

Curriculum and Program Development Office
Academic Services Suite, 1-309, ext. 2196 or 2199

Go/Curriculum is published fall and spring

www.monroecc.edu/go/curriculum

Fall 2009

Program Updates

New Programs Registered by SED

- Paramedic, Cert.
- Human Services, AS

Program Revisions Registered by SED

- Hospitality Management, AAS

Title Changes Registered by SED

- Entrepreneurial & Applied Business Studies, AAS

Curriculum Office

- * *Stuart Blacklaw, Dean, ext. 2189*
- * *Charlotte Downing, Director, ext. 2188*
- * *Gale LePore, Secretary, ext. 2199*
- * *Silvana Sifkarovski, Secretary, ext. 2196*
- * *Michael Heel, Coordinator of Academic Assessment and Program Review, ext. 2564*
- * *Barbara Balcaen, Assessment Secretary, ext. 2667*

In This Issue

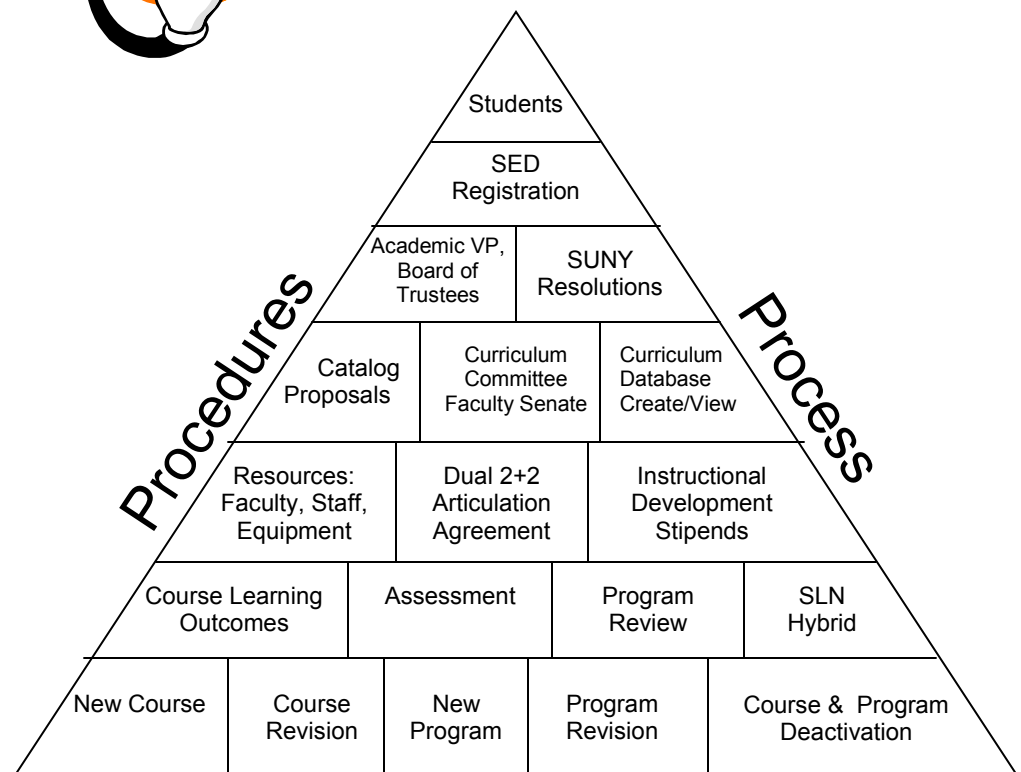
- Articulation Agreements
- Assessment News
- Call for SLN/Hybrid Courses
- Curriculum Committee News
- Dates for Catalog & Proposals
- Message from Dean Blacklaw
- Spring 2009 Approved Proposals

Curriculum Development For New and Experienced Faculty & Staff



Question:

- Where do I find information on curriculum?
- What are the procedures and process?
- When do I submit a curriculum proposal?
- Who can help me?



www.monroecc.edu/go/curriculum

Go/Curriculum

Answer Key:

- Curriculum Office website: www.monroecc.edu/go/curriculum
- Program Development Protocol link: Curriculum Office website
- Anytime 24/7 via the Curriculum Database
- Curriculum Office: Char Downing, Stuart Blacklaw
Curriculum Committee: Mark Ernsthausen, Chair
Assessment Office: Michael Heel



Call for SLN Proposals

If you are interested in developing an existing course 100% online, then go to the Curriculum Database and submit an SLN proposal by **October 20th**.

