

COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL
TUESDAY, MAY 17, 2005
WOLFSON CAMPUS – ROOM 2106 – 1:30 P.M.
MINUTES

CHAIR: Floyd Pittman

MEMBERS PRESENT:	Maria Alvarez	Jose Aragon
	Jose Bahamonde	Malou Harrison
	Karen Hays	Dwayne Hunt
	Michael Kaldor	Patricia Lassiter
	Sean Madison	Sol Maury
	Curtis McKinney	Carol Miller
	Beverly Moore-Garcia	Neil Olsen
	Lourdes Oroza	Nelson Pena
	Lourdes Perez	Clyde Pfleegor
	Madeline Pumariega	Penny Roache
	Leslie Roberts	Herb Robinson
	Rebecca Sanchez	Dwight Smith
	Mervyn Solomon	Lucy Spence
	Ivan Urena	Elisabet Vizoso

MEMBERS ABSENT:	Akwasi Agyeman	(Sent Notification)
	Michael Arminio	(Curtis McKinney/Substitute)
	Helen Bhagwandin	(Sent Notification)
	Toni Bilbao	(Elisabet Vizoso/Substitute)
	Maribel Doll	(Sent Notification)
	Armando Ferrer	(Sol Maury/Substitute)
	Gail Hawks	(Sent Notification)
	Ece Karayalcin	(Sent Notification)
	Deborah Keeler	(Mervyn Solomon/Substitute/ Deborah Keeler on PDL)
	Magdalena Lamarre	(Sent Notification)
	Henry Lares	(Sent Notification)
	Isabel Marinas	(Sent Notification)
	Marlene Morales	(Sent Notification)
	Bryant Muriel	
	Melinda Prague	(Sent Notification)
	Maria Ricci	
	Nelson Santiago	(Sent Notification)
	Claudia Segovia	(Ivan Urena/Substitute)
	Ernesto Valdes	(Sent Notification)

PRESENTERS: Debbie Goodman
Rene Garcia
Norma Martin Goonen
Ann Marie Masi
Chris Migliaccio
Silvio Rodriguez
Lois Sargent

RESOURCE: Julian Chiu
Mollie DeHart
Catherine Morris

RECORDER: Carol McAlister

1. **Call to Order**

Floyd Pittman called the meeting to order.

2. **Approval of the April 12, 2005 College-wide CASSC Minutes**

The minutes of the April 12, 2005 College-wide CASSC Meeting were approved as submitted.

3. **Dr. Goonen's Update**

Provost's Symposium

The presenter at the second Provost's Symposium will be John Tagg, Associate Professor of English at Palomar College and the author of *The Learning Paradigm College*. He will be on Wolfson Campus on June 2nd, North Campus the morning June 3rd, and Kendall Campus the afternoon of June 3rd.

Design Your Own Spring Break Seminar

At today's Board of Trustees Meeting, a short summary of the Design Your Own Spring Break Seminar was presented. Approximately 30 faculty on spring break choose to participate in the Design Your Own Spring Break Seminar to improve themselves and their classroom skills.

4. **Integrated Classroom Management System**

Rene Garcia presented an update on an integrated classroom management system. The long term goal is to have all classroom management tools integrated into one system. The components are (1) Electronic Class Roster, (2) Grade Roll, (3) Class Attendance, (4) Electronic Grade Book, and (5) Progress Alert System. The Electronic Class Roster and Grade Roll are in existence. The Class Attendance is currently being worked on as well the Electronic Grade Book. The Progress Alert System provides information on attendance and performance to students while in class similar to the Academic Alert System. The intent is to have the Progress Alert System available in fall term. As of this date, it has not been decided if use of the Progress Alert System is mandatory.

PROGRESS ALERT SYSTEM

Elements of the Program

- Feedback on course performance and attendance on a fixed or variable schedule
- Instructor comments from a menu tied to grade
- Prescriptive comments can be customized to the course and/or department
- Provide in progress letter and numerical grade as well as potential final grade

Features Currently Available

- Instructors provide feedback on performance and attendance in class including “in-progress” grade via a simple, on-line process.
- Uses e-mail as the primary notification vehicle with an embedded link to the instructor’s contact information and schedule.

5. **Placement Criteria Document (2005-2006) (Attachment I)**

Silvio Rodriguez presented the Placement Criteria Document, and reviewed the document page by page noting all changes. On the attached Placement Criteria document strike-through indicates deletion, and underline indicates new information.

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6. **Curriculum – Veterinary Technology Fee Increases**

Carol Miller introduced Lois Sargent who presented Veterinary Technology fee increases.

