

**COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL**  
**TUESDAY, JUNE 8, 2004**  
**WOLFSON CAMPUS –ROOM 2106 – 1:30 P.M.**  
**MINUTES**

**CHAIR:** Ian Cobham

**MEMBERS PRESENT:**

Maria Alvarez	Toni Bilbao
Cecilia Bermudez	Armando Ferrer
Shirly Ferguson	Malou Harrison
Karen Hays	Gail Hawks
Harry Hoffman	Maria Jofre
Susan Kah	Michael Kaldor
Magdalena Lamarre	Josefina Llarrea
Jocelyne Legrand	Sean Madison
Connie Miller	Marlene Morales
Neil Olsen	Lourdes Oroza
Nelson Pena	Clyde Pfleegor
Penny Roache	Leslie Roberts
Herb Robinson	Nidia Romer
Nelson Santiago	Emily Sendin
Lucy Spence	James Sullivan
Paul Tisevich	Annette Torna

**MEMBERS ABSENT:**

Joshua Arjona	
Jennifer Jean Baptiste	
Oscar DeArmas	(Sent Notification)
Deborah Keeler	(Substitute Paul Tisevich)
Ece Karayalcin	(Sent Notification)
Peter Kuentzel	(Sent Notification)
Kaiyang Liang	(Sent Notification)
Patricia Lassiter	(Sent Notification)
Lourdes Perez	(Substitute Cecilia Bermudez)
Melinda Prague	(Substitute Marlene Morales)
Madeline Pumariega	(Sent Notification)

**PRESENTER:**

Babatunde Amole	Alex Gancedo
Norma Agras	Chris Migliaccio
Joanne Bashford	Cathy Morris
Laura Bromlow	Jorge Obeso
Bill Kornegay	Barbara Rosenthal
Catherine Hanus-Zank	John Sussman
Alexandria Holloway	

**GUEST:** Edwin Bommel

**RESOURCE:** Julian Chiu

**RECORDER:** Carol McAlister

1. **Call to Order**

Ian Cobham called the meeting to order followed by a moment of silence in memory of President Ronald Reagan.

2. **Approval of the May 18, 2004 College-wide CASSC Minutes**

The minutes of the May 18, 2004 College-wide CASSC Meeting were approved as submitted.

3. **MATHEMATICS CURRICULUM**  
**NEW COURSE DESCRIPTIONS**

Karen Hays introduced Norma Agras who presented the mathematics curriculum.

<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				<u>Term</u>
MAC 1140	Pre Calculus Algebra		3	1,2,3,5,6	2004-1

**Course Description:** This course is primarily designed for students who are majoring in the areas that require one or more courses in the calculus sequence. The student will analyze and graph algebraic, exponential, logarithmic, piecewise-defined functions and conic sections. The student will solve polynomial, exponential and logarithmic equations, as well as systems of linear and nonlinear equations. The student will identify arithmetic and geometric sequences and series and solve related problems. The student will use the Binomial Theorem to expand polynomials and solve related problems. The student will use mathematical induction to prove statements regarding the properties of natural numbers. The student will solve applications and modeling problems related to the above topics (3 hrs. lecture)

**Prerequisite:** MAC 1105 with a grade of C or better or equivalent.

<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				<u>Term</u>
STA 2023	Statistical Methods 1		3	1,2,3,5,6	2004-1

**Course Description:** The student in this course will acquire knowledge in the following topics: Collecting, grouping, and presenting data; measures of central tendency and dispersion; probability; testing hypotheses; confidence intervals, and correlation. (3 hr. lecture)

**Corequisite:** MAC 1105

**UNANIMOUSLY  
APPROVED  
32 IN FAVOR  
0 OPPOSED  
0 ABSTAINED**

4. **BIOLOGY CURRICULUM**  
**NEW COURSE DESCRIPTIONS**

Susan Kah introduced Jorge Obeso who presented the Biology curriculum

The following curriculum item was tabled (BSC 1000 Fundamentals of Biology). BSC 1007, Fundamentals of Biology, 4 credits, is an active course in the MDC curriculum system with the identical course title as the tabled curriculum item.