Hybrid Proposals

An existing course that includes online learning with a maximum of 50% face-to-face seat time.

To access either proposal go to the Curriculum Database: www.monroecc.edu/go/curriculum and **Click on Create a Proposal**

Proposal Due Dates for 2010/2011 Catalog

These due dates include the time required for appropriate levels of review and approval for information to be included in the 2010/2011 Catalog



September thru December

New Program & Major Program Revision

September thru February

Program Revision, Program Deactivation

September thru February

New Course, Course Revision, Course Deactivation

September thru February

Catalog Corrections

October 20, 2009 & February 12, 2010

SLN Proposals

Hybrid - Consult with Divisional Dean

~ Editor, Charlotte Downing: Writers, Stuart Blacklaw, Charlotte Downing, Michael Heel, Christopher Belle-Isle, Silvana Sifkarovski

Articulation Agreements

Chris Belle-Isle, Director, Career Center

The new Physical Education program at Roberts Wesleyan College has now been added as a program choice to MCC's 2+2 Dual Admission Program with RWC. Additionally, the Applied Information Technology program has been added to our 2+2 Dual Admission Agreement with St. John Fisher College. A unique articulation agreement has been signed involving the Master's degree programs in Acupuncture and Oriental Medicine offered by the Finger Lakes School of Acupuncture and Oriental Medicine of the New York Chiropractic College. An articulation agreement has also been signed with Strayer University involving their on-line baccalaureate degree programs. Lastly, a Career Advising Guide has been developed and posted for students interested in pursuing a career in Agriculture.

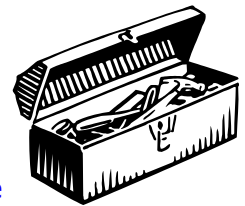
Webcast Details: Nov. 19th 1:00—3:00 pm

"Environmental Scanning for Adult & Continuing Education"

Program Agenda

Employment and Industry Trends

- What published resources are available and how helpful are they?
- What industry/business organizations are available and how can I get them?
- How can employment fairs help me?
- How can I analyze what other schools in my community are doing?



Demographic Trends

- What published resources are available and how helpful are they?
- What government and quasi-government agencies are available and how can I use them?
- How can regional and community organizations be helpful?
- An example of using these techniques in programming

Job Trends

- What published resources are available and are they helpful?
- What state and regional agencies are available and how can I use them?
- How can business and nonprofit organizations be helpful?
- How can advisory committees help?

Discussion following webcast led by Char Downing & Michael Heel on the application of environmental scanning for program development and program review.

For more information or to RSVP contact Char ext. 2188 or Michael ext. 2564

MCC General Education Definition Project Update

To view the Curriculum Committee's progress, please go to:

www.monroecc.edu/go/curriculum and click on Curriculum Committee Gen Ed Def Project

to access the web pages. Listed below is the information contained on the homepage.



Charge from Vice President

In a letter dated October 28, 2007, Academic Vice President Janet Glocker made the following charge to the Curriculum Committee:

Review MCC's definition for each of the General Education subject areas for validity and clarity.

Review the curricular processes used to maintain the general education lists to:

Ensure content review of each proposal is measured against consistent, valid and Senate-endorsed criteria.

Ensure that the program of general education meets internal and external regulatory requirements.

Make any appropriate recommendations for improvement, taking into careful consideration the impact of these recommendations on students and programs. That is to say, prior to advancing a recommendation for a new definition, the committee should examine how many and which courses would be excluded from the list under the new definition and identify how the removal of those courses would affect the curricula of which the target courses are now part.

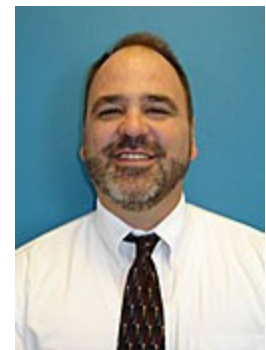
Thank you for your interest in General Education at Monroe Community College. The information on this page is provided to keep the College community informed of the progress of the Faculty Senate Curriculum Committee project on MCC's Local General Education course areas. General Education requirements specify common educational experiences for all students. They summarize the faculty's wisdom about what every student should know and be able to do. General Education courses are an important part of every student program.

