

TO: Members of the College Assembly
FROM: Richard Ellison
Chair, College Assembly
RE: College Assembly Annual Report: 2008-2009
DATE: June 30, 2009

RECOMMENDATION

**PRESIDENTIAL
APPROVAL**

**Academic Standards Task Force:
Dr. Steven Zale, Chair - 2009-2009**

On the charge to: 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.

- **That students be required to obtain an instructor's signature 12/10/08 (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.**

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

On the charge which reads: Working with the Honors Program Committee, review the proposed requirements for full Honors Program eligibility and Departmental Honors eligibility for both newly entering first-year students and current MCC and transfer students.

Report:

A member of the task force acted as the liaison to the Honors Program Committee. Currently stipulated by the Honors Program Committee, entrance into the Departmental Honors and Full Honors programs for first year students, requires a minimum combined SAT score of 1200 (this reflects the mathematics

and critical reading scores) or a 3.5 cumulative GPA from high school along with no developmental course requirements.

In addition, for current MCC and transfer students, after the completion of 12 college credits, a 3.5 cumulative GPA is required (this matches Phi Theta Kappa's requirement) and all developmental work must be finished.

The task force considered the distinction between the Honors Program and receiving the honors recognition upon graduation. A student, who graduates MCC with a cumulative GPA of 3.25, will receive the Honors distinction. On the other hand, the task force felt that the minimum criteria of 3.5 cumulative GPA was academically sound and essential for eligibility into the Departmental Honors and Full Honors programs since the Honors Program's mission is to provide a unique and exceptional educational experience to extremely high quality, driven students.

The task force felt that the difference between Honors classes and non-Honors classes was the type of work that the student was expected to complete in the courses. Since the Honors classes tend to have more critical in-class discussions and in-depth reading assignments, the task force believed that the 3.5 cumulative GPA was justified.

On the charge which reads: Working with the Honors Program Committee, review the proposed criteria for honors designations for college transcripts and diplomas. Consider the designation to be used for "Honors Courses, Departmental Honors and Full Honors." Make appropriate recommendations.

- **It is recommended that for any Honors course, the word "Honors" should be included and added to the beginning of the title of the course. "Honors" should also be added into the body of the description of the course, and the Honors course title should appear on the student's transcript. In addition, this information should be incorporated on the college web site.**

President's Response: To be sent back to the Task Force for further review and clarification.

On the charge to: Review the policies of the Admissions department with regard to home schooling guidelines and make appropriate recommendations.

Report:

The task force recognized that an increasing number of parents/guardians are opting for the homeschooling educational option for their high school aged students. The current policy for admission into MCC is a student must be at least 18 years of age or have a high school diploma or GED. For the homeschooled student, these criteria would apply as well.

The task force recognizes that the following items must be addressed.

First, the existing college catalog does not contain any policy regarding the admission of students who have been homeschooled or criteria for admission. The task force suggested that the wording in the catalog specify that the homeschooled program is accredited. Second, although the task force discovered that Rowan and Monmouth University already have a policy in place regarding the admission of homeschooled students, the task force still has to further investigate how other community colleges are addressing the scenario in which the student does not meet the age requirement of 18. There exists a difference between MCC and the above mentioned colleges because MCC is an open access institution. Furthermore, additional research by the task force must be completed regarding how other institutions are handling homeschooled students in reference to the federal and state regulatory guidelines that MCC must adhere to.

Lastly, the Ability-to-Benefit ACCUPLACER test is required of students who are 18 years or older, seeking federal financial aid, and who did not graduate from high school or did not earn a GED. These students must demonstrate that they possess sufficient "ability to benefit" (ATB) from a postsecondary program of study via their performance on an approved test. MCC administers an ATB version of the ACCUPLACER test. Students must complete the ATB exam in reading comprehension, sentence skills, and math computation. The Department of Education requires that these students take these three tests in a single testing session. In order to pass the test, the student needs to successfully complete all three tests. If the student does not obtain a passing score on one or more tests, he or she will have to retest all three again. Once the student earns 30 general educational course credits (non-developmental courses) and passes the High School Proficiency Assessment, the State of NJ will send the student a State-Issued High School Diploma.

The task force suggested that the home school issue be further investigated to ensure that homeschooled students are truly prepared for college level courses. The task force also discussed how the ATB program will affect MCC's ability to receive federal financial aid. Finally, the task force suggested that the ATB program at MCC should be included on the college's web site and in the college catalog.

Report:

As the task force previously reported in March 2009, the current policy at MCC on admissions of home schooled students states that a student must be at least 18 years of age or have a high school diploma or GED. Any one of these criteria qualifies the home schooled student to be eligible for admission into MCC.

For next academic year, the task force recognizes that the following five issues still need to be addressed:

RECOMMENDATION

1. The existing college catalog does not contain any policy regarding the admission of students who have been home schooled or criteria for admission. The task force suggested that the wording in the catalog specify an “accredited” high school.
2. The task force still has to further investigate how other community colleges are addressing the scenario in which the student does not meet the age requirement of 18 years.
3. Additional research by the task force must be completed regarding how other institutions are handling home schooled students in reference to the federal and state regulatory guidelines that MCC must adhere to.
4. The task force suggested that the Ability to Benefit (ATB) issue be further investigated to insure that these students are truly prepared for college level courses.
5. The task force also discussed how the ATB program will affect MCC receiving federal financial monies. The task force suggested that the ATB program at MCC should be included on the college’s web site and in the college catalog.

