Oakland Community College

2012-2013 ACADEMIC SENATE COUNCIL

"The name of this body is the College Academic Senate of Oakland Community College. The Senate, the principal academic policy-making body of the College, facilitates open communications for the entire academic community, develops a dynamic curriculum responsive to student and community need, supports academic freedom, and fosters personal empowerment and professional integrity." (Preamble, College Academic Senate Constitution)

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AGENDA

Date and Campus: Thursday, December 13, 2012 – Auburn Hills Campus – Student Center – G-240

Time: 3:15 p.m. – 5:00 p.m.

PRESENTATIONS ARE LIMITED TO 10 MINUTES UNLESS THE BODY MOVES OTHERWISE.

1)____ Call to Order

2)____ Acceptance of Agenda

3)____ Approval of Minutes / October 25, 2012

4)____ Leadership / Chair Shawn Dry

5)____ Presentation
- 2012 CCSSE Results – Z. Wang

6)____ Old Business
- List of Expectations for Deans – R. Holcomb

7)____ New Business
- Motion from SE Campus re: CAMP's Mission – K. Lee
- Motion from AH Campus re: Virtual Delivery of CAS Meetings – J. Mousty

8)____ Standing Committees / Chairs
- College Academic Master Plan / M. Pergeau
- Curriculum / M. K. Lawless
- Curriculum Review Committee / K. Lee
- Student Outcomes Assessment / R. Lamphear
- TMC / J. Matteson

9)___ Ad Hoc Committees / Chairs
- Teaching and Learning Conference / C. Decker
- Intercampus Transportation / W. Conway

10)___ Administration / T. Meyer

11)___ Community Comments

12)___ Adjournment

December 13 Motions

1. **By the Southeast Campus Senate re: CAMP's Mission**

    The Southeast Campus Academic Senate moves that the mission of the College Academic Master Plan Committee should remain as stated: *The College Academic Master Plan Committee oversees the institution's academic planning process, both by participating in the development of college and campus level academic planning and by encouraging and monitoring the implementation of academic plans. Academic planning drives curriculum development, guides resource allocation, and facilitates institutional evaluation.*

2. **By the Auburn Hills Campus Senate re: Virtual Delivery of CAS Meetings**

    The Auburn Hills Campus Academic Senate moves that the Technology Management Committee (TMC) investigate the feasibility of some form of videoconference or virtual delivery of College Academic Senate meetings.

Oakland Community College

2012-2013 COLLEGE ACADEMIC SENATE
MINUTES OF December 13, 2012
Auburn Hills Campus

The College Academic Senate was called to order at 3:15 p.m. by Chair Shawn Dry. He welcomed everyone to the last CAS meeting of the fall semester. The following individuals were present:

Auburn Hills:	C. Decker, S. Dry, J. Farrah, M. Fether-Samtouni, S. Flynn, P. Hale, B. Isanhart, B. Konopka, J. Lizardi, J. Mousty, A. Palmer, H. Tanaka
Guests:	D. Bayer, E. Brennan, A. Crouse, N. Dawson, C. Flagg, G. Foster, M. Graziadei, B. Hoag, L. Huber, J. Jurmo, M. Kersten-Hart, V. Love, D. Mathews, K. McMullen, M. Merritt, J. Peart, L. Roberts, D. Sharp, K. Sigler, S. Subbarao, D. Swanson, G. Tres, Z. Wang
Student:	T. King
District Office:	L. Appelt, S. Linden, L. Nadlicki, M. Schmidt, T. Meyer
Guests:	P. Dorris, R. Holcomb, A. Lewis, C. Mathews, B. Montgomery, J. Roberts
Highland Lakes:	W. Conway, T. Garcia, J. Helminski, G. Huff, R. Lamphear, G. Mandas, L. Mastin, T. Pryor, M. Ston
Guests:	J. Hallemann, J. Lobert, T. Ofeimu, T. Walter
Orchard Ridge:	A. Frank, A. Jackson, M. Kokoszka, M. A. McGee, J. Mitchell, M. Pergeau, D. Strand, R. Wright, J. Shadko
Guests:	T. Baracco, S. Dyer, S. Hanna, J. Hawkins, L. Michels, L. Nemitz, J. Seiter, A. Ziolek,
Student:	S. Kendrick
Royal Oak/Southfield:	S. Charlesbois, T. Hendricks, D. Johnson-Bignotti, S. Labadie, R.

	Lamb, K. Lee, H. Othman, A.
	Selameh, B. Stanbrough, B. Thomas,
	S. Reif
Guests:	S. Bradley, L. Crews, M. K. Lawless,
	J. Matteson, C. McKinney, D.
	Preisler, M. Shelton-Beatty

2) Acceptance of Agenda:
   MOTION: To accept the agenda as written. Seconded, passed.

