

**MINUTES OF THE COLLEGE ASSEMBLY MEETING  
DECEMBER 4, 2008  
MEMBERS PRESENT**

**DEANS:** M. Brinson, M. Conners, M. Laskowski-Sachnoff, R. Luke

**DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:**

S. Barnhart M. Maciolek, T. Orosz, T. Sabol, D. Trainor

**FACULTY:** S. Altman, S. Biswas, E. Christensen, M. Edwards, S. Majiduddin, U. Narayanan, N. Picioccio, J. Ramirez, E. Reid, A. Rivera, M. Santelli, M. Scanlon, J. Waintraub, C. Wathen, S. Zale

**STUDENTS:** A. Albulhasan, J. Colbeth, J. Crawford, J. Espinoza, E. Makwana, T. Mensah, M. Plichta, N. Rajendran, S. Shah, Y. Shudoh, F. Zanatta

**SUPPORT STAFF:** S. D'Elia, B. Rosen

**TASK FORCE CHAIRS:**

**Academic Standards:** S. Zale

**Accessibility for Persons with Disabilities:** V. Kanwal

**Bylaws:** J. Spector\*

**Campus Diversity:** H. Hyman

**Campus Life:** T. McGlincy

**Community Concerns:** P. Moran

**Curriculum:** P. Yarmchuk

**Educational Resources:** S. Altman

**GUESTS:** V. Blanco, R. Goldfarb, C. Harrington, K. Hays, F. Hertrich, H. Holbeck, J.Kane, E. Kelton, R. Kim, J. Kruszewski, A. Picardo, J. Sullin, D. Yoseloff,

**PARLIAMENTARIAN:** M. Laskowski-Sachnoff

**MEMBERS ABSENT**

**DEANS:**

**DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:** T. Montani\*

**FACULTY:** E. Dikun\*, T. Drew\*

**STUDENTS:** P. Gopalan\*, D. Wolfe\*

**SUPPORT STAFF:** A. Ballina\*, R. Hanson, N. Nichols\*

\*Excused

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With a quorum present, Professor Richard Ellison called the December regular meeting of the College Assembly to order on Thursday, December 4, 2008 at 2:10 p.m. in the Rose M. Channing Danzis Amphitheater, L'Hommedieu Hall.

### **APPROVAL OF MINUTES**

Motion to approve minutes:

Mov: N. Picioccio                      Sec: M. Scanlon

Minutes are accepted as presented.

### **UNFINISHED BUSINESS**

Professor Ellison announced that the nominees for Chair-Elect of the College Assembly were Dr. Hillary Hyman and Ms. Theresa Orosz. The biographies and goals of the two nominees were included in the packet of the minutes. The two nominees gave their presentations. Ballots were collected and tallied by Professors Maciolek and Picioccio and Mr. Scott D'Elia.

As a result of the vote, Ms. Theresa Orosz was elected as first Chair-Elect for 2008-2010 and subsequent Chair of the College Assembly.

Professor Ramirez suggested that possibly the runner-up could be the second Chair-Elect. Professor Ellison stated that this would be an issue for the Bylaws Task Force to review.

### **REPORTS OF THE STANDING TASK FORCES**

#### **A. Academic Standards – Dr. Steven Zale, Chair**

Charge:

Review the newly adopted campus policy which permits students to register for classes during the first week of a semester without faculty signatures. Especially review the policy as it relates to classes which only meet one time per week for three or four hours. Survey the teaching faculty and department chairs to assess the success or failure of this new policy. Make appropriate recommendations as needed.

Recommendation:

It is recommended that students be required to obtain an instructor's signature (or a printed copy of an e-mail from the instructor giving permission) during the first week of classes if the class has met and the section is open. In addition, students will be required to obtain signatures from both the chair and instructor (or a printed copy of an e-mail from the instructor giving permission) if the class has already met and the section is closed.

