TO: Members of the College Assembly

FROM: Gary Abbott
             Chair, College Assembly

RE: College Assembly Annual Report: 2018-2019

DATE: June 30, 2019

RECOMMENDATION   **PRESIDENTIAL**
                                                          APPROVAL

Academic Standards Task Force:

Thomas Halasinski, Chair

AS1819-01   Report on the implementation status of recommendations submitted by your task force in 2017-2018, approved by the College Assembly, and forwarded to the College President for Signature.   **N/A**

          AS1718-02
          Charge: Revise the Academic Amnesty Appeal policy to allow students to retain some or all of their passing grades after Amnesty goes into effect.
          Summary of Recommendation: All amnesty policies should remain unchanged with the exception that all courses with C or better may now count towards graduation credit requirements but not count towards calculation in new GPA.

          Timeline of Recommendation: The recommendation was presented to the College Assembly on April 5, 2018. The vote to accept recommendation was FAV 26, OPP 0, ABS 0. The recommendation was approved, signed by the College President, and sent to the VP of Academic and Student Affairs and the Office of the Registrar on April 12, 2018.

          Status of Recommendation: The recommendation has been approved by the MCC Administration and has been implemented. The statement in the MCC 2017-2018 College Catalog concerning Academic Amnesty Appeal "No credits or grades earned prior to the period of absence will be counted in the calculation of the new GPA or credits toward graduation" has been changed in the MCC 2018-2019 College Catalog to "All courses with "C" or better will count towards meeting graduation requirements but will not be included in the calculation of the new Grade Point Average (GPA)".

AS1718-03

Charge: Examine the feasibility of considering concurrent enrollment in one-credit developmental support courses with the core course, and/or 1-credit science lab courses with a lecture course, as a single course for registration purposes under the academic status policies.

Summary of Recommendation: It was recommended that concurrent enrollment in one-credit developmental support courses with the core course and/or 1-credit science lab courses with a lecture course be treated as a single course for registration purposes under the academic status policies. Students may continue to file an academic appeal with their Division Dean in cases where they fell an exception to the academic status course/credit limits are warranted.

Timeline of Recommendation: The recommendation was presented to the College Assembly on April 5, 2018. The vote to accept recommendation was FAV 26, OPP 0, ABS 0. The recommendation was approved, signed by the College President, and sent to the VP of Academic and Student Affairs and the Office of the Registrar on April 12, 2018.

Status of Recommendation: The recommendation has been approved by the MCC Administration and has been implemented. The statement "Developmental support courses and science lab courses will be treated as one course when taken in conjunction with the core developmental/lab course" has been added to the Academic Probation and Academic Restriction Statuses portion of the MCC 2018-2019 College Catalog.

AS1819-02   Consider changing the current policy regarding registration approval for students on academic restriction to limit approval signatures to Deans or Chairs.   **N/A**

Rationale: The catalog currently states under Academic Status/Academic Restriction that "No student on academic restriction may register without signed approval from the following: the department chair, the dean of the student's division or an advisor in the Academic Advising Center." In some cases, the advisors in the Academic Advising Center are not sufficiently familiar with the technical courses in the Engineering Technology Department, and possibly other departments in the Division of Professional Studies, to determine whether a student on restriction is suitably prepared for coursework, especially in higher-level courses.

Withdrawn

Rationale: The original intent of the charge was to increase student success in upper level Engineering courses by limiting registration approval for restricted students to just deans or chairpersons. After a discussion between the Task Force and the Engineering department, it was felt that a better way to achieve the same goal would be change the pre-requisite for some of the lower level engineering courses from "C or higher" grade to "B or higher" grade. The charge has been withdrawn from Academic Standards.

AS1819-03   Consider revising the exemption policy for Developmental Reading for transfer

students, so that any student who completes ENG 121, regardless of credits completed, is exempt from RDG.   **N/A**

Rationale: The current policy holds that transfer students are exempt from developmental reading if they completed "twelve credits of college level work with a grade of 'C' or better." This policy is out of sync with how we handle students who complete Dual Enrollment ENG 121. Under our Multiple Measures framework, the dual enrollment students who complete ENG 121 are exempt from RDG.

The current policy for the exemption of the requirement for RDG transfer students is as follows:

> Students who attended a regionally accredited U.S. college or university and completed one semester of English composition or one semester of college-level math acceptable for transfer to MCC with a grade of "C" or better may be exempt from appropriate categories of the placement test. To be exempt from the Reading Comprehension test, students must have attended a regionally accredited U.S. college or university and completed twelve credits of college level work (acceptable for transfer to MCC) with a grade of "C" or better.

According to the Registrar, the current policy was adopted at the recommendation of the Academic Standards Task Force, as the former policy required the completion of 24 college credits.