On the charge to: Review the College’s current policy on Foreign Credential Evaluation Service guidelines and make appropriate recommendations.

- That the admissions office and registrar request that students seeking transfer credit for courses taken at foreign institutions have their course work evaluated on a course-by-course basis by World Education Services (WES). In addition, the admissions office and registrar should accept evaluations from any member of the National Association of Credential Evaluation Services (NACES), or any member listed on the NJ Commission on Higher Education web site. This information should be included in the college catalog and on the college web site. 4/27/09

To be implemented by: Vice President for Academic and Student Services

On the charge to: Review the procedure and criteria used to grant credit to an incoming transfer student for a course in which the incoming student has earned a grade of C-.

Report:

It is suggested that the college continues adhering to the college policy (p 8, online college catalog 2008-2009 under “Previous College Credit”), which states that only grades of “C” and above are accepted as credit from an incoming transfer student from an accredited college. Since this policy does not allow for any exceptions, it needs to be published on the college’s web site and in the college catalog.

Students who have attended another accredited college must submit their official transcripts to the Office of Admissions for transfer credit. In addition, students who wish to transfer credit from a foreign institution must submit an evaluation from a certified evaluation service of the courses taken. Currently, the college policy states that only grades of “C” and higher are recognized for credit from an incoming transfer student.

The task force collected data on the transfer credit policies among several NJ community colleges and discovered that all of the schools had a comparable policy to MCC. The data indicated a few exceptions: Ocean County College accepts a C- grade only if the cumulative GPA is at least 2.0. In addition, the County College of Morris accepts a C- grade since the school does not stipulate any quality points (2.0) for any incoming student. With the exclusion of these two schools, the remaining colleges reported that they do not transfer courses with a C- grade.

The Task Force also discussed the new NJ transfer legislation in which four-year institutions are required to accept the two-year degree along with the students’ credits. Four-year colleges are required to accept a “C-” or “D” grade, if they accept a “C-” or “D” grade from their native students. If the four-year colleges do not accept a “C-” or “D” grade from their own school, they will not accept the “C-” or “D” grade from ours and hence, require students to repeat courses when these poor grades are earned.

The Task Force discussed the impact of the “C-” grade on the college. With the addition of a “C-” grade, the college’s degree and certificate requirements and grading system would need substantial modification. The Task Force strongly felt that a “C-” grade did not reflect satisfactory competence in a subject area and therefore, should not be deemed as transferable credit. This college policy does not grant any exceptions, so it needs to be published on the college’s web site and in the college catalog.

On the charge to: Review the procedure and criteria used for a student needing a 2.0 GPA to graduate who may not have earned a 2.0 GPA. Consider whether the student has met the requirement of a 2.0 GPA in the major courses and if so, report both GPA’s on the student’s transcript.

Report:

It is suggested that the college continues adhering to the board policy (policy under “Degree and Certificate Requirements”), which states that the minimum cumulative grade point average of 2.0 be applied for both the degree requirement and certificate requirement for graduation. Since this policy does not allow for any exceptions, it needs to be published on the college’s web site and in the college catalog.

Currently, the board policy for MCC graduation includes the following requirements where applicable for a degree or certificate. The first requirement is

the satisfactory completion of courses in an approved program with the appropriate semester credit hours. Second, the minimum of “C” grades in English composition courses are needed. Third, some programs may impose residency requirements. Lastly, a minimum cumulative GPA of 2.0 is required.

In order to be considered for graduation, the college uses a curriculum GPA to represent the student’s performance in a particular major when a student has not attained a cumulative GPA of 2.0. A cumulative GPA is also computed each semester and maintained on a continuing basis as a record of the student's academic standing. When students repeat a course, both grades appear on their permanent records, but only the higher grade counts in the cumulative GPA. To define GPAs at MCC in Colleague, a student’s term and cumulative GPA are reflected. A term GPA represents a student's GPA for one specific semester.

The task force was concerned with making a recommendation that would be fair, consistent, and based on sound rationale regarding graduation requirements. In the past, the college has allowed a student who has a cumulative GPA of less than 2.0 to appeal for the use of the curriculum GPA, which is at least 2.0. According to the Office of the Registrar, from 1970-2007, 117 students have graduated using their curriculum GPAs, whereby their cumulative GPAs were less than 2.0. The task force recognized that curricula across the campus have their own requirements for graduation, such as the Nursing program that demands students maintain a cumulative GPA of at least 2.0.

In order not to lower the educational standards of the college and jeopardize the academic integrity of MCC, the task force strongly felt that the college’s board policy, which states the minimum cumulative GPA of 2.0 for degree and certificate requirements, should be maintained and fully supported without any extenuating circumstances. The data collected by the task force showed that almost all NJ two-year schools require a minimum cumulative GPA of 2.0 without any exceptions for graduation requirements. The task force believed that granting students the ability to graduate with less than a cumulative GPA of 2.0 would send unfavorable signals regarding MCCs academic standards to other institutions and our students and community.