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Rationale:

The task force reinvestigated the newly established policy from November 2006, which currently allows students to register for courses during the first week of classes without any signature provided the class is still open. In addition, it was also adopted in 2006 that if the course is closed, the students obtain the signature of the Department Chair or Dean, if the Chair was unavailable. Although the rationale for the 2006 recommendation was emphasizing student responsibility and reducing the burden on students, there were several other issues that exacerbated the 2006 policy.

From the data collected by the task force, many instructors felt that students avoided coming to them, in order to catch up from the missed class, prior to the next class meeting. As a negative consequence, the student would show up for the second class totally unprepared and sometimes without even a textbook. Moreover, the student would then purchase the textbook and find him/herself three weeks behind in the class. The task force felt that when the signature was previously required, the instructor had the opportunity to speak to the student about what he/she missed on the first class and what the student needed to complete prior to the next class meeting. According to the data gathered, many instructors also strongly felt that, for certain courses, students should not be permitted to join a course after the first class. The task force believed that the student's admittance into that class should be based upon the approval of the instructor.

The task force surveyed the faculty for their viewpoints concerning the 2006 policy. A large majority of the faculty (full-time and adjuncts) felt that the 2006 policy had overall negative consequences. The faculty voiced a heart-felt concern that the 2006 policy sends the message to the students that it is acceptable to miss the first week of class. The faculty also believes that the 2006 policy was fostering an undesirable behavior pattern, in which students would tend to procrastinate in registering for classes. Students would delay registration when a class can be registered during the first week. Additionally, the survey indicated that students should not be allowed to register after the first week of classes. Many faculty thought that it was disruptive to the class and promoted student failure, not student success.

Furthermore, another problematic issue with the 2006 policy was that it encouraged students to shuffle between sections during the first week if they were dissatisfied with their initial teacher subsequent to the first class meeting. Therefore, the 2006 policy provided for no gate keepers to deter inappropriate requests.

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It was evident from the survey that the faculty strongly felt that the first day of class was extremely crucial in setting the tone and expectations for the semester

and evaluating students' readiness. The task force also believed that students who fail to attend the first class are at an immediate disadvantage, especially those classes that meet only once a week. By requiring the faculty's approval, prior to admitting a late student to a class, the task force felt that the instructor would have the opportunity to discuss with the student the work missed and assess the student's level of preparedness for and commitment to the class.

Motion to accept recommendation:

Mov: N. Picioccio    Sec: R. Luke

After discussion on whether or not more data is needed to make a decision a motion was made to postpone the recommendation.

Motion to postpone the recommendation:

Mov: S. Barnhart        Sec. J. Ramirez

Vote to postpone the recommendation:

App: 8    Opp: 19    Abs: 1

Motion denied.

Vote on recommendation:

App: 19    Opp: 8    Abs: 1

Motion passes.

**B.    Accessibility for Persons with Disabilities -  
Dr. Virender Kanwal, Chair**

Charge:

Conduct a survey to ascertain campus concerns regarding disability issues.

Report:

We would like to report to the Assembly the following concerns based on the comments from last year's survey:

More parking is needed for handicapped, especially behind IRC and Edison Hall. There is a need to enforce the parking by police.

Accessibility issues for all four (4) center buildings.

Bathroom in lower level of Raritan Hall needs wider doors.

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Automatic doors are needed at the entrances in all buildings on campus. The width of doors should be checked.

Elevators need to stay open long enough for the disabled to get in and signs need to be posted to direct people to the elevators.

Fire alarms for the deaf are required.

Sidewalks need to have no ruts/holes that would cause problems with walkers or wheelchairs.

**C. Bylaws – Professor Jeffrey Spector, Chair**

No report.

**D. Campus Diversity – Dr. Hillary Hyman, Chair**

Charge:

Report on the implementation status of recommendations submitted by your task force in 2007-2008, approved by the College Assembly and forwarded to/signed by the College President

Report:

A sub-committee comprised of Frank Mento, Sheema Majiduddin, and Leslie Carter was established to examine how sensitivity training is being addressed on the campus.