Report:
The Academic Standards Task Force has unanimously agreed not to move the charge forward for a vote to the College Assembly. The Task Force unanimously agreed that students who have passed ENG 121 (English Composition I) with a grade of "C" or higher should be exempt from RDG 011 (Reading Skills for College II) based on the essentially equivalent reading skills course learning outcomes between the two courses. However, having verified that the charge is proposing to exempt only transfer students, task force members were unanimously against treating equivalent English Composition courses differently depending on whether the course was taught through MCC or if the course was taught through another institution. Currently, students who are matriculated here at MCC are not exempt from RDG 011 if they pass ENG 121 offered through our College. Recommending the charge would allow students who have passed an equivalent course to ENG 121 through another campus and subsequently transfer here to be exempt from taking RDG 011. Unequitable treatment of equivalent English Composition courses depending on which institution offers the course would be an unreasonable course of action.

Note: M. Spano, English Department Chair, expressed concern that Charge AS1819-03 may have been mischaracterized in the deliberations of the task force. He expressed that the intent of the charge was to rectify a double standard existing between transfer students and dual enrolled students regarding ENG 121 and RDG 011. Dual enrolled students are typically waived from having to take RDG 011 whereas transfer students are not. Moving forward, it is the

intent of the English department revisit the larger issue of RDG 011 as a co-requisite for ENG 121 at the department level and consider a broader policy change for RDG 011 as a prerequisite for ENG 121 as many of MCC's sister institutions currently do (e.g.: Mercer, RVCC, and Camden).

Accessibility for Persons with Disabilities Task Force:

Kathy Nagy, Co-Chair

Elaine Weir-Daidone, Co-Chair

AC1819-01	Report on the implementation status of recommendations submitted by your task force in 2017-2018, approved by the College Assembly, and forwarded to the College President for Signature.	**N/A**
AC1819-02	Review the Strategic Plan for impact on persons with disabilities.	**No Report**
AC1819-03	Consider the need for designated handicap parking at the circle in front of the College Center.	**No Report**
AC1819-04	Review survey questions included in the Institutional Research Questionnaire to determine if there are areas for the task force to address and if the current set of questions need to be revised.	**No Report**
AC1819-05	Review progress made through the Accessibility Work Group.	**No Report**
AC1819-06	Review the planned campus accessibility audit.	**No Report**

Bylaws Task Force:

Hope Holbeck, Chair

BL1819-01   Report on the implementation status of recommendations submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.   **N/A**

Report: On the subject of recommendations approved in previous years, the Task Force chair confirmed that the position of Parliamentarian Alternate (2016) has been established and is currently held by T. Orosz.

BL1819-02   Investigate the feasibility of including two additional members for each category of membership to include a first and second alternate respectively, each of whom would serve one at a time as a substitute voting member when the voting member for that membership cannot attend a particular College Assembly Meeting. The first and second

alternate members would not be voting members unless they are serving as a replacement of a voting member at a meeting.

Rationale: It has occurred recently that the College Assembly was not able to convene its scheduled meeting for lack of quorum.

Withdrawn   **N/A**

Rationale: The intention of the charge was to appoint alternate voting members to assure regular quorum. The maker of the charge has withdrawn as no longer relevant.

BL1819-03   Consider adding the position of Transfer Advisor, from Career and Transfer Services, as a standing member of the Curriculum Task Force by virtue of position.   **No Report**

Rationale: The Transfer Advisor is functionally responsible for maintaining expertise in the ever-changing requirements that community college students must meet in order to effect a smooth transfer. Ensuring that the expertise is part of every curriculum proposal review is prudent and adds important knowledge to revisions/additions brought to the Task Force.

BL1819-04   Consider adding a delegate from Human Resources as a standing member by virtue of position on the Diversity Task Force.   **No Report**

Rationale: In order to accomplish some activities that have arisen as a result of charges to the Task Force, expertise in the area of Human Resources has become an important asset. For this reason, the addition of a permanent delegate from Human Resources would serve to enhance and expedite discussions and debates within the task force's proceedings.

BL1819-05   Assess whether current College Assembly membership designations and Appendices E and F, which enumerate Administrator and Support Staff positions, align with the College's current active job titles.

Rationale: Due to the restructuring of several positions, current lists in Appendices E and F no longer align with actual current job titles.

Job Title Report was distributed with May meeting agenda and corrections will be reflected in the 2019-2020 Bylaws

BL1819-06   Review the charter of the Campus Diversity Task Force to ensure that the mission reflects current requirements.   **No Report**

BL1819-07   Review the membership distribution for College Assembly and Task Forces to ensure equitable and effective representation across the campus community.

Rationale: Some departments, such as Library Services, may be under represented.

