TO: Members of the College Assembly

FROM: Professor Jeremy Nickerson
             Chair, College Assembly

RE: College Assembly Annual Report: 2014-2015

DATE: June 30, 2015

RECOMMENDATION

PRESIDENTIAL
APPROVAL__

Academic Standards Task Force:

Prof. Joseph Misuraca, Chair– 2014-2015

Charge:

The Psychosocial Rehabilitation Program (PSR.AS) is requesting that the minimum GPA for admission to the program be changed from a 2.0 to a 2.5. This change will allow uniform admission criteria for all students who apply from the different partner schools to the Rutgers School of Health Related Professions (SHRP).

Recommendation: 1/15/15

The members of the Academic Standards Task force recommend that the required GPA for admission into the Rutgers (SHRP) Psychosocial Rehabilitation program be changed to a 2.5 GPA.

To be implemented by: Dr. Mark McCormick, Vice President of Academic and Student Affairs

Charge:

Explore the possibility of exempting ENG 121 and ENG 122 for students who transfer into Middlesex County College with a bachelor's degree from a regionally accredited college or university.

Recommendation: 5/26/15

A student without a readily recognized equivalent for ENG 122 who transfers to Middlesex County College with a bachelor's degree from a college or university accredited by any of the six United States regional accrediting agencies shall be given transfer credit for ENG 122 as long as the student is transferring the equivalent of MCC's ENG 121 with at least a "C" average.

 To be implemented by: Dr. Mark McCormick, Vice President of Academic and Student Affairs

Charge:

To explore the feasibility and make a recommendation to institute an "add/drop" period at the beginning of the term. The add/drop period would coincide with the 75% refund period, during which no approval would be required for students to enroll in any open class sections for which they qualify.

Recommendation: Not Approved

It is recommended that the following policy replace the current existing add/drop policy: Students can register for courses without a signature during the first week of classes (until the 75% refund deadline) provided that the class is still open. If class is open and student wishes to add beyond this designated add period, the Professor and Chair approval is required. If the class is closed, the Professor and Chair approval is required.

Charge:

Evaluate the "Early Warning" system format.

Recommendation: Not Approved

1.   Change "Early Warning" to "Early Progress Report"
2.   Add-"Satisfactory Progress"

Current format:

Early Warning Terminology (Spring 2015)

1. Attendance Insufficient
2. Unprepared for Class
3. Failing Assignments
4. Participation Insufficient
5. Failing Multiple Reasons

Suggested format:

Early Progress Report

1. Satisfactory Progress
2. Attendance Insufficient
3. Unprepared for Class
4. Failing Assignments
5. Participation Insufficient
6. Failing Multiple Reasons

Charge:

Explore the possibility of accepting a "C-" grade for courses transferred in to Middlesex County College. Since MCC does not have a "C-" grade, explore the possibility of accepting the transferred "C-" as meeting the course requirements for graduation.

Report: Even though the Academic Standards Task Force feels strongly that this recommendation should be implemented, it also recognizes that students transferring from Middlesex County College to area four-year universities might suffer as a result of the change. Therefore, the Academic Standards Task Force has decided not to act on this charge.

Charge:

Investigate the use of the class roster photo feature in Campus Cruiser as a tool to assist faculty in learning student names and to mitigate cheating. Make appropriate recommendations.

Report:

The Department of Information Technology has already had success in their development and testing of a process that permits the import of ID photos from the ID system into the Ellucian Colleague database with the eventual plan of adding to the course roster. The Committee supports that moving forward with having the photo on the class roster remain a goal for the 2015-16 academic year.

Accessibility for Persons with Disabilities Task Force:

Dr. Gail Becker, Chair– 2014-2015

Charge:

Review MCC's protocols/procedures for evacuating mobility impaired individuals in emergencies.

Recommendation 1:   5/26/15

The Accessibility for Persons with Disabilities Task Force recommends the Evacuation Procedures in the Emergency Management Quick Reference Guide (on the Infonet Quick Link) be reevaluated/updated – where necessary to better respond to the needs of persons with disabilities.

