their major meet the credentialing requirement. This requirement is important in terms of SACS accreditation and reaffirmation.

**Quality Enhancement Plan**

Pat Bibby's work as the faculty member who is leading the Quality Enhancement Plan was acknowledged.

**Mission Statement and Vision Statement**

The Mission Statement is a SACS requirement. Several years ago the College reviewed the Mission Statement. At that time, in addition to reviewing the Mission Statement, a Vision Statement was developed. The Vision Statement looked to the future, year 2005, which was ten years from the last evaluation. The current Mission and Vision Statements have recently been reviewed to bring them up to date.

**"Current Statements"**

**Mission Statement**

The mission of Miami-Dade Community College is to provide accessible, affordable, high-quality education by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community.

### **Vision Statement**

The desired state of Miami-Dade Community College by the year 2005 is to be the premier community college, renowned for its:

- Satisfied, well-prepared students who, through their extraordinarily positive experience at M-DCC, have acquired the needed knowledge and skills to be successful in their ongoing academic and career pursuits;
- Empowered employees, working within an environment that encourages creativity, risk-taking and accountability, who apply their individual and collective talents to fulfill the College's mission;
- Highly supportive community that recognizes the significant impact of M-DCC's educational and training programs; and
- Effective use of adequate resources to enable programs to flourish and the talents of people to emerge.

**"New Statements"** (The suggested revisions as presented by Dr. Lukenbill are highlighted)

### **Mission Statement**

The mission of Miami Dade College is to provide accessible, affordable, high-quality education by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community

### **Vision Statement**

Miami Dade College is committed to being the premier college, renowned for its:

- Satisfied, well-prepared students who, through their extraordinarily positive experience at MDC have acquired the needed knowledge and skills to be successful in their ongoing academic and career pursuits;
- Empowered employees, working within an environment that encourages creativity, risk-taking and accountability, who apply their individual and collective talents to fulfill the College's mission;
- Highly supportive community that recognizes the significant impact of MDC's educational and training programs; and
- Effective use of adequate resources to enable programs to flourish and the talents of people to emerge.

College-wide CASSC made the following suggestions for the Vision Statement:

- (1) Use of the word premier may possibly be considered a little presumptuous.
- (2) Suggested to read "committed to become the premier college."
- (3) Leave out the word premier totally.
- (4) Change to "a" premier college instead of "the".
- (5) Miami Dade College is committed to excellence, and renowned for its, etc.
- (6) Miami Dade College is committed to excellence, renowned for its, etc.
- (7) Miami Dade College is committed to being a college of excellence, renowned for its, etc.
- (8) Miami Dade College is committed to being an institution of excellence, renowned for its, etc.
- (9) Perhaps the word leadership be included some place in the mission statement.

After discussion, it was unanimously recommended by College-wide CASSC that the Vision Statement be changed to, "Miami Dade College is committed to being a College of excellence, renowned for its, etc."

### **Financial Aid**

The student is entitled to financial aid based on the family income. The concern at the State level and in the Department of Education is that when assistance is provided to a student, it is provided specifically to help the student further his/her education. The rules are precise. If a student gets a "W", "F", or "I", the "W" meaning after the 100% refund, the government requires information such as did the student make good use of the time and the money that was given to him/her. The College is currently in an audit for the year of 2001-2002 to report every "F", "W", and "I" grade, and the last date the student attended class. When a student withdraws early in the term, or gets a grade of "F", but the last time the student attended was early in the term before the mid-point, the College is required to return the money that was given to the student. This entails the College requesting that the student return the funds as they were not used for the intended purpose of furthering education. The College is vigorous in its attempt to have the funds returned as these dollars must be returned to the government. It is often difficult to recover these funds as the College does not always have access to the student. In an attempt to have the money returned, the College may go through the Business Affairs Department, hold transcripts, or hold future enrollment (obligation posted).

It is critical for faculty to keep attendance records. The issue is not when the student withdrew from class, but the last date the student attended class as the federal government holds the College accountable for financial aid funds. It is intended that there will be discussion with the faculty, as faculty involvement is of the utmost importance.

Michael Kaldor suggested that for the current semester, Department Chairs be notified that they must collect attendance records (class rolls) from the adjuncts as often adjuncts do not always return the following semester.