Frank Mento interviewed Dr. Kathy Fedorko of CELT and MCC's English Department to discuss how CELT events increase sensitivity for faculty and staff. Dr. Fedorko provided a list of all presentations and workshops to Sheema Majiduddin. Our task force determined that the following workshops addressed this area of interest. The most recently presented workshops are at the top of the list.

<b>2007-2008</b>	Making Connections with Our Students with Disabilities Millennial & New Media (M 'n M's) Strategies for Embracing Cultural Diversity in the Classroom Responding to Distressed and Disruptive Student Behavior
<b>2006-2007</b>	Community-Based Learning: Teaching and Learning While Addressing the Unmet Needs of the Community Travel and Learn: Taking Students Beyond the Classroom Learning about Learning Disabilities: The Student Perspective

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<b>2005-2006</b>	Asperger's Disorder, High Functioning Autism: Strategies for The College Classroom Mental Health Issues in the Classroom Learning about Learning Disabilities: The Student Perspective
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Learning from Our International Students  
For You Too: Haiku In and Out of the College Classroom

**2004-2005** The Fulbright Experience with Virgil Blanco

**2003-2004** Learning Styles and Implications for Teaching and Learning

Sheema Majiduddin suggested a workshop which focuses on cultural diversity from the student perspective be developed. Members of the Diversity Task Force agreed this would be beneficial to all.

The task force also acknowledges the value of the Student Activities Fair in which all clubs on campus have an opportunity to present themselves to solicit participation in a diverse array of activities which focus on cultural, religious, ethnic, political, and professional interests. Faculty advisors also benefit from the interchange and observation of the clubs' membership individuals.

Leslie Carter informed us of his participation in a Diversity Committee led by John Dunning, Director of the Minority Student Affairs Office. Panel discussions have been held as one of the many Liberal Arts Month's activities. A report of past panel discussion topics and upcoming topics is forthcoming from John Dunning.

Although it is apparent that sensitivity is addressed, it is the task force's opinion that more discussion and activities should be planned.

**Charge:**

Report on the implementation status of recommendations submitted by your task force in 2007-2008, approved by the College Assembly and forwarded to/signed by the College President

**Report:**

A sub-committee of our task force interviewed Dean Reginald Luke and Professor Jay Siegfried to ascertain how diversity is incorporated into the fabric of the Core Curriculum at MCC and other community colleges in NJ. Their findings are as follows.

According to Dean Reginald Luke, the State is in the process of reviewing all

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courses for consideration as General Education Diversity Electives. It is anticipated that changes will take place upon completion of the review. Dean Luke provided literature to support the following information. It should also be noted that Marge Pryzgoda is a Coordinating Committee Member for Middlesex County and sits on the New Jersey General Education Coordinating Committee.

The General Education Foundation for Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs in New Jersey's Community Colleges considers the goal of diversity courses to provide global and cultural awareness as well as exposure to ethical reasoning and action. The course criteria to be met should expose students to a multicultural society or people, possibly within the context of non-introductory study of a foreign language. The goal of ethical reasoning and action may be infused in other categories, such as historical perspectives, humanistic perspectives, scientific knowledge and reasoning, as well as written and oral communication.

The NJCC General Education Learning Goals and Suggested Individual College-Wide Learning Objectives for diversity courses are for students to understand the importance of global perspective and culturally diverse peoples. The means by which this will be achieved is to link cultural practices and perspectives with geographic and /or historical conditions from which they arose. They should also be able to explain why an understanding of differences in people's backgrounds is particularly important to American society. Furthermore, they should be able to explain the possible consequences of prejudicial attitudes and discriminatory actions. An additional objective, by no means of lesser importance, is to recognize and assess the contributions and impact of people from various nations and/or cultures.