3) Approval of Minutes:
   MOTION: To approve the minutes of October 25, 2012 as written. Seconded, passed.

4) Leadership: (Note: Leadership Report is posted on Infomart)
   - CASSC and CPC Update
     - Meetings cancelled until further notice due to administrative restructuring.
   - Chancellor's Cabinet Update
     - CAS Chair has been uninvited to the meetings while they address largely human resource issues during administrative restructuring.
     - The chair will meet monthly with the chancellor to address academic items on the cabinet meeting agenda.
     - The chair will be re-invited to cabinet meetings once restructuring is complete.
   - Status of Motions Passed by Senate
     - Mandatory orientation for all first-time students (10/25): Dr. Holcomb reported that the administration is currently assessing recommendations from AtD; the motion will be brought to a larger group to include the full scope.
   - College Academic Master Plan Update
     - Work in progress by the Vice Chancellor's office.
   - Faculty Membership on Administration Search Committees Update
     - Letter of Understanding signed between college and teamsters union (posted on Infomart).
     - The CAS chair submitted a list of interested parties from relevant divisions to the vice chancellor's office.
     - Auburn Hills' campus senate chair has been invited to sit on AH president search committee. Note: the search for the AH Campus President will be completed by December 19th.

5) Presentation
   - 2012 CCSSE Results – Chair Shawn Dry introduced Zheng Wang, Research Analyst. He also reported that the presentation today is the first in a series of presentations that will be given to the CAS regarding CCSSE. Zheng Wang gave a PowerPoint presentation on "2012 CCSSE Results" and she highlighted the following:
     - CCSSE at OCC
       - Conducted at OCC in 2005, 2009 and 2012.
       - Helps OCC understand how we compare to peer institutions.
       - In-class survey with randomly selected sections.
       - Response rate – 2005 (73%), 2009 (69%) and 2012 (79%)
     - CCSSE Key Findings – Benchmarks

- "Benchmarks are groups of conceptually related items that address key areas of student engagement."
- Five Benchmarks:
    1. Active and Collaborative Learning
    2. Student Effort
    3. Academic Challenge
    4. Student-Faculty Interaction
    5. Support for Learners
- Benchmark Scores were graphed for each of the five benchmarks for OCC and Entire Cohort (benchmark scores are standardized so that the cohort mean is always 50). The scores were based on how students answered questions that comprised each learning benchmark; the questions were noted on the page of each graph. Note: For all 5 benchmarks, OCC scored just below the cohort mean.
- 2012 OCC Benchmark Scores – Full-time vs. Part-time
- 2012 Benchmark Scores – OCC vs. Top-Performing Colleges
- CCSSE Comparison Group 2012
- 2012 Benchmark Scores – OCC vs. Comparison Group
    - Aspects of Highest Student Engagement (OCC vs. 2012 Cohort)
    - Aspects of Lowest Student Engagement (OCC vs. 2012 Cohort)
    - Aspects of Highest Student Engagement (2012 OCC Results)
    - Aspects of Lowest Student Engagement (2012 OCC Results)
    - Aspects of Increasing Student Engagement (2005-2012)
    - Next Steps
        - NewswIRthy
        - Data Dialogue – Benchmarking
        - Make results available on IR website:
          http://infomart.oaklandcc.edu/IR/CCSSE.aspx

Shawn Dry reported that Nancy Showers (IR) is very interested in having this data be more than it has been in the past. Workshops will possibly be developed to have deeper conversations and determine how to respond to the results.

6) Old Business
   - List of Expectations for Deans
     Shawn Dry reported that the Chancellor asked the CAS to provide a list of expectations the Senate has for the new dean positions. As a result of discussion of this topic at campus senate meetings and Senate Leadership, a list of "Expectations for New Dean Positions" was compiled by Shawn Dry and posted on Infomart. The results are summarized in four categories:
        - Partner with faculty and others to eliminate barriers to effective teaching and learning.
        - Be fully engaged in both the college and campus environments.
        - Be accessible and available to students, faculty, and other academic employees.
        - Be fully qualified to hold the position.

     Dr. Holcomb responded to the list as follows:
        - A lot of the expectations are very similar to the deans' job descriptions.

