

**COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL**  
**TUESDAY, MARCH 14, 2006**  
**MEDICAL CENTER CAMPUS – ROOM 1175 – 1:30 P.M.**  
**MINUTES**

**CHAIR:** Joseph McNair

**MEMBERS PRESENT:**

Akwasi Agyeman	Vanya Albury
Jose Aragon	Michael Arminio
Jose Bahamonde	Ken Boos
Ana Maria Bradley-Hess	Ian Cobham
Christopher Corbin	Michael Cuellar
Andrew Fancher	Alex Gancedo
Iliana Grana	Catherine Hanus-Zank
Malou Harrison	Dwayne Hunt
Mayte Insua-Auais	Marta Junco-Ivern
Miriam Lorenzo	Sean Madison
Pamela Menke	Carol Miller
Marlene Morales	Victor Okafor
Lourdes Perez	Madeline Pumariega
Leslie Roberts	Herbert Robinson
Steve Roitstein	Deborah Smith
Dwight Smith	Ernesto Valdes

**MEMBERS ABSENT:**

Toni Bilbao	(Sent Notification)
Helen Bhagwandin	(Sent Notification)
Andrea Bermudez	(Substitute Marta Junco-Ivern)
Maribel Doll	(Sent Notification)
Armando Ferrer	(Substitute Vanya Albury)
Robert Foran	
Laurie Hime	(Sent Notification)
Daniel Langlois	
Isabel Marinas	(Sent Notification)
Vilma Menendez	
Sherry Pontious	(Substitute Carol Miller)
Lourdes Oroza	(Substitute Alex Gancedo)
Jill Thompson	

**PRESENTERS:** Ralph Covert  
Isabel Hernandez

**RESOURCE:** Julian Chiu  
Mollie DeHart

**RECORDER:** Carol McAlister

1. **Call to Order**

Joseph McNair called the meeting to order.

2. **Approval of the February 14, 2006 College-wide CASSC Minutes**

The minutes of the February 14, 2006 College-wide CASSC Meeting were approved as submitted.

3. **Learning Resource Committee Proposal**

Isabel Hernandez, Chair of the Learning Resources Committee, presented a proposal to revise the committee charge. The Learning Resources committee developed the charge to broaden the committee's responsibilities. There was much discussion concerning the proposed charge, in particular the word "access". College-wide CASSC offered input concerning the revised charge, and suggested further review by the Learning Resources Committee. This item will be placed on the April 11, 2006 College-wide CASSC agenda.

Proposed Charge

The Learning Resources Committee charge is to review, evaluate and provide recommendations regarding access to learning resources needed to support the mission of the College.

Current Charge

- Review, evaluate and provide recommendations regarding learning resources (library, media, network access) needed to support academic programs, research activities, and student activities.
- Provide ongoing input and recommendations for the College Technology Plan.
- Monitor compliance to and report on SACS criteria as they relate to the library, learning resources, information technology resources and systems.
- Review annual plans for learning resources (including library goals) to recommend cost effectiveness strategies while providing maximum support for students.
- Review and identify recommendations regarding service to students and faculty.

***ITEM TABLED***

4. **Name Change for the W.L. Philbrick School of Funeral Science**

Pamela Menke introduced Ralph Covert, Funeral Science Department Chairperson, who explained that the college-wide department and school are requesting a name change.

Current school name: The W.L. Philbrick School of Funeral Sciences

Proposed school name: The W.L. Philbrick School of Funeral Service Education.

The school and department would then be called the W.L. Philbrick School of Funeral Service Education.

Rationale for Name Change:

1. During its recent accreditation visit (January, 2006), the American Board of Service Education, Inc. (ABFSE) recommended that the College achieve consistency of name for the department and school. The accreditation team found several names in MDC

documents, including the reaccreditation report: “funeral science,” “funeral sciences”, and “funeral service/s.”

2. The name change would reflect the emerging “best practice” name for the field of study as evidenced by the name of the field’s national accrediting agency: Accreditation Board for Funeral Service Education (ABFSE).
3. The name change is in keeping with the titles of like programs. The two most common names phrases used in titles among the 52 ABFSE accredited programs are Mortuary Science (18) and Funeral Service (16).
4. Currently the State Number System refers to the program as “Funeral Services.”
5. The “Funeral Services” designation is maintained in documents that are under the State of Florida Education System, i.e., MDC Catalog, Degree Audits, Curriculum Sheets, etc. The proposed change of name would achieve consistency with the State of Florida Education system designation and the FSE indicator for courses.
6. The name change emphasizes the care giving process and service to families.