Accessibility for Persons with Disabilities Task Force:
Dr. Virender Kanwal, Chair - 2008-2009

On the charge to: Review and update the previous report on the accommodations in and availability of the technology labs on campus for persons with disabilities. This would include but is not limited to computer labs throughout campus, HRI labs and engineering labs. Review possible improvements and make recommendations.

On the charge to: Investigate the availability of adaptive testing facilities for part-time and evening students.

- **There is a plan to merge Adapted Testing Services with the regular Testing Center. As part of the merger, the Testing Center hours need to be extended to include evenings and weekends.** 4/27/09

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

On the charge to: Conduct a survey and/or focus groups of faculty, staff, administrators and students without disabilities to ascertain campus concerns regarding disability issues as they pertain to working with and providing services for students with disabilities, and consider learning, as well as physical disability issues. Combine this data with the data gathered in the years 2005-2008. Create a report to educate the college and make appropriate recommendations.

- **On the basis of the survey, the task force is proposing the following recommendations:** 4/27/09
- **More parking is needed for the persons with disabilities, especially near the College Center, behind IRC and Edison Hall.**
 - **The circular area in front of the college center should be designated as handicapped parking.**
 - **Signs need to be posted to direct persons with disabilities to the automatic doors of the buildings and the elevators.**
 - **An automatic door should be installed on the back entrance to Edison Hall near the designated handicapped parking.**
 - **There is also a need to enforce the parking by police.**
 - **Educate the college community not to park in the hatched area for van accessibility**

On the charge to: 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 the Task Force on Curriculum), code of student conduct statement, course description, student learning outcomes, and course content areas).

Report:

The Task Force approved the statement: If you need accommodations due to a disability, contact Disability Services in Edison Hall, Room 100, (732)906-2546.

On the charge to: Review and update the previous report on accommodations and availability of technology labs on campus for persons with disabilities.

RECOMMENDATION

- That as technology is upgraded on the campus, we need to continually update the Adaptive Technology as well. We need to have an organized budget plan to purchase both additional software and newer versions of some existing programs.

President's Response: Staff needs to communicate this with their Director or Dean.

Bylaws Task Force:

Professor Jeffrey Spector, Chair - 2008-2009

On the charge to: Review the membership of the Curriculum Task Force and consider adding the Curriculum Management Specialist from the registrar's office.

- **Amend Article 1.0710 Task Force on Curriculum Section A membership to include the Curriculum Management Specialist from the registrar's office. 5/15/09**

On the Charge to: "Adjunct faculty to Task Forces and College Assembly. Adjuncts can only be appointed for one academic year, and their appointment is contingent upon them actually teaching in the fall semester that they are appointed. This teaching requirement can be verified by the Chair of the Assembly or the departmental assistant to the College Assembly prior to the annual reorganization meeting.

- **Add the following text as section M to article 1.0401, as section I to article 1.0705. 5/15/09**

The term of office for an adjunct faculty member cannot exceed one academic year. To qualify for their appointment to a full term of one academic year the adjunct must be employed by Middlesex County College in fall semester that they are appointed. Adjunct faculty appointed in the spring to complete the term of a vacant position can only be appointed for that semester and must be actively employed by Middlesex County College. This teaching requirement will be verified by the chairperson of the College Assembly or the department assistant to the College Assembly prior to the annual reorganization meeting of the assembly or prior to the appointment of an adjunct to complete the term of a vacant position. Adjunct faculty serving on the college assembly or one of its taskforces during the Fall semester who are subsequently not employed by the college during the following Spring semester shall inform the College Assembly office within seven calendar days after the start of the Spring semester. Their continued participation shall be at the discretion of the College Assembly chairperson.

RECOMMENDATION

On the charge to: Review the by-laws of the College Assembly as they relate to membership on committees and consider changing the term "Center Director" to "Center Director or Designee."

Report:

The Director of the New Brunswick or Perth Amboy Center have membership by virtue of position on the following Task Forces; Campus Life, Community Concerns, and Campus Diversity. The membership definition for each of these Task Forces in regard to the center director reads:

"Director or representative from New Brunswick or Perth Amboy Center"

This definition allows for the director to appoint a designee as their representative. Therefore no further action is required for this charge.

Campus Diversity Task Force:

Dr. Hillary Hyman, Chair - 2008-2009

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.

- **That sensitivity training for all faculty and staff be increased 2/18/09 and that relevant campus issues be addressed as part of one of the upcoming faculty obligation days. It is further recommended that all faculty and staff be encouraged to attend and participate in upcoming and future diversity related activities, such as those scheduled as part of Diversity Day. Development of a workshop which incorporates MCC students' perspectives on diversity for all students, faculty, and staff to attend is also recommended.**

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

On the charge to: 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.

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

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 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
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.**

On the charge to: Report on the implementation status of working more towards the
returning student and/or student training for a second career.