To be implemented by: Dr. Ronald Goldfarb, Special Assistant to the President

Recommendation 2:   5/26/15

The Accessibility for Persons with Disabilities Task Force recommends the protocols for the use of evacuation chairs be reevaluated/updated – where necessary.

To be implemented by: Dr. Ronald Goldfarb, Special Assistant to the President

Charge:

Review questions/issues on Campus related to accessibility for persons with disabilities

Report:

Two items raised by vigilant Task Force members were resolved by the issuance of work orders by Facilities Management:

- modifications were made to the height of soap dispensers in the four rest rooms in Chambers Hall to have them meet ADA height requirements
- lighting fixtures in the JLC rest rooms were tied into the building's emergency generator to provide for safe access during power failures

Bylaws Task Force:

Donna Marie Gardner and Helena Swanicke, Co-Chairs- 2014-2015

Charge:

Consider adding representatives of adjunct faculty into the permanent membership and voting structure of the College Assembly.

Recommendation: 12/1/2014

The members of the Bylaws Task Force recommend that the membership of the College Assembly add one adjunct as a representative to the Division of Arts and Sciences and one adjunct as a representative to the Division of Professional Studies. The term is one academic year, which is the same as the term for adjuncts serving on task forces, as stated in 1.0401, Article IV, Method of Membership, letter M, revised May 7, 2009. If an adjunct does not return, the division would suggest a replacement to the College Assembly Chair.

To be implemented by: Dr. Mark McCormick, Vice President of Academic and Student Affairs, in conjunction with the respective Deans of Arts and Sciences and Professional Studies.

Campus Diversity Task Force:

Dr. Nicholas Archer, Chair– 2014-2015

Charge:

Relating to Objectionable Content being shown by clubs

Recommendation: Not Approved

It is recommended clubs screen films in classrooms to avoid any potential complaints about content or copyright issues.

Charge:

Relating to coordination of an extended LGBT week

Report:

Most institutional resources are available for a larger event but have not been effectively coordinated by existing clubs and it is not generally within the responsibility of the Task Force to directly coordinate these efforts.

Campus Life and Community Concerns:

Ode Hoppie, Chair – 2014-2015

Charge:

Examine the need for more designated student lounge areas located away from teaching classrooms to alleviate the noise problem in hallways of academic buildings.

Recommendation: 5/26/15

Due to their similar nature, the Campus Life and Community Concerns Task force have combined the charge of investigating the feasibility of putting picnic tables outside of each campus building and under some tree areas and the charge of examining the need for more designated student lounge areas located away from teaching classrooms to alleviate the noise problem in hallways of academic buildings.

An exploration of the current offerings for lounge space for the student body led to the conclusion that there is inadequate as well as underutilized space designated as lounge space. Locations deemed as underutilized include the patio adjacent to the Cafeteria C hallway in the College Center and the Bunker Lounge located on the first floor of the College Center, areas that once served as open space for students.

Re-opening, renovating and refurnishing these locations as well as the current Main Lounge of the College Center and open space in the Edison Hall Lobby would provide students, currently opting to occupy hallways in academic buildings, with space that is comfortable and conducive to gathering, studying and relaxing. This in turn will alleviate the noise problem in hallways of academic buildings.

To be implemented by: Dr. Mark McCormick, Vice President of Academic and Student Affairs and Donald Drost, Executive Director of Facilities Management

Charge:

Research how other colleges handle code of conduct charges and determine if there are ways to improve the code of conduct process at MCC.

Recommendation: 5/26/15

It is the recommendation of the Campus Life and Community Concerns Task Force that our current handling of the Code of Student Conduct, although a thorough process, could be improved. The colleges current system consisting of a Vice President of Academic & Student Affairs appointed judicial officer will be improved upon with the creation of a designated Judicial Affairs/Community Standards & Student Conduct office with the sole purpose of addressing student conduct issues through the College's judicial process and ensuring that students right of due process is applied fairly and consistently while educating students regarding core values of the College community as outlined in the Code of Student Conduct To be implemented by: Dr. Mark McCormick, Vice President of Academic and Student Affairs

Charge:

At the request of a member of the student body of Middlesex County College at the beginning of the Spring 2015 semester, the task force investigated the safety of the current traffic pattern and signage of parking lot 1A. The aforementioned lot is currently designated as a two-way with what was referred to as inadequate space for traffic flowing in both directions and the cause of several potential collisions.