5. **Conference Day Discipline Reports**

*ESL/Foreign Language* (Catherine Hanus-Zank and Jose (PePe Bahamonde)

Catherine Hanus-Zank provided information on the EAP discipline session. The afternoon session began with a brief summary of the EAP and Foreign Language retreat held on January 27, 2006. Then the agenda for the afternoon was presented, the primary activity of which was to expand upon the work begun during the retreat. Faculty chose one of four skill area work groups in which to participate: grammar, reading, writing, or speaking. These groups then worked on refining the learning outcomes developed during the retreat and suggested methods/tools for assessment. The entire faculty reconvened after an hour, and representatives from each of the four skill areas summarized the work of their groups. A common theme that emerged during both the retreat and the discipline meeting was the need for an integration of skills. Next on the agenda was a presentation on **eLumen**, a learning management system.

Jose Bahamonde presented a brief summary of what he considered the highlight of Conference Day activities for his discipline, Foreign Languages and EAP. This was a presentation/demonstration by David Shupe, creator of **eLumen**. Judith Garcia invited Mr. Shupe and coordinated this session where those in attendance learned about **eLumen**, a piece of software specifically designed to facilitate the tracking and documenting of learning outcomes. Pepe explained that **eLumen** does not necessarily replace traditional grading or grade books. This software, used by schools through a licensing agreement, could help resolve the problem of accountability for actual achievement in an environment where standards-based evaluation will be the rule rather than the exception. For those at MDC interested in researching the potential benefits of **eLumen**, or of similar programs in the market, contact information was distributed. For those not present, the contact information is [www.elumen.info](http://www.elumen.info) (Attachment I)

*English* (Andrew Fancher)

Andrew Fancher reported on the English Discipline Conference Day session. The English Discipline professors and chairs, led by Professor Carlos Gonzales, had a lively and thought-provoking session at Conference Day. The discipline divided into groups to find our vision for

the College to help us decide what learning outcomes/assessments are the most relevant for our students in the 21<sup>st</sup> century. Each group shared its results with the others, which led to further discussion and exchanges. Some of the important issues highlighted in the group activity were:

- preserving natural systems and sustainability
- civic responsibility/democracy/uniquely American principles
- globalization
- technology: positive and negative aspects (can isolate and unite us)
- quality of life
- critical thinking
- gender/racial/sexual equality
- diversity
- communication skills

Before the session ended, the faculty and chairs agreed to meet before the Summit to generate specific learning outcomes/assessments.

Humanities (Ken Boos)

Ken Boos reported on the Humanities Discipline Conference Day session. The discipline meeting began with a presentation by Patrick Quigley, director of Seraphic Fire, who stressed the need for all artists to become more actively involved in promoting their programs in the community, and in developing creative concepts for audience-building.

Patrick Quigley's presentation was followed by Jorge Gutierrez discussing the new Art Gallery System at MDC and Michelle Heffner-Hays highlighting events produced by the Cultural Affairs department.

The last hour was spent in discussion about General Education competencies. There was an initial discussion regarding the efficacy of the process, which was followed by small group discussions to identify specific recommendations for the College-wide process.

Natural Science (Michael Arminio and Victor Okafor)

Michael Arminio and Victor Okafor reported on the Natural Science Discipline Conference Day session. The General Education competency outcomes below are a compilation of those suggested on Conference Day and afterward by members of the Natural Science Discipline. Once the Natural Science Discipline faculty has had a chance to review them and provide feedback, the list will be finalized and presented during the General Education Summit on March 31, 2006.

Upon completion of an academic program and graduation from Miami Dade College, a student will be able to:

1. Communicate effectively, be demonstrating the appropriate reading, writing, listening, and speaking skills.
2. Critically analyze qualitative and quantitative information in order to creatively solve theoretical and practical problems.

3. Integrate ethics, such as professional environmental and animal, into the decision-making process based on an understanding of and respect for the interdependence of Earth's economic, social, and natural systems.
4. Demonstrate appreciation and tolerance for the diverse aesthetics reflected in all aspects of human culture and the natural world.
5. Examine diverse world views, cultures, and value systems in order to understand and demonstrate the importance of personal civic engagement for the long term benefit of the South Florida bioregion and the global community.
6. Exhibit proficiency in various technological skills including computer literacy.
7. In order to enhance the quality of life, students will understand and apply the principles of health, wellness and nutrition on a personal community and global scale.
8. Define the nature of the natural sciences by understanding the scientific method, as well as major theories such as Evolution, Big Bang, etc., and distinguishing these from those of other fields of study.
9. Understand the interrelationship of the sciences, the role of science in technological advancements, and the benefits and limits of science in modern society.