- A website has been created entitled "Changes @OCC:" http://infomart/ChangesAtOCC/Changes/ . The website provides information regarding the academic reorganization as follows:
  - Restructuring organization Chart 11-30-12
  - Vice Chancellor's Direct Reports
  - Academic Dean Job Description
  - Associate Dean Job Description
  - Dean of Campus Affairs Job Description
  - Two Letters of Understanding that were agreed to by OCCFA to facilitate the process of moving Developmental English and Math to the Division of College Readiness
  - Tasks Assigned to Deans
- Dr. Holcomb asked the Senate to forward to him any additional responsibilities not included on the lists.

7) <u>New Business</u>
- Motion from SE Campus re: CAMP's Mission

  Karen Lee presented the following motion on behalf of the SE Campus Senate:

  MOTION: The Southeast Campus Academic Senate moves that the mission of the College Academic Master Plan Committee should remain as stated: *The College Academic Master Plan Committee oversees the institution's academic planning process, both by participating in the development of college and campus level academic planning and by encouraging and monitoring the implementation of academic plans. Academic planning drives curriculum development, guides resource allocation, and facilitates institutional evaluation.* **Seconded.**

  Discussion followed:
  - The mission above isn't even a year old and things haven't changed at OCC that would warrant changing the mission of the committee.
  - Both AH and OR campus are supportive of the language of the motion.
  - HL campus recommended that CAMP move forward.
  - Michelle Pergeau reported that CAMP understands their charge; however, it is difficult to move forward with college academic planning because it is out of their prevue; they are working on campus initiatives. The committee appreciates the input from the campuses.

  The motion passed.

- Motion from AH Campus re: Virtual Delivery of CAS Meetings

  John Mousty presented the following motion on behalf of the AH Campus Senate:

  MOTION: The Auburn Hills Campus Academic Senate moves that the Technology Management Committee (TMC) investigate the feasibility of some form of videoconference or virtual delivery of College Academic Senate meetings. Seconded.

Discussion followed:

- The purpose of the motion is not to replace face-to-face meetings; it would offer another meeting venue for people not able to attend because of their teaching schedule.
- Faculty members can choose their own teaching schedule; faculty are supposed to set aside time in their schedule beginning at 3:00 p.m. on Thursdays for meetings.
- Technology could be used to broaden the method of delivery.
- Could other meetings be broadcast as well?
- TMC has been videoconferencing some meetings; however, HL and SF campus do not have the equipment to do this.
- Would TMC consider providing technology to access meetings from home?
- TMC should be proactive and not worry about the limitations we have now.

The question was called.

The motion passed.

The intent of the motion is to expand the concept to other areas also.

8) <u>Standing Committees</u>:
   - *Campus Academic Master Plan/Michelle Pergeau*
     Michelle Pergeau reported that a CAMP meeting is scheduled for tomorrow at DO in the Board Room and the committee will continue to discuss campus initiatives to move towards student success.

   - *Curriculum/Mary Kay Lawless*
     Mary Kay Lawless presented the Consent Agenda:

     MOTION: To accept the Consent Agenda.

     ACTION: To remove "Major Course Revisions, #2 – ENG-1510 Composition I" from the Consent Agenda for discussion.

     ACTION: To remove "Major Program Revisions, #1 – ECD.AAS Early Childhood Development" from the Consent Agenda for discussion.

     MOTION: To accept the Consent Agenda after the removal of the two items listed above. Seconded, passed.

     Discussion followed re: ENG 1510:
     - Students who do the course work have better writing skills; students need to see the value of this.
     - An extra credit hour shouldn't be added; the extra hour should be used for students to participate in group learning tasks.
     - The ENG discipline voted – 28 to 5 were in favor of this proposal.
     - Many programs are built to allow for an additional credit hour.
     - Transferring a 4-credit hour course isn't a problem.
     - This is a result of a 3-year assessment process recommended by the HLC.

- Many of these concerns have already been aired at the Curriculum Committee.
- A student can't test out of ENG 1510, adding an extra credit hour is unnecessary.

MOTION: To accept the curricular changes as presented on the Consent Agenda for ENG-1510 Composition I. Seconded, passed.

Discussion followed re: Early Childhood Development:
- Concern was expressed regarding the counting of the credit hours for an "Early Childhood Education" degree.
- If you increase the total number of required credits from 62 to 63, what does this do to students?
- There are 53 credits of required supportive courses and 10 credits of GE requirements, why give students choices when the 63 credit hours are already spoken for?
- A list doesn't mean you have to take everything; it is an extensive list of "suggestive electives." If a student has room in their schedule, they might want to consider taking these courses if they are going into Early Childhood Education.

The question was called:

MOTION: To accept the curricular changes as presented on the Consent Agenda for ECD.AAS - Early Childhood Development. Seconded, passed.

Karen Lee presented the following motion:

MOTION: Move that the CAS charge one of its standing committees with the task of developing a standardized college catalog format (e.g., BUS.ABA) for the purpose of conveying to students the requirements for earning a college credential.