<u>Course</u>			<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u> <u>Term</u>
BSC 1000	Fundamentals of Biology	3	1,2,3,5,6 2004-1

**TABLED**

<u>Course</u>			<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u> <u>Term</u>
BSC 2010	Principles of Biology	3	1,2,3,5,6 2004-1

**Course Description:** This is the first in a sequence of two courses that deal with the principles of modern biology. It covers scientific process, the chemistry of life, the basics of metabolism, cell theory, cellular respiration, photosynthesis, classical, and molecular genetics.

**Pre/Corequisites:** BSC 2010L, CHM 1045

<u>Course</u>			<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u> <u>Term</u>
BSC 2010L	Principles of Biology 1 Lab	2	1,2,3,5,6 2004-1

**Course Description:** This laboratory course is designed to complement BSC 2010, Principles of Biology 1. It covers the nature of scientific investigation, the chemistry of life, microscopy, cell structure and function, metabolism, and the continuity of life.

**Corequisite:** BSC 2010

<u>Course</u>			<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u> <u>Term</u>
BSC 2011	Principles of Biology 2	3	1,2,3,5,6 2004-1

**Course Description:** This is the second in a sequence of two courses that deals with the principles of modern biology. It covers organic evolution, phylogeny, biological diversity, overviews of plant and animal form and function, behavior, as well as population, community, and ecosystem ecology.

**Prerequisites:** BSC 2010, BSC 2010L

**Corequisites:** BSC 2011L

<u>Course</u>			<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u> <u>Term</u>
BSC 2011L	Principles of Biology 2 Lab	2	1,2,3,5,6 2004-1

**Course Description:** This course is intended for majors students and complements the lecture course BSC 2111. As such, it functions to provide major students with hands-on experience with laboratory exercises designed to complement the presentation of the principles of biology as they relate to evolution, biological diversity, form and function in plants and animals, ethology, ecology, and conservation biology.

**Prerequisites:** BSC 2010L

**Corequisites:** BSC 2011

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5. **DENTAL HYGIENE CURRICULUM-FEE INCREASES** Susan Kah introduced Babatunde Amole who presented the Dental Hygiene curriculum.

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1002L	Pre Clinical Dental Hygiene Lab	2	4	2004-1	
<u>Current Fee:</u> \$75.00					
<u>Proposed Fee:</u> \$120.00					

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1130L	Dental Anatomy, Histology and Physiology	1	4	2004-1	
<u>Current Fee:</u> \$30.00					
<u>Proposed Fee:</u> \$50.00					

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1230L	Advanced Radiographic & Clinical Assessment Technology	1	4	2004-1	
<u>Current Fee:</u> \$0.00					
<u>Proposed Fee:</u> \$60.00					

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1800L	Dental Hygiene 1 Clinic	3	4	2004-1	
<u>Current Fee:</u> \$75.00					
<u>Proposed Fee:</u> \$135.00					

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1802L	Dental Hygiene 2 Clinic	1	4	2004-1	
<u>Current Fee:</u> \$30.00					
<u>Proposed Fee:</u> \$75.00					

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1804L	Dental Hygiene 3 Clinic	1	4	2004-1	
<u>Current Fee:</u> \$30.00					
<u>Proposed Fee:</u> \$75.00					

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Term</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				
DEH 1940L	Dental Hygiene 1 Optional Learning Support	1	4	2004-1	
<u>Current Fee:</u> \$30.00					
<u>Proposed Fee:</u> \$50.00					