Report:

**Janarra Crawford conducted an interview with Ana Class-Rivera via e-mail.
Ana mentioned she was familiar with the recommendations made to the College
Assembly regarding diversity. Furthermore, Ana mentioned a club was created to
address the needs of the college's non-traditional/diverse population of students.
The club is open to all of MCC's Returning Adult students. This would reflect
diversity in age, ethnicity, country of origin, etc. Ana also stated that a series of
mini-workshops were set up so members could discuss specific concerns**

including time management, stress management, resume preparation, etc. The workshops are offered during Admissions Open Houses. The club also appears on the list of clubs in Campus Cruiser and is listed in the Pathfinder as well.

Louis Dell'Omo conducted an in-person interview with Ana Class-Rivera, which revealed additional information about the marketing of the club. The Club is not considered a Student Activity; therefore, they do not receive allocated funds. There are approximately 5-12 members who regularly attend the workshops, which are conducted once per month. The club is promoted on the web. Some suggestions were given regarding advertising the club, such as announcements in Quo Vadis and on the campus internet radio station, www.bluecoltradio.com. Other suggestions included providing full/part time faculty with flyers to distribute in the classes (especially evening and Saturday morning classes).

Campus Life Task Force:**Mr. Terry McGlincy, Chair - 2008-2009**

On the charge to: Study the establishment of a student government for Middlesex County College. Examine possible forms and responsibilities of a student government.

- **That a student government be established at Middlesex County College and that it would be given all necessary authority to review issues and make recommendations to appropriate offices.** **4/27/09**

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

We have reviewed almost all community colleges in the state and all had some form of student government.

A student government should have the responsibility to make meaningful impact on the life of the student. We therefore suggest that specific responsibilities would be assigned such as;

- The review and recommendation of student fee allocation.**
- The responsibility of the Traffic Appeals Board.**
- The selection/appointment of student representatives to college wide committees and organization.**
- Selection process for the graduating class representative to the B.O.T.**

We also feel the form of government and the constitution would best be developed by a student committee during the summer/fall term, and until these are completed that the CCPB could act in an interim basis.

We would suggest that two members of the Student Activities staff might also serve on this committee for a level of guidance.

We further suggest that the voting body of the student government be kept to a minimum so that quorum issues would be kept to a minimum but that representatives from Perth Amboy and New Brunswick must also be included.

On the charge to: Review our current policy concerning storage lockers available for students at various locations around campus.

- **The Task Force was unable to find any policy relating to lockers on campus. We did evaluate the need and recommend that “airport” like lockers be placed in appropriate numbers and locations to meet the needs of the campus community.**

President’s response Recommendation was not approved due to economic issues.

On the charge to: Review our current policy concerning cell phone usage by students in various buildings on campus; especially administrative offices.

Report:

At the present time there is no campus wide policy relating to cell phone usage. It is referenced in the Code of Student Conduct – Violation Number 3.

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| Violation No. 3 | Obstruction or disruption or 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). |
|------------------------|--|

A disruption as indicated in the Code of Student Conduct, cannot be tolerated. We feel the identification of that disruption is best left to the faculty member or individual administrator.

In addition, to restrict usage would seem to be in direct opposition to the College’s Emergency Notification System which would require use of a cell phone.

The Task Force recommends that no campus wide policy be established. Rather it recommends leaving the issue to the discretion of the faculty member in the classroom and the administrator/faculty in their office area.

It is noted however that any office or classroom policy should be applied to all individuals, not just students.

RECOMMENDATION

On the charge to: 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:

In 2007-2008 a recommendation was made and accepted relating to smoking on campus. The recommendation limited smoking to parking lots and gazebos located near parking areas.

This recommendation while accepted by the Assembly and the President has not been successful. Smoking continues throughout the campus, by students, staff, faculty and administration. The areas outside of buildings has become unsightly. Cigarette butts litter the areas because of the removal of ash trays which were removed with the original policy. It is suggested the issue be revisited to determine how the policy might be improved.

Community Concerns Task Force:

Dr. Patricia Moran, Chair – 2008-2009

On the charge to: Review the practice of canceling schedules due to non-payment. Survey other colleges and determine alternate procedures for receiving student payments on a timely basis. Consider the establishment of an additional emergency fund for tuition and books to be used by students in need (similar to the fund already established by Retail Services).

Report:

After reviewing other community colleges procedure for cancelling schedules and extensive meetings with the college Bursar, it was decided that the policy itself is fine, but that increased communication can help filter and lessen the problem. Our suggestions for the increased communication are:

- 1. Reminder statement on Campus Cruiser.**
- 2. Automated phone calls.**
- 3. Statement on invoice that says “if payment is not received by X date, students will be dropped from the class.”**

Curriculum Task Force:

Dr. Paul Yarmchuk, Chair - 2008-2009

On the charge which reads: In keeping with the expectations set forth by the Middle States Commission on Higher Education, standard assessment practices, and statewide general education practices consider modifying the current course document requirements for new courses and programs to include student learning outcomes, address general education course requirements, and possibly

RECOMMENDATION

include assessment plans. Work collaboratively with the Assessment Working Group and General Education committee to investigate this charge. Make appropriate recommendations.

