

# Oakland Community College

2009-2010 COLLEGE ACADEMIC SENATE  
MINUTES OF December 10, 2009  
Highland Lakes Campus

The College Academic Senate was called to order at 3:15 p.m. by Chair Mary Ann McGee. The following individuals were present:

Auburn Hills:	S. Dry, J. Farrah, G. Mays, J. Mousty, G. Rockind, R. Ston
Guests:	C. Flagg, P. Hale, L. Huber, M. Kersten-Hart, A. Racka, N. Showers, D. Swanson, Tsung-Yu Pan
District Office:	L. Nadlicki, M. Schmidt, T. Meyer
Guests:	M. Smydra, C. Tanner
Highland Lakes:	B. Bliss, N. Boulos, V. Emanoil, E. Fett, S. Hanna, J. Helminski, V. Kroll, G. Mandas, L. Mastin, K. Robinson, M. Ston, G. May
Guests:	J. Baldwin, K. Flores, V. Jones, V. Kloosterhouse, C. Maze, C. Roman, L. Stark, K. Stilianos
Orchard Ridge:	T. Baracco, J.J. Berry, M. Kokoszka, M. A. McGee, M. Pergeau, J. Seiler, C. Ziolk, J. Shadko, G. Faye
Guests:	S. Dyer, K. Thurston
Royal Oak/Southfield:	D. Johnson-Bignotti, S. Labadie, M. K. Lawless, R. Nagler, R. Reaves, N. Shockley, B. Stanbrough, S. Reif
Guests:	L. Crews, D. Mathews

2) Acceptance of Agenda:

**MOTION: To accept the agenda as written. Seconded, passed.**

3) Approval of Minutes:

**MOTION: To approve the minutes of June 25, 2009; September 24, 2009; and October 22, 2009 as written. Seconded, passed.**

4) Leadership:

- Chair Mary Ann McGee expressed enthusiasm for all those in attendance. She reported that Senate Leadership did meet throughout the fall semester and most of the results are reflected under the “New Business” section of the agenda. The Senate does have quite a lot of work moving forward into winter term. She encouraged Senate members to reach out to the new faculty.

5) Presentation

- “Oakland Community College – Transfer Course Placement Policy”

Mary Ann McGee reported that at the May 28, 2009 CAS meeting there was a discussion at Senate about looking at college readiness and our institutional policies, and why we allow our students that are at developmental levels to register for transfer-level courses. Senate Leadership was commissioned to “gather data over the summer to demonstrate the need for placement requirements for registration into transfer-level courses.” To that end, Eileen Brennan worked on an analysis of select general education distribution list student outcomes in relation to student English placement. Eileen Brennan gave a Power point presentation on “Oakland Community College – Transfer Course Placement Policy.” The report summarized outcomes for the majority of GE Distribution List Courses (liberal arts, business and science) taken fall and winter terms 2005 through 2009. PER, EXL and higher level courses were excluded from the study. Now that the process is complete, other courses can be added to the study. Data selected included all registrations but eliminated everything without a transcript grade. Research data was provided for the fall of 2005 through winter 2009, and the following charts were highlighted and the data was defined:

- Chart 1: Enrollee Success in Select General Education Distribution List Courses by Select English Placement
  - Chart 2: Completer Success in Select General Education Distribution List Courses by Select English Placement
- The charts indicated there was a consistent gap in achievement; with those who placed in Developmental level English completing GE Distribution List courses at a lower rate than those who were eligible to take ENG 1510 and those who actually took the course.

Two terms were used in the data and defined as follows:

- Enrollee Success – registering and completing a course with a C or better grade; marks of Incomplete, Non Attendance, and Withdrawal factor in as lack of success.
- Completer Success – not dropping or withdrawing; completing a course with a C or better grade; marks of Incomplete, Non Attendance, and Withdrawal are not applied to the ratio.