RECOMMENDATION #1:   Pending

To align with the current administration and faculty positions/titles, the Task Force recommends changes to Bylaws 1.0400 Article IV – Membership as follows:

FROM	TO
Assistant Deans/ Chairpersons/ Directors/ Administrators	Assistant Deans/Chairpersons/**Associate Chairpersons**/Directors/**Assistant Directors/Associate Directors**/Administrators
• At-Large, includes Directors and Administrators not associated with the above divisions.	• At-Large, includes Directors, **Assistant Directors, Associate Directors** and Administrators not associated with the above divisions.

RATIONALE: Due to the reorganization of positions, personnel changes and newly created positions, these additions more accurately reflect the current positions/titles on campus.

RECOMMENDATION #2:   Pending

To align with the current administration and faculty positions/titles, the Bylaws Task Force recommends changes to Bylaws 1.0400 Article IV – Membership as follows:
Remove from the category of Faculty Representatives the positions of Directors and Administrators-at-Large not associated with the above divisions, and, add the position of Faculty-at-Large to this category.

FROM	TO
Faculty Representatives - • Arts and Sciences • Professional Studies • Directors and Administrators-at-Large not associated with the above divisions.	Faculty Representatives - • Arts and Sciences • Professional Studies • **Faculty-at-Large** not associated with the above divisions.

RATIONALE: There was a time at the college when a small group of administrators had faculty rank. Due to personnel changes over the past years, this designation is no longer applicable. However, there are currently non-teaching, faculty ranked positions on campus.

RECOMMENDATION #3:   **Pending**

The Bylaws Task Force recommends to increase the number of members in the category of Adjunct Faculty Representatives in each academic division from one (1) member to two (2) members. As a result of this addition, the total membership in the College Assembly will increase to from 54 to 56 members. The membership category will now read:

FROM	TO
Adjunct Faculty Representatives - • Arts and Sciences1 • Professional Studies1	Adjunct Faculty Representatives - • Arts and Sciences2 • Professional Studies2

RATIONALE: The number of adjunct faculty has increased in recent years. This increase will better represent the increase in the adjunct faculty population in the total teaching faculty.

Campus Diversity Task Force:

Jose Laureano, Chair

CD1819-01   Report on the implementation status of recommendations submitted by your task force in 2017-2018, approved by the College Assembly, and forwarded to the College President for Signature.   **N/A**

Findings:

The Campus Diversity Taskforce has determined that Middlesex County College needs to cast a wider net to increase the pool of qualified full-time faculty candidates from racial and ethnic underrepresented groups. Therefore the task force will continue to monitor the charge to see that CD1718-02 is implemented in the future.

Rationale:

The Campus Diversity Taskforce investigated the status of Charge CD1718-02 and the recommendation made last year regarding the need to increase diversity amongst full-time faculty. Based on the data from the fall 2015 semester, 75% of our full-time faculty are Caucasian, yet 59% of our students are of diverse ethnicities.

The Campus Diversity Taskforce reviewed the data from the fall 2017 semester and found that 86% of our full-time faculty are now Caucasian, while 63% of our students are of diverse racial and ethnic backgrounds. As a result, the composition of student body continues to become more diverse but our full-time faculty has not.

The Campus Diversity Taskforce believes strongly that Middlesex County College needs to demonstrate an intentional and clear commitment towards the hiring of a diverse full-time faculty from racial and ethnic underrepresented groups.

FALL 2015

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
75.0%	3.6%	6.9%	5.7%	0.0%	0.0%	9.4%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
31.0%	11.3%	30.4%	14.5%	0.4%	2.3%	10.1%

Note: Asian includes Pacific Islander and Unknown includes 2 or more races

FALL 2017

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
85.6%	4%	5.6%	4.8%	0.0%	0.0%	0.0%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
28.7%	11.9%	32.8%	15.6%	0.4%	2.0%	8.6%

Source: 2018 Institutional Profile

CD1819-02   Develop a survey for LQBTQ students to determine what needs/support the College can address.

Recommendation: **Pending**

The Campus Diversity Taskforce recommends that our Office of Institutional Research work with the MCC Sexuality and Gender Acceptance student club, to intentionally survey students and allies of the LGBTQ community on the Middlesex County College campus for the 2019-2020 academic year. By intentionally engaging with LGBTQ students on campus, we will be able to increase the response rate and reduce the "neutral" responses from the previous fall 2018 survey.

Rationale:

The Campus Diversity Taskforce investigated current efforts to survey the LGBTQ students on campus. Due to our initial conversations with the Office of Institutional Research, we were able to include a couple of questions in the fall 2018 Student Services Survey addressing the campus environment for LGBTQ students.

From the preliminary results shared with the taskforce, MCC students view the campus environment as being welcoming towards LGGBTQ students. However, we had a large percentage of students who were "neutral" in their response to the statements. In our discussion with the Office of Institutional Research, the neutral response could be attributed to the lack of connection with the LGBTQ campus community.