- **It is recommended that any course which will be designated as General Education be sent to the General Education committee for their review and approval of the course as General Education prior to the course being presented to Division Council. In addition, a new signature section should be added to the page which currently has the library and IT signatures.** 5/15/09

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

On the charge to: 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 the Task Force on Accessibility for Persons with Disabilities), code of student conduct statement, course description, student learning outcomes, and course content areas).

- **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.** 12/10/08

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

ACCOUNTING, BUSINESS AND LEGAL STUDIES

PLS 225: Portfolio Project for Paralegals

New Course

12/10/08

Paralegal Studies Program: Change in Curriculum

12/10/08

| RECOMMENDATION | PRESIDENTIAL APPROVAL |
|--|----------------------------------|
| <u>BIOLOGY</u> | |
| BIO 132: Introduction to Biotechnology: Concepts and Issues New Course | 3/12/09 |
| BIO 140: Ecology New Course | 12/10/08 |
| BIO 251: Introduction to Biomolecules and Molecular Biology New Course | 3/12/09 |
| BIO 252: Introduction to Biomolecules and Molecular Biology-Lab New Course | 3/12/09 |
| Biotechnology Option-Science Transfer: New Curriculum | 3/12/09 |
| <u>CHEMISTRY & PHYSICS</u> | |
| CHM 020: Basic Chemistry for Science Transfer New Course | 12/10/08 |
| <u>COMPUTER SCIENCE AND INFORMATION TECHNOLOGY</u> | |
| Unix Administration Certificate of Achievement: New Curriculum | 3/12/09 |
| <u>ENGINEERING TECHNOLOGIES</u> | |
| CIT 253: Mechanics of Materials New Course | 2/18/09 |
| ELT 109: Programming for Technicians and Engineers New Course | 12/10/08 |
| Civil Engineering Technology-Land Surveying Option: Change in Curriculum | 12/10/08 |
| Engineering Science A.S. Degree: Change in Curriculum | 2/18/09 |
| <u>ENGLISH</u> | |
| ENG 262: Cinema History New Course | 5/15/09 |
| ENG 263: Survey of American Cinema New Course | 5/15/09 |
| ENG 264: Survey of World Cinema New Course | 5/15/09 |
| ENG 265: Survey of Great Cinema Directors New Course | 5/15/09 |
| Liberal Arts Cinema Studies A.A.: New Curriculum | 5/15/09 |
| <u>HISTORY AND SOCIAL SCIENCE</u> | |
| POS 225H: American Political Thought New Course | 4/27/09 |
| Early Childhood A.S.: New curriculum | 3/12/09 |
| Liberal Arts African–American Studies A.A.: New curriculum | 3/12/09 |
| Liberal Arts Genocide and the Holocaust A.A.: New curriculum | 3/12/09 |
| Liberal Arts Philosophy A.A.: New curriculum | 3/12/09 |
| Liberal Arts Early Childhood Education A.A.: New curriculum | 3/12/09 |

RECOMMENDATION**PRESIDENTIAL
APPROVAL****MATHEMATICS**

| | |
|---|---------|
| MAT 021 AS: Basic Mathematics – Academic Support New Course | 5/15/09 |
| MAT 023 AS: Algebra I – Academic Support New Course | 5/15/09 |
| MAT 024 AS: Algebra II – Academic Support New Course | 5/15/09 |

VISUAL PERFORMING & MEDIA ARTS

| | |
|---|---------|
| DMA 218: Graphics for Web Design New Course | 5/15/09 |
| DMA 219: Typography for Web Design New Course | 5/15/09 |
| DMA 222: Web Animation and Interactive Media New Course | 5/15/09 |
| DMA 223: Web Design and Layout New Course | 5/15/09 |
| DMA 280: Portfolio New Course | 5/15/09 |

Reported to the College Assembly: FAST-TRACK APPROVAL**ACCOUNTING, BUSINESS AND LEGAL STUDIES**

| | |
|---|----------|
| Business Administration Degree (<i>designed for transfer</i>) A.S. To adjust our General Education requirements to be in line with new state guidelines and to give students the option of a three (3) or four (4) credit science (MST). | 6/25/09 |
| Event Planning Management Certificate After reassessing our options to adjust our General Education requirements to be in line with new state requirements, we will be leaving the ENG 121 in place and deleting BUS 240 (ENG 240) and replacing it with a General Education Elective, choice of GE HUM or GE SS. | 1/22/09 |
| Management A.A.S. To adjust the General Education requirements to be in line with new state requirements and change the preferred mathematics from BUS 115 to MAT 101, which is a GE MST course and will reduce the potential number of credits for graduation by one. | 12/30/08 |
| Marketing A.A.S. To adjust the General Education requirements to be in line with new state requirements and change the preferred mathematics from BUS 115 to MAT 101, which is a GE MST course and will reduce the potential number of credits for graduation by one. | 12/30/08 |
| Small Business Management/Entrepreneurial Studies Certificate To adjust our General Education requirements to be in line with the new state Requirements; therefore we will be deleting ENG 122 and replacing it with a General Education elective, choice of GE HUM or GE SS. | 6/4/09 |

Small Business Management/Entrepreneurial Studies A.A.S.**6/25/09**

To adjust our General Education requirements to be in line with new state requirements and:

1. Change the preferred mathematics from BUS 115 to MAT 101, which is a GE MST course.
2. Make one or two GE SS courses ECO 201.
3. Change GE Elective of choice to GE HUM.