Curriculum Committee

Curriculum Committee Chairperson

Mark Ernsthause

Maintaining a quality curriculum is vital to the success of the college. The Curriculum Committee coordinates faculty involvement in the continual process of reviewing and updating the college's curriculum, mainly by reviewing proposals for course and program changes. If you have any questions about the curriculum proposal process, or any curriculum issue, please feel free to contact me. I will do my best to answer your question or find someone who can.



Name	Department	Ext.
Mark Ernsthause, Chair	Mathematics	2953
George Fazekas	Office & Computer Programming	3233
Stuart Blacklaw (non-voting)	Curriculum Office	2189
Charlotte Downing (non-voting)	Curriculum Office	2188
Marcia Fugate	Transitional Studies	3145
Lori Judd	Mathematics	2945
Sarah Hagreen	Admissions	2352
Mary Jo Witz	Biology	2733
Holly Wynn-Preishe	Financial Aid/Career Center	2275
Holly Wheeler	English/Philosophy	3277

www.monroecc.edu/go/curriculum

Click on Curriculum Committee
webpage link to access:

Committee Meeting Dates
Minutes
Agendas
Proposal Postings
Spring 2009 Approvals

Meetings are held in 9-258

Assessment News *Michael Heel, Coordinator of Academic Assessment and Program Review*

Congratulations – The College’s assessment projects for 2008-09 were all completed on schedule in compliance with SUNY guidelines, and associated reports are undergoing continuing review. At the annual fall Assessment Launch Luncheon on Friday, October 2nd, all 2008-09 faculty assessment leaders were recognized with certificates, along with short presentations by Vice President of Academic Services Janet Glocker and Dean of Curriculum Stuart Blacklaw. **Special recognition** was extended to Lori Laco-Schiano (Health Information Technology) for the “Most Notable Contribution to an Assessment Project by a Faculty Assessment Leader” and to the Department of Mathematics for the “Most Notable Contribution to an Assessment Project by a Program or Department Faculty.” Our best wishes to all for a job well done!

Basic Communications (Oral).....Margaret Murphy
Construction.....Matt Fetzner
Dental Hygiene.....Barbara Ellis
Education.....Janet Waasdorp
Foreign Languages.....Jorge Alas
Health Information Technology....Lori Laco-Schiano

Mathematics.....Patricia Burgess
Natural Sciences.....Kathy Lawton
Nursing.....Shelley Fess
Other World Civilizations.....Nayda Pares-Kane
Radiologic Technology.....Dominick DeMichele
Social Sciences.....Wanda Willard

Special recognition – The Dean of Technical Education, **Dianna Phillips**, and Engineering Technologies Department Chair **Bill Yankowski**, are proud to announce that they have received notice that ABET, the chief national accrediting body for programs in engineering technologies, has approved the MCC Electrical Engineering program for reaccreditation through 2012.

MESSAGE FROM THE COORDINATOR – “Making our own CLO’s work for us...”

Over the past two academic years, the Curriculum Office has worked with faculty to develop Course Learning Outcomes (CLO’s) for every individual course taught at MCC. Using the Online Curriculum Database, we can now easily reference any course’s CLO’s and determine what students should expect to learn if they enroll in a particular course.

With these CLO’s now in hand, we have the opportunity to determine for ourselves the degree to which our students are learning those things we wish them to. The process of academic assessment starts with well-considered learning outcomes. From there, teaching faculty members offer lessons and material designed to give students the chance to demonstrate how well they have learned. Faculty members then conduct assessment exercises designed to inform themselves and their departments how well students in aggregate have learned the presented material. From that information come new possibilities – the ability to make data-driven decisions to change a course’s, or even a program’s, general curriculum. So, the full-scale assessment process can be summarized as:

1. Identify broad program/department objectives;
2. Create new (or modify existing) learning outcomes;
3. Conduct a systematic assessment of those learning outcomes;
4. Evaluate findings (how well are students learning; are they learning what we hope for them to; are we fulfilling our broader objectives?);
5. Make recommendations for appropriate changes, and act on them!