### **Meeting of the Proposed Free Trade Agreement**

Due to street closures and anticipated demonstrations, the authorities have advised the College that Wolfson Campus be closed on November 20<sup>th</sup> and 21<sup>st</sup>. This is a regular work day and not viewed as a natural disaster. Faculty, staff, and administrators housed at Wolfson Campus have several options for the two days such as taking regular leave, work at home with a prescribed assignment from the supervisor, working at another campus, etc. The College is also prepared to do its best in the event of any change of plans for November 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup>.

### 5. **College-wide CASSC Membership**

Ian Cobham presented a proposal for change to the College-wide CASSC membership. In the Final Recommendations of the Faculty Commission document, the College-wide CASSC membership guidelines included the position of District Dean of Education. With the reorganization of the administration, this position does not exist. It was proposed that the positions of Associate Provost for Academics, and Associate Provost for Student Services be added to the membership. District personnel offer an excellent source of information concerning

curriculum and student services. The current membership consists of 21 faculty, 11 administrators, 4 support staff and 2 student representatives. A proposal is forthcoming to add an additional faculty member to the College-wide CASSC.

Dr. Lukenbill submitted this proposal to the CASSC Coordinating Committee. The Associate Provost for Academics and the Associate Provost for Student Services are the primary individuals who coordinate curriculum matters and student matters, and would be excellent resources to this group.

It was suggested by Gail Hawks that if two additional administrative representatives are to be added to the College-wide CASSC membership, that CASSC add one or two faculty at large positions. Nidia Romer suggested that one administrator be a resource person and one a voting member.

For clarification purposes, Karen Hays explained that the District Dean administrative position served as a voting member on College-wide CASSC. CASSC would be adding only one additional administrative position to serve as a voting member. Also, the CASSC Coordinating Committee should review the faculty representation in light of the growth of the School of Education, the adding of the upper division, and review the occupational areas for representation (prior review 1 1/2 years ago) before taking a vote.

Dr. Lukenbill requested that action not be taken today, and suggested that the CASSC Coordinating Committee take up the issue of faculty representation in areas of the four-year program, revisit Virtual College representation, and come back with a proposal to be addressed at the next College-wide CASSC meeting. College-wide CASSC was in consensus with the request.

In closing, Dr. Lukenbill reiterated that it has always been the intent to preserve the integrity of the Faculty Commission Final Report membership guidelines in which faculty is the majority of the College-wide CASSC membership.

#### 6. **Academic Deans Task Forces**

Susan Kah explained that the Academic Deans are establishing six task forces to address issues prior to the end of this academic year (2003-4). The task forces are not standing committees, and are not intended to replicate the work of other committees, but plan to propose recommendations in certain areas.

##### *Susan Kah – Prior Learning Assessment Task Force*

The College has existing mechanisms to award college credit for prior learning experience including national standardized tests, teacher-made tests, and technical procedures which address non-collegiate training and licensure and certifications. In December, 2002, the Academic Deans, Associate Deans, and School Directors participated in a workshop conducted by Donna Younger, a Senior Consultant from the Council for Adult and Experiential Learning (CAEL), which provided the conceptual foundations of experiential learning, the components, and possible models for implementation as a College. As a result of this workshop, a Prior Learning

Study Group, which had been meeting during the 2001-02 academic year, was expanded to include others who had an interest in further planning.

The Academic Deans are now ready to add faculty and student services representation and convene this task force to address the charge of developing a plan to systematically expand prior learning assessment for awarding credit at the College.

*Lourdes Oroza – Model United Nations Program College-wide Task Force*

The program is very active on some of the campuses, and less active on others. The task force intends to take a look at how things are today, and how to get students more involved if that is the desire of the campuses. The task force will address issues of student participation, funding for the programs, and the general direction of the model U.N. program at the College. CASSC members interested in serving on this task force should contact Lourdes Oroza.

*Sean Madison – Learning Communities Task Force*

A Learning Communities study group has been formed with representation from administration and faculty. This group is charged with looking at how Learning Communities in various forms can be implemented college-wide. The group has held three meetings facilitated by Juan Abascal.

*Harry Hoffman – Software Task Force*

The charge of the committee is to establish a process to purchase college-wide software in a cost effective manner, and look at the compatibility of the various computer systems to see if they are compatible college-wide. CASSC members interested in serving on this task force should contact Harry Hoffman.