Recommendation: 5/26/15

It is the recommendation of the Campus Life and Community Concerns Task Force that Lot 1A be designated as a one-way with visible signage to alert all drivers and pedestrians. This change will add to the safety of all members of the College community as well as create a consistent flow of traffic in Lot 1A.

To be implemented by: Donald Drost, Executive Director of Facilities Management

Curriculum Task Force:

Professor Nicholas Picioccio, Chair – 2014-2015

On the charge to: Evaluate all new or revised curricula and programs according to the Curriculum Procedure Manual.

COMPUTER SCIENCE & INFORMATION TECHNOLOGY

Business Information Systems Transfer Degree (new)		7/18/14
CSC118:	Intro to Web Technology (new course)	7/18/14
CSC112:	Intros to Bus. Info. Sys (new course)	7/18/14

DENTAL HYGIENE

DHY 116:	Oral Histology and Embryology (new course)	4/16/15
DHY 117:	Head and Neck Anatomy (new course)	4/16/15
DHY 118:	Dental Anatomy (new course)	4/16/15
Dental Hygiene A.A.S. degree (revision)		4/16/15

ENGLISH

RDG009ALP: Reading Skills for College I Support (new course)		2/27/15
ENG009ALP: Writing Skills for College I Support (new course)		2/27/15
ENG010ALP: Writing Skills for College II Support – (new course)		2/27/15
JOU 201:	Journalism I (Revised)	5/26/15
JOU 202:	Feature Writing (Revised)	5/26/15
JOU 203:	Copy Editing (Revised)	5/26/15
JOU 204:	Journalism Capstone (Revised)	5/26/15
Liberal Arts A.A. Journalism Option (Revised)		5/26/15

ESL/ LANGUAGES & CULTURE

Certificate of Achievement In American Sign Language (New)	2/9/15

RECOMMENDATION	**PRESIDENTIAL APPROVAL**
CHN 121: Elementary Chinese I (new course)	4/16/15
CHN 122: Elementary Chinese II (new course)	4/26/15
ESL 067: Reading and Speaking Level 1 (new course)	5/26/15
ESL 068: Writing and Structure Level 1 (new course)	5/26/15
ESL 077: Reading and Speaking Level 2 (new course)	5/26/15
ESL 078: Writing and Structure Level 2 (new course)	5/26/15
ESL 087: Reading and Speaking Level 3(new course)	5/26/15
ESL 088: Writing and Structure Level 3 (new course)	5/26/15
ESL 097: Reading and Speaking Level 4 (new course)	5/26/15
ESL 098: Writing and Structure Level 4 (new course)	5/26/15
ESL Program Undeclared Non-Degree Program (Revised)	5/26/15

HISTORY & SOCIAL SCIENCES

Liberal Arts – Global Studies A.A. Degree (new degree option)	1/13/15
PSY100 Course (new)	Not Signed

HOSPITALITY, CULINARY, & DIETETICS

HCD 104: Hospitality Technologies (new course)	5/14/15

MATHEMATICS

MAT 010ALP: Basic Mathematics Support (new course)	2/27/15
MAT 013ALP: Algebra I Support (new course)	2/27/15

NATURAL SCIENCES

Fire Science Technology A.A.S. Degree (revised)	2/9/15
BIO133 (new course)	Not Signed
BIO134 (new course)	Not Signed
BIO206 course (revised)	Not Signed
BIO218 course (new course)	Not Signed
BIO219 course (new course)	Not Signed

Bio Manufacturing Certificate Program (new)	Not Signed
SCI 120 Introduction to Sustainability (New)	5/26/15
SCI 164 Historical Geology with Lab (New)	5/26/15

VISUAL, PERFORMING, & MEDIA ARTS

Media Arts & Design A.A.S. Degree – (degree revisions)	1/13/15

Note: The following items represent identical changes to the History sequence for Liberal Arts degrees, adding 2 additional options for students.