The following tables were provided in the data:

- Table 1: Highest and Lowest Developmental Success Rates in Fine Arts/Humanities General Education Distribution Subjects, Fall/Winter 2005-2009
- Table 2: Highest and Lowest Developmental Success Rates in Social Science General Education Distribution Subjects, Fall/Winter 2005-2009

- Table 3: Highest and Lowest Developmental Success Rates in Math and Science General Education Distribution Subjects, Fall/Winter 2005-2009
- Table 4: Most Registrations by Students Placing in Developmental English

Eileen Brennan showed a sample (HIS 2520) of the look- up table for “General Ed Distribution List Outcomes by Placement and Course Report.” The report summarized the following:

- The report summarized by course the number of registrations, enrollee success rate percentage, and completer success rate percentage by all English Placement levels.
- The registrations are the total registrations for Fall and Winter terms Fall 2005 through Winter 2009.

Eileen Brennan was applauded for her excellent work. The report will be made available to everyone on Infomart or the P-Drive. Mary Ann McGee will send out an e-mail when the report can be accessed.

6) Old Business:

- None

7) New Business:

- Motions on Student Life and Academic Standards Standing Committees

J.J. Berry presented the following motion on behalf of the OR Campus Senate:

**MOTION: To dissolve Student Life as a Standing Committee of the CAS. Seconded.**

Discussion followed: This would eliminate a Standing Committee of the CAS, and the motion was recommended by the Student Life Standing Committee. If dissolved, Student Life would become an administrative committee and reports will be given at the CAS meetings.

**The motion passed.**

J.J. Berry presented the following motion on behalf of the OR Campus Senate:

**MOTION: To dissolve Academic Standards as a Standing Committee of the CAS. Seconded.**

Discussion followed: The motion was recommended by the Academic Standards Standing Committee. The committee felt their mission was unclear and when issues arise, another committee can take on the responsibility or an ad hoc committee can be formed to address that particular issue.

**The motion passed.**

- Motion to Form College-wide Student Life Committee

J.J. Berry presented the following motion on behalf of Senate Leadership:

**MOTION: To form an administrative College-wide Student Life Committee. Seconded.**

Discussion followed: The committee would be part of the reporting structure at the CAS meetings, and the membership would be open to everyone in the college community. Henry Tanaka will take the responsibility of scheduling the meetings.

**The motion passed.**

- Motion from HL Campus re: Supplemental Instruction (SI) and Tutoring Programs

Elaine Fett presented the following motion on behalf of the HL Campus Senate:

**MOTION: That the administration find money to restore and enhance our SI and tutoring programs. Seconded.** Please note: a “Study Group Leader Survey” and “Student comments on attending Study Groups” were provided on the distribution table to support the motion.

**The motion passed.**

- Motion from HL Campus re: Raising Tuition

Elaine Fett presented the following motion on behalf of the HL Campus Senate:

**MOTION: Because additional students require additional funds for student services, and because the budget for student services has been reduced, it was recommended that tuition be increased and/or the number of students that the College can adequately service be established so that student needs are met. Seconded.**

Discussion followed:

- A recommendation was made to modify the motion to add a temporary \$5 per credit hour student services fee per student to be able to service more students (temporary emergency fund). Please note: this was not recommended as a “friendly amendment” to the motion.
- Because of the significant decrease in property taxes, there needs to be an increase that is proportionate to the number of students.
- If we don’t increase tuition or fees over the rate of inflation then students are eligible for a tax credit.
- The CPI for measuring the inflation rate is a negative number and the Taxation Department doesn’t know how to handle this.
- Is it appropriate for the Senate to vote on something like this?

**The motion was voted on as presented. Motion failed.**

- Update on SI and Tutoring Programs  
Marty Smydra complimented the College on the improvements made in the campus facilities, and all the work that has gone on during the last 3 years. She also indicated that it was “great to be back.”

