

TO: Members of the College Assembly  
FROM: Jeffrey Spector  
Chair, College Assembly  
RE: College Assembly Annual Report- 2007-2008  
DATE: June 30, 2008

**PRESIDENTIAL  
APPROVAL**

**RECOMMENDATION**

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**Academic Standards Task Force:  
Dr. Steven Zale, Chair - 2007-2008**

On the charge to: Discuss using a minimal grade as a prerequisite for successive classes. For example, should a prerequisite for CSC162 be a C or better in CSC161.

**Report:**

**As in past practice, academic departments who do not currently assign a minimum grade of “C” or better for prerequisite courses be allowed to establish a minimum grade of “C” in such courses upon their discretion, and keeping with the standard curriculum approval process.**

On the charge to: Examine establishing a grade for and a policy for an administrative withdrawal. This grade would allow a professor or the registrar to withdraw a student from a class based upon set criteria.

**Report:**

**In order for MCC to initiate the implementation of an administrative withdrawal, the task force felt that students’ attendance was the antecedent for an administrative withdrawal. The task force felt that it was unnecessary to establish an attendance policy and they felt that the description stated in the college catalog was satisfactory.**

**The task force carefully reviewed the attendance policies and statements from all of the other NJ 2-year colleges. Although MCC doesn’t have a clear-cut attendance policy, there is a statement of attendance (p.12) in the college catalog, which describes our guidelines for attendance. The task force felt that**

participation and effort as components of the grading criteria could be utilized as a strong encouragement for students' attendance. The task force believed that it is the prerogative of the instructor to excuse absences for valid reasons, provided that the student is able to fulfill all course requirements.

Furthermore, the task force felt that it was the student's responsibility to know and adhere to the attendance statement in the college catalog and on the syllabus. In addition, the task force was convinced that by specifying a definite number of absences, such as absences amounting to the equivalent of one week's class time, uniformly across the college was unrealistic for all of the courses. The task force had discussed this particular issue regarding attendance last year. The current view of the task force did not oscillate. It is the student's responsibility to know that with insufficient attendance at regularly scheduled classes, the student grade will result in a failure unless the student withdraws. Moreover, the task force strongly believed that the responsibility for any work missed due to absence rests entirely with the students and it is their responsibility to comply with the course syllabi and instructions from the faculty.

The task force felt that it is the students' responsibility to withdraw when they do not attend or perform well in their courses and therefore, the burden shouldn't be placed upon the instructor or administration. Since MCC has a liberal policy for withdrawing from a course, a student has more than an adequate amount of time to withdraw from a class and receive a W grade. Moreover, the introduction of additional grades to our current grading system, such as WI (instructor withdrawal), WA (administrative withdrawal), WS (student withdrawal), may confuse transfer colleges with these non-traditional grades, and might negatively impact a student's application for admission. Also, as previously mentioned in the recommendation on April 10, 2007, if the instructor or an administrator withdraws a student at midterm, MCC is rewarding the student who stops attending in the middle of the semester and punishing the one who attends after the midterm period and then stops attending. The student in both situations did not meet the course objectives or expectations and should have the same grade.

On the charge which reads: A student found cheating and given a failing grade by the instructor based upon the course syllabus may withdraw from the course. This is true even if the student has been reported for violations of the student code of conduct. Review this policy and make appropriate recommendations.

**Report:**

In the Board of Trustees Policy Book, found on the college Web site, it describes MCC's policy regarding violations of the Code of Student Conduct, which includes cheating or plagiarism as outlined in #15. The procedure and practice already exist at the college to ensure that a student who withdraws from a course can be given an "F" grade only if the instructor files a formal charge.

The instructor should state a Cheating Policy and Academic Integrity Policy in his or her course syllabus to have the Code of Student Conduct process run smoothly.

If a student was found cheating, the instructor could inform the student that he or she would receive an “F” grade as a consequence of his or her action since cheating and integrity policies stated in the syllabus were violated. There is nothing to prevent the student from withdrawing from the course. On the other hand, the faculty member could file a violation of the Code of Student Conduct by writing a letter to the Vice President of Academic and Student Affairs. In this letter, the faculty member charges a formal complaint against the student describing the allegation. This structural process is already in place to handle this situation. If the student pleads innocent then informal hearings are held. If the student appeals after the hearings, this situation could lead to Judicial Board hearings. If the student charged is found guilty, the “W” grade is replaced with an “F” grade.

If the faculty member decides not to file any violation, the student who withdraws following the policy for withdrawal will receive a “W” grade in the course and can simply repeat the course the following semester. The “W” grade is not the problematic issue. It is the responsibility of the faculty to proceed through the Code of Student Conduct process by filing a complaint if the incident warrants it.

Moreover, the task force discussed the following scenario: If the student was caught cheating and then switched sections after the first two weeks of the semester, the faculty member could still file a violation of the Code of Student Conduct. If the student receives an “A” grade in that new switched section but is found guilty due to the Code of Student Conduct process, the final grade could change to an “F” because the violation takes precedence.