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<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
DEH 2603L	Periodontology 2 Laboratory	1	4	2004-1
<u>Current Fee:</u> \$50.00				
<u>Proposed Fee:</u> \$100.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
DEH 2806L	Dental Hygiene Clinic 4	4	4	2004-1
<u>Current Fee:</u> \$75.00				
<u>Proposed Fee:</u> \$150.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
DEH 2808L	Dental Hygiene 5 Clinic	4	4	2004-1
<u>Current Fee:</u> \$25.00				
<u>Proposed Fee:</u> \$150.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
DEH 2933L	Dental Hygiene Records Laboratory	2	4	2004-1
<u>Current Fee:</u> \$10.00				
<u>Proposed Fee:</u> \$20.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
DES 1200L	Dental Radiology Laboratory	2	4	2004-1
<u>Current Fee:</u> \$75.00				
<u>Proposed Fee:</u> \$90.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
DES 2130L	Dental Materials Laboratory	1	4	2004-1
<u>Current Fee:</u> \$75.00				
<u>Proposed Fee:</u> \$100.00				

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6. **LEGAL ASSISTING CURRICULUM-FEE INCREASES**

Lourdes Oroza introduced Alex Gancedo and Laura Bromlow who presented the Legal Assisting curriculum.

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2003	Fundamentals of Law	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2104	Legal Research	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2114	Legal Writing	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$0.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2203	Trial Preparation	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2223	Trial Practice	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2273	Torts	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2303	Criminal Law	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>			<u>Term</u>
PLA 2600	Wills, Trusts and Estates	3	1,2,3,5,6	2004-1
<u>Current Fee:</u> \$5.00				
<u>Proposed Fee:</u> \$25.00				

<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u> <u>Term</u>
<u>Abb. No.</u>	<u>Course Title</u>				
PLA 2763	Law Office Management		3	1,2,3,5,6	2004-1
<u>Current Fee:</u>	\$5.00				
<u>Proposed Fee:</u>	\$25.00				

<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u> <u>Term</u>
<u>Abb. No.</u>	<u>Course Title</u>				
PLA 2800	Family Law		3	1,2,3,5,6	2004-1
<u>Current Fee:</u>	\$0.00				
<u>Proposed Fee:</u>	\$25.00				

There was discussion concerning the fee increases. It was suggested that the fee be increased to \$35.00 instead of the proposed fee of \$25.00. Alex Gancedo explained that the fee increases were presented to the Academic Deans for \$25.00 as it seemed more reasonable for students. We now see that we are short in resources from the state. To increase the fee to \$35.00 would require following the curriculum approval process.

**UNANIMOUSLY  
APPROVED  
32 IN FAVOR  
0 OPPOSED  
0 ABSTAINED**

7. **NETWORKING SERVICES TECHNOLOGY  
ASSOCIATE IN SCIENCE**

Lourdes Oroza introduced Jon Sussman and Bill Kornegay who presented a new option in the Networking Services Technology Associate in Science (Network Security).

The Networking services Technology program provides an opportunity to establish a basic foundation in the field of network design and administration for employment in commercial, industrial, and government institutions. Graduates are prepared for positions as information technology specialists, help desk specialists, network specialists, and network systems analysis. The tracks prepare students for industry certification examinations. The Microsoft option can lead to certification as a Microsoft Certified Systems Administrator (MCSA) and Microsoft Certified Systems Engineer (MCSE); the Cisco option can lead to certification as a Cisco Certified Network Associate (CCNA); the **Network Security option** leads to CompTIA Security + Certification and Security Certified Network Professional (SCNP) certifications.

There is only one A.S. program for Networking Services Technology. Students may select one of the three options (Microsoft, Cisco, or Network Security). The student will be awarded the Networking Services Technology degree only once.