Our “home-made” CLO’s now empower us to conduct assessment in a way that is more sensible to our mission. We can “match” our own learning outcomes to those prescribed by SUNY, and in so doing, fulfill the SUNY mandate while also learning meaningful things about our curriculum. And, what’s more, measuring our own outcomes takes the guesswork out of the education we are providing. Let’s let this year be our opportunity to start making our own CLO’s work for us!



From the Dean's Desk



Curriculum Committees: Standing, Advisory, Ad hoc

As always, there's a lot on our plate in the Curriculum Office as we begin our new academic year. I have already begun working with the new Senate Curriculum Committee chair, Mark Ernsthansen and the rest of his committee, including returning members Marcia Fugate (Transitional Studies), Holly Wynn-Preishe (Career Center), Sarah Hagreen, (Admissions) and, after a hiatus, Holly Wheeler (English/Philosophy). We also welcome new committee members George Fazekas (Office & Computer Programs), Lori Judd (Mathematics), and MaryJo Witz (Biology). While everyone knows about the relationship between the Curriculum Office and the Faculty Senate Curriculum Committee, I want to take this moment to point out the many other relationships in which our office depends upon the excellent work of committees, offices and individuals throughout the college.

Curriculum changes have a ripple effect in offices and procedures across the college, so we rely on the advice and input of Chris Belle-Isle and the Career Center staff, Ted Ciambor and the Library staff, Marlene Fine and her staff in Graduation Certification, Andy Freeman and his Admissions staff, Connie Herrera and the Marketing/Communications office, Denise Klein and others in Counseling and Advising, Andy Morris and others in Registration & Records, Anne Perry and Bob Cunningham in Academic Services, and Bill Sigismund and his staff in Adult & Experiential Learning.

For oversight of our online course development process, I have depended on the wisdom and guidance of an advisory committee made up of Michelle Bartell, Donna Cox, Charlotte Downing, Tony Felicetti, Matthew Fox, Anne Hughes, Jim Maley, Jim Petrosino, Randy Rezabek and Peggy VanKirk.

I am also indebted to the Senate's ad hoc committee on assessment and program review, which has, over its history, included Jason Mahar (Chair), Lori Annesi, Susan Baker, Michael Boester, Charlotte Downing, Regina Fabbro, Thomas Gilbert, Michael Heel, Kathy Lawton, Denee Martin, Margaret Murphy, Nayda Pares-Kane, Rory Butler, Deborah Seelos, Melany Silas and Dick Stewart. In addition, we could not do our work without our DALs and PALS and the dozens of faculty members who serve on assessment committees.

The massive undertaking of reviewing and ensuring the quality of the Course Learning Outcomes for some 1,200 courses has been done by Patricia Kuby, Bonnie Petrosino, and Heather Williams. In addition, literally hundreds of faculty members worked to craft the outcomes in the first place.

All of these proposals and projects involve the work of the department chairs, program directors, and division deans, and I would be remiss not to acknowledge that service as well. All of these people and more come together to ensure the academic integrity, access to education, and instructional excellence that makes MCC the superior institution that it is.

"Building and renewing our curriculum is our highest priority."

Curriculum Proposals Approved in Spring 2009

For more information regarding the courses and programs listed below please access the Curriculum Database:

www.monroecc.edu/go/curriculum

NEW COURSES

BIO 195 Field Studies in Biology

This course is designed for students who wish to study a particular natural habitat in a focused, hands-on field setting. Students will conduct field observations, record data, participate in and design field experiments and construct a field notebook detailing all aspects of their field experience. Credit hours are variable depending upon the field experience offered.

HIS 102 Introduction to African-American Studies

This is an interdisciplinary exploration of the experience and initiative of people of African descent throughout the world. Students will be introduced to the history, religion, sociology, politics, economics, creative production and psychology of African peoples, especially in the United States. In addition, the course introduces a variety of perspectives, theories, practical applications and methods of studying African peoples and their social evolution.

HMN 222 Seminar: Enduring Question in the Humanities

This capstone seminar focuses on issues of significance in the human condition. Thematic in scope, the interdisciplinary course explores aesthetics and thought in art, music, literature, drama, film, philosophy, television, dance, and other humanistic efforts.