The task force felt that posting of the Code of Student Conduct should be consistent on the college Web site and in the college catalog and Pathfinder. Currently, only the college Web site displays the entire policy, where the Pathfinder omits a large portion of it, and the 2005-2008 catalog briefly refers to the policy.

The task force felt that this specific charge was a minor portion of a much larger Academic Integrity issue. Therefore, the task force strongly suggests that the report generated by the Ad Hoc Committee on Academic Integrity in 2005 be evaluated, reviewed, and possibly implemented since it lists recommendations and sanctions, which should be considered.

**RECOMMENDATION**

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On the charge to: Examine the criteria and rationale for placing students in SSD101. Evaluate the current policy and make appropriate recommendations.

- **That students who place into two or more of the listed developmental courses (RDG 009, RDG 011, ENG 009, ENG 010, MAT 010, and MAT 013) be required to take SSD 101. It is further recommended that the Developmental Education Guidelines be modified to allow RDG 009 students to register for SSD 101.** 4/22/08

**To be implemented by: The Vice President for Academic and Student Affairs**

On the charge to: Consider exempting a non-native English speaking student from the ESL placement test, if that student either completed a college degree at a US school or at a foreign college where English was the primary language of instruction. The reason for this modification is that it is deemed unnecessary for those above mentioned students to take the test because they have already demonstrated adequate English language skills.

**Report:**

**The task force felt that the college's policy concerning exemption from the ESL Placement test was clearly stated in the college catalog (p. 7). According to the current policy, exemption from the ESL test can occur with the student's foreign degree being equated to a US bachelor's degree along with adequate TOEFL scores or in part by SAT scores. As a side note, this distinction is made because the TOEFL test design includes testing to assess aural proficiency, while the SAT does not.**

**Additional criteria that qualify a non-native English speaker for exemption from the ESL placement test include the following: attendance in an American high school with 4 years of English at an accredited American high school or one semester of English Composition with an earned grade of C or better from a regionally accredited US college.**

**The task force also received abundant feedback from the ESL department concerning this exemption issue. Based on feedback from several members of the ESL department and feedback from members of the task force, it was apparent that the primary problem in the documentation currently in use was the inaccuracy of the list of countries used explicitly for exemption from the test. Research indicates that the last time this country list was last updated was in 2002 and those changes were executed by the chair of the ESL Department. In order to stay current with the English speaking foreign schools, this country list needs to be reviewed for any updates and changes and published in the college catalog and on the ESL Website. Therefore, it is suggested that every catalogue year the ESL Department should evaluate and also publish its list of countries in the college catalog and on the ESL Website. This country list should continue to**

**be used as one of the factors to determine eligibility for exemption from the ESL Placement**

On the charge that reads: Currently the "I" grade is counted as an "F" in determining the academic status. Consider whether this grade should be excluded from the calculation for status purposes or considered in some other way than an "F" grade.

- **That the following points are recommended concerning the "I" grade:** **3/19/08**

- **The "I" grade remains equal to zero academic points and continues to be calculated into the student's GPA.**
- **The "I" grade should have a set expiration date that is set by the professor, which cannot exceed one semester.**
- **Once a grade has replaced the "I" grade, the student's GPA should be automatically recalculated.**
- **Once a grade has replaced the "I" grade, the student's academic status should be automatically updated.**
- **An automatic notification system should be installed so that the appropriate individuals are notified as to any modifications to the student's academic status when the "I" grade has been superseded by another grade.**

**To be implemented by: Vice President for Academic and Student Affairs**

On the charge to: Create a grade to be used when rosters are submitted late during midterm and final grading. Also, create a grade to be used when a course lasts for 2 semesters.

- **That the following two new grades be assigned, only by the registrar during midterm and final grading, under the following scenarios:** **4/22/08**

**"IP" grade – indicates that the course is in progress and the instructor has not yet assigned a grade. This grade is to be used for courses that span 2 semesters. The "IP" grade should be used at midterm time and at the conclusion of the first semester of the course.**

**"GU" grade – indicates that the grade is unreported by the instructor. This grade is meant for instructors who do not submit their roster grades on time due to an emergency situation.**

**To be implemented by: The Vice President for Academic and Student Affairs**

**RECOMMENDATION**

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**Accessibility for Persons with Disabilities Task Force:**  
**Ms. Martha Velez, Chair - 2007-2008 - None**

**Bylaws Task Force:**  
**Dr. Beverly Simon, Chair - 2007-2008**

On the charge to: Review the Bylaws of the College Assembly and make the appropriate recommendations to reflect the current structure of the college divisions.

- **Revisions to reflect the current structure of the College divisions.** **4/22/08**

On the charge to: Consider revising 1.0500 Article V Section B to indicate that the First Chairperson-elect should Chair and recruit members for the nominating committee that selects the Second Chairperson-elect.

- **That the First Chairperson-elect shall chair and appoint members to a nominating committee in September of the Chairperson's second year of office. This committee is to present a slate of at least three candidates for Second Chairperson-elect at the February meeting of the College Assembly. Nominations from the floor shall be accepted only at the March meeting.** **3/11/08**

**Campus Diversity Task Force:**  
**Professor Janet Peleg, Chair - 2007-2008**

On the charge to: Evaluate and discuss student activities, clubs, educational programs and events on campus in terms of campus diversity. Do they present an effective means to encourage diverse groups to socialize and work together?