**ADD NEW NETWORK SECURITY OPTION IN NETWORKING SERVICES TECHNOLOGY ASSOCIATE IN SCIENCE – 40 CREDITS**

CGS 1560	Microcomputer Operating Systems	4 Credits
CEN 1511	Networking Technologies	4 Credits
CEN 1301	Supporting Microsoft Clients	4 Credits Prerequisites CGS 1560, CEN 1511
CEN 1304	Managing a Windows Server Environment	4 Credits Prerequisite CEN 1301
CEN 2305	Implementing a Network Infrastructure	4 Credits Prerequisite CEN 1304
CEN 2323	Design/Imp/Manage Network Security	4 Credits Prerequisite CEN 2305 or MCSA Cert.
CGS 2092	Professional Ethics & Social Issues in CS	4 Credits
CTS 1312	Fundamentals of Network Security	4 Credits Prerequisite CGS 1060/CEN 1511 Corequisite CGS 2092
CEN 2545	Hardening the Infrastructure	4 Credits Prerequisite CTS1312 or Security + Certification CGS 2093
CEN 2546	Network Defense & Countermeasures	4 Credits Prerequisite CEN 2545 Hardening the Infrastructure

**NEW COURSES**

<u>Course</u>		<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
<u>Abb. No.</u>	<u>Course Title</u>			
CGS 2092	Professional Ethics & Social Issues in Computer Science	4	1,2,3,5,6	2004-1

Course Description: This course explores the legal, ethical, and social issues relevant to information technology, the roles and responsibilities of computer professionals, and the development and implementation of network use and security policies. Students will develop, manage and assess network use and security policies for the workplace by formulating standards of compliance, record keeping procedures, and employee guidelines; investigating and documenting actual use and practices; and performing network audits. Laboratory fee. (3 hr. lecture; 2 hr. lab)

Special Fee: \$40.00

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<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				<u>Term</u>
CEN 2323	Design, Implement, Manage Network Security		4	1,2,3,5,6	2004-1

Course Description: This course provides the information and skills necessary to design, implement, manage, maintain, and troubleshoot security in a Microsoft Windows Server network infrastructure. It is intended for students preparing to be IT systems engineers and security policies and procedures for an organization. Prepares students for the MCSE Security specialization. Laboratory fee. (3 hr. lecture; 2 hr. lab)

Special Fee: \$40.00

<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				<u>Term</u>
CEN 2545	Hardening the Infrastructure		4	1,2,3,5,6	2004-1

Course Description: The course explores concepts of network defense and countermeasures as well as hardware and software required to design, configure, and implement secure networks. Students install and use various security tools; learn techniques for collecting, monitoring, and auditing security activities; analyze threats and intrusions for various business scenarios; and learn how to apply security policies to protect normal business operations. This course prepares students for the SCNP Hardenint the Infrastructure certification exam. May be repeated up to three (3) times with different versions of the software when there have been substantial or significant version changes. Laboratory fee. (3 hr lecture; 2 hr. lab)

Special Fee: \$40.00

<u>Course</u>			<u>Credits</u>	<u>Campus</u>	<u>Eff.</u>
<u>Abb. No.</u>	<u>Course Title</u>				<u>Term</u>
CEN 2546	Network Defense & Countermeasures		4	1,2,3,5,6	2004-1

Course Description: Students explore concepts of network defense and countermeasures. Topics covered include the fundamentals of defending networks, layered defense, defense-in-depth strategies, the design and implementation of firewalls; Microsoft ISA Server and Linux IP Chains; Virtual Private Networks (VPNs); intrusion detection systems (IDS); risk analysis; and security policies. A combination of lectures, demonstrations, discussions, online assignments, and scenario-based projects are used. This course prepares students for the SCNP NDC certification exam. This course may be repeated up to three (3) times with different versions of the software when there have been substantial or significant version changes. Laboratory fee. (3 hr. lecture; 2 hr. lab)

Prerequisites & Corequisites: CEN 2545 Hardening the Infrastructure or equivalent knowledge.-

Special Fee: \$40.000

**UNANIMOUSLY  
APPROVED  
32 IN FAVOR  
0 OPPOSED  
0 ABSTAINED**

8. **Research and Testing Committee**

Cathy Morris, Chair of the Research and Testing Committee, proposed that the structure of the committee be changed to add a faculty representative from College Prep Writing. The current committee structure includes 2 faculty representatives from College level English & Math, 2

faculty representatives from ESL and College Prep Reading, and 1 faculty representative from Occupational/Vocational Programs.