Marty Smydra reviewed the concerns regarding reducing the number of SI hours and tutoring programs. After discussing the concerns with Chancellor’s Cabinet, she responded as follows:

- Short term response – This is an opportunity to learn and apply what we need to do in the coming year. In order to achieve student success, campuses are encouraged to use the services they have more efficiently. The Campus Deans should be approached to find remedies. The Deans and Presidents were encouraged to work with Clarence Brantley in order to get through this year (find money in contingency funds). The topic will be revisited by Chancellor’s Cabinet to provide relief to the campuses.
- Long term response – Senate was asked to investigate and examine the bigger picture. Those present were encouraged to attend budget meetings that Clarence Brantley is facilitating on all the campuses, and become acquainted with the revenue that is diminishing. Resources should be adjusted and applied to the most important area in the College – student success and student priorities. Standards must be established for allocation of student success resources.

8) Standing Committees:

- *Academic Master Plan/Shawn Dry*  
Shawn Dry highlighted the “College Academic Master Plan Committee 2009-2010 Charges” as follows:
  - Monitor college academic planning and implementation. The committee will continue to both gather and distribute academic planning information, and they will adhere to a reporting schedule.
  - Review the campus academic plans. This review will conclude with a report of suggested changes and adaptations.

The campuses should be focusing on 10 – 15 items to accomplish this year.

**MOTION: To authorize the CAMP Committee to move forward with their 2009-2010 charges.**

**The motion was seconded and passed.**

- *Academic Standards/*  
Committee dissolved.
- *Curriculum/Mary Kay Lawless*  
Mary Kay Lawless presented the Consent Agenda.

**MOTION: To accept the Consent Agenda. Seconded, passed.**

Mary Kay Lawless announced that the deadline for catalog changes is **February 22, 2010.**

- *Curriculum Review/Gail Mays*  
Gail Mays reported that CRC reviewed the Cosmetology Program on December 4<sup>th</sup>. Presently, there is no coordinator overseeing the cosmetology program. This issue will be addressed by the Deans' Cabinet. CRC also reviewed the Early Childhood (ECD) Program. ECD is a strong program; it is ranked sixth highest in number of associate degrees granted among all college programs. CRC recommended changes to the curriculum and resources/needs of the ECD program.

Gail Mays also reported that CRC is going through a transformation. CRC, Curriculum, and SOAC are all integrating toward student learning. Recommendations will be brought forward from CRC to the CAS in the near future.

- *Student Life/*  
Committee dissolved.
- *Student Outcomes Assessment/Vicki Kloosterhouse*  
Vicki Kloosterhouse reported the following:
  - She asked faculty to remind their students about the 2010 Essay Contest. Essays are due by March 1, 2010, and monetary awards will be given to the winners of the contest. More information is available at <http://www.oaklandcc.edu/Essay>.
  - Faculty Assessment Day is scheduled for March 26 – 27, 2010. The following six GE Outcomes will be evaluated: Public Speaking; Aesthetic Awareness; Social Responsibility; Personal Development; Information Literacy; and Global Understanding & Responsibility. Faculty have been requested to submit student assignments that address work in these areas.
- *TMC/Gladys Rockind*  
Gladys Rockind reported the following:
  - At the beginning of fall semester, all full-time faculty and adjuncts should have received a “Copyright Brochure.” The information is also available on the TMC website, and the guidelines should be posted at every copier.
  - Chuck Flagg is looking for interested employees to evaluate implementing Windows 7 to replace XP/ VISTA.
  - A TMC event will be held the morning of January 29<sup>th</sup>. More information will be available at a later date.

#### 9) Ad Hoc Committees:

- *General Education Outcomes/Gail Mays*  
Gail Mays highlighted the information on the “General Education Course Outcome Proposal for New Courses.” The form would be used to recommend new courses for inclusion on the GE list. (The form is similar to the fast track form). The GE Committee is also working on criteria for getting on the distribution list. A recommendation will be brought forward in January.

**The committee would like to lodge the “General Education Course Outcome Proposal for New Courses” for further discussion at the Campus Senates.**

- *Liberal Arts Review/*

No report.

- *Distance Learning/Gladys Rockind*  
No report.