- **that a mechanism (such as a college website) be set in place so that the diverse groups on Campus can invite others to participate in their cultural activities, and that a subsequent annual workshop be set up for club presidents and their advisors to set up a club website, and to review different ways to inform and invite others to share in their cultural activities.** **4/22/08**

**To be implemented by: The Vice President for Academic and Student Affairs**

On the charge to: Conduct a survey and/or focus groups of faculty, staff, administrators and students to ascertain campus concerns regarding campus diversity and ways to improve awareness of other groups on campus. In addition, identify activities which would increase the awareness and interaction between the groups. Create a report to educate the college and make appropriate recommendations.

**Report:**

The Diversity Task Force conducted a focus group for faculty, staff, and administrators on March 31, 2008, concerning the issue of diversity on campus. Three administrators, four faculty members, and four staff members attended.

For the purpose of the focus group discussion, the following MCC definition of diversity was used:

*The practice of diversity at Middlesex County College embraces, recognizes, and respects individual perspectives while fostering an environment that reflects the rich and unique composition of our community.*

The following questions guided the discussion:

1. What are some of your positive experiences and/or observations related to diversity at Middlesex County College?
2. What are some of your negative experiences and/or observations related to diversity at MCC?
3. What changes would you make at MCC in faculty, staff, courses, and activities to improve awareness?
4. Is there something important you feel we have missed regarding this topic?

All the participants felt that the increasing culturally and linguistically diverse number of students at MCC has given them the opportunity to gain a knowledge of, and respect for the many diverse cultures on the MCC campus. One participant stated, "Our diverse student body refreshes our jobs every day."

The majority of the participants felt that there is either fragmented or delayed communication among members of the College community as it pertains to diversity related issues. One participant pointed out that although opportunities exist for staff members to participate in cultural events, their schedules sometimes prohibit them from attending these activities. Another participant expressed some concern about the way we orient our new students to MCC. The participant said that an incoming student should not just be oriented into a segregated group; i.e., ESL, EOF, Project Connections, etc., but as part of an incoming group of first year MCC students. "We have to marry the individual needs of a student with what all MCC students need," said this participant. One participant said that it isn't enough to have a Diversity Day once a year, but rather to "incorporate diversity into every element of the College."

**RECOMMENDATION**

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In summary, all of the participants were appreciative for the opportunity to discuss diversity, and were thoughtful in regards to ways that MCC can improve diversity relations. They offered the following actions the College could possibly take to increase sensitivity, and create a more socially cohesive climate:

- Incorporate diversity into the fabric of the core curriculum.
- Increased sensitivity training for all faculty and staff.
- Recruit faculty and staff to reflect the diverse population on campus and surrounding communities.
- Create a climate where the different cultural and religious groups on campus can collaborate and work together.
- Work more towards the returning student and/or the student training for a second career.
- Help students beyond their own support networks to help one another out. While a lot has to come from the students, all the effort should be made to help them out.
- Administration and faculty should creatively unite curriculum with diverse activities.
- Consider whether there is any value in doing the same full-blown MCC orientation that we do for our “regular” MCC students, for all our specific populations of students, while keeping a portion of the orientation devoted to their special needs.
- Create opportunities for staff members to participate in College-wide cultural events and activities.

**Campus Life Task Force:**

**Mr. Terry McGlincy, Chair - 2007-2008**

On the charge to: Review the Code of Student Conduct. Update the code to reflect the needs of our contemporary campus community. The code should include relevant items from the report on academic integrity.

- **That the following Code of Student Conduct be recommended for adoption:** **5/19/08**

**CODE OF STUDENT CONDUCT**

In order to provide for the maximum safety and well-being of the total college community, including guests, certain standards of behavior have been established at Middlesex County College. Upon admission to the College, all students accept an unqualified commitment to adhere to such standards and to conduct themselves in a manner that reflects pride in themselves and the College. These standards of conduct will apply to students engaging in College sponsored activities both on and off-campus.

**Conduct that adversely affects a student's responsible membership in the academic community shall result in appropriate disciplinary action. The College will not tolerate deliberately disruptive behavior, violence, or physical interference with the rights of any member of our college community.**

**The Code of Student Conduct outlines behavior deemed unacceptable at Middlesex County College. Infractions of the Code include, but are not limited to, the actions listed below.**