(see survey below)

Middlesex County College
Student Services Survey

Course:

Response Rate: 2427/11396 (21.30 %)

54 - Please rate your level of agreement about the following statements:

MCC is a welcoming environment for LGBTQ students.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly disagree	(1)	32	1.56%	
Disagree	(2)	16	0.78%	
Neither agree nor disagree	(3)	992	48.37%	
Agree	(4)	697	33.98%	
Strongly agree	(5)	314	15.31%	

Response Rate	Mean
2051/11396 (18.00%)	3.61

54 - Please rate your level of agreement about the following statements:

MCC supports our LGBTQ students.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly disagree	(1)	29	1.42%	
Disagree	(2)	18	0.88%	
Neither agree nor disagree	(3)	1019	49.95%	
Agree	(4)	663	32.50%	
Strongly agree	(5)	311	15.25%	

Response Rate	Mean
2040/11396 (17.90%)	3.59

54 - Please rate your level of agreement about the following statements:

MCC is an inclusive environment.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly disagree	(1)	36	1.77%	
Disagree	(2)	19	0.93%	
Neither agree nor disagree	(3)	926	45.55%	
Agree	(4)	701	34.48%	
Strongly agree	(5)	351	17.27%	

Response Rate	Mean
2033/11396 (17.84%)	3.65

CD1819-03   Create an inter-sector forum to discuss issues that LGBTQ students encounter and how to best support them.

Recommendation: **Pending**

The Campus Diversity Task Force recommends that we create and implement an inter-sector campus forum during the month of October to raise awareness and support for the LGBTQ community on campus. A planning committee comprised of students, faculty, and staff should convene to plan the annual forum starting in October 2019.

Rationale:

The Campus Diversity Taskforce investigated current efforts to intentionally engage with the LGBTQ campus community. From our meetings and discussions, we learned about the MCC Sexuality and Gender Acceptance Club, which "provides a Safe Space for any LGBTQ+ member or supporter. The club aims to break the common stereotypes associated with those in the LGBTQ+ community by promoting equality and, most of all, acceptance."

The taskforce also learned that October is "LGBTQ History Month" and June is "Pride Month" to honor the 1969 Stonewall riots in Manhattan. Unfortunately, there does not

seem to be any major recognition or coordinated intentional programming on the MCC campus during these designated months on a consistent basis.

Campus Life and Community Concerns Task Force:

Annie Hogan, Chair

CL1819-01   Report on the implementation status of recommendations submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.   **N/A**

CL1819-02   Consider the need to keep wheelchairs available on campus for emergency use. Rationale: In the event of the necessity of a rapid evacuation of a building, an accessible wheelchair could be lifesaving.

Taskforce Report: **N/A**
After careful review, we have determined that there is not a practical need for wheelchairs to be placed on campus to be used in the event of an emergency. Task Force Rationale

Accessibility
In order for the wheel chairs to be used in an emergency situation, such as an evacuation, there would need to be a chair readily accessible in the building which was being evacuated. Therefore, there would need to be a wheelchair in each building. Additionally, there would be a need to find a place in each building in which the chair could be stored. This area would need to be clearly marked so that all would know where the chair is located within that building. In addition, the issue of securing the chair becomes an issue. The wheelchair would need to go into a closet or other type of enclosure. If this room were to be locked to prevent tampering or theft of the wheelchair, it would be difficult to access.   Another option would be to keep the wheelchair within central locations on campus. Keeping a wheelchair located within a central location defeats the purpose of easy access, particularly in an emergency situation, as someone would need to get to that location to retrieve the chair, wasting valuable time.

Liability
The use of wheelchairs by those inexperienced with them could potentially open the college and/or employee to liability in the event of an accident.

Current Presence of Evac-chairs
Currently, the college has evac-chairs deployed in Chambers Hall, College Center, Crabiel Hall, Billy Johnson Hall, L'Hommedieu Hall, Raritan Hall, South Hall and West hall. These building all have second floors and these chairs are designed to transport victims down flights of stairs safely in the event that victim / patient cannot do so themselves. See image of an example of this on the second floor of College Center. The use of wheelchairs in these building becomes much less prevalent and diminishes the need.

First Responders on Campus
The college employs a full time police department which responds to incidents within approximately one minute. The police have the ability to immediately contact the fire department and ambulance personnel who would be used to evacuate those that can no evacuate themselves.

CL1819-03   Examine the need for a full time nurse on staff.
Rationale: Students, faculty, and staff may have heath needs or questions that can be handled more expediently by full a time nurse.

Taskforce Recommendation: **Pending**
The current nurse works part time, three days per week, from 8:30 a.m. – 4:30 p.m. That service falls under the umbrella of "Health and Safety", a search term which may be unfamiliar to students. That department is located in the Mill Gate Building, a structure far removed from the busiest areas on campus. Given the above, it is recommended that the need for a full time or another part time nurse be explored further.