**UNANIMOUSLY  
APPROVED  
32 IN FAVOR  
0 OPPOSED  
0 ABSTAINED**

9. **Institutional Effectiveness Survey**

Joanne Bashford presented an overview of the Miami Dade College Employee Institutional Effectiveness Survey which is part of the College's Institutional Effectiveness Plan. The college-wide survey was distributed electronically with a paper/pencil option in November, 2003.

**GENERAL OVERVIEW**

- How well does MDC fulfill its Mission and Vision?
- Employees rate the College in 7 areas
- Employee demographics
- Comments

**The survey was divided into seven areas. The areas were (1) Student Learning & Success, (2) Serving the Community, (3) Service Excellence, (4) Leadership, (5) Communication & Cooperation, (6) Job Satisfaction, and (7) Diversity.**

**(1) STUDENT LEARNING & SUCCESS**

- Rated highly effective
- The College provides programs and courses that meet the needs of students (97%)
- Prepares students to be successful in future academic experiences (93%)
- Almost all items rated positively by at least 80% of employees

**(2) SERVING THE COMMUNITY**

- MDC does excellent job in this area
- The College responds to community needs by providing access to higher education (97%)
- Provides career-training opportunities (95%)
- All items rated positively by at least 85% of employees

**(3) SERVICE EXCELLENCE**

- High ratings:
  - Excellent service is expected
  - Employees are friendly and courteous
- Lower ratings:
  - Excellent service is rewarded
  - Personal job performance is rewarded

**(4) LEADERSHIP**

- High ratings:
  - College leaders provide direction and set goals to enhance student learning
  - Assistance from supervisor to improve performance

- Lower ratings:
  - Satisfaction with how decisions are made at the College and within campus/center/area

**(5) COMMUNICATION & COOPERATION**

- Employees gave items in this category good ratings
- Communication items all rated highly
- Cooperation within departments rated highly; between departments lower

**(6) JOB SATISFACTION**

- Employees gave items in this category good ratings
- “Climate” items received high ratings – safety, training opportunities, adequate technology . . .
- Salary items rated lower

**(7) DIVERSITY**

- High ratings in this category
- The College supports diversity (89%)
- Cultural events & activities are supportive of different groups . . . (88%)

**COMMENTS**

- 250 received
- Largest grouping included positive statements about the College
- Many others offered specific suggestions for improvement

**SURVEY RESULTS**

- Good response rate
- Very positive ratings overall
- “Student Learning and Success” and “Serving the Community” highest rated areas
- Items flagged for follow-up if agreement rating less than 60%

**USING THE RESULTS**

- Executive Committee reviews results
- Strategies will be developed and implemented to address ‘flagged’ items
- Share results – celebrate positive ratings
- Survey will be re-administered in 2005

10. **Learning Innovations**

Barbara Rosenthal and Catherine Hanus-Zank presented a Learning Innovations update.

Learning Innovations was launched two and a half years ago with the intent that faculty led initiatives would bring about new advances in teaching and learning. The Learning Innovations team has created numerous opportunities for the creative talents of faculty to bring forward enhanced learning opportunities for students including the Golden Apple Grants, Travel and Visiting Consultant Requests, Lunch’n Learn Academic Dialogues, and much more. One out of three faculty members participate in one or more of the opportunities provided by Learning Innovations of which the most familiar is the Golden Apple Grants. Rounds one and two of the Golden Apple Grants are on the Learning Innovations website along with the final reports.

Rounds three and four are on the website with abstracts. Learning Innovations will be receiving the final reports for round three, and round four will begin in fall.