- 1. Unauthorized use or possession on the campus of weapons, ammunition, explosives, fireworks, or other dangerous substances or materials.**
- 2. Threatening or inflicting bodily harm or physical abuse or injury to the person of a fellow student, faculty or staff member, administrative officer or guest of the College.**
- 3. Obstruction or disruption of teaching, learning, research, administration, discipline procedures or other College authorized event. Disruptions of teaching and learning which may include tardiness, offensive language or behavior, noise and improper use of personal communication devices (eg: cell phones, headphones, pagers, PDAs and laptops).**
- 4. All forms of academic dishonesty, including cheating, facilitating academic dishonesty, and plagiarism or assisting others to engage in those activities.**
- 5. The failure to report any action or plan of dishonesty whether knowledge of such act or plan is obtained directly or indirectly.**
- 6. The soliciting of assisting another to do any act which would subject a student to probation, suspension or expulsion.**
- 7. Unauthorized distribution, use**
- 8. Failure to comply with the College's policy on smoking.**
- 9. Illegally gambling on College property.**
- 10. The violation of any of the criminal statues of the State of New Jersey, which violation occurs either on the campus, at off campus sponsored events or directly affects the College community. The College will cooperate fully with any law enforcement agency investigating such violations.**

**RECOMMENDATION**

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11. Falsification, alteration or withholding information related to records or documents maintained by the College.
12. Theft, misappropriation, vandalism, non-accidental damage, grossly negligent damage or arson to any College property or private property of a fellow student, faculty or staff member, administrative officer or guest of the College.
13. Failure to present student identification to a College employee in response to a request.
14. Unauthorized entry into any secured building or facility, obstructing access to any campus building or facility, the unauthorized use or occupation of any classroom, public or common indoor areas, recreational or athletic facility, faculty office or any other components of the College's physical plant or property.
15. Failure to register the dissemination of printed material or unauthorized display of posters and advertising material.
16. Abusive or unauthorized use and operation of outdoor and indoor sound systems, public address systems sound tracks, or bull horns.
17. Unauthorized consumption and/or unauthorized possession of alcoholic beverages on campus.
18. Failure, after a warning, to wear adequate clothing and foot covering while attending classes or utilizing any campus facility.
19. Consumption of food and beverages outside of authorized areas unless authorization has been given by a faculty member, staff or administrator.
20. Soliciting or assisting another to do any act which would subject that student to any sanction within the Code of Student Conduct.
21. A failure to abide by the "acceptable use policies for computers."
22. It is the policy of this College that membership in secret fraternities or sororities or in other clubs or gangs not sponsored by established agencies or organizations are prohibited. Organizations which initiate advocate or promote activities which threaten the safety or well being of persons or property on College grounds, which disrupt the program environment or are harmful to the

education process are prohibited. Activities involving initiations, hazing, intimidation, and/or related actions of such group affiliations which are likely to cause bodily danger, physical harm, personal degradation or disgrace resulting in physical or mental harm to students are prohibited. Any student causing and/or participating in activities which intimidate or adversely affects the attendance of another student or staff member will be subject to disciplinary action.

- 23 Engaging or the soliciting of any activity which would interfere with the normal operation of the College.

### SANCTIONS

The various penalties for the commission of a violation are set forth hereafter. Upon a finding of or plea of guilty for any violation, one or more of the listed sanctions may be imposed independently or cumulatively.

- a. **Warning:**  
Notice, orally or in writing, that continuation or repetition of conduct found wrongful may be cause for more severe disciplinary action.
- b. **Probation:**
  1. Exclusion from participation in privileged or extracurricular College activities for a period not to exceed 1 year.
  2. Fine, restitution and or community service not to exceed 50 hours and/or counseling services as may be required.
- c. **Disciplinary Suspension:**  
Temporary separation from the College for a period of time not to exceed 2 years.
- d. **Expulsion:**  
Permanent separation from the College for all programs academic or extracurricular.
- e. **Administrative Suspension:**  
The Vice President of Academic and Student Affairs or her/his representative shall have the authority and responsibility to assure the well being of the college community and to insure the College's ability to carry out its mission. To provide for this environment, any act or threat which, in the opinion of the Vice President for Academic and Student affairs,

**endangers any individual, or which results in terrorizing any member of the college community or guests may warrant immediate suspension. Similarly, any act which may result in the disruption of college activities or inciting others to disrupt college activities or interference with the right of any member of the college from performing assigned duties or attending class may also warrant immediate suspension.**

**The suspension shall remain in effect until the Vice President of Academic and Student Affairs or receives evidence that the presence of the accused does not pose a threat to any member of the college community.**

On the charge to: 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 the appropriate recommendations.

**Report:**

**Discussion of the history of student government at Middlesex County College and possible alternatives to the present structure. Question of what the student government and college establishment relationship might be. Contact was made to other County Colleges for their Student Government Association structure. Further discussion at our next meetings.**

On the charge to: Review our current policy concerning smoking on campus. Make the appropriate recommendations.

- **That all smoking on the campus be restricted to campus parking lots with the exception of residencies on Hoff Road and in vehicles on campus. That a limited number of gazebo-like structures be built adjacent to major parking lots. That the structures be placed, whenever possible, in such a manner that one might cover 2 or more parking areas.**

**To be implemented by: Vice President for Academic and Student Affairs**

**Community Concerns Task Force:**

**Dr. Victor Vega, Chair - 2007-2008**

On the charge to: Investigate the needs of the business sector in the southern part of the county. Determine the credit and non-credit requirements of the area.