At the current time the following courses are listed as General Education Diversity Electives:

- AFS 123 Introduction to African Civilizations
- AFS 231 African American History
- COM 115 Intercultural Communication
- ENG 225 World Literature I
- ENG 226 World Literature II
- ENG 227 Literature of Black America
- ENG 239 Women in Literature
- ENG 250 Gay and Lesbian Literature
- ENG 253 Mythology in Literature
- ENV 207 Environmental Issues in Our Diverse Society
- FRE 224 Contemporary French Literature
- FRE 228 French Culture and Civilization
- GER 224 Contemporary German Literature

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- GER 228 German Culture and Civilization
- HED 150 Contemporary Health Issues
- HED 200 Human Sexuality and Family Life
- HIS 123 History of Civilization in East Asia
- HIS 124 History of Civilization in the Third World
- HIS 245 History of Major World Religions

HIS 258 History of Women  
 HIS 260 Dimensions of Prejudice, Genocide, and  
           the Holocaust  
 LNC 123 An Intro. To the Study of Human Language  
 PSY 163 Psychology of the African-American Experience  
 PSY 217 Psychology of Women  
 PSY 227 Psychology of the Handicapped  
 SOC 121 Introduction to Sociology I  
 SOC 123 Introduction to Anthropology  
 SOC 205 Diversity & Multiculturalism in US Society  
 SOC 231 Indians of the Americas  
 SOC 240 Perspectives on Sexual Identity  
 SPA 223 Main Currents in Hispanic Literature  
 SPA 224 Contemporary Hispanic Literature  
 SPA 226 Hispanic Civilization  
 SPA 228 Spanish Civilization and Culture  
 SPA 242 Masterpieces of Hispanic Literature in  
           Translation

The list provided above was revised by our Academic Advising Center September 2008.

The sub-committee recommends regular follow-up interviews to enable us to stay abreast of the changes which are put into place.

**Charge:**

Report on the implementation status of recommendations submitted by your task force in 2007-2008, approved by the College Assembly and forwarded to/signed by the College President.

**Report:**

A sub-committee was established to examine how faculty and staff are recruited on campus in order to reflect the diverse student and communities' populations. They arranged 2 separate interviews with representatives from MCC's Employee Services and Labor Relations departments respectively. Data was also retrieved from MCC's Research and Planning department.

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The findings of the meeting held in Employee Services revealed that applications for all positions are sent to Human Resources for dissemination to the appropriate departments.

Full-time permanent employees are recruited with advertising in the *Chronicle of Higher Education*, *Hispanic Outlook in Higher Education*, *Diverse Issues in Higher Education*, and the *Star Ledger*. In the case of nationwide searches, on-

line postings in Highereducation.com, njherc.com, and Diverseeducation.com are utilized as well.

Adjuncts are recruited in several ways. We hold an Adjunct Fair on campus and advertisements are placed in *India Abroad*, *El Especialito*, *Global Chinese Times*, *Chinese News Weekly*, and *NJ Jewish News*. Local papers are also utilized for advertising purposes.

AFSCME and TEAMSTER positions are posted internally. It is felt by Employee Services personnel that this affords the people involved an opportunity to move up. Often these jobs are posted internally because the applicant pool is large enough to make a selection. The *Home News* is also a source of advertising for these positions.

Our meeting intended to focus on questions about the process of developing selection committees, quota systems, and “acting” positions was quite informative. Mr. De Angelo addressed how selection committees are created. They consist of faculty and staff that are willing to serve and are intended to include professional, ethnic, and gender diversity. Some members of the committee may be specifically recruited to ensure such diversity. Members of our task force who have been on search committees concurred that this is an accurate portrayal of most selection committees.

Selection of Department Chairs may include faculty from that department, if there is a candidate who is willing to serve, but Department Chairs may also be recruited from outside the college. Selection committees, appointed to fill Department Chair vacancies generally consist of faculty and staff from within the department, but where necessary they may also include faculty and staff from other departments. Additionally, selection committees for Department Chair positions will include one or more Department Chairs from other departments. Once again, committee members may be specifically recruited to ensure professional, ethnic, and/or gender diversity.

In addition, a Summation of Data Presented in Response to Our Meeting (See attached.) provides an overview of the gender and race/ethnicity breakdown as

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of November 1, 2007 of Full-Time Instruction/Research/Public Service Staff – tenured at MCC.