BIOLOGY**BIO 123: General Biology I****5/8/09**

There are two changes that are necessary. The first is a modification of the course description:

Existing Course Description:

A study of the basic principles and origins of life; the chemistry of living things; cell structure, function and reproduction; cell metabolic processes; plant taxonomy, anatomy, physiology and reproduction; Mendelian genetics and modern genetics principles/ Required of science transfer students in biology and chemistry.

Proposed Course Description:

A study of the basic principles and origins of life; the chemistry of living things; cell structure, function and reproduction; cell metabolic processes including cellular respiration and photosynthesis; Mendelian genetics and modern genetics principles. Required of science transfer students in the biology option and biology pre-professional option and biotechnology.

The second change is in prerequisites:

Existing prerequisites:

One year of high school laboratory biology or BIO 010 and one year of high school laboratory chemistry or CHM 010. Also appropriate score on the College Placement Test or MAT 013

Proposed prerequisites:

One year of high school laboratory biology or BIO 010 and one year of high school laboratory chemistry or CHM 020. Also appropriate score on the College Placement Test or MAT 013

BIO 228: Genetics**5/8/09**

There are two changes needed in the course description and prerequisites.

Existing Course Description:

Mendelian and molecular concepts of heredity and their relationship to cell function, development and evolution. Topics include structure, function of genes, patterns of inheritance, nature and causes of mutations, mechanisms of gene regulation and population genetics. Lab includes genetics of fruit flies, fungi, bacteria, human pedigree analysis and modern molecular techniques.

Proposed Course Description:

Mendelian and molecular concepts of heredity and their relationship to cell function, development and evolution. Topics include structure, function of genes, patterns of inheritance, nature and causes of mutations, mechanisms of gene regulation. Lab includes genetics of fruit flies, fungi, bacteria, human pedigree analysis and modern molecular techniques.

Existing Prerequisites:

BIO-124, CHM 124 or Permission of the Department Chair

Proposed Prerequisites:

BIO-124, CHM 122 & CHM 126 (CHM 124) or Permission of the Department Chair

RECOMMENDATION**PRESIDENTIAL
APPROVAL**

| | |
|--|-----------------|
| BIO 240: Research in Biology | 4/29/09 |
| Change in catalog description: Students will engage in scientific investigation under the guidance of a research scientist in an academic institution. A faculty member of the Middlesex County Biology department will monitor the project. The research scientist and the MCC Biology faculty will jointly assess the student's work. The assessment includes between 180-220 hours of lab work, library work, data analysis, a written report and oral presentation. This course can be used to fulfill Sci/Mat elective or Bio elective but not both, for the Science Transfer Biology Program. Students are expected to provide their own transportation. | |
| Biology – Science Transfer Program (A.S.): Change in Curriculum | 10/30/08 |
| Biology – Science Transfer Program, Pre-Professional | 10/30/08 |
| Option: Change in Curriculum | |
| <u>CHEMISTRY AND PHYSICS</u> | |
| CHM 010: Basic Chemistry | 12/17/08 |
| Change course title from Basic Chemistry to Basic Chemistry for Health Science | |
| CHM 123: General Chemistry I | 10/30/08 |
| To separate lecture and lab into 2 course codes. CHM 121 lecture (3 credits): CHM 125 lab (1 credit) (CHM 123 will be removed from the catalogue) | |
| CHM 124: General Chemistry II | 10/30/08 |
| To separate lecture and lab into 2 course codes. CHM 122 lecture (3 credits): CHM 126 lab (1 credit) (CHM 124 will be removed from the catalogue) | |
| CHM 223: Organic Chemistry I | 10/30/08 |
| To separate lecture and lab into 2 course codes. CHM 221 lecture (3 credits): CHM 127 lab (1 credit) (CHM 223 will be removed from the catalogue) | |
| CHM 224: Organic Chemistry II | 10/30/08 |
| To separate lecture and lab into 2 course codes. CHM 222 lecture (3 credits): CHM 128 lab (1 credit) (CHM 224 will be removed from the catalogue) | |
| CHM 240: Research in Chemistry | 2/26/09 |
| Change in the Catalog description. Students will engage in a scientific investigation under the guidance of a research scientist in an academic institution. A faculty member of the Middlesex County College Chemistry/Physics Department will monitor the project. The research scientist and the MCC Chemistry faculty will jointly assess the student's work. The assessment includes between 180-220 hours of lab work, library work, data analysis, a written report and oral presentation. This course can be used to fulfill Sci/Mat elective or Chm elective but not both, for the Science Transfer/Chemistry Program. Students are expected to provide their own transportation. | |
| Chemical Process Technology | 1/28/09 |
| Change name of program to: Process Technology | |
| Chemistry - Science Transfer Program (A.S.) | 12/8/08 |
| To be in compliance with the New Jersey Administrative Code, Title 9A-Higher Education Chapter I Licensure Rules 9A:1-2.3 To make the Science Transfer Programs in the SMHT Division consistent in course offerings and terminology. | |
| Chemistry Option | 12/17/08 |
| To add the curriculum title "Pre-Professional" to distinguish from Chemistry Science Transfer. There is no change to any of the courses in this curriculum | |