Discussion followed:
- Standardized college catalog format – isn't this the task of the college Registrar?

ACTION: Motion referred to the Campus Senates for further discussion.

- *Curriculum Review Committee /Karen Lee*
  Karen Lee reported that the office of Curriculum and Student Learning will be sending out a survey to the stakeholder groups for the academic units being reviewed. Faculty members were encouraged to complete the survey. Thank you in advance for your participation.

- *Student Outcomes Assessment/Robert Lamphear*
  Bob Lamphear reported the following:
  - SOAC gave final approval to the Social Responsibility rubric.
  - SOAC members were asked to solicit their campus members regarding ideas for sessions at the 2013 Faculty Assessment Day, currently scheduled for Good Friday, 3-29-13 and Saturday, 3-30-13.

- SOAC members were also asked to solicit their campus members regarding ideas for the 2013-2014 Essay Contest. This year's "Save Detroit" prompt appears well received, so we would like the next one to create similar enthusiasm.
- SOAC members continued to work on the GE Assessment Process.

- *TMC/Judy Matteson*
  Judy Matteson reported the following:
  - The RO CIS Department piloted 20 sections of an online course evaluation; more information will be forthcoming regarding this.
  - The 9.4 version of Desire2Learn will be upgraded to version 10.1 during the semester break starting May 2, 2013.

9) <u>Ad Hoc Committees</u>:
- *Teaching and Learning Conference/Cheryl Decker*
  Cheryl Decker announced that the ad hoc committee has met several times and they will give a full report in January.

- *Intercampus Transportation/Wendy Conway*
  Wendy Conway reported that the ad hoc committee has met once and they are going to start to gather data in January to determine if students have academic problems because of transportation issues.

10) <u>Administration</u>:
- Chancellor Meyer addressed the Senate as follows:
  - A bill was passed for the 2013-2014 academic year called "the Promise Zone." The bill will provide up to $4,000 to eligible students to attend college within the State of Michigan. The students must attend a high school within the Pontiac School District boundaries and live within the same; there are other requirements for the student to meet as well. The bill does not cover developmental education courses but the impact of the bill is positive.
  - History was made when the Senate and House passed the "Right to Work Legislation." At OCC we embrace working together and not at each other. The shared-governance relationship at OCC will continue regardless of what happens in Lansing where there is instability.
  - He wished everyone a safe and happy holiday season!

11) <u>Community Comments</u>:
  - Mary Kay Lawless announced that the College Curriculum Committee will start meeting every Monday until March 5th (catalog deadline) beginning the end of January.
  - Marilynn Kokoszka introduced one of their two new student ambassador's – Shari Kendrick; she is also serving on the ad hoc intercampus transportation committee.
  - Chair Shawn Dry thanked everyone for attending the CAS meeting during finals week. He agreed with the chancellor that shared governance has been the past and should be the future of the institution. He wished everyone a great holiday season.

12) <u>Adjournment</u>:
  Meeting adjourned: 5:08 p.m.

Respectfully submitted,

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Gheretta R. Harris, Secretary   Nancy K. Szabo, Recording Secretary

COLLEGE CURRICULUM / INSTRUCTION COMMITTEE
Academic Senate Consent Agenda
December 13, 2012
Auburn Hills Campus

MINOR COURSE REVISIONS

1. **ECD-2406 Professional Issues in Early Childhood Education and Internship:** Change course code to: **"ECE-2406."** Change course description. Target date for first offering is Fall 2013.

2. **ECD-2416 Administration of Early Childhood Education Programs and Internship:** Change course code to: **"ECE-2416."** Change course description. Target date for first offering is Fall 2013.

MAJOR COURSE REVISIONS

1. **ECD-1500 Infant / Toddler Curriculum:** Change course code to "**ECE-1500."** Change course description. Decrease number of fieldwork hours from 90 to 45. Target date for first offering is Fall 2013.

2. **ENG-1510 Composition I:** Increase number of credits from 3 to 4. Edit wording for prerequisite to: "Satisfactory placement into ENG-1510." This is for clarification only, it does not change the current prerequisite. Change course description. Target date for first offering is Fall 2013.