If one ranks MCC’s gender and race/ethnicity breakdown of Full-time Instruction/Research/Public Service Staff (tenured only) as of 11/1/07 in decreasing order with the greatest representation being at the top of the list and the smallest representation being at the end of the list, we can see the trend is for Whites to be the largest group with slightly more males than females, Black

Non-Hispanics next, Asian/Pacific Islanders following with Hispanic males and females comprising the smallest racial/ethnic group represented.

A review of Full-time Staff Excluding Instruction/Research/and Public Service Staff presents White Non-Hispanics as the largest group, followed by Hispanics, Black Non-Hispanics next, and Asian/Pacific Islanders with the smallest representation.

A report of gender and race/ethnicity breakdown of Students at Middlesex County College provided by MCC's Director of Institutional Research specialist Faxian Yang indicates the racial and ethnicity breakdown of undergraduate students attending MCC in Fall 2007 was as follows: 42% White, 20% Hispanic, 15% Asian, and 10% Black. Among full-time students 49.2% are male with 50.8% being female. Among part-time students 41.5% are male and 58.5% female. Clearly, a larger number of our students are female.

Examination of the 2006 US Census Bureau data for Middlesex County revealed a majority of county residents are White (69.3%) with 10.7% being Black. Interestingly, 18.7% of the county's population is Asian, while Hispanics or Latinos comprise 16.9% of the county's population.

A quick overview suggests the county and student body contrast one another slightly when it comes to Hispanic and Asian representation. The county has greater Asian representation than Hispanic, while the college's student body has more Hispanic representation than Asian. In both cases, Non-Hispanic Blacks are the smallest racial group represented.

It appears our college lacks a truly representative distribution of Asian and Black non-Hispanic faculty and staff. In particular, the group most underrepresented is Asians. Further research into the degree of underrepresentation is recommended with percentages of all full-time employees being broken down into employment category, i.e. full-time staff excluding instruction/research/public service staff and tenured full-time instruction/research/public service staff, with percentages of the total population being provided. In this way a more accurate picture of the distribution could be ascertained. The task force feels more in

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depth statistical analysis of the variants should be conducted for greater precision in reporting a comprehensive gender and race/ethnicity breakdown.

#### **E. Campus Life – Mr. Terry McGlincy, Chair**

Charge:

Review our current policy concerning storage lockers available for students at various locations around campus. Make the appropriate recommendations.

Report:

The committee was able to determine that at the present time there is no campus wide policy relating to lockers. We are presently conducting informal surveys to determine need, charges, costs of the lockers, and possible locations.

**Charge:**

Review our current policy concerning cell phone usage by students in various buildings on campus; especially administrative offices. Make appropriate recommendations.

**Report:**

There is no current policy (campus wide) concerning student use, or anyone else for that matter, of cell phones at any location on the campus. The committee had some concerns with a general restriction on phone usage. Why just students, what is considered an office, does it include the waiting area adjacent to the office, what about hallways?

**Charge:**

Study the establishment of a student government for Middlesex County College. Examine possible forms and responsibilities of a student government. Present a report to the assembly and make appropriate recommendations.

**Report:**

The committee has begun its review but is seeking direction from the chair as to the future relationship of any such body and the College Assembly. It seems that for a student government to be viable it must have some real function and purpose. To minimize their impact would be to disenfranchise the very group we seek to involve.

Some of the items we have discussed would require a directional change as to the ability of the student group to make recommendations that are presently the singular responsibility of the Assembly

**F. Community Concerns – Ms. Patricia Moran, Chair**

No report.

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**G. Curriculum - Dr. Paul Yarmchuk, Chair**

Recommendations:

**BIO 140: Ecology**

New Course

Motion to accept recommendation:

Mov: N. Picioccio Sec: S. Altman

Vote on recommendation:

App: Unanimous      Opp: 0      Abs: 0  
Motion passes.

**CHM 020: Basic Chemistry for Science Transfer**  
New Course

Motion to accept recommendation:  
Mov: N. Picioccio      Sec: S. Zale

Vote on recommendation:  
App: Unanimous      Opp: 0      Abs: 0  
Motion passes.