| RECOMMENDATION | PRESIDENTIAL APPROVAL |
|--|----------------------------------|
| <p>Chemistry Option – Science Transfer Create a new option for chemistry named Chemistry Option-Pre Professional. The curriculum for this option is the curriculum which was used prior to 2008 and includes biology.</p> | 2/26/09 |
| <p>Fire Science Technology To add SCI 104 to the Fire Science Technology Curriculum</p> | 12/17/08 |
| <p>PHY 121: General Physics I To separate lecture and lab into 2 course codes PHY 123 lecture (3 credits); PHY 125 lab (1 credit) (PHY 121 will be removed from the catalogue)</p> | 5/8/09 |
| <p>PHY 122: General Physics II To separate lecture and lab into 2 course codes PHY 124 lecture (3 credits); PHY 126 lab (1 credit) (PHY 122 will be removed from the catalogue)</p> | 5/8/09 |
| <p>PHY 131: Analytical Physics I To separate lecture and lab into 2 course codes PHY 133 lecture (3 credits); PHY 135 lab (1 credit) (PHY 131 will be removed from the catalogue)</p> | 5/8/09 |
| <p>PHY 132: Analytical Physics II To separate lecture and lab into 2 course codes PHY 134 lecture (3 credits); PHY 136 lab (1 credit) (PHY 132 will be removed from the catalogue)</p> | 5/8/09 |
| <p>PHY 231: Analytical Physics III To separate lecture and lab into 2 course codes PHY 236 lecture (3 credits), PHY 239 lab (1 credit) (PHY 231 will be removed from the catalogue)</p> | 5/8/09 |
| <p>Physics – Science Transfer Program: To be in compliance with the New Jersey Administrative Code, Title 9A – Higher Education Chapter I Licensure Rules 9A:1-2-3 To make the Science Transfer Programs in the SMHT Division consistent in course offerings and terminology.</p> | 10/30/08 |
| <p><u>COMPUTER SCIENCE AND INFORMATION TECHNOLOGY</u></p> | |
| <p>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</p> | 11/29/08 |
| <p>Computer and Information Systems General Option CSC 200 is moved from Semester IV to Semester III CSC 241 is moved from Semester III to Semester IV</p> | 11/24/08 |
| <p>Computer and Information Systems General Option The language of instruction in the problem solving and programming sequence is updated from C++ (CSC133, CSC134 and CSC236) to Java (CSC161, CSC162 and CSC236). Typographical errors are corrected: CSC106 is no 3 credits and the last line in semester IV is the Technical Elective.</p> | 2/18/09 |

RECOMMENDATION

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| Java & Web Programming Certificate of Achievement | 6/4/09 |
| The certificate prerequisite is changed from CSC134-Object Oriented Programming – to CSC161: Introduction to Computer Science in Java and CSC200: Networking Technologies CSC211: Programming in Java is deleted as a required course and CSC162: Object Oriented Programming is added as a required course. | |
| Network Administration Certificate | 11/29/08 |
| CSC 160 is deleted | |
| <u>DENTAL AUXILIARIES</u> | |
| DHY 205: Periodontology | 4/29/09 |
| That the course code be changed from DHY 205 to DHY 115. | |
| DHY 210: Public Health | 4/6/09 |
| Change course name to Community Health | |
| <u>ENGINEERING TECHNOLOGIES</u> | |
| CIT 212: Water Resources Technology | 4/29/09 |
| Increase the lecture hours from 2 to 3. Increase the credits from 3 to 4. | |
| CIT 216: Soil Mechanics | 4/29/09 |
| Increase the lecture hours from 2 to 3. Increase the credits from 3 to 4. | |
| Civil Engineering Technology A.A.S. | 4/29/09 |
| Increase the credits for CIT 216 and CIT 212 from 3 to 4. Remove the Humanities elective from semester II. Add the Humanities elective to the Social Science elective in semester I (Social Science or Humanities Elective 3 credits). Move the Physical Education elective from semester I to semester II to balance the load. | |
| ELT 223: Electronic Design and Manufacturing | 3/7/09 |
| Change lecture to 1 credit, laboratory to 2 credits | |
| Energy Utility Technology | 7/09/08 |
| PSEG has requested the following changes to the program: - Students must attain a “B” or better in UTI 101 to continue in program - Students must attain a “C” or better in UTI 102 and UTI 103 to continue in the program The following changes are associated with the NJ State 66 maximum credit requirement: - Remove the Health Education elective and make it an option for the Physical Education elective. | |
| MCT 220: Introduction to Robotics and Control Systems | 2/26/09 |
| Remove Prerequisite: PHY 121 | |
| MEC 130: Manufacturing Processes Materials | 3/7/09 |
| Change the lecture/lab distribution to 0 lecture and 6 laboratory hours Change title to “Manufacturing Processes and Materials | |
| MEC 260: Mechanical Design Title | 3/7/09 |
| Change title to “Mechanical Design Project” | |
| UTI 106: Introduction to Energy Engineering | 3/7/09 |
| Change title to “Introduction to Energy Utility Engineering” | |
| <u>ESL/LANGUAGES AND CULTURES</u> | |
| ESL 086: Discussion/Phonology Intensive Level III | 12/17/08 |
| Change in course title to: Phonology/Discussion Intensive Level III | |
| ESL 091: Advanced Discussion and Phonology Level IV | 12/17/08 |
| Change in course title to: Advanced Phonology/Discussion Level IV | |