**Report:**

The Community Concerns Task Force investigated what current policy exists for the needs of the business sector in the southern part of the county. The Task Force notes that the 2006 – 2009 Colleges Strategic Planning, Enrollment Management section informs the MCC community and provides ways to address the needs of the business sector. With respect to the Colleges Strategic Plan MCC will work to 1) Develop a south county presence, 2) Create more flexible scheduling options, 3) Remove institutional obstacles that prevent the expansion of hybrid and online course offerings and expand hybrid and online course offerings, 4) Target recruiting efforts toward 3 or 4 specific programs each year that have room for expansion and a clear market demand and 5) Expand marketing to promote visibility of MCC.

Task Force member Mary Ann Connors spoke with Jane Brady, Director of the Middlesex County Workforce Investment Board. Mary Ann informed the Task Force that demographic changes in the Southern part of the county may impact college services. Some of the more pressing needs may be in courses that deal with the Logistics of Distribution Warehouses, English as a Second Language, and programs targeted toward the adult/elder community. The Task Force notes that the Institute responds to the pressing needs of the business sector in the southern part of the county. The Institute fulfills *the mission*, “through its personal involvement with clients to provide quality, cost-effective training programs for New Jersey businesses.” Since 1986, the Institute has “supported thousands of employees of satisfied companies and organizations through convenient and customized training at [there] site or on the campus of Middlesex County College.” *The Institute’s homepage informs the business community of programs in Literacy training, Finance, Business, Management, Entrepreneurial training and Customized training. The Institute informed the campus community in the FYI (2/4/08) of their services to the logistics sector.* The institute offers an Introductory Logistics course and certification classes in Commercial Driver Licensing Training for businesses that support trade, transportation and distribution centers. Dr. Patricia Moran, the Institute’s Director, has met with logistics professionals to discuss programs, services and training for people interested in working in this sector.

Also, the Task Force investigated the online site for the NJ Department of Labor and Workforce Development for demographics of people and jobs in the business community. Information on the site was provided by Ed Griffith, Registrar of Middlesex County College.

On the charge to: Explore ways to encourage financial sponsorship by the business community of college organizations and perhaps the college itself. For example, should the college solicit sponsorship of the Student Center in return for the right to name the structure.

**Report:**

The Community Concerns Task Force investigated what current policy exists for ways to encourage financial sponsorship by the business community of college organizations and the college. Task Force member Darlene Yoseloff explored this concern with Eileen Cotter, Associate Director of the Foundation. Eileen reported that the Foundation handles all financial sponsorship of the college by the business community. Darlene suggested that the Foundation be invited to a Task Force meeting to discuss the policy and process regarding financial sponsorship. Information on the process was provided at a Task Force meeting by Michael David-Wilson, executive director of the Middlesex County College Foundation. Michael informed the Task Force on the rule for recommending that a building or location be named in honor of a donor. Michael explained that the rule of thumb is that the donation should be 30 percent of the construction cost or \$1 million, whichever is less, but that there is some flexibility in that. He explained that naming opportunities exist to thank donors for their contributions (such as in the naming of Johnson Commons after the Johnson family) or to encourage people or corporations to donate or to increase their donations. He informed the Task Force that Foundation donors are usually interested in donating to scholarships, and so there are a number of scholarships named for the donor. Donors interested in naming opportunities for buildings do exist, but are rare.

The Task Force reports that the Foundation encourages financial sponsorship by the business community of college organizations and the college. The Foundation's mission and vision, "Inspire the community to invest in the academic and career dreams of our students, empowering them to enhance community leadership and prosperity" on the MCC website provides the college and the business community important and innovative opportunities for financial sponsorship. The Foundation's homepage directs visitor's to Scholarships and Financial Aid, Community Investment Campaign, Annual Campaign, Planned Giving, and Ways to Give.

On the charge to: Explore ways in which MCC can respond to parental concerns.

**Report:**

The Community Concerns Task Force investigated what current policy exists for ways MCC can respond to parental concerns. Task Force member Audrey Davis explored this concern with Alice Picardo, Director of the First Year Experience, regarding the increasing need for the campus to deal with parental concerns (so-called helicopter parents). The Task Force reports that the MCC website and orientation programs respond to parental concerns and provide significant information on areas of services (Points

**RECOMMENDATION**

of Contacts) to first-year students, returning students and parents. The College responds to parental concerns with services that include the First Year Experience, the Family Orientation programs and the newly instituted Parents and Families webpage. Dr. John Herrling previously informed me and the Assembly of the website in development for families. The website, created by Sheema Majiduddin, Counselor-Generalist and Charlotte Quigley, Manager, Career Services in the Counseling and Career Services department, is up and has had over a thousand visitors since January 2008.

With respect to the Parents and Families page, the MCC mission statement reads, "We also recognize that when a student begins college, the entire family is affected. Along with the student having to adjust to college, an adjustment is also required of you and other family members. Parents and family members must now decide how they will deal with these changes". The Parents and Families webpage provides information on FERPA-Parent Information, Student Clubs & Activities, Smart Family Tips (SFT), Office of the Bursar, Athletics, FAQ's, Academic Calendar, Health Services, College vs High School: Is it really different?, How to Register, Counseling, How to Communicate With Your Student, Grades - NOW ONLINE!!, Career Services, College Lingo, Academic Advising, How to Register?, Student Success, Transferring to a 4-Year College, Disability Services, NJ Stars, QUIZ: Are You A Helicopter Parent? and links to different college web pages.