The Learning Resources team encouraged visiting their website to view the plans for next year and promoted inviting the team to visit the campuses to spread the word concerning Learning Innovations. It was stressed that no group is too large or too small for the Learning Innovations team to visit. The Learning Innovations team is proud of the college-wide support received in the effort to move forward in making and enriching the learning experience of MDC students.

11. **Honors College**

Alexandria Holloway and Chris Migliaccio presented an Honors College update.

Phase I of The Honors College was the establishment of The Honors College, and phase II of The Honors College was the expansion to North Campus and Kendall Campus. The third phase of the Honors College entails offering of independent, stand-alone honors courses college-wide (August, 2004). These courses are intended for students who are not admitted into The Honors College but who would like to have the experience of challenging coursework, or who wish to earn honors course credits for graduation. Available for eligible students and placed on all MDC campuses, these courses will be identified in the College handbook with an “H” designation.

The Extended Honors Courses will allow more students to benefit from a challenging and intensive academic experience and interactions with other students who share a passion for learning in an organized classroom environment. Students may earn the honors designation (H) on their transcripts and accumulate one or more honors credits that may lead to graduation with honors and distinction. Honors credits are an attractive asset in transferability and will further increase the opportunity to compete for scholarships. The offering of these additional honors courses will also provide opportunities for more faculty members to teach under the honors format.

Honors courses are designed for students who may have an interest in and meet the eligibility requirements for challenging coursework. They must be able to demonstrate academic excellence by presenting acceptable scores obtained on either the SAT or CPT and current GPA. Students may register for honors courses as:

- First time in college students (FTIC)
- Currently enrolled MDC students – Traditional students, ESL and College Prep completers
- Students returning to college after an extensive absence
- Students in School for Advanced Studies (SAS)

The criteria for first time in college students is high school graduates, 3.5 GPA , CPT Scores (College level course placement with minimum scores of 100 each in writing and algebra), or SAT (Verbal 550/Math 500 [For mathematics courses, student must have recommended SAT/ACT quantitative scores. For all other courses, students must have verbal scores.], or ACT (English 21, Math 21, Reading 22). The credit load is one honors course 1<sup>st</sup> time only.

The criteria for MDC students is they be a current/returning student, 3.5 GPA, with a minimum of 9 college credits excluding College Prep and ESL/EAP, with no limit to honors courses.

The criteria for the School for Advanced Studies students is 11<sup>th</sup> grade and above, with a 3.5 GPA, with a minimum of 9 college credits, and CPT Scores (Test into college level courses on CPT). The credit load is one honors course first time only.

To identify students first time in college and MDC students will be flagged in Advisement and New Student Centers based on defined CPT, SAT, ACT and GPA scores. Each campus will identify designated advisors, along with Department Chairs and Campus Honors Directors, who be authorized to life the registration for first time in College and MDC students. The School for Advanced Studies (SAS) administrators will recommend qualified SAS students for honors credits. All students must see an advisor, Department Chair, or Campus Honors Director in order to register for honors courses.

GPA and course credit requirements must be maintained pending posting of previous semester grades. Faculty will confirm student eligibility criteria on first class meeting. Students who have registered and fail to meet GPA and college credit requirements will be dropped from the honors course and referred to the appropriate department chair for placement in a regular section.

Eligible students may register for available honors sections on a first come, first served basis. Over time, the number of sections will be expanded to accommodate the demand for eligible students.

Honors Option Projects (HOPS) (**Attachment I**), formerly known as Honors Contracts, are available to students who meet the above eligibility requirements. This option is only available for those approved honors courses for which an honors section is not being offered during the term. The rationale for Honors Option Projects is based on the student's desire to earn the required 15 honors credits for graduation with honors and distinction or to do rigorous and challenging work.