NEW COURSES

1. **BIO-1650 Human Anatomy & Physiology for the Emergency Medical Services Program:** This is a 5-credit course with a Group "B" Classification (25 students). Prerequisite: Satisfactory score on the OCC Biology Proficiency Test or a grade of "C" or better in BIO 1511 or BIO 1530 (or equivalent college transfer course) within the last 5 years; Acceptance into the Emergency Medical Services Program. There is an $80 course fee. Target date for first offering is Winter 2013. Course Description:

   "This course is designed to meet the needs of students in the Emergency Medical Services program. This course reinforces the fundamentals of human anatomy and physiology for all major body systems with a detailed laboratory experience. The goal of this course is to provide a detailed survey of human anatomy and physiology to students in the Emergency Medical Services program. Students will learn basic terminology associated with human anatomical structures and physiological processes. Students will apply terminology and physiological function through the use of models, plaques, microscopy, dissection and experimentation in lab. This course does not meet requirements for most other health professional programs. Course / lab fees."

2. **ECE-1424 Early Childhood Education Curriculum Content:** This is a 2-credit course with a Group "B" Classification (25 students). The prerequisite is: ECE-1414. Target date for first offering is Fall 2013. Course Description:

   "This course concentrates on key developmental indicators of learning for children from three to five years of age. Emphasis is placed on developing goals and objectives; planning for intentional, child-centered teaching; as well as implementing small and large group instruction."

3. **ECE-1505 Early Childhood Nutrition, Health and Safety:** This is a 3-credit course with a Group "B" Classification (25 students). Target date for first offering is Fall 2013. Course Description:

"This course focuses on best practices in nutrition, health and safety for young children, including equipment safety, communicable diseases, nutrition programs, health issues and community resources. Emphasis is placed on establishing and maintaining a healthy, safe early childhood education program, planning nutritious meals and snacks for young children, and educating young children on health, safety and nutrition."

4. **ECE-1515 Family and Community Connections:** This is a 3-credit course with a Group "B" Classification (25 students). Target date for first offering is Fall 2013. Course Description:

"This course focuses on understanding and appreciating the importance of children's families and communities. Students learn ways to facilitate connections with diverse families and the community. This course will also focus on the role of the early childhood educator as an advocate and how to use advocate action plans."

5. **ECE-1525 School-age Care and Curriculum:** This is a 3-credit course with a Group "B" Classification (25 students). Target date for first offering is Fall 2013. Course Description:

"This course is designed to develop student's skills in planning, implementing, and evaluating developmentally appropriate experiences in children from kindergarten to age eight. Pedagogical skills, curriculum concepts, resource materials are explored. Community involvement, school partnerships and standards for school-age childcare programs are also covered. Course includes 45 hours of fieldwork in a licensed facility with a school-age program (ages 5 – 12)."

MINOR PROGRAM REVISIONS

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1. **RSP.AASX Respiratory Therapy:** Change program description to include new admission and selection criteria: 1) Completion of the HESI A2 exam with a 75% score or higher on the math and English test; 2) A weighted GPA ranking on seven of the required supportive courses: ENG-1510; ENG-1520 or ENG-2200; BIO-1570 or BIO-2710; BIO-2630; BIO-2640; CHE-100 or CHE-1510; and MAT-1100 or higher where repeated courses and transferred courses will lower the total score; 3) Change application deadline from May 1st to December 15th. Target date for first offering is Fall 2013 catalog – effective for selection beginning 2014 – 2015 academic year.

MAJOR PROGRAM REVISIONS
(5-DAY NOTICE SENT)

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1. **ECD.AAS Early Childhood Development:** Change program code and title to: **"ECE.AAS Early Childhood Education."** Change program description. Add following criteria: A "C" (2.0) or better grade is required in all program major requirements and required supportive courses to qualify for graduation in the program; To successfully complete the required internships and possibly fieldwork, depending on the site, students must provide documentation that they meet the following requirements: 1) Responsible and suitable character to meet the needs of children; 2) No history of abuse or neglect of children or the elderly; 3) No felony record in last 10 years; 4) Mentally, physically, medically, and cognitively able to care for children. Changes to Major Requirements: Move ECE-1500 Infant/Toddler Curriculum (4-cr) from Suggested Electives to Major Requirement, add ECE-1505 Early Childhood Nutrition, Health, and Safety (3-cr), ECE-1515 Family and Community Connections (3-cr), ECE-1525 School-age Care and Education (3-cr). Changes to Required Supportive Courses: Remove COM-1290 Interpersonal Communication (3-cr), add ENG-1520 Composition II (3-cr). Changes to Suggested Electives: Remove ACC-1800 Accounting Procedures (2-cr), ACC-1810 Principles of Financial Accounting (4-cr), BUS-2030 Business Law I (3-

cr), CNS-1160 Personal Assertiveness (2-cr), PSY-2810 Psychology of Adjustment (3-cr), PSY-2830 Experimental Psychology (4-cr). Increase total number of required credits from 62 to 63. Target date for first offering is Fall 2013.