**ELT 109: Programming for Technicians and Engineers**  
New Course

Motion to accept recommendation:  
Mov: S. Altman      Sec: S. Zale

Vote on recommendation:  
App: Unanimous      Opp: 0      Abs: 0  
Motion passes.

**PLS 225: Portfolio Project for Paralegals**  
New Course

Motion to accept recommendation:  
Mov: N. Picioccio      Sec: C. Wathen

Vote on recommendation:  
App: Unanimous      Opp: 0      Abs: 0  
Motion passes.

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**Paralegal Studies Program**  
Change in Curriculum

Motion to accept recommendation:  
Mov: S. Altman      Sec: D. Trainor

Vote on recommendation:  
App: Unanimous      Opp: 0      Abs: 0  
Motion passes.

**Civil Engineering Technology-Land Surveying Option**  
Change in Curriculum

Motion to accept recommendation:

Mov: N. Picioccio Sec: S. Zale

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

Charge:

Consider potential benefit of standardized course outline template for all courses that could serve as a cover sheet for syllabi developed by faculty and be shared with students on-line. Identify key areas that need to be addressed (example: disability statement (work collaboratively with task force on accessibility for persons with disabilities), code of student conduct statement, course description, student learning outcomes, and course content areas). Make appropriate recommendations.

Recommendation:

It is recommended that a course abstract be created for all courses. It is also recommended that this course abstract be required as part of the new course approval process. This document would include the following information: Course ID, course name, department, contact information for the chairperson or course coordinator, prerequisites and co-requisites, course description, credit hours, disability statement (If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.), code of student conduct statement (To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.), learning outcomes, and course content. It is further recommended that this course abstract document be included in the Curriculum Approval Process manual.

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Rationale:

Currently, there are two parts to the required paperwork process when seeking approval for a new course. The first part provides the curriculum task force with key information about the course and the rationale for the development of the course and the second part is a course outline that is needed for external bodies such as NJ Transfer. Currently, students only have access to the course description that is found in the college catalog. The Course Abstract would provide them with additional course information which they could use when selecting courses. In addition, faculty and staff serving on committees that need access to course overviews must rely on the two curriculum documents that are extensive and not typically packaged for their purposes. We considered modifying the current forms, but this option was not viable because the first form must require far more details to provide a rationale and to address logistics, and

we do not have control over making significant modifications to the NJ transfer document.

This template would provide a user-friendly document which contains a simple, clear summary that standardizes the key elements of a course. It would serve as a useful tool to communicate to students, families, colleagues, and outside agencies such as accrediting bodies. The standardized format will make it easy to review and can provide a baseline of consistency that can promote student learning and success, provide clear expectations, assist adjunct faculty, and provide the basic information often needed by committees and administration. Students would benefit by having a more comprehensive overview of a course that could guide decision making during the registration process. It can also provide a standardized, meaningful overview of the course for students currently enrolled in the course. In addition, this tool will allow the college to meet ethical and legal obligations to inform students with disabilities about where to access accommodations and to inform all students about the expectation that they will adhere to the code of student conduct.

This document is NOT intended to replace the syllabus, but instead to supplement it. Others, such as accrediting bodies, would also have easy access to a clear overview of each course.

We worked collaboratively with the Assessment Working Group who indicated that an important first step to assessment is the development of learning outcomes. Although objectives and learning outcomes can be very interrelated, the Assessment Working Group is advocating for only 3-5 learning outcomes per course in an effort to keep the assessment process manageable yet meaningful. The content area would then allow for more specificity about the course. In this content section, departments could opt to list content areas or create (if not already created) objectives related to content areas. Assessment initiatives will  
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be focused on the course learning outcomes, and it is important for these outcomes to be established at the onset of course development and shared with the campus community. This will allow departments to more easily assess the course when appropriate because the outcomes will have already been set.