Per the website, the office can offer:

- Nursing assessment of health problems and referrals as needed.

- Health counseling to assist in coping with health problems and to help promote healthier life-styles.

- First aid/urgent care that may help reduce serious complications.

- Immunization offered "at cost" to current students.

- Maintenance of health records required for all students participating in clinical areas required by contract with clinical sites.

- Sanitary supplies are available at the Health & Safety Office.

- Health information brochures are available.

The office is instrumental in maintaining health records for students participating in clinical areas and this is an important function and active area of service. The nurse accompanies police officers when they respond to a medical emergency on campus. The office has seen a steady decrease in students seeking their services. This could have resulted from the federal health mandate extending health insurance benefits to those up to 26 years of age and requiring that people purchase health insurance. The number of uninsured students dropped. However, the new federal administration plans to enact changes to the program in the upcoming year which may again impact students and their options for medical care.
Given the above information, it is possible that there may be a current undetected need for another part time or a full time nurse on campus if students were made aware of the services. It is also possible that depending federal laws impacting health insurance for the college age student population may again result in higher number of uninsured students.

CL1819-04   Investigate the need for signage on the exterior of campus buildings detailing the departments housed there.

Rationale: To clarify the location of Departments, Chairperson's and Administrative offices. Having this additional information on the outside of the building would certainly facilitate both students and visitors on campus by recognizing what is housed within each building.

Taskforce Recommendation: **Pending**
We recommend maintaining the existing signage on the exterior of campus buildings. In addition, we recommend adding wall mounted directories inside the entrances of campus buildings with department locations that can be easily updated if departments change locations.
An effective form of direction or way finding, would be to have some decal signs on the floors in some buildings. See attached which exist at Bergen County College, NJ. These can be done on the decal printer in the VPMA department.
Rationale:
Back in 2004, Middlesex County College hired a consulting firm, Designer Systems to conduct a study of our building signs. Designer Systems worked with Deans, Chairpersons, Public Relations, MCC Police Department and Facilities. A message schedule was developed for each sign. A site plan was developed to identify the location of each sign. The cost for all of the campus signs was $260,000.
There is a great expense to larger building signs for every campus building listing every department housed within each building. Each sign is roughly $700 each. A low cost alternative can also be to promote the use of the website which includes an interactive campus map. This interactive map includes directions directly to the department one is seeking. We can incorporate an interactive campus map that includes department locations, on the new MCC App once it is launched by the college. In addition, some cheaper alternatives such as described above, which can be changed or amended if locations change.

CL1819-05   Investigate and recommend some environmentally sound practices and programs that the College can implement or in which the College can participate.
Rationale: The impact of climate change and the degradation of natural resources are consistently in the news. Responding to our collective responsibility to mitigate the negative human impact on the planet, many colleges have robust sustainability programs or committees. They are charged with investigating, advising or recommending policies, procedures and practices that lessen the college's carbon footprint and improve the environment.
Middlesex County College has made some sustainability efforts, i.e. LEEDS buildings, energy efficient indoor lighting, some recycling, but MCC has no sustainability office, committee or web presence that highlights these efforts, nor any group that helps promote additional efforts. Ideally, the College Assembly could investigate how other colleges handle sustainability issues and make recommendations on what and how to implement them on this campus.

Taskforce Recommendation: **Pending**
1.   Be an EPA Green Power Partner. For more details visit: t
      tps://www.epa.gov/greenpower
2.   Establish a Sustainability team to address sustainability and waste reduction
      options, campus wide. Have this team head up 'Earth Week' in April.

3. Provide a link to "Ways You Can Protect the Environment" or "Ways You Can Help Save the Planet" on MCC Home Page
4. Promote enrolment to the new A.S. program in Sustainability and have non-credit courses housed within the Continuing Education area in sustainability.

Taskforce Rationale:

1. Being an EPA Green Power Partner, MCC can get expert advice/help on and access to tools and resources to identify the types of green power products that best meets MCC's energy goals and needs.
2. The Sustainability team would be responsible for assessing the current waste generation on MCC campuses, partner with local organizations such as Sustainable Jersey and Sustainable Jersey for Schools to explore ways to reduce, reuse, and recycle waste. This team would also make recommendations on and help in implementing programs on energy and water conservation –installation of energy and water saving touch free faucets and automatic flushometers in restrooms (in every building on Main, New Brunswick, and Perth Amboy Campuses) and water fountains. The team would also work with Facilities in purchase and training of their staff in the use of environmentally friend cleaning products with auto-dilution control to prevent waste and promote safety. The Sustainability team could head up activities and service learning projects for "Earth Week" in April of each year.
3. Any effort to reduce waste and saving our environment and planet starts with us. Providing a link on MCC Home Page would provide all stakeholders easy access to ideas and ways to reduce waste and do their part in protecting the environment and planet, so students, staff, faculty, administrators, and the community can find ways to be active participants.
4. Offering credit (the launch of the new Sustainability A.S. Program) and non-credit courses (via Continuing Education) in sustainability would provide various stakeholders (students, staff, faculty, administrators, and the wider community) an opportunity to learn and incorporate sustainability in their everyday life.