*Leslie Roberts – Adjuncts Task Force*

There is great interest in this area since the College relies heavily on adjuncts. There is a need to improve our connections with adjuncts, and develop a way to bring all adjunct faculty into the College operations in a much more systematic and comprehensive way.

*Karen Hays -CLAST Preparation Task Force*

The CLAST task force will review what is offered students for CLAST remediation. Last year Ian Cobham worked on this task and created a web-site for CLAST remediation. The College intends to help potential students in the School of Education move through CLAST successfully, and monitor the success of the web-site along with all offerings the College provides for students to help pass CLAST.

Concerning the task forces, Susan Kah explained that any recommendations for changes in practice or policy would go to the Academic Deans group, Campus CASSCs, College-wide CASSC, and the Executive Committee for formal implementation.

Michael Kaldor addressed the issues of how faculty were selected who are currently serving on the various task forces, and the plans for recruitment of more faculty college-wide to serve on the task forces. There is a need for college-wide faculty representation since the issues the task

forces are addressing appear to be of college-wide concern. Faculty need to be included on the task forces as soon as possible because of the limited timeline for completion.

Leslie Roberts explained that with the exception of the Credit for Prior Learning Experience Task Force, faculty recommendations to serve were made by the Academic Deans. The need exists to follow-up and to ensure there is a systematic way to bring faculty into the groups. The task force recommendations will have faculty review.

#### 7. **Southern Association of Colleges and Schools (SACS) Update**

Gina Cortes-Suarez presented a SACS update, and will be presenting monthly updates.

The College is completing two documents for the SACS accreditation process which are the Compliance Document and the Quality Enhancement Plan. The deadline for the Compliance Document is March 13, 2004. The document is in the process of being developed, meaning populating it with electronic documents. We are also developing the faculty roster. The faculty roster has every faculty member that is assigned a course at the College, full or part-time. The faculty roster is submitted to SACS. The roster includes all faculty credentials, the courses each faculty member teaches, and other information such as full-time, part-time and other qualifications. The Compliance Document, which is an electronic transmittal document, goes to an off site peer review team. This is the only means the team will have to review this document.

The Quality Enhancement Plan team met for the first time. Pat Bibby is the team Chair. The team has thirty-eight members. Twenty of the members are faculty, of which ten are math faculty. There are also six students on the team. The topic of the Quality Enhancement Plan is “Student Success and Retention: The Mathematics Connection”. The focus will be on high risk math courses. At the meeting the team subdivided into committees (Best Practices Committee, Literature Research Committee, Software Committee, System Requirements Committee, Facilities Committee, Student Support and Advisement Committee, Mathematics-Based SLS Course Committee, Mathematics in Other Disciplines Committee, Mathematics Committee, and Steering Committee). Great discussions took place at the meeting.

The meeting was adjourned at 3:30 p.m.

#### **CASSC INFORMATION AND CURRICULUM FORMS**

This information is on the web.

Go to the M-DCC Home Page.

1. Click directly on “EMPLOYEES” link

2. “EMPLOYEES” window will open.

Look at the left column, and click directly on “DEPARTMENTS & ORGANIZATIONS”

3. “DEPARTMENTS & ORGANIZATIONS” window will open.

4. Then choose and click directly on the “CASSC” link.  
 All CASSC information, including the Curriculum Forms and CASSC Feedback Form can be found here.

**COLLEGE-WIDE CASSC SCHEDULE**

<b>December 9, 2003</b>		<b>1:30 P.M. Room 2106</b>	<b>Wolfson</b>
<b>January 20, 2004</b>		<b><i>1:30 P.M. Room 3210</i></b>	<b><i>Wolfson</i></b>
<b>February 10, 2004</b>	<b>(General Education Proposals)</b>	<b>1:30 P.M. Room 2106</b>	<b>Wolfson</b>
<b>March 9, 2004</b>	<b>(General Education Vote)</b>	<b>1:30 P.M. Room 2106</b>	<b>Wolfson</b>
<b>April 13, 2004</b>		<b>1:30 P.M. Room 2106</b>	<b>Wolfson</b>
<b>May 18, 2004</b>		<b><i>1:30 P.M. Room 3210</i></b>	<b><i>Wolfson</i></b>
<b>June 8, 2004</b>		<b>1:30 P.M. Room 2106</b>	<b>Wolfson</b>
	<b>July – NO MEETING</b>		
	<b>August – NO MEETING</b>		