

**Minutes of the College Assembly Meeting  
December 4, 2014**

**MEMBERS PRESENT**

**DEANS:** M. Brinson, A. Watson, F. Gordon

**ASST. DEANS/DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:**

N. Berger, P. Farrett, D. Groninger, M. Nester, K. Shay

**FACULTY:** J. Applebee, G. Bedoya, V. Blanco, F. Burke, E. Christensen, A. Class-Rivera, E. Dikun, A. Dzurisin, R. Foley, N. Granuzzo, H. Holbeck, R. Levi, J. Misuraca, L. Nagarajan-Iyer, U. Narayanan, N. Picioccio, H. Swanicke,

**STUDENTS:** A. Patel, M. Paul, S. Sivakumar, F. Sulaiman, E. Villapiano

**SUPPORT STAFF:** N. Fazekas

**TASK FORCE CHAIRS:**

**Academic Standards:** J. Misuraca

**Accessibility for Persons with Disabilities:** G. Becker

**Curriculum:** N. Picioccio

**GUESTS:** N. Heller, K. Pearle, M. Marshall

**PARLIAMENTARIAN:** J. Kruszewski

**MEMBERS ABSENT**

**DEANS:** R. Bucciarelli, D. Edwards, J. Herron

**ASST. DEANS/DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:**

L. Lederer, L. Rodriguez-Gregory, T. Sabol

**FACULTY:** R. Levi, E. Shur, C. Wathen, S. Zale

**STUDENTS:** P. Akiva, P. Bonsu, Y. Canales, G. Dekanoidze, J. Finnerty, D. Garoniak, L. Jackson, J. John, P. Ramos

**SUPPORT STAFF:** J. Biundo, M. Curry, K. Nagy, S. Wajda

**\*\*\*Please note: Verbatim minutes of College Assembly meetings are available by request\*\*\***

**With a quorum present, Jeremy Nickerson called the December regular meeting of the College Assembly to order on Thursday, December 4, 2014, at 2:12 PM, in the Rose M. Channing Danziz Ampitheater, L'Hommedieu Hall.**

### **Approval of Minutes**

Sharanya Sivakumar attended the November 2015 College Assembly meeting, but signed in as a guest and was listed as absent. She requested that her status in the November minutes be corrected as in attendance.

Motion to approve amended minutes:

Mot: F. Burke Sec: M. Brinson

No objections, no abstentions

Minutes accepted as amended

### **REPORTS OF TASK FORCES**

#### **A. Academic Standards, J. Misuraca, Chair**

Charge:

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

Recommendation:

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

Rationale:

The Psychosocial Rehabilitation program(PSR.AS) is a joint program with Rutgers (formerly UMDNJ) in which MCC students who select PSR.AS as their major complete 18 credits of general education and Introduction to Psychosocial Rehabilitation (PSR-101) at MCC before beginning the professional phase of the program at the School of Health Related Professions in Scotch Plains. Middlesex is one of eight community colleges who have partnering agreements with Rutgers-SHRP; these colleges include Union, Warren, Passaic, Raritan Valley, Ocean, Camden and Cumberland. As Rutgers handles the entire application process and makes all admission decisions, it is important for MCC to align itself with the other partnering schools to ensure uniform admission criteria are applied to all applicants. Additionally, with the higher GPA, it is anticipated that students will be better prepared to meet the academic standards of the professional courses taken at Rutgers-SHRP.

Motion to accept recommendation:

Mot: F. Burke Sec: G. Bedoya

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

**B. Accessibility for Persons with Disabilities**, G. Becker, Chair  
No report

**C. Bylaws**, D. Gardner, H. Swanicke, Co-Chairs  
No report

**D. Campus Diversity**, D. Johnson, Chair  
No report

**E. Campus Life and Community Concerns**, O. Hoppie, Chair  
No report

**F. Curriculum**, N. Picioccio, Chair

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

*Motion to accept recommendations:*

Mot: H. Holbeck Sec: E. Villapiano

*Vote on recommendation:*

App: Unanimous Opp: 0 Abs: 0

Motion passes.

2. Liberal Arts – Global Studies A.A. Degree (new degree option)

Motion to accept recommendations:

Mot: A. Dzurisin Sec: V. Blanco

App: Unanimous Opp: 0 Abs: 0

Motion passes.

3. RDG009ALP – (new course)

Motion to accept recommendations:

Mot: D. Groninger Sec: H. Swanicke

Prof. Picioccio invited Prof. Nester to respond to E. Villapiano's questions regarding statistics supporting the Accelerated Learning Program (ALP) model. Prof. Nester responded:

- The Community College of Baltimore County started its ALP program about 6-7 years ago and it has since become a national trend.
- The Community College Student Engagement Organization basically has named this type of program a high impact program
- Research at Columbia University suggests the ALP model is a very dynamic and effective way to get students to achieve the status that they need to get to college level classes.
- Assessment of the ALP pilot program here at MCC suggests that, at the completion of the semester, many students in the ENG 010 ALP course outperform ENG 121 placed students.