CL1819-06   Examine ways in which to reduce the amount of single-use plastics on campus. Rationale: A recent service-learning project revealed a disturbing amount of single-use plastics in the refuse on campus. Single-use plastics are not biodegradable, are often not recyclable, release toxins as they degrade, and present an unnecessary hazard to our environment.

Recommendation: **Pending**

Immediate short-term: Provide plastic straw only upon request
Short-term: Encourage use of reusable containers such as lightweight stainless steel water bottles, glass bottles and straws, and To-Go-Cups

Long-term: Use of compostable and bio-degradable plates, cups, to-go containers, and utensils. At the next Food services renewal of contract, write into the contract itself that MCC has banned single use plastics and would need to provide more 'green' options for use on campus.

Rationale:

Immediate short-term: Many food establishments have adapted this option and provide a plastic straw only upon request, thus reducing the plastic straw waste. This is also done in Europe and Australia.

Short-term: MCC welcome pack should include lightweight stainless steel water bottles so new students can use these instead of plastic water bottles. Similarly, non-toxic, safe, clear glass bottles can be recycled. Reusable to-go-cups serve similar purpose and reduce the amount of paper or plastic cup usage.

Long-term: MCC can evaluate the use of non-plastic materials such as compostable or bio-degradable products, and work with the sustainability team and students in sustainability course(s) to develop ways to make compost or dispose of the bio-degradable products.

Curriculum Task Force:

Parag Muley, Chair 2018-2019

STANDARD CURRICULUM

EDU 280	Foundations of Teaching and Reflecting	3/12/19
ENG 096	Integrated Developmental Reading and Writing	3/12/19
ESL 056	Phonology and Discussion I	4/15/19
ESL 057	Reading and Speaking Level A	4/15/19
ESL 058	Writing and Structure Level A	4/15/19
ESL.UN	ESL Non-degree program	4/15/19
SOC 121	Intro to Sociology	3/12/19
SOC 223	Class and Social Inequality	3/12/19
SOC 224	Marriage and the Family	3/12/19
SOC 240	Sociology of Gender	3/12/19

FAST TRACKS
Note: 60 Credit Initiative Fast Tracks are listed in a separate table

BUSINESS AND COMPUTER SCIENCE

CSC 162	Object-Oriented Programming Using Java	2/7/19
	Change prerequisite from CSC161 to CSC 161 with a C or better	
CSC 236	Data Structures in Java	2/7/19
	Change prerequisite from CSC162 to CSC 162 with a C or better	

DENTAL HYGIENE

DHY 107	Preventive Oral Health Services Course Description	4/16/19
DHY 108	Preventive Oral Health Services II	4/16/19

	Course Description	
DHY 111	Nutrition and Oral Health Course Description	4/16/19
DHY 114	Dental Materials Course Description	4/16/19
DHY 115	Periodontology Course Description	4/16/19
DHY 207	Dental Health Education Course Description	4/16/19
DHY 208	Pharmacology Course Description	4/16/19
DHY 224	Dental Hygiene Seminar Course Description	4/16/19
DHY 218	Local Anesthesia and Pain Control Course Description	4/16/19

ENGINEERING

CIT.CER	Civil Engineering Technology Certificate Remove requirements MAT129A and MAT129B and replace with MAT129	10/9/18
CIT 203	Strength of Materials Add the prerequisite: CIT 203 with a grade of 'C' or better	12/3/18
CIT 212	Water Resources Technology Change in pre-requisites	2/25/19
ELT.CER	Electrical Engineering Technology Certificate Remove requirements MAT129A and MAT129B and replace with MAT129	10/9/18
ELT 110	Electrical/Electronic Devices and Circuits Add the prerequisite: ELT 105 with a grade of 'C' or better	12/3/18