Mathematics (Ian Cobham)

Ian Cobham reported on the Mathematics Discipline Conference Day session. The Mathematics Discipline seems to be a little behind the other disciplines as far as the General Education Review process is concerned. At Conference Day, the General Education Review procedures were outlined by Bill Clark, Co-Chair of the General Education Review Committee. The process was started with the goal of brainstorming and coming up with six to eight broad goals. The discipline was divided up into groups with each group charged with coming up with six broad competencies that the discipline feels that all graduates should possess when they graduate. These competencies were shared with the rest of the discipline there were common competencies expressed by the various groups. Some of these competencies were as follows:

- 1). Effective communications both oral and written
- 2). Ability to reason scientifically and quantitatively
- 3). Critical Thinking
- 4). Information Retrieval
- 5). Developing a global perspective and becoming a global citizen.

There were also common competencies, but time did not permit them to be reported. Also, the Math discipline still has to decide which ones they want to send forward and to work on the details of these competencies.

Social Science (Jose Aragon and Mayte Insua-Auais)

Jose Aragon and Mayte Insua-Auais reported on the Social Science Discipline Conference Day session. The afternoon session of the MDC Conference Day was dedicated to reviewing the history and future of the General Education competencies.

The session was divided into two parts. During the first part a review of the history of General Education competencies was provided. There was also a review of the current General Education competencies, and discussion concerning the areas for improvement for the future direction of the General Education competencies. The second part of the afternoon session was

dedicated to answering the question, “What knowledge, skills and attitudes should the 21<sup>st</sup> century MDC graduate possess?”

The members of the Social Science Department representing all the campuses were divided into 4 general groups. The groups represented the different disciplines including Psychology, SLS, Human Services, Ethnic Studies, Anthropology, History, ISS 1120, International Relations, Geography, Sociology, and Political Science. The group members brainstormed and created a variety of lists containing the answers to the posed question. There was a lot of overlap. Therefore, the next step is for the Social Science Discipline to integrate the list and compose one comprehensive list.

Student Services (Madeline Pumariega)

Madeline Pumariega reported that Student Services college-wide came together. The group began the session with an opening presentation by Joanne Bashford who gave an update on the Strategic Plan. This included information on where we are in the implementation process and how General Education specifically touches upon evaluating student success, the barriers, etc. Student Services broke-up into six groups. Each person in the group took on a role such as a university president, a hotel manager, a principal, a county mayor, a community leader, a CEO of a major cooperation, etc. They discussed what they would like to see a MDC graduate possess, or bring with them, when employing or working for them. Each group came up with approximately 8 to 10 competencies. The groups reconvened (over 200 participants) and each group reported their competencies/skills.

Following are the common themes that came up in each of the six groups:

Communication - oral & written

Ethics – integrity and ethical values to determine right from wrong

Global and Environment Cultural - environmental awareness to be sensitive to our environment and each other

Knowledge - subject area

Critical Thinking - ability to think critically and solve problems

Team Player - when to lead and when to follow

Computer Competency - diversity and multi-cultural awareness

Take Initiative and be Innovative

Student Services personnel were proud to be part of the General Education process. The next step is to put together a document to be forwarded to the Provost for Education with an outline of Student Services recommendations.

6. **General Education Summit**

Dwight Smith announced that the invitations for the March 31, 2006 General Education Summit were mailed on March 13<sup>th</sup>. The summit will be led by Peggy Maki. The General Education Summit information will be presented to the campuses, College-wide CASSC and the Executive Committee.

7. **Announcement**

Vanya Albury announced that MDC had partnered with the Switchboard of Miami to provide referral services for MDC staff and students through the MDC Helpline. The services are available 24/7 in English, Spanish and Creole. In addition to presenting the plan prepared to promote this service and promotional items, Vanya asked for assistance with sharing information about the MDC Helpline to others on their campus.

The meeting was adjourned at 3:00.

**COLLEGE-WIDE CASSC SCHEDULE**

<b>April 11, 2006</b>	<b>Room 2106</b>	<b>Wolfson Campus</b>
<b>May 16, 2006</b>	<b>Room 2106</b>	<b>Wolfson Campus</b>
<b>June 13, 2006</b>	<b>Room 2106</b>	<b>Wolfson Campus</b>
<b>July 11, 2006</b>	<b>Room 2106</b>	<b>Wolfson Campus</b>