Prof. Spano and Prof. Winchester, both instructors in the pilot ENG ALP courses at MCC, spoke positively of their students' success in the program. They have found their students more engaged, and also that the ALP students were positively influencing the traditionally placed students in the class. They each stressed that, since the course and its ALP co-requisite were coordinated, the instructors are better able to proactively prepare the ALP students for upcoming demands as well as react to demonstrated weaknesses.

As per Prof. Nester, the long term plan is that the ALP programs will replace the current standalone courses.

Prof. Burke added that the existing model (for remediation courses) is outdated and, in some cases, leads to a student exhausting their financial aid before advancing to credit bearing courses.

Vote on recommendation:

App: 30 Opp: 0 Abs: 1

Motion passes.

4. ENG009ALP – (new course)

Motion to accept recommendation:

Mot: ~~U. Nagarajan-Iyer~~ L. Nagarajan-Iyer Sec: P. Farrett.

Harkening back to discussion regarding the Math ALP items presented at the November College Assembly meeting, M. Paul expressed concern that asking a student to tackle more advanced skills before mastering basic skills may cause frustration. Prof. Picioccio reiterated that the purpose of the ALP classes is to address issues in real time and situations. Prof. Groninger added that the basic skills in question are often more effectively reinforced in application at the higher level, rather than in isolation as a basic skills class three months to a year before attempting the higher level objectives. Prof. Groninger also pointed to the ability to

focus on the areas of greatest need to the student, rather than losing time to repeating skills already mastered.

Vote on recommendation:

App: 29 Opp: 0 Abs: 2

Motion passes.

5. ENG010ALP – (new course)

Motion to accept recommendation:

Mot: F. Burke Sec: D. Groninger

Prof. Christensen asked if all courses would eventually be cohorts and if the traditionally placed students would be privy to the status of the ALP students. Prof. Nester explained that, at the time of registration, the ENG121 students would see a course with no restrictions or designation as an ALP cohort. The 010ALP student will register for the ALP course as well as the ENG121 course. The model is designed to remove stigma, but experience has shown that, even if the ENG121 students realize that the 010ALP students are receiving extra help, if anything, they are more interested in sharing in the additional support than in judgment of the 010ALP students. Prof. Winchester suggested that the ENG121 students often find the 010ALP students to be a resource for their own success as they share in the benefit of the extra preparation of the 010ALP students when doing group work.

Prof. Nester clarified for Prof. Blanco that the traditional ENG 121 placed students receive a traditional ENG 121 even if in the class with ALP students. He also clarified that the assessments have shown that the ALP students in the mixed ENG121 class performed better, in many cases, than the traditionally placed ENG121 students in the same class, not that the traditionally placed ENG 121 students performed better than their counterparts in homogeneous ENG121 classes.

Vote on recommendation:

App:27 Opp: 0 Abs: 4

Motion passes.

**G. Educational Resources, M. Thompson, Chair**

No report

**NEW BUSINESS**

None

**REPORT OF THE CHAIR**

The following Fast Track curriculum items were approved:

1. ENG 121 change in course description from:  
“Through a variety of writing projects requiring description, characterization, narration, illustration, process analysis, comparison and contrast and definition, as well as through a

documented essay, students develop competence writing clear, correct, effective English prose. Extensive reading materials serve as structural models and as the basis for discussion and for the writing of essays involving response, analysis and synthesis. During the course, the student will write between 7,000 and 10,000 words, including drafts and revisions.”

to

“Through a variety of writing projects requiring competence in clear, correct, and effective English, students will use inferential and critical skills in the process of composing documented essays. Extensive reading materials serve as structural models and as the basis for discussion and for the writing of essays involving response, analysis, and synthesis.”

2. ENG 122 change in course description from:

“Through writings, reading of essays, short stories, and poems and speaking, the student will continue to learn and to practice the skills of clear, correct, effective English. Through a variety of writing projects, requiring techniques such as cause and effect, analysis, evaluation, classification, argumentation and persuasion, as well as through a formal research (library) paper, students will write between 7,000 and 10,000 words.

to

“Through a variety of writing projects requiring competence in clear, correct, and effective English, students will use inferential and critical skills in the process of composing argument synthesis essays. Students will engage in formal written argumentation based on extensive reading and analysis of complex texts. Through the research process, students will locate, analyze, and synthesize scholarly sources to advance their own informed positions on relevant issues in the composition of a formal research paper.

The next meeting of the College Assembly will be held on Thursday, February 5, 2015 at 2:00 PM.

### **RECOGNITION FROM THE PUBLIC**

Veronica Clinton, Executive Director of the Middlesex County College Foundation, spoke to the College Assembly regarding the upcoming 50<sup>th</sup> Anniversary Gala, to be held on campus on April 28, 2015. Ms. Clinton encouraged attendance and explained the option of paying through payroll deductions. Tickets are \$200 per person and the fundraising goal is \$165,000, of which \$48,000 has been raised to date. There is a maximum of 300 seats available. Seating is reserved and will accommodate groups who would like to be seated together. Save-the-date cards were already distributed and official invitations will be sent in late January, 2015. Anyone interested can contact [foundation@middlesexcc.edu](mailto:foundation@middlesexcc.edu) for more information.

### **ADJOURNMENT**

MOT: E. Villapiano SEC: G. Bedoya

**ADJOURNED 3:00**