ESL, LANGUAGES, AND CULTURES

LAMLA.AA	Liberal Arts: Modern Languages Change in requirements	4/17/19

HISTORY AND SOCIAL SCIENCES

AS.CER	Addiction Studies Certificate	4/4/19

Elimination of a free elective and a change in a pre-requisite

EDU 123	Introduction to Special Education and Exceptional Youth Minor revision of course content to adhere to changing concepts and terminology in the education field.	2/7/19
EDU-208	Creative Activities for Young Children Inactive	2/7/19
HIS-130	Healthcare and Medicine in the Western World Inactive	2/7/19
IDC-101	Technology and Education Inactive	2/7/19
LAPHI.AA	Liberal Arts-Philosophy, A.A. Replace HIS245: History of Major World Religions with PHI232: Social and Political Philosophy in Philosophy degree program	2/5/19
LAPHI.AA	Liberal Arts Philosophy Revised program description	4/4/19
SOC 131	Contemporary Social Problems Change in course description, change in course outcomes	2/5/19
SOC-217	Human Behavior in the Social Environment I Inactive	2/7/19
SOC-218	Human Behavior in the Social Environment II Inactive	2/7/19
SOC-222	Political Sociology Inactive	2/7/19
SOC-234	Sociology of Work and Organizations Inactive	2/7/19
POS-131	Introduction to Public Administration Inactive	2/7/19
POS-225H	American Political Thought Inactive	2/7/19
PSY-244	Business and Industrial Psychology Inactive	2/7/19

PSY-270	Adult Development and Aging Inactive	2/7/19
SOC122	Social Institutions Revised description, outcomes, minor content	4/4/19
SOC205	Diversity and Multiculturalism in US Society Revised description, outcomes, minor content	4/4/19

MATHEMATICS

MAT 285	Basic Statistics for Business Change in pre-requisite	4/17/19

NATURAL SCIENCES

BIO.AS	Biology Transfer Associate of Science Clarify electives	4/17/19
BIO 124	General Biology II Change prerequisite from BIO 123 to BIO 123 with a C or better	2/7/19
BIO240	Research in Biology Revised course description	3/31/19
BPPST.AS	Biology Pre-professional Transfer Change in outcome wording	4/22/19
BPPST.AS	Biology Pre-professional Transfer Change in footnote wording	4/22/19
CHM201	Principles of Organic Chemistry Change in pre requisites	4/15/19
CHM240	Research in Chemistry Revised course description	3/21/19
PHY 133	Analytical Physics I (Lecture) Remove pre-requirement of one year of high school laboratory physics	1/23/19

RADIOGRAPHY

RAD 256	Radiographic Seminar 1 Course Description	2/28/19
RAD 285	Advance Imaging	2/7/19

Change in course description

60 Credit Initiative

The *60 Credit Initiative* is in response to the NJDOE mandate that Associates degrees must be completed in 60 credits, and that all programs except those with external accreditation must be in compliance by the Fall 2019 semester. To expedite this time-critical process, the fast track approval process was utilized, as would be expected for programs which only involve minor changes, such as removing the PED/HED requirement and reordering the sequencing of courses to follow Guided Pathways. For the purpose of the *60 Credit Initiative*, fast tracks for programs with more in depth changes will include:

1. The line *60 Credit Initiative Program Revisions* added to the title of the fast track.
2. An explanatory section added to the purpose which reads:
   a. For the purpose of expediting the program reductions to 60 credits, the fast track process is being used with the understanding that the proposal has been agreed upon by department, is appropriate, and is consistent with the College's Guided Pathways priorities. Provided that those conditions are met, the signatories of the fast track form indicate whether they approve the proposal.
3. A mandatory review by the full Curriculum Task Force before distributing for administrative vote.
4. Required administrative response for approval:
   "I agree that these changes, which have been vetted by the Department, are appropriate and should be made."

Where possible, some programs with similar changes have been grouped as one fast track, such as the LA AA degrees (with the exception of LA Business, and Natural Sciences AS degrees.)

60 Credit Initiative
Curriculum Documentation for 2019-2020 Academic Year

Program	Submitted	Completed	Regular or Modified FT
Liberal Arts – General, AA	3/1/2019	3/25/2019	Regular
English Department			
Liberal Arts – Cinema Studies, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – English, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Journalism, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Writing, AA	3/1/2019	3/25/2019	Regular

ESL, Languages and Culture			
Liberal Arts – Modern Language, AA	3/1/2019	3/25/2019	Regular
History, Social Sciences, and Health			
Criminal Justice, Corrections Administration, AS	3/15/2019	4/4/2019	Regular
Criminal Justice – Police Option, AS	3/15/2019	4/4/2019	Regular
Education Transfer, AS	3/15/2019	4/4/2019	Modified
Homeland Security A.S.	3/15/2019	4/4/2019	Regular
Liberal Arts – African-American Studies, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Criminal Justice Transfer AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Genocide & Holocaust, AA	3/1/2019	3/25/2019	Regular
Liberal Arts -- Global Studies, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – History, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Human Services/Pre-Social Work AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Philosophy, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Physical Education/Recreation, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Political Science, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Psychology, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Sociology, AA	3/1/2019	3/25/2019	Regular
Mathematics			