PHL 108 World Religions: Western Traditions

This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Western religious traditions. This course also addresses some of the essential differences and similarities that exist among Western religious traditions, and points to the uniqueness of each of them. The course includes the examination ancient religious culture, Judaism, Christianity and Islam.

PHL 109 World Religions: Eastern Traditions

An introduction to the academic study of religion through the exploration of some of the major Eastern traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Eastern religious traditions. This course also addresses some of the essential differences and similarities that exist among Eastern religious traditions, and points to the uniqueness of each of them. The course includes differences between Eastern and Western thought, Hinduism, Jainism, Buddhism, Taoism, Confucianism, and Shinto.

PHO 140 History of Photography: Early

Through a review of photographic technologies and traditions prior to World War I, photography's contribution to nineteenth century visual art is examined within the context

of social, cultural, political, economic, and scientific impact. Specific topics will include: the portraiture industry; medical, criminal, and ethnographic photography; war documentation; travel and exploration photography; photography as a tool for social reform; and the medium's relationship to the fine arts. Illustrated presentations, lectures, research, field trips and discussion.

PHO 145 History of Photography: Modern

A critical analysis of post World War I photography which questions the medium's role in art, journalism, propaganda, advertising, and everyday life. Major movements, practitioners, and leading photographic theoreticians are examined in the context of photography's ability to record the "truth" and influence social and cultural identity. Illustrated lectures and presentations, discussion, field trips, and individual research projects.

SOC 205 African-American Family

A comprehensive examination of the diverse and complex issues surrounding the African-American family unit as it has evolved from pre-slavery to contemporary period. It focuses on historical, social, cultural, political, economic and global conditions that have affected that institution. The course discusses key issues, themes and debates in the field and analyzes a variety of theoretical perspectives of examining the African-American family life.

SVL 106 Topics in Service-Learning

This course is designed to cover service-learning topics of special interest. Offerings will vary each semester, but each course is intended to increase students awareness of social issues within our community related to the course topic. Students will participate in service projects that meet the needs of the community and are integrated into the curriculum of the course (45 service hours). Students will participate in structured critical reflection seminars where they will analyze and evaluate their service experiences and make essential connections between civic engagement and course curriculum.

COURSE REVISIONS

ACD 146 Alcoholism/Chemical Dependency Internship Seminar

ART 104 Drawing I

ART 109 Two Dimensional Design

ART 125 Three Dimensional Design

ART 130 Sculpture I

ART 154 Drawing the Human Figure

ART 220 Painting II

BIO 155 General Biology I

BIO 156 General Biology II

BIO 231 Kinesiology

BIO 235 Introduction to Human Disease

BIO 243 Myology

CHE 100 Preparatory Chemistry
 CHE 151 General College Chemistry I
 COM 164 Digital Imaging
 CRC 110 Introduction to Website Design
 CRJ 104 Criminal Law
 CRJ 211 Community Values and the Administration of Justice
 CRJ 222 Criminal Justice Education Internship II
 ELT 111 Electronic Technology I
 ELT 112 Electronic Technology II
 EMS 171 Critical Trauma Care
 EMS 236 Advanced Cardiac Life Support
 EMS 271 Medical Care in Paramedicine
 EMS 272 Advanced Trauma Issues in Paramedicine
 ENG 101 English Composition
 ENG 105 Introduction to Literature
 ENG 106 Literacy Focus
 ENG 108 Literature of the Holocaust
 ENG 213 Creative Writing
 FPT 220 Fire Officer Development I
 HIS 234 The Contemporary Black American Family
 HSP 102 Hospitality Service
 HUM 106 Human Services Focus
 HUM 116 Field Work in Human Services Focus
 IDE 101 Introduction to Interior Design I
 IDE 102 Introduction to Interior Design II
 IDE 121 Interior Design Communication I
 IDE 122 Interior Design Communication II
 IDE 201 Interior Design III
 MTH 104 Intermediate Algebra with Trigonometry
 MUS 141 Madrigal Singers
 MUS 142 Musical Production
 MUS 146 Vocal Jazz/Show Choir
 PHO 106 Photography I
 PLE 101 Fundamentals of Policing
 PLE 102 Police Proficiencies and Procedure
 PLE 103 The Community and Policing
 PLE 108 Corrections Officer Basic Training
 PLE 131 Breath Test Operator
 PLE 153 RADAR Operator
 PLE 201 Interview and Interrogation
 PLE 202 Tactical Warrant Service and Building Searches
 PLE 204 Practicum in Policing II
 PLE 210 Police Supervision
 PLE 220 Instructor Development Course
 PLE 221 Field Training and Evaluation
 PLE 230 Contemporary Issues in Public Speaking
 PLE 231 Contemporary Issues in Public Safety
 PLE 233 Crime Scene and Evidence Handling
 PSY 110 Understanding Psychological Disorder
 PSY 215 Cognitive Psychology
 TVL 251 Travel Sales and Marketing