<u>Course No.</u>	<u>Course Title</u>	<u>Justification</u>	<u>Eff. Term</u>
ATE 1110L	Animal Anatomy & Physiology Lab	Purchase cat cadavers for dissections as well as other supplies needed for lab	2005-1
<u>Course Special Fee</u>	<u>TO</u>	<u>Recommended Course Special Fee</u>	
\$0.00		\$50.00	

<u>Course No.</u>	<u>Course Title</u>	<u>Justification</u>	<u>Eff. Term</u>
ATE 1311L	Veterinary Office Procedures	Purchase medical records with various pathologies for use in the lab	2005-1
<u>Course Special Fee</u>	<u>TO</u>	<u>Recommended Course Special Fee</u>	
\$0.00		\$50.00	

<u>Course No.</u>	<u>Course Title</u>	<u>Justification</u>	<u>Eff. Term</u>
ATE 2638L	Animal Lab Procedures 1 Lab	Increase in the use & cost of lab supplies & test kits	2005-1
<u>Course Special Fee</u>	TO	<u>Recommended Course Special Fee</u>	
\$50.00		\$100.00	

<u>Course No.</u>	<u>Course Title</u>	<u>Justification</u>	<u>Eff. Term</u>
ATE 2639L	Animal Lab Procedures 2 Lab	Increase in required disposable supplies as well as their costs	2005-1
<u>Course Special Fee</u>	TO	<u>Recommended Course Special Fee</u>	
\$50.00		\$75.00	

<u>Course No.</u>	<u>Course Title</u>	<u>Justification</u>	<u>Eff. Term</u>
ATE 2665 L	Animal Nursing & Medicine 1 Lab	Disposable gowns, gloves, syringes, catheters, bandaging material, solutions, IV fluids, IV tubing, scalpel blades	2005-1
<u>Course Special Fee</u>	TO	<u>Recommended Course Special Fee</u>	
\$50.00		\$75.00	

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7. **Curriculum – Change Existing Criminal Justice Technology Program (Generic)**
 Beverly Moore-Garcia introduced Debbie Goodman who presented the Criminal Justice curriculum.

Add Existing Course to General Education Requirements (15 to 18 credits required)

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
MAC 1105	College Algebra	3	1,2,3,5,6	2005-1

Reduce Elective Credits from 19 Required Credits to 16 Required Credits

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8. **Curriculum – Life Science**

Carol Miller introduced Chris Migliaccio who presented the General Education Life Science changes.

GENERAL EDUCATION - LIFE SCIENCE CHANGES

**Effective
 Term
 2005-1**

<u>Current Degree Audit</u>	<u>Proposed Changes</u>	<u>Information Notes</u>
BOT (no courses specified)	Specify BOT 1010	The only appropriate BOT course for Gen Ed, so the course number is specified.
BSC (some courses specified)	Specify all courses: That is essentially, Almost all BSC courses At 1000-2000 level except BSC 1949, BSC 2949, BSC 2011, BSC 2086, BSC 2420C; MCB 2013	CoopWork Experiences These have prerequisites of other Life Science Courses
HUN 1201	No Change	
	Add OCB 1010	Marine Biology added
PCB 2033	Specify all courses: That is, all PCB courses At 1000-2000 level	Adds the only other PCB course PCB 2340C, Field Biology – to the list.
ZOO (no courses specified)	Specify ZOO 1010	Currently the only lower division ZOO in the catalog and the only appropriate ZOO course for Gen Ed, so the course number was specified.

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9. **Curriculum – Educator Preparation Institute**

Leslie Roberts introduced Ann Marie Masi who presented the Educator Preparation Institute.

NEW COLLEGE CREDIT CERTIFICATE

Educator Preparation Institute

Total credits required for program completion is 21.

The Educator Preparation Institute (EPI) is a state approved competency-based alternative certification program for individuals who have a bachelor's degree or higher in a discipline other than education and are currently teaching on a Temporary Teaching Certificate or who wish to enter the teaching profession. It focuses on the skills and competencies identified by the state as necessary for a high quality teacher to possess. Emphasis is placed on the Sunshine State Standards, teaching methods and strategies, the integration of technology into instructional practice, literacy development, assessment techniques and integration of technology into instructional practice, literacy development, assessment techniques and analysis of data, classroom management and school safety. At the completion of these modules the student will have successfully demonstrated the Florida Educator Accomplished Practices and have provided documentation of mastery in a comprehensive professional portfolio.