LIBERAL ARTS - African- American Studies	4/16/15
LIBERAL ARTS - Education	
LIBERAL ARTS - General	
LIBERAL ARTS -Genocide and the Holocaust	
LIBERAL ARTS -History	
LIBERAL ARTS -Philosophy	
LIBERAL ARTS - Political Science	4/16/15
LIBERAL ARTS - Psychology	
LIBERAL ARTS -Social and Rehabilitation Services	
LIBERAL ARTS - Social Sciences	
LIBERAL ARTS -Sociology	
LIBERAL ARTS -Cinema Studies	
LIBERAL ARTS -English	
LIBERAL ARTS - Journalism	
LIBERAL ARTS -Writing	
LIBERAL ARTS -Modern Language	
LIBERAL ARTS -Dance	
LIBERAL ARTS -Phys Ed/Rec.	
LIBERAL ARTS -Communication	
LIBERAL ARTS - Music	

LIBERAL ARTS -Theatre

LIBERAL ARTS - Visual Arts

FINE ARTS - Art

FINE ARTS - Music

FINE ARTS – Theatre

Reported to the College Assembly: Fast Track Approvals

BUSINESS, ACCOUNTING, & LEGAL

Liberal Arts: Business (LAB AA)   4/13/15
> To be consistent with recent changes in the Liberal Arts program,
> adds History Sequence options.

ENGLISH

11/10/14

ENG 121:   English Composition I
> Change in course description from "Through a variety of writing projects requiring description, characterization, narration, illustration, process analysis, comparison and contrast and definition, as well as through a documented essay, students develop competence writing clear, correct, effective English prose. Extensive reading materials serve as structural models and as the basis for discussion and for the writing of essays involving response, analysis and synthesis. During the course, the student will write between 7,000 and 10,000 words, including drafts and revisions."
> to
> "Through a variety of writing projects requiring competence in clear, correct, and effective English, students will use inferential and critical skills in the process of composing documented essays. Extensive reading materials serve as structural models and as the basis for discussion and for the writing of essays involving response, analysis, and synthesis."

ENG 122:   English Composition II   11/10/14
> Change in course description from, "Through writings, reading of essays, short stories, and poems and speaking, the student will continue to learn and to practice the skills of clear, correct, effective English. Through a variety of writing projects, requiring techniques such as cause and effect, analysis, evaluation, classification, argumentation and persuasion, as well as through a formal research (library) paper, students will write between 7,000 and 10,000 words."
> to
> "Through a variety of writing projects requiring competence in clear, correct, and effective English, students will use inferential and critical skills in the process of

composing argument synthesis essays. Students will engage in formal written argumentation based on extensive ready and analysis of complex texts. Through the research process, students will locate, analyze, and synthesize scholarly sources to advance their own informed positions on relevant issues in the composition of a formal research paper."

ENG 010ALP: Writing Skills for College II—Support   3/23/15
    Course code changed to ENG 0121S and title changed to English
    Composition I- Support.

ENG 009ALP: Writing Skills for College I—Support   3/23/15
    Course code changed to ENG 010S and title changed to Writing Skills
    for College II—Support

RDG 009ALP: Reading Skills for College I—Support   3/23/15
    Course code changed to RDG 011S and title changed to
    Reading Skills for College II—Support

ESL/LANGUAGES &CULTURE

ASL 221: Intermediate American Sign Language 1   10/6/14
      Remove prerequisite ASL 223: Deaf Culture and History

ASL.COA   2/23/15
    Change the course titles of ASL 221 and LNC 123 to match official course
    titles as recorded in the College Catalog.

HOSPITALITY, CULINARY, & DIETETICS

HCD Culinary Arts Program-   4/28/15
    Credit requirements for this program will be reduced to get closer to the 60 credit state
    minimum. The removal of an elective course does not impact completion of the
    program outcomes.

Hospitality Management -   4/28/15
    Remove a General Education Social Sciences Elective from Semester IV of the
    curriculum, and convert a designated General Education Humanities Elective in
    Semester III to a General Education Social Sciences or Humanities Elective.