| RECOMMENDATION | PRESIDENTIAL APPROVAL |
|--|----------------------------------|
| ESL 092: Advanced Structure IV Change in course title to: Advanced Structure Level IV | 12/17/08 |
| ESL 093: Structure/Writing IV Change in course title to: Advanced Writing Level IV | 12/17/08 |
| ESL 094: Reading/Vocabulary IV Change in course title to: Advanced Reading/Vocabulary Level IV | 12/17/08 |
| <u>HISTORY AND SOCIAL SCIENCE</u> | |
| PSY 227: Psychology of the Handicapped Change course name to "Psychology of Persons with Disabilities" and update the course description. | 4/6/09 |
| <u>MATHEMATICS</u> | |
| Mathematics Science Transfer Program To be in compliance with the New Jersey Administrative Code, Title 9A-Higher Education Chapter I Licensure Rules 9A:1-2.3 To make the Science Transfer Programs in the SMHT Division consistent in course offerings and terminology. | 12/17/08 |
| <u>MEDICAL LABORATORY TECHNOLOGY</u> | |
| Medical Laboratory Technology A.A.S. Replace BIO 119 and BIO 120 with BIO 117 Biology I and BIO 118 Biology II. Each course is 4 credits (to equal 8) and the contact hours are the same as the previous courses. | 3/7/09 |
| <u>NURSING PROGRAM</u> | |
| Nursing A.S. The Associate in Science (A.S.) Degree Program in Nursing in association with Raritan Bay Medical Center seeks to revise its General Education Elective coursework to be more flexible and consistent with changes in NJ General Education Guidelines. | 3/7/09 |
| <u>PSYCHOSOCIAL REHABILITATION AND TREATMENT</u> | |
| Joint UMDNJ/MCC Psychosocial Rehabilitation and Treatment This Joint Program with UMDNJ is an Associate in Science (A.S.) Program seeks to comply with the required General Education Guidelines for A.S. Program, and be consistent in articulating with the PSR B.S. Program at Kean University. This fast track proposal seeks to change CSC 107 to CSC 105 and PSY 235 (was not designated as a GE course) to a PSY Elective, choosing from GE SS/GE DIV selections. Also a mathematics course is needed, with MAT 116 (College Algebra), chosen to replace BIO 105 in Semester I, total credits will be changing from 61-63 to 62-64, within the maximum 66 credits allowed for A.S. program. | 4/29/09 |

RECOMMENDATION

VISUAL PERFORMING AND MEDIA ARTS

Advertising Graphic Design A.A.S.

5/8/09

- Remove one science course to bring credits down to required state cap.
- Offer students a choice of either a math or science general education course.
- Replace MAD 102, Art Industry and Commerce, which is not considered General Education any longer, with ART 104, (history of photography), or ART 124 (Art History; Renaissance to Modern) or ART 125 (Art History; Modern to Contemporary), which are considered General Education. An art history course will give students necessary background preparation in the visual arts which is necessary in the education of a graphic designer.
- In addition, we have moved business courses (SBM 120 or BUS 101) to the third semester and MKT 143 or MKT 203 to fourth semester to balance semester credit offerings.

Professional Commercial Photography A.A.S.

5/8/09

- Remove one science course to bring credits down to required state cap.
- Offer students a choice of either a math or science general education course.
- Replace MAD 102, Art Industry and Commerce, which is not considered General Education any longer, with ART 104, (history of photography), or ART 124 (Art History; Renaissance to Modern) or ART 125 (Art History; Modern to Contemporary), which are considered General Education. An art history course will give students necessary background preparation in the visual arts which is necessary in the education of a photographer.
- In addition, we have moved business courses (SBM 120 or BUS 101) to the third semester and MKT 143 or MKT 203 to fourth semester to balance semester credit offerings.

Educational Resources Task Force:

Professor Susan Altman, Chair – 2008-2009

On the charge to: Consider the most beneficial means to communicate course information (such as standardized course outline template) to students. Investigate how other colleges communicate course information (including student learning outcomes) to students. Make appropriate recommendations about making this type of student learning resource available to all students.

- **The college website is the best place to communicate course information to students. Based on our research, the college needs a single source relational and free-text searchable database to feed all applications including colleague, campus cruiser, the college website, all department websites, and the college catalogue.** 4/27/09

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

On the charge to: 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.

- **Based on the results of the 2008 Technology Survey for Teaching and Learning, we recommend the following:** **12/10/08**

- **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.**

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