Educator Preparation Institute

Module 1: The Instructional Process

EPI 1001 – Institute M1-Segment A: Classroom Management	3 Credits
EPI 1002 – Institute M1-Segment B: Instructional Strategies	3 Credits
EPI 1003 – Institute M1-Segment C: The Instructional Process	3 Credits
EPI 1004 – Institute M1-Segment D: The Teaching and Learning Process	3 Credits

Module 2: Reading Fundamentals

EPI 1010 – Institute M2: Foundations of Language and Cognition	3 Credits
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Module 3: The Teaching Profession

EPI 1020 – Institute M3-Segment A: Professional Foundations	2 Credits
EPI 1940 – Institute M3-Segment B: Field Experienced	1 Credit

Module 4: Institute M4-Segment A: Diversity

EPI 1030 – Institute M4-Segment A: Diversity	2 Credits
EPI 1945 – Institute M4 – Segment B: Field Experience	1 Credit

NOTES: Applicants to this program are subject to a fingerprinting and criminal background check. The fingerprinting and criminal background check procedures are at the applicant's expense. An applicant who has been convicted of a felony or the subject of arrest should confer with an authorized representative of the local school district to determine eligibility for certification and employment. A valid social security number will be required by the local school district. The College cannot assure certification or employment by the local school district. Program participants must successfully pass the Florida Teacher Certification Exam (FTCE) in order to exit the program.

ADD NEW COURSES

Module 1: The Instructional Process

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1001	Institute M1- Segment A: Classroom Management	3	1,2,3,5,6	2004-3

PRESENTED

Course Description: This module prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate Sunshine State Standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession.

REVISED DESCRIPTION

***Course Description:** *This segment prepares the participant to generate and maintain a record keeping system, establish classroom policies and procedures, plan and conduct lessons in a variety of learning environments, create objective-based lesson plans, develop effective communication skills, create and administer various forms of assessment, integrate Sunshine State Standards into lesson development and apply the code of ethics and school law.*

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1002	Institute M1- Segment B: Instructional Strategies	3	1,2,3,5,6	2004-3

PRESENTED

Course Description: This module prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate Sunshine State Standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession.

REVISED DESCRIPTION

***Course Description:** *This segment prepares the participant to employ varied teaching strategies, utilize diverse styles on presentations, create questions that address all levels of the cognitive domain, create lesson plans including objectives, anticipatory set, practice, and assessment, develop skills to manage individual and classroom behavior, accommodate exceptional students in the classroom, and research professional literature to seek best practices and hone the craft of effective instruction.*

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1003	Institute M1-Segment C: Technology	3	1,2,3,5,6	2004-3

PRESENTED

Course Description: This module prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate Sunshine State Standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession.

REVISED DESCRIPTION

***Course Description:** *This segment prepares the participant to develop a web page, incorporate technology in the classroom, utilize curriculum integrating strategies, employ technology to accomplish instructional objectives, develop and adopt technology-based curriculum materials, and evaluate ethical issues related to the use of technology in the classroom.*

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1004	Institute M1-Segment D The Teaching & Learning Process	3	1,2,3,5,6	2004-3

PRESENTED

Course Description: This module prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate Sunshine State Standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession.

REVISED DESCRIPTION

***Course Description:** *This segment provides the participant with an understanding of learning theories, student motivation and persistence, exceptionalities, standardized testing, critical thinking, multiple intelligences, and second language acquisition.*

Module 2: Reading Fundamentals

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1010	Institute M2-Segment A: Foundations of Language and Cognition	3	1,2,3,5,6	2004-3

Course Description: This module provides substantive knowledge of language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Further, it provides knowledge of the integration of the reading components. Instruction in this module is grounded in scientifically-based reading research as a mechanism to inform instructional practice.

Module 3: The Teaching Profession

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1020	Institute M3-Segment A: Professional Foundations	2	1,2,3,5,6	2004-3

Course Description: This module provides the foundation for becoming a productive member of the teaching profession. The participants will gain understanding of the organization and administration of the public school, the laws governing teachers, the code of ethics, and the purpose of schools. This module develops a professional perspective and creates a sense of grounding in the profession of teaching.
 Co-requisite: EPI 1940.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1940	Institute M3-Segment B: Field Experience	1	1,2,3,5,6	2004-3

Course Description: Participants will complete a series of experiences designed to give prospective teachers a perspective on effective learning environments, educational strategies, and classroom management principles. Cohorts will meet together to discuss these experiences and to relate them to their observations of students as well as student behaviors and interactions in the schools.
 Co-requisite: EPI 1020.

Module 4: Diversity in the Classroom

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1030	Institute M4-Segment A: Diversity	2	1,2,3,5,6	2004-3

Course Description: This module provides the participant with an understanding of the variety of backgrounds and cultures that may be found in a typical classroom. Field experiences give a broader view of the social aspects of diversity and cause the participant to reevaluate personal beliefs and prejudices that may adversely affect the learning process.

Co-requisite: EPI 1945.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Campus</u>	<u>Eff. Term</u>
EPI 1945	Institute M1-Segment B: Field Experience	1	1,2,3,5,6	2004-3

Course Description: Participants will complete a series of experiences designed to give prospective teachers a perspective on effective learning environments, educational strategies, and classroom management principles. Cohorts will meet together to discuss these experiences and to relate them to their observations of students as well as student behaviors and interactions in the schools.