<u>HISTORY & SOCIAL SCIENCE</u>

POS 121: Introductory Government and Politics   10/22/14
Change course description from GE SS Surveys the field of political science including an analysis of the discipline as an academic pursuit and a profession. Themes are theory, behavior and public opinion, parties and interest groups, public administration, law, comparative government and international relations. Includes a case study of the most recent U.S. presidential election
to
GE SS Survey of politics as a concept and political science as a professional discipline. Specific emphasis is placed on development of democratic institutions and values, and the comparative role of public opinion and citizen participation in modern representative democratic systems. Historical and recent United States federal elections are used as case studies.

POS 222: Comparative Government   10/22/14
Change course description from GE SS The political systems of the major European powers and the developing nations compared. Political institutions are viewed against their economic, social, and cultural backgrounds.
to
GE SS A comparative global study of the development of the modern nation-State. Emphasis is placed on the effects of globalization on countries' political culture and governing institutions. Case studies come from Europe, North America, Latin America, The Middle East, and Asia.

Course descriptions, learning outcomes, and course content areas were updated for the following courses, to assure that the introductory courses are providing the right background and skills needed for success in upper level courses:

EDU 121: Introduction to Education   3/25/15
EDU 122: Early Childhood Education
EDU 280: Education Field Experience
IDC 123: Introduction to Special Education and Disabilities
              in American Society
PSY 226: Educational Society

<u>MATHEMATICS</u>

MAT 013ALP: Algebra I Support   2/23/15
Course code changed to MAT 014S and course title changed to Algebra II Support

MAT 010ALP: Basic Mathematics Support   2/23/15
Course code changed to MAT 013S and course title changed
to Algebra I support

NATURAL SCIENCES

BIO 105: Heredity, Evolution, & Society   2/3/15
    Remove the following from the pre-requisites for this course: *one year high school laboratory science or a three-credit college level science course with a grade of "C" or better.*

BIO 106: Human Biology, Biomedical Issues, and Society   2/3/15
    Remove the following from the pre-requisites for this course: *one year high school laboratory science or a three-credit college level science course with a grade of "C" or better.*

BIO131: Human Structure and Function   2/3/15
    Remove the following from the pre-requisites for this course: *One year of high school biology or BIO 010 and one year of high school chemistry or CHM 010.*

VISUAL, PERFORMING & MEDIA ARTS
COM 131: Introduction to Broadcasting   10/18/14
    Change course name to Broadcasting and Social Media

Educational Resources Task Force:

Mark Thompson, Chair – 2013-2014

Charge:

Investigate the availability of adequate open lab space for MCC students at all three locations: Edison, Perth Amboy, and New Brunswick. Via the Campus Wide Student Survey for fall 2014, measure demand by extent of need (# students looking for computers), time slot (time of day), and location (Edison campus or Urban Centers in Perth Amboy and New Brunswick).

Recommendation: **Not Approved**

Change selected department lab policies so that computers are made available to students from other programs. The highest priority on the Edison campus, currently, is overflow for the Library open labs. Given their size, location, and accessibility, the IRC Learning Center and JLC Computer Science labs are the best targets. In doing this, the dedicated spaces within the

Learning Center and Computer Science labs, along with their specific department needs, should remain priorities.

Recommendation:	**Not Approved**

Promote wider participation in off-campus and on-campus mobile computing solutions to relieve the burden of heavy on-campus lab demand. Create a system of physical charging stations for portables. Create an easy-to-use mobile portal, auto-configuration tools, and immediate assistance through chat and phone Student Help Line.

Charge:

Investigate the pros and cons and the feasibility with implementing a course fee model for textbooks. With this model, students would be charged for their textbooks on their tuition bill and all students would have their textbooks on the first day of class. Make a recommendation about whether this new approach to textbook fees would be cost-effective for students and work well at MCC.

Report:

As has been concluded in prior examinations of the issue of mandatory textbook purchases via course fees, the ERTF again concludes that this approach would neither be cost-effective nor practical for MCC students or the College. The core objection is the fact that this approach prevents students from pursuing other low-cost options such as used and rental books or zero-cost options such as shared and gifted books.