In summary, the task force believes that the creation of this additional document (course abstract) for all courses and as part of the new course approval process will promote student success, communication, and assessment. Guidelines for completing this document and sample documents will also need to be included in the new Curriculum Approval Process manual. By including learning outcomes, this new document will keep assessment visible and will pave the way for future assessment initiatives. This is in keeping with our institutional goals of student success and assessment.

Motion to accept recommendation:

Mov: N. Picioccio Sec: U. Narayanan

Professor Laskowski-Sachnoff suggested that the course abstract include contact hours, and possibly lecture, lab, studio, field and recitation hours.

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

#### **H. Educational Resources - Professor Susan Altman, Chair**

Charge:

Consider the most beneficial means to communicate course information.

Report:

Christine Harrington (as a guest) presented the work of the Curriculum committee regarding a template for a course abstract and learning outcomes for all courses. We discussed how and where to place this information. We reviewed the survey of the 19 community colleges and how course information is presented on their websites. We are continuing to research the way information is currently organized and presented at MCC and will discuss our findings and make an appropriate recommendation at our January meeting.

Charge:

Conduct a current survey of the teaching faculty and administrators in order to update their future technological needs of classrooms and labs. Make a report to the assembly and any appropriate recommendations.

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Recommendation:

Based on the results of the 2008 Technology Survey for Teaching and Learning, we recommend the following:

- Upgrade classrooms with ceiling-mounted projectors to include wall switches and audio.
- Continue to increase the number of media enhanced classrooms on campus and the urban centers with the eventual goal of completing 100% of all classrooms.
- Continue to increase the number of flexible computer labs on campus that are available for general and/or occasional use for both lab and classroom applications.

- Streamline the procedure for scheduling computer labs on campus and communicate this procedure to department chairs and faculty to make the existing computer labs more accessible for their classes.
- Continue workshops for faculty and staff to learn about the technologies that are available for their use and learn how to use these technologies to support teaching and learning on campus.

Rationale:

In October 2008, a survey was sent to all adjunct and full-time faculty and administrators on campus asking respondents to indicate their use and/or needs for a wide variety of educational technologies. The list of technologies included computer/video projectors, computer labs, Internet, clickers, interactive whiteboards and other resources for teaching. There were 164 respondents to the survey.

The first part of the survey addressed a list of technologies with 5 responses: I use with my class, I would if available, I want to learn about, I have not heard of and I would not use. An overwhelming majority of the respondents used computer/video projectors (62.4%), computer labs (45.3%), and the Internet (67.1%).

While 62.4% used computer/video projectors in the classroom, another 20.4% would use them if they were available and another 8.3% want to learn more about using them in the classroom. We found similar results with computer labs. For example, 45.4% used computer labs, while an additional 23.4% would use them if they were available.

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The second part of the survey allowed the respondents to comment on their technology needs. Many of the comments addressed the need for more media enhanced classrooms, projectors, clickers, wireless and labs.

The above recommendations continue to address the technological needs of the faculty in order to support teaching and learning on campus and ensure student success.

Motion to accept recommendation:

Mov: M. Laskowski-Sachnoff    Sec: N. Picioccio

Vote on recommendation:

App: Unanimous    Opp: 0    Abs: 0

Motion passes.

**NEW BUSINESS**

None

**REPORT OF THE CHAIR**

1. The following Fast-Track curriculum items were approved:
  - Computer and Information Systems Curriculum Network Administration and Support Option
    - CSC 239-Database Systems is added
    - One Technical Elective is deleted
    - Technical Elective list is updated
  - Computer and Information Systems Curriculum General Option
    - CSC 200 is moved from Semester IV to Semester III
    - CSC 241 is moved from Semester III to Semester IV
  - Certificate in Network Administration
    - CSC 160 is deleted
2. The next meeting of the College Assembly will be held on Thursday, February 5, 2009 at 2:00 p.m.

**RECOGNITION AND HEARING FROM THE PUBLIC**

None

**ADJOURNMENT**

Motion to Adjourn:

Mov: N. Picioccio Sec: S. Altman

There being no further business, the meeting was adjourned at 3:20 p.m.

Respectfully submitted,

Richard Ellison  
Chair, College Assembly

:ls