Since the website is new the Task Force suggests that a one-page flyer be distributed at the Student and Family Orientations. The flyer will inform and direct parents with concerns and questions to visit the Parents and Families webpage for key information.

On the charge to: Explore methods by which the community can express their academic and other needs to the college community. Include a means by which the information will be disseminated to the appropriate department or office in the college. Make appropriate recommendations.

**Report:**

The task force discussed the benefits of practical and interactive approaches. This could include having members from community organizations periodically meet with us or creating events that would directly benefit the community.

**Curriculum Task Force:**

**Dr. Paul Yarmchuk - 2007-2008**

**BIOLOGY**

**BIO 229: Cell Biology**

New Course

**1/8/08**

**RECOMMENDATION****PRESIDENTIAL  
APPROVAL****CHEMISTRY & PHYSICS**

<b>FSC 214: Rescue Company Operations in the Fire Service</b> New Course	1/8/08
<b>SCI 20: Principles of Fire Protection Chemistry &amp; Physics</b> New Course	1/8/08
<b>Fire Science Technology Program:</b> Revised Curriculum	1/8/08
<b>Chemistry Option-Science Transfer Degree:</b> Change in Curriculum	3/11/08
<b>Environmental Science Option-Science Transfer Degree:</b> Change in Curriculum	3/11/08
<b>Earth Science Transfer:</b> New Curriculum	3/11/08

**COMPUTER SCIENCE**

<b>CSC 106: Intermediate PC Applications with Programming</b> Change in: Credit Hours	3/11/08
<b>Java Programming Certificate of Achievement:</b> New Curriculum	3/11/08

**ENGLISH**

<b>ENG 206: Journalism II</b> Change in: Course Content, Catalogue Course Description, Behavioral Objectives and Title	4/22/08
<b>ENG 090: English 010 Bridge</b> New Course	5/6/08
<b>RDG 090: Reading 011 Bridge</b> New Course	5/6/08

**ENGINEERING TECHNOLOGIES**

<b>CIT 104: Construction Surveying I</b> Change in: Contact Hours	3/11/08
<b>CIT 126: Advanced Civil Drawing/CAD-II</b> New Course	3/11/08
<b>CIT 205: Construction Surveying II</b> Change in: Contact Hours	3/11/08
<b>CIT 212: Water Resources Technology</b> Change in: Contact Hours	3/11/08
<b>CIT 216: Soil Mechanics</b> New Course	3/11/08
<b>CIT 218: Steel Design</b> New Course	3/11/08
<b>CIT 219: Reinforced Concrete Design</b> New Course	3/11/08
<b>CIT 260: Civil/Construction Design Project</b> Change in: Corequisite(s), Credit Hours and Contact Hours	3/11/08
<b>ELT 223: Electronic Design and Manufacturing</b> Change in: Contact Hours	3/11/08
<b>MEC 125: Advanced Mechanical Drawing CAD-II</b> New Course	3/11/08

<b>RECOMMENDATION</b>	<b>PRESIDENTIAL APPROVAL</b>
<b>MEC 130: Manufacturing Processes and Materials</b> Change in: Credit Hours	<b>5/6/08</b>
<b>MEC 228: Kinematics Design</b> Change in: Credit Hours and Contact Hours	<b>5/6/08</b>
<b>MEC 260: Mechanical Design Project</b> Change in: Credit Hours	<b>5/6/08</b>
<b>Civil/Construction Engineering Technology:</b> Change in Curriculum	<b>3/11/08</b>
<b>Civil Engineering Technology:</b> Change in Curriculum	<b>5/6/08</b>
<b>Electrical Engineering Technology:</b> Change in Curriculum	<b>5/6/08</b>
<b>Mechanical Engineering Technology:</b> Change in Curriculum	<b>5/6/08</b>
 <b>HISTORY AND SOCIAL BEHAVIOR</b>	
<b>POS 131: Introduction to Public Administration</b> New Course	<b>5/6/08</b>
 <b>HOTEL, RESTAURANT AND INSTITUTION MANAGEMENT</b>	
<b>HRI 116: Professional Pastry Techniques</b> New Course	<b>2/14/08</b>
<b>HRI 118: Cakes, Decorating &amp; Specialty Techniques</b> New Course	<b>2/14/08</b>
<b>HRI 120: Baking &amp; Pastry Arts Externship</b> New Course	<b>2/14/08</b>
<b>Baking and Pastry Arts Certificate of Achievement:</b> New Curriculum	<b>2/14/08</b>
 <b>PSYCHOLOGY AND EDUCATION</b>	
<b>PSY 151: Introduction to Addiction Studies</b> New Course	<b>11/7/07</b>
<b>PSY 251: Substance Abuse: Pharmacology</b> New Course	<b>11/7/07</b>
<b>PSY 252: Community and Agency Counseling</b> New Course	<b>11/7/07</b>
<b>PSY 257: Counseling Theories and Techniques</b> New Course	<b>11/7/07</b>
<b>PSY 264: Addiction Counseling</b> New Course	<b>11/7/07</b>
<b>PSY 265: Addiction Studies Practicum</b> New Course	<b>11/7/07</b>
<b>Addiction Studies AAS:</b> New Curriculum	<b>11/7/07</b>
<b>Addiction Studies Certificate:</b> New Curriculum	<b>11/7/07</b>