10) Administration:

- Tim Meyer updated the Senate on the reality of the future of OCC. CPC is working on a Strategic Plan. The Council met with the Board last Monday and they articulated their thoughts. It was an adjustment for both sides to understand both sides. The Board wants to continue to meet with CPC to learn about the future of the College. CPC worked on a value statement (why are we here?) and it was agreed that “learning is our only priority.” We are a learning organization and academics lead this organization.

Tim Meyer also reported that he attended a meeting at Oakland County. Revenue at OCC comes from the following:

Millage – 63%

State – 12%

Students – 23% (subsidized 75%)

He questioned how many students are enough where we have a fixed revenue? Cracks are starting to be seen in the organization – reduction in tutors and SIs. In economic reality, the College planned for a 5 million dollar shortfall this year, but we will actually be short 7 million dollars. The taxable property values in the next 3 years are also going to be lower. By 2025 property values may come close to where they were a year ago.

The good news is the shortfalls will not happen all at once. The Strategic Plan puts learning at the center of what we do. Groups are working together well, and the College is doing everything possible to protect our value – learning.

The Chancellor wished everyone a “Safe and Happy Holiday Season!”

11) Community Comments:

- The Diversity Committee thanked Jackie Shadko for leading the committee in the past.
- Sally Hanna announced that Leonard Pitts (diversity speaker) has been selected to speak on January 15<sup>th</sup> at the Martin Luther King, Jr. convocation. The event will be held at the OR Campus from 9:00 a.m. – 12:00 noon. Entertainment will also be provided by OCC personnel.
- The Diversity Committee discussed new directions and taking the committee to the next level with the Chancellor, and he supports the group in exploring activities.
- Mary Ann McGee announced that the beverages at the Senate were provided by the College, and the fruit and desserts were personal contributions from members of the HL Campus Senate.

12) Adjournment:

Meeting adjourned: 4:30 p.m.

Respectfully submitted,

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Marilynn F. Kokoszka, Secretary

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Nancy K. Szabo, Recording Secretary

COLLEGE CURRICULUM / INSTRUCTION COMMITTEE  
Academic Senate Consent Agenda  
December 10, 2009  
Highland Lakes Campus

<b>MINOR COURSE REVISIONS</b>
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1. **SLS-1000 American Sign Language I.** Change course description. Target date for first offering is Fall 2010.
2. **SLS-1001 Orientation to Deafness.** Change course description. Target date for first offering is Fall 2010.
3. **SLS-1010 American Sign Language II.** Change prerequisite to: C+ or better in SLS-1000 or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
4. **SLS-1020 American Sign Language III.** Change prerequisite to: C+ or better in SLS-1010 or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
5. **SLS-1030 American Sign Language IV.** Change prerequisite to: C+ or better in SLS-1020 or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
6. **SLS-1050 Linguistic Principles of ASL.** Change prerequisite to: C+ or better in SLS-1030 or consent of departmental designee. Change course description. Target date for first offering is Winter 2011.
7. **SLS-1100 Fingerspelling and Number Use in ASL.** Change prerequisite to: C+ or better in SLS-1010 or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
8. **SLS-1150 Beginning Sign to Voice.** Change prerequisite to: C+ or better in SLS- 1030 or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
9. **SLS-1211 Non-Manual Communication.** Change title to: “**Non-manual Grammatical Features of ASL.**” Change prerequisite to: C+ or better in SLS- 1030 or consent of departmental designee. Change course description. Target date for first offering is Summer 2011.
10. **SLS-1501 Deaf Culture and History.** Change prerequisite to: C+ or better in SLS- 1030 or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
11. **SLS-1550 Intermediate Sign to Voice.** Change prerequisite to: C+ or better in SLS-1150 or consent of departmental designee. Change course description. Target date for first offering is Fall 2011.
12. **SLS-2100 Advanced Fingerspelling Number Use in ASL.** Change prerequisite to: C+ or better in SLS-1100 or consent of departmental designee. Target date for first offering is Winter 2011.
13. **SLS-2050 Principles of Interpreting.** Change prerequisite to: C+ or better in both SLS-1030 and ENG-1520; or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.