The extension of honors courses does not require additional budgeting allocation. The Dean of The Honors College will create honors sections, in collaboration with the campus department chairpersons. Enrollment generated by these sections will cover the instructional costs. The Campus Presidents will discuss the feasibility of establishing a uniform system of compensation to a faculty member who will provide the functions of recruitment, advisement and coordination if there is no Campus Honors Director. Students enrolled in stand-alone honors sections receive no additional benefits such as scholarship funds, specially designed learning communities, or participation in enrichment activities, as do students admitted into The Honors College, apart from individual entitlements.

**IMPLEMENTATION TIMELINE:      Fall Schedule with "H" courses available on all campuses**

12. **Announcements**

**November 9, 2004 College-wide CASSC Meeting**

Ian Cobham announced that the November 9, 2004 College-wide CASSC meeting would be moved to another campus as the date falls during Book Fair. All rooms are scheduled at Wolfson Campus for this event. To change the meeting date would be problematic because of the rotation for the Deans to meet, Campus CASSCs meeting, and Coordinating Committee meeting in relation to the College-wide CASSC meeting. This item will be discussed further at the September CASSC meeting.

**Endowed Chair Recipients**

Ian Cobham announced that the Endowed Chair Committee had met and made their selections. Dr. Padron will announce the Endowed Chair recipients later this week.

**Shirly Ferguson, College-wide CASSC Support Staff Representative (2002-2004)**

Ian Cobham announced that Shirly Ferguson was elected as the Support Staff President at Kendall Campus for the 2004/2005 academic year.

**Recognition**

Ian Cobham offered his appreciation and thanks to the outgoing CASSC members as their term of service is completed with the end of academic year 2003/2004

**Authentication**

Armando Ferrer reminded the group that employees and students must be authenticated. To be authenticated one must develop a password. The passwords have very specific guidelines that must be followed. Also, the system will require a change of password every three months. Passwords are not to be visible at any time as we are responsible for misuse of our password.

All students must be authenticated irregardless of being a credit or non-credit student. The College has no choice in this issue. The federal government has said that in the future, unless the College is able to identify who is using a computer, it could have an impact on funding.

It is important that the members of College-wide CASSC share this information with their colleagues the concerning the necessity and importance of authenticating.

The meeting was adjourned at 3:40 p.m.

## College-wide CASSC Calendar Schedule 2004-2005

September 14, 2004	Room 2106	Wolfson Campus
October 12, 2004	Room 2106	Wolfson Cmpus
November 9, 2004	<b>TBA</b>	<b>TBA</b>
December 7, 2004	Room 2106	Wolfson Campus
January 11, 2005	Room 2106	Wolfson Campus
February 8, 2005	Room 2106	Wolfson Campus
March 8, 2005	Room 2106	Wolfson Campus
April 12, 2005	Room 2106	Wolfson Campus
May 17, 2005	<b>Room 3208-09</b>	Wolfson Campus
June 14, 2005	Room 2106	Wolfson Campus
July, 2005	No Meeting	
August, 2005	No Meeting	

### CASSC INFORMATION & CURRICULUM FORMS

This information is on the web.

GO to the MDC Home Page.

1. Click directly on "EMPLOYEES" link
2. "EMPLOYEES" window will open.  
Look at the left column and click on 'DEPARTMENTS & ORGANIZATIONS'
3. Choose and click directly on the "CASSC" link.  
All CASSC information including the Curriculum Forms and CASSC Feedback Form can be found here.

# ATTACHMENT I

## HONORS OPTION PROJECTS (HOPS)

Honors Option Projects (HOPS), formerly known as Honors Contracts, represent a scholarly endeavor which exceeds the academic objectives specified in the standard course curriculum. The College has designated specific courses that may be taken for honors credit and Honors Option Projects can only be applied to these courses. The projects are intended to provide students the opportunity to pursue independent research and critical analysis under the ongoing supervision and evaluation of a faculty sponsor. The student and faculty sponsor must mutually agree to the terms of the project. The student's progress is then monitored and directed toward achieving the HOPS objectives.