**RECOMMENDATION****PRESIDENTIAL  
APPROVAL****Reported to the College Assembly: FAST-TRACK APPROVAL****ACCOUNTING****Accounting A.A.S.**

Changes made to total semester credits from 66-70 to 63-66

**11/19/07****Paralegal Studies Technical Certificate**

Reduction of required credits from 20-22 to 17-19.

**4/25/08****Paralegal Studies Certificate**

Reduction of required credits from 33 to 31.

**4/25/08****BIOLOGY****BIO 103: Plants, People and Culture**

Revised college catalogue course description

**4/21/08****BIO 104: Mysteries of the Microbial World**

Change in course description.

**6/2/08****BIO 105: Heredity, Evolution and Society**

Change in course description.

**6/2/08****BIO 112: Human Anatomy and Physiology II**

Requirement of a minimal C grade in BIO 111: Human Anatomy and Physiology I as a prerequisite.

**4/28/08****BIO 224: Applied Microbiology**

Requirement of a minimal C grade in BIO 221: Microbiology as a prerequisite.

**4/28/08****BUSINESS ADMINISTRATION AND MANAGEMENT****FMR 206: Store Field Experience II**

To change the course title from Store Field Experience II to Store Field Experience.

**11/6/07****MKT 206: Marketing Seminar**

To make Marketing II, MKT 202, a prerequisite for the marketing seminar class, MKT 206; not continue it as a corequisite. It should now read:

Prerequisite(s): MKT 202

Corequisite(s): ACC 102, BUS 201, ECO 201, ENG 122, MKT 203

**3/10/08****CHEMISTRY AND PHYSICS****CHM 124: General Chemistry II**

Change in prerequisite – "C" or better on CHM 123

**5/7/08****SCI 157: Introduction to Meteorology**

Change in course description

**5/7/08****SCI 210: Environmental Geology**

Remove SCI 155 as prerequisite.

**12/5/07****SCI 204: Concepts of Physical Science**

Change in course description.

**5/7/08****SCI 206: Introduction to Forensic Science**

Change in course description.

**6/2/08****SCI 220: Forensic Science**

Change in course description.

**6/2/08**

**RECOMMENDATION****PRESIDENTIAL  
APPROVAL****COMPUTER SCIENCE****Computer Science Transfer Program****12/12/07**

MAT 129 - Precalculus is dropped  
Existing math courses move up one semester in the program.  
MAT 210 - Linear Algebra is added.

**Information Systems Security Certificate of Achievement****11/19/07**

Replace CSC 241 with CSC 258 as a required course, Replace CSC 247 with  
CSC 252 as a technical elective course, allow CSC 161 or CSC 133 as an  
alternate problem-solving/programming prerequisite course

**Java and Web Programming Certificate of Achievement****11/19/07**

Add Java to the certificate name, replace CSC 160 with CSC 245, Delete the  
technical elective, allow CSC 162-Object Oriented Programming in Java-as an  
alternate problem-solving/programming pre-requisite course

**ENGINEERING TECHNOLOGIES****MCT 220: Introduction to Robotics and Control Systems****11/6/07**

Change from five (5) Studio Hours to one (1) Lecture & four (4) Lab Hours

**Engineering Technology****4/24/08**

Change the subject name from Mecomtronics to Engineering Technology

**ESL/LANGUAGES AND CULTURES****SPA 223: Main Currents in Spanish Literature****5/15/08**

Add to course description: Readings and discussions in Spanish.

**HEALTH, PHYSICAL EDUCATION/RECREATION & DANCE****HED 150: Contemporary Health Issues****6/2/08**

Change in catalogue course description.

**HOTEL, RESTAURANT AND INSTITUTION MANAGEMENT****HRI 107: Baking Fundamentals****11/19/07**

To remove the prerequisite of HRI 103: Principals of Food Preparation &  
Selection and to reduce lab hours from five (5) to four (4).

**HRI 107: Baking Fundamentals****3/10/08**

Reduce laboratory hours from 5 to 4.

**HRI 111: Food Preparation Practicum****11/19/07**

To change the name of the course to: Culinary Arts Externship.

**HRI 114: Garde Manger****3/10/08**

Reduce laboratory hours from 5 to 4.

**Dietetic Technology A.A.S.****5/15/08**

Changes made to total semester credits from 68-70 to 65.

**RADIOGRAPHY EDUCATION****Radiograph Program Career Track and Transfer Track****1/29/08**

Convert GE course in Career Track to GE (MAT) and add a GE (MAT) elective  
course to the transfer track in semester III Fall.