Co-requisite: EPI 1020.

**UNANIMOUS
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The Educator Preparation Institute with unanimously approved with the understanding that recommended changes be made in the course descriptions that will appear in the College catalog for the courses in Module 1.

**Module 1 - Course description recommended changes were made following the CASSC meeting and noted in italic on each of the courses in Module 1.*

10. **Summer Curriculum Approval Process Proposal**

Floyd Pittman presented the Draft Summer Emergency Curriculum Approval Process proposed by the Academic Deans with input received from College-wide CASSC. After discussion, the members were in consensus to vote on the following proposal:

Summer Emergency Curriculum Approval Process

Regular College CASSC meetings will be held each month from September through July. If authorization is needed prior to the September College CASSC meeting but after the July meeting, the Provost for Education or designee will review for approval the curriculum mandated by the state, accrediting, or licensing agency. Since no August meeting is scheduled to review this action, the District Office of Education will notify all CASSC members electronically two weeks prior to any action taken by the Provost of designee. Members will have seven business days to provide feedback.

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11. **College-wide CASSC Schedule 2005-2006**

Floyd Pittman proposed the following College-wide CASSC schedule for 2005-2006:

Schedule of CASSC Meetings

2005-2006

September 13, 2005
October 11, 2005
November 8, 2005
December 6, 2005
January 10, 2006
February 14, 2006 (General Education Proposal)
March 14, 2006 (General Education Proposal)
April 11, 2006
May 16, 2006
June 13, 2006
July 11, 2006

**UNANIMOUS
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12. **Revised 2004/2005 College-wide CASSC Meeting Schedule**

Since it was approved to have CASSC meetings from September through July, the July meeting for this academic year will be July 12th.

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13. **Program Review Process**

Leslie Roberts presented information regarding the Miami Dade College Program Review Process.

Miami Dade College (MDC) is guided by its mission, vision, and values as well as state statutes and accreditation criteria of the Southern Association of Colleges and Schools (SACS) in review of academic programs. The MDC program review process meets the guidelines in MDC's mission, vision, and values, Florida state statutes, and SACS accreditation criteria.

Program Review Process

The A.A. degree will be reviewed once every ten years with the assessment of general education competencies occurring annually. A review of A.A. assessment results will occur every five years.

MDC academic programs leading to an A.S., A.A.S., or a College Credit Certificate are to be reviewed on a five year cycle. Each program review will address five issues:

1. Program goals and rationale
2. Outcomes assessment
3. Program resources and support

4. Program strength/opportunities for improvement
5. Program viability

These issues are to be analyzed by completion of the program review questionnaire by the program chair in consultation with the program's faculty, school/discipline committee, and advisory committee. Information from the Program Review Questionnaire is to be reviewed in a timely manner according to a program review schedule. This schedule is on Sharepoint. The Academic Deans will provide a report to CASSC on program review results and use those results in program improvement.

Evaluation of Program Review Process

The Program Review Process will be evaluated every five years by the CASSC Institutional Effectiveness Committee to determine its strengths and opportunities for continuous improvement. The Institutional Effectiveness Committee will also provide a report to CASSC on recommendations to improve the process. The committee/person responsible, and responsibility (frequency) are on Sharepoint.

Relationship between School Annual Reports and Program Review

An annual report is provided by each College-wide School to the Academic Deans, the Coordinating Campus President, and the Associate Provost for Institutional Effectiveness and is a formative assessment of the program. Outcome data, program development activities, and other information included in these annual reports will be considered when the program director in consultation with the program faculty, School/Discipline Committee, and Advisory Committee, complete the Program Review Questionnaire. During the year of the program review, questionnaire and resulting recommendations will constitute the program's contribution to the School's annual report. The cycle of annual program reports and program review is a five year cycle.

14. **Announcements**

Floyd Pittman, Chair of College-wide CASSC, announced that he has been appointed to a new position at Kendall Campus to serve as the Interim Department Chair of C.I.S. As Interim Department Chair, he will be unable to serve as the Chair of CASSC. Magdalena Lamarre, who is on the Coordinating Committee, has been asked to serve as Chair and tentatively agreed. Floyd thanked his colleagues for electing him, and encouraged the next Chair to continue in the use of electronics. He also recognized the members of CASSC, the Coordinating Committee, Dr. Goonen, Dr. Smith, and the Recorder for their assistance.

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

College-wide CASSC Calendar Schedule 2004-2005

June 14, 2005	Room 2106	Wolfson Campus
July 12, 2005	Room 2106	Wolfson Campus
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.