<b>MAJOR COURSE REVISIONS</b>
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1. **SLS-2150 Advanced Sign to Voice.** Reduce number of credits from 4 to 3. Change prerequisite to: C+ or better in SLS-1550 or consent of departmental designee. Change course description. Target date for first offering is Summer 2011.



2. **SLS-2250 Interpreting and Transliterating.** Reduce number of credits from 4 to 3. Change title “**Interpreting and Transliterating I.**” Change prerequisite to: C+ or better in SLS-2050 or consent of departmental designee. Change course description. Target date for first offering is Winter 2011.
3. **SLS-2800 Interactive Interpreting.** Increase number of credits from 2 to 3. Change prerequisite to: C+ or better in all of the following: SLS-2100, SLS-2150 and SLS-2450; or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.
4. **SLS-2900 Sign Internship.** Reduce number of credits from 3 to 2. Change prerequisite to: C+ or better in all of the following: SLS-2100, SLS-2150 and SLS-2450; or consent of departmental designee. Change course description. Target date for first offering is Fall 2010.

## NEW COURSES

1. **ART-2530 Figure Painting.** This is a 3-credit course with a Group “B” Classification (25 students). Prerequisite: ART-2510 and ART-1530 or ART-1570; or consent of instructor. There is a \$40 course fee. Target date for first offering is Winter 2010. Course description:

“Figure Painting is an introduction to painting the human figure, nude and clothed. The emphasis is on realistic representation of the human form in oils using structure, color, value, lighting and composition. Historical and contemporary uses of the figure in art as well as various styles of painting will be explored. Course / lab fees.”

2. **ART-2535 Advanced Figure Painting.** This is a 3-credit course with a Group “B” Classification (25 students). Prerequisite: ART-2530. There is a \$40 course fee. Target date for first offering is Fall 2010. Course description:

“Advanced Figure Painting is designed for the student to further develop skill in painting the human figure, nude and clothed. The emphasis is on refined realistic representation of the human form including more advanced concepts in composition, format and historical context. Course / lab fees.”

3. **ENG-2780 Advanced Screenwriting.** This is a 3-credit course with a Group “B” Classification (25 students). Prerequisite: ENG-2780. Target date for first offering is Fall 2010. Course description:

“This course will provide students with the knowledge of and practice in the art and architecture of screenwriting using proper structure and industry format. By focusing on reading and writing several short, original screenplays, students will present their work to class, receive critical feedback, revise their work, and develop a final creative portfolio.”

4. **NNO-1050 Structural Properties of Materials.** This is a 4-credit course with a Group “A” Classification (35 students). Prerequisite: CHE-1000 or CHE-1510, and NNO-1000; or consent of instructor. Target date for first offering is Winter 2010. Course description:

“This course will introduce the mechanical properties of metals, polymers, ceramics and composites and their relationship with material microstructures and processing. Elastic, plastic, viscoelastic, fatigue, and fracture behaviors of materials and the measurements of these properties will be covered. The course will also discuss various types of composites and reinforcements of these materials. The students will be introduced to the selection of materials to fit design, strength and durability specifications. The topics covered in this course will prepare students to take advanced courses in nanotechnology applications in metals, plastics and ceramics.”

5. **NNO-1200 Nanotechnology and Advanced Batteries.** This is a 4-credit course with a Group “A” Classification (35 students). Prerequisite: CHE-1000 or CHE-1510, and NNO-1000; or consent of instructor. Target date for first offering is Summer 2010. Course description:

"This course introduces different types of rechargeable (secondary) batteries, their material constitutions, and manufacturing processes. The nanomaterials and nanotechnology used in constructing the batteries will be covered. The student will study the performance of batteries, including charging and discharging characteristics, reliability, integration, and safety concerns. The topics covered in this course should prepare the students to pursue studies in advanced battery systems, alternative energy systems, and hybrid and electric vehicle technology."