**VISUAL PERFORMING AND MEDIA ARTS****THE 145: Stagecraft****5/7/08**

To comply with the 66 credit maximum law we're redoing the number of credits in specialized performing arts courses from four to three. This will be an overall reduction in credits in major from 14 to 12.

**THE 146: Play Production****5/7/08**

To comply with the 66 credit maximum law we're redoing the number of credits in specialized performing arts courses from four to three. This will be an overall reduction in credits in major from 14 to 12.

**Program Title Changes Required by State for Business, Computer Science and Engineering Technologies and for Psychology and Education, History and Social Behavior and Visual Performing and Media Arts.****4/28/08**

The following are changes from Certificate of Achievement to Certificate:

- Civil Engineering Technology
- Electrical Engineering Technology
- Culinary Arts
- Management Support Services
- Computer Programming
- Network Administration
- Paralegal Studies
- Small Business Management/Entrepreneurial
- Teacher Aide
- Correction Administration

The following are changes from Technical Certificate to Certificate of Achievement:

- Accounting
- Computer Aided Drafting
- Information Systems Security
- Windows/PC Support
- Computer Help Desk Administration
- Java and Web Programming
- Hotel Operations
- Restaurant Operations
- Graphics for Digital Media
- Paralegal Studies
- Small Business Management/Entrepreneurial Studies

**RECOMMENDATION**

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**Educational Resources Task Force:**  
**Professor Susan Altman, Chair – 2007-2008**

On the charge to: Work with the Task Force on Curriculum to investigate the use of technology in the curriculum approval process.

**Report:**

**The Curriculum Task Force informed us that they did not need help on this.**

On the charge to: Conduct a survey of the teaching faculty and administrators to determine the future technological needs of classrooms and labs. Make a report to the assembly and any appropriate recommendations.

- **That based on the survey of teaching faculty and Administrators and a survey of New Jersey Colleges, we recommend increasing the number of media-enhanced classrooms at the Edison campus and urban centers. Media-enhanced classrooms include a ceiling mounted projector and audio system, network PC, DVD/VCR, and wall mounted control switch. We also recommend making computer lab facilities and/or wireless labs available to departments that do not have sufficient access to labs for classroom use. In conjunction with the increased availability of technology on campus, we recommend more opportunities for professional development in the use of technology for teaching and learning.** **3/18/08**

**To be implemented by: Vice President for Academic and Student Affairs**

On the charge to: Investigate the use of "wireless" on campus.

- **That the college expand wireless computer access on Campus for academic, administrative, faculty, staff and student use.** **3/19/08**

**To be implemented by: Vice President for Finance and Administration**

On the charge to: Investigate how the college assigns rooms regarding technology.

**Report:**

**There is currently a procedure in place on how the college assigns media enhanced rooms to meet the technological needs of the faculty.**

On the charge to: Investigate the adequacy of printers on campus, including color printers for student use.

**RECOMMENDATION**

**PRESIDENTIAL  
APPROVAL**

- **That based on a review of availability of printers for student use on campus, we recommend the addition of a color printer to the existing black and white printer in each of the open labs in IRC 233 and 239.**

**NOT  
APPROVED**

***President's response: Recommendation was not approved due to economic issues.***

On the charge to: Consider the need for policies and procedures for maintaining archive materials and methods to make those materials available to the college community and the Middlesex County College Community as a whole. Make appropriate recommendations.

**Report:**

**There are two (2) library staff who are working on maintaining Archive materials and methods to make those materials available to the College community and we felt that there was no need to make any further recommendations.**

**Ad Hoc Task Force on Select Issues of Curriculum:  
Professor Phyllis Fleming, Chair - 2007-2008**

On the charge to: Create a manual for the curriculum approval process that will be made available online to the campus community via the Infonet. This manual should include guidelines for fast track changes, as well as all standard pieces of the curriculum process. Work with the Task Force on Bylaws to remove the relevant articles from the Bylaws dealing with the curriculum process.

- **The task force recommends adoption of the Curriculum Procedures Manual which contains the guidelines for fast track changes, as well as all standard pieces of the curriculum approval process. The task force also recommends that the Curriculum Procedures Manual be made available online to the campus community via the Infonet. In addition, the task force recommends that the Curriculum Procedures Manual be updated and revised on a yearly basis by the Curriculum Task Force of the College Assembly, as a standard charge.**

**5/6/08**

**To be implemented by: The Vice President for Academic and Student Affairs and  
The Vice President for Legal and External Affairs**

**RECOMMENDATION****PRESIDENTIAL  
APPROVAL**

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On the charge to: Review the criteria used to designate a course as meeting a general education requirement. Make the appropriate recommendations. Any accepted recommendations should be added/included in the manual for curriculum approval.

- **The task force recommends the adoption of the 4/22/08  
General Education Foundation For Associate in Arts, Associate in  
Science, Specialized Associate, and Certificate Programs in New  
Jersey's Community Colleges. This General Education Foundation  
was adopted in 1997, reaffirmed in 2007 and revised in August of 2007.  
To be implemented by: The Vice President for Academic and Student Affairs**