To qualify for an Honors Options Project, students must:

- Meet eligibility criteria for taking honors credits
- Verify that desired course is pre-approved for honors designation
- Discuss possible Honors Option Project with faculty sponsor
- Complete the Contract for Honors Option Project

Qualified students may request an Honors Option Project in situations where no designated honors course is available. An Honors Option Project requires a considerable amount of time above and beyond regular course content.

Upon completion of the approved Honors Option Project, students will earn the honors designations "H", on their transcripts and accumulate one or more honors credits that may lead to graduation with honors and distinction. Honors credits are an attractive asset when applying for transfer and scholarship assistance.

## FREQUENTLY ASKED QUESTIONS

### **What does the application involve?**

Students should develop an "abstract" of the proposed project to discuss with the faculty sponsor that explains the purpose of the project, intended goals and strategies for achieving the project objectives. The application process involves three steps:

- a) Printing out a completed HOPS Abstract Proposal Form
- b) Scheduling a meeting with the instructor to discuss and finalize the proposed project
- c) Attaching the mutually agreed upon abstract proposal form to the HOPS Contract

**What must each HOPS Abstract Proposal include:**

Each abstract proposal for an Honors Option Project will include explicit definitions of the following measurable outcomes involved in completing the project:

- Integration of technology
- Demonstration of effective written and oral communication skills
- Collection and interpretation of research/data related to the project
- Demonstration of how the project has relevance outside the course.

**What types of curricular experiences will be offered for HOPS?**

1) The faculty sponsor has the discretion to do any of the following:

- Assign specific projects to students
- Allow students to choose from a menu of options
- Work with individuals to customize a project that meets both the course and HOPS' goals
- Allow projects to be completed individually or cooperatively in a small group
- Design their own evaluation methods for various projects

2) Honors Option Projects must relate to the course and may include, but are not necessarily limited to, one or more of the following:

- A classroom “news broadcast” featuring investigative reporting, commercials, and editorials (best suited for a small group)
- A collection of current events with appropriate analysis
- A performance that integrates understanding of course material with creative interpretation and presentation of that material
- A portfolio (audio/video/electronic/print)
- A reflective paper based on extended service-learning activities or field experiences
- An interdisciplinary project where students complete the same project for multiple courses with each instructor evaluating the project according to their own guidelines
- Construction of models used in teaching a lesson to the class
- Creation of a news magazine on a course-related topic, including sections that explain the relevance of course material to different fields
- Creation of a website or other media
- Creation of an original hands-on lesson for the class
- Critical analysis of a book in the course's discipline
- Critical analysis of a collection of additional readings
- “Mini-teaches” where students teach and evaluate the class based on specific course objectives
- Oral presentation to the class which could include use of appropriate classroom technology

**How is the Honors Option Project calculated in the final course grade?**

Each instructor will incorporate the HOP into their course and grading system as they deem appropriate, including replacing regular course work with the HOP. The faculty sponsor will define the specific grading criteria for the project in the course syllabus and will include this information in the Contract

**What is the timeline for an Honors Option Project Contract?**

By week four of a major term (week two of summer terms) students and faculty sponsors will complete the Contract for the Honors Option Project and submit the signed Contract to the Campus Honors Director. When submitting the project for approval, the student should attach copy of the course syllabus and his/her degree audit as evidence of GPA and credits completed. The sponsoring faculty, department chair, and campus honors director will approve the Contract. Courses that follow a non-traditional academic calendar will have modified timelines for submitting and completing projects.

**How do students receive honors designation “H” for the HOPS Project?**

A new reference number will be assigned to the course for which the student has submitted a signed Contract for Honors Option Project. The final grade will be posted to this new course and the appropriate honors designation will appear on the students’ transcripts indicating the earned honors credits through the Honors Option Project.