COURSE DEACTIVATIONS

BUS 108 Principles and Practices of Customer Service
 CIS 224 Java for Programmers
 CIT 111 Civil Construction Drafting I
 DAS 118 Introduction to Clinical Dental Assisting Practice I
 DAS 119 Introduction to Clinical Dental Assisting Practice II
 DAS 160 Special Topics for Dental Assisting

EMS 100 Introduction to EMS
 EMS 120 Early Defibrillation
 EMS 229 Critical Care Recertification
 ENG 107 Money in Literature
 FPT 112 Intermediate Firefighter
 FPT 115 Fire Service Hazardous Materials and Emergency Response I
 FPT 116 Fire Service Hazardous Materials and Emergency Response II
 FPT 150 Industrial Fire Supervisor Operations
 FPT 231 Volunteer Fire Service Management
 GEG 116 Geology and History of the Erie Canal
 GEO 107 Natural Disasters
 GEO 111 The Planet Earth
 HUM 110 Exploration of Human Services Agencies
 PHY 143 Physics for Automotive Technologists
 MAR 210 Consumer Behavior
 MET 109 Engineering Drawing Interpretation
 MET 115 Geometric Tolerancing Fundamentals
 MET 116 Geometric Tolerancing Applications
 MET 210 Design for Manufacturing/Assembly
 MUS 106 Concert Band
 MUS 111 Music Composition I
 MUS 112 Music Composition II
 MUS 152 Performance and Applied Music II
 MUS 222 Piano Class III
 MUS 251 Performance and Applied Music III
 MUS 252 Performance and Applied Music IV
 PLE 141 Fingerprint I
 PLE 142 Fingerprint II
 PLE 163 Law Enforcement Firearms
 PLE 173 Emergency Vehicle Operations
 PLE 175 Juvenile Officer
 PLE 190 Contemporary Issues for Police
 PLE 191 Contemporary Issues Police Manager
 PLE 192 Contemporary Issues Police Executive
 PSP 121 16 Hour OJT Training for Security for Security Guards
 PSP 122 8 Hour Annual In-Service Training for Security Guards
 PST 133 Industrial Incident Management
 SPT 160 Introduction to Interpersonal Communication

NEW PROGRAM

Human Services, AS

PROGRAM REVISIONS

Advanced Studies, Certificate
 Cinema and Screen Studies, AS
 Criminal Justice , AS
 Criminal Justice—Police, AAS
 Dental Assisting Rapid Track—DART, Certificate (Fall 2010)
 Entrepreneurial Studies, AAS
 Food Management, Certificate
 Hospitality Management, AAS
 Hospitality Management, AAS (Physical Fitness Option)
 Hospitality Management, AAS (Travel and Tourism Option)
 Human Services, AAS
 Human Services, Certificate
 Massage Therapy, AAS
 Nursing, AAS
 Optical Systems Technology, AAS
 Optical Systems Technology, Certificate
 Small Business Management, Certificate

Teaching Assistant, Certificate—Early Childhood/Childhood Track

Teaching Assistant, Certificate—Technology Track

Travel and Tourism, Certificate

Visual Communication Technology: Photography—

Television, AAS

SPECIAL STUDIES

ESL 280 English for Speakers of Other Languages: Medical Interpreting

GEG 181 Introduction to GIS: Focus on Earth

HSP 280 Advanced Conference and Event Planning