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Mathematics Science Transfer, AS	2/25/2019	3/21/2019	Regular
Natural Sciences			
Biology Option – Science Transfer, AS	2/25/2019	4/4/2019	Modified
Biology Pre-professional Option –Sciences Transfer, AS	2/25/2019	4/4/2019	Modified
Biotechnology, AS	2/25/2019	4/4/2019	Regular
Chemistry Option – Science Transfer, AS	2/25/2019	4/4/2019	Modified
Earth Science – Science Transfer, AS	2/25/2019	4/4/2019	Regular
Fire Science Technology, AAS (Cert <5)	2/25/2019	4/4/2019	Modified
Physics – Science transfer, AS	2/25/2019	4/4/2019	Regular
Process Technology, AAS	2/25/2019	4/4/2019	Modified
Sustainability Science A.S.	2/25/2019	4/4/2019	Regular
Visual, Performing and Media Arts			
Fine Arts – Art Option AFA	4/8/2019	4/17/2019	Modified
Fine Arts – Music Option AFA	4/8/2019	4/17/2019	Modified
Fine Arts – Theatre AFA	4/8/2019	4/17/2019	Modified
Liberal Arts – Communication, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Dance, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Music, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Theatre, AA	3/1/2019	3/25/2019	Regular
Liberal Arts – Visual Arts, AA	3/1/2019	3/25/2019	Regular
Media Art and Design, AAS	3/5/2019	3/21/2019	Regular

Media Arts and Design – Advertising Graphic Design, AAS	3/5/2019	3/21/2019	Regular
Media Arts and Design- Gaming & Animation, AAS	3/5/2019	3/21/2019	Regular
Media Arts and Design – Professional Commercial Photography, AAS	3/5/2019	3/21/2019	Regular

	Submitted	Completed	Regular or Modified FT
Business and Computer Science			
Accounting AAS	3/6/2019	3/28/2019	Modified
Business Administration A.S.	3/6/2019	3/28/2019	Modified
Business Information Systems A.S.	3/6/2019	3/28/2019	Modified
Computer and Information System AAS	3/6/2019	3/28/2019	Modified
Computer Science A.S.	3/6/2019	3/28/2019	Modified
Fashion Merchandising AAS	3/6/2019	3/28/2019	Modified
Liberal Arts-Business A.A.	3/6/2019	3/28/2019	Modified
Management A.A.S.	3/6/2019	3/28/2019	Modified
Marketing A.A.S.	3/6/2019	3/28/2019	Modified
Network Admin and Support A.A.S.	3/6/2019	3/28/2019	Modified
Small Business Management/Entrepreneurial AAS	3/6/2019	3/28/2019	Modified
Engineering			
Automotive Technology A.A.S.	4/18/2019	4/29/2019	Regular
Civil Engineering Tech A.A.S.	4/18/2019	4/29/2019	Regular

Electrical Engineering Tech A.A.S.	4/18/2019	4/29/2019	Regular
Engineering Science A.S.	4/18/2019	4/29/2019	Regular
Mechanical Engineering Tech A.A.S.	4/18/2019	4/29/2019	Regular
Surveying Engineering Tech A.A.S.	4/18/2019	4/29/2019	Regular
Technical Studies A.A.S.	4/18/2019	4/29/2019	Regular
Health			
Allied Health Pre-Professional A.S.	3/18/2019	4/15/2019	Regular
Dental Hygiene A.A.S.	4/25/2019	5/6/2019	Regular
Health Science A.A.S.	3/18/2019	4/15/2019	Regular
Nursing A.S.	2/5/2019	2/7/2019	Regular
Psychosocial Rehab A.S.	3/5/2019	3/20/2019	Modified
Public Health A.S.	3/18/2019	4/15/2019	Regular
Radiography- Career Track A.A.S.	2/4/2019	2/5/2019	Regular
Radiography – Transfer Track A.A.S.	2/4/2019	2/5/2019	Regular
Hospitality			
Culinary Arts A.A.S.	2/21/2019	2/25/2019	Regular
Dietetics A.S.	2/21/2019	2/25/2019	Regular
Dietetic Technology A.A.S.	2/21/2019	2/25/2019	Regular
Hospitality Management A.A.S.	2/21/2019	2/25/2019	Regular

Educational Resources Task Force:

Larson Hutchinson, Chair

ER1819-01   Report on the implementation status of recommendations submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.   **N/A**

ER1819-02   Investigate ways in which to create more student engaged/collaborative seating in classrooms.

Rationale: Most classrooms at MCC have standard one-arm desk chairs arranged in rows and columns. This arrangement makes it difficult for the faculty to create collaborative learning experiences. The Task Force can investigate what seating arrangements are utilized at other colleges and how those might be implemented at MCC.   **No Report**

ER1819-03   Examine the need to add larger desks to classrooms to accommodate students with larger builds.   **No Report**
Rationale: For example, a current student in the charge maker's class, at 6'7" and a large build could only utilize a seat normally allocated for wheelchairs.