6. **NNO-2200 Nanotech Applications – Plastics.** This is a 4-credit course with a Group "A" Classification (35 students). Prerequisite: CHE-1000 or CHE-1510, and NNO-1050; or consent of instructor. Target date for first offering is Winter 2010. Course description:

"This course introduces students to the properties of plastics, polymer-matrix composites, and applications of nanotechnology in plastics. The students will study physical, chemical, and mechanical properties; the techniques in characterizing these properties, along with varieties of microscopic and analytical instruments. Design and manufacturing of plastics, polymer-matrix composites, and nanoparticles-containing plastics will also be introduced. Students should be able to understand the relationship between physical properties, microstructures, processing, and design of plastics."

7. **NNO-2300 Nanotech Applications – Ceramics.** This is a 3-credit course with a Group "A" Classification (35 students). Prerequisite: CHE-1000 or CHE-1510, and NNO-1050; or consent of instructor. Target date for first offering is Fall 2010. Course description:

"This course introduces students to the fundamentals of ceramic materials, including inorganic and non-metallic solid materials, and advanced ceramics fabricated from nano-sized powders. Mechanical, magnetic, electrical, thermal, and optical properties of macro- and nano-sized materials will be compared. Students should be able to understand the preparation and manufacturing of these materials, and applications such as in structured ceramics, electrical, magnetic, coatings, construction, and biomedical fields from this course."

8. **NNO-2500 Nanotechnology Internship.** This is a 3-credit course with a Group "B" Classification (25 students). Prerequisite: CHE-1000 or CHE-1510, and MSE-1100, NNO-1100, NNO-1200, NNO-2100, NNO-2200, NNO-2300, and SPE-1290 or SPE-1610; or consent of instructor. Target date for first offering is Winter 2011. Course description:

"This course provides students with practical training in the field of nanotechnology and materials science. The student will be employed in a supervised situation for a minimum of 135 field-hours per semester under the guidance of a faculty coordinator. During this co-op internship period, the student will identify technical problems and describe solutions through written reports and oral communications."

9. **NNO-2550 Practical Applications of Nanotechnology Characterization.** This is a 3-credit course with a Group "B" Classification (25 students). Prerequisite: CHE-1000 or CHE-1510, and MSE-1100, NNO-1100, NNO-1200, NNO-2100, NNO-2200, NNO-2300, and SPE-1290 or SPE-1610; or consent of instructor. There is a \$90 course fee. Target date for first offering is Winter 2011. Course description:

"This course provides students knowledge of instrumentation and hands-on experience used to characterize micro- and nanomaterials. Familiarity will be gained with the electron and light microscopy, atomic force microscopy, and spectroscopic methods. Students will perform specimen preparation, data collection and analysis, and complete written reports and oral presentations. Lectures and direct-lead independent projects are included and supervised by faculty. Course / lab fees."

10. **SLS-2450 Interpreting and Transliterating II.** This is a 2-credit course with a Group "B" Classification (25 students). Prerequisite: C+ or better in SLS-2250 or consent of departmental

designee. There is a \$20 course fee. Target date for first offering is Summer 2011. Course description:

“This course continues the development of consecutive and simultaneous interpretation and transliteration skills through simulated interpreting situations, vocabulary review, activities and practical exams. Course / lab fees.”

**MINOR PROGRAM / CERTIFICATE REVISIONS**

NONE

**MAJOR PROGRAM / CERTIFICATE REVISION  
(10-Day Notice Sent)**

NONE

**NEW CERTIFICATES OF ACHIEVEMENT  
(10-Day Notice Sent)**

NONE

**NEW CERTIFICATES  
(10-Day Notice Sent)**

NONE

**NEW PROGRAMS  
(10-Day Notice Sent)**

NONE

**GENERAL EDUCATION OUTCOMES**

NONE

**OTHER BUSINESS**

NONE