

TO: Members of the College Assembly
FROM: Theresa Orosz
Chair, College Assembly
RE: College Assembly Annual Report: 2011-2012
DATE: June 30, 2012

**PRESIDENTIAL
APPROVAL**

RECOMMENDATION

**Academic Standards Task Force:
Dr. Craig Stickler, Chair - 2011-2012**

On the charge to: Investigate making Student Success (SSD 101) a requirement for all students.

On the charge to: Investigate the use of the class roster photo feature in Campus Cruiser as a tool to assist faculty in learning student names and to mitigate cheating.

On the charge to: Investigate the addition of a curriculum Grade Point Average to student transcripts.

On the charge to: Review the current college course withdrawal procedures for currency in today's higher education environment. Explore allowing the use of web advisor by students to withdraw online after the designated refund period for a given semester.

- **That the members of the Academic Standards Task Force recommend that the proposed policy outlined below be adopted to replace the current MCC withdrawal policy:**

6/7/12

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

WITHDRAWAL FROM A COURSE

Students who decide to withdraw from a course must do so officially in accordance with the established Semester Withdrawal Schedule as published on the MCC website. **Failure to attend a class does not constitute a withdrawal.** Students who wish to officially withdraw from a course are required to adhere to College withdrawal deadlines, policies and procedures.

Students planning to withdraw from courses should note the following:

- Students may withdraw from a course online through Campus Cruiser/Web Advisor or by completing an Add/Drop Change Form and submitting it directly to the Office of the Registrar.
- Students requiring special approvals by a counselor/advisor to withdraw, including International Students who are on F-1 visa/status, NJ Stars and EOF students will need to obtain the required signatures/approvals on the Add/Drop Change Form and submit it to the Office of the Registrar. Add/Drop Change Forms must have the required signatures/approvals to be processed.
- Withdrawal from a developmental course may limit the courses for which a student may register next semester.
- Students receiving financial aid should consult with the MCC Financial Aid Office as withdrawing from a course(s) may impact their semester financial aid eligibility.
- Students should retain the copy of the online withdrawal confirmation or Add/Drop Change Form given them by the Registrar's Office until final grades are assigned.

FALL/SPRING SEMESTERS

REGULAR FALL/SPRING FULL SEMESTER & FALL/SPRING II TERMS

PRIOR TO THE FIRST DAY OF CLASS AND THROUGH THE FIRST 10 DAYS OF THE SEMESTER IN WHICH THE COURSE IS SCHEDULED:

Withdrawing from a course at this time has no effect on the Grade Point Average, and the course is not recorded on students' permanent academic record.

ELEVENTH DAY OF THE SEMESTER IN WHICH THE COURSE IS SCHEDULED THROUGH THE END OF THE WITHDRAWAL PERIOD:

A grade of "W" will appear on students' permanent academic record. The dropped course will be designated as having been taken one time according to the Repeated Course requirement. The withdrawal period ends two-thirds through the regular full semester.

AFTER THE WITHDRAWAL PERIOD ENDS:

A student may appeal to the dean of his or her academic division should withdrawal be necessitated for reasons of health or circumstances beyond the student's control.

FALL/SPRING - SEVEN-WEEK COURSE SESSIONS

PRIOR TO THE FIRST DAY OF CLASS AND THROUGH THE FIRST 5 DAYS OF THE SESSION IN WHICH THE COURSE IS SCHEDULED:

Withdrawing from a course at this time has no effect on the Grade Point Average, and the course is not recorded on students' permanent academic record.

SIXTH DAY OF THE SESSION IN WHICH THE COURSE IS SCHEDULED THROUGH THE END OF THE WITHDRAWAL PERIOD:

A grade of "W" will appear on students' permanent academic record. The dropped course will be designated as having been taken one time according to the Repeated Course requirement. The withdrawal period ends two-thirds through the 7-week session in which the course is scheduled.

AFTER THE WITHDRAWAL PERIOD ENDS:

A student may appeal to the dean of his or her academic division should withdrawal be necessitated for reasons of health or circumstances beyond the student's control.

SUMMER & WINTERSESSION TERMS

PRIOR TO THE FIRST DAY OF CLASS AND THROUGH THE FIRST TWO DAYS OF THE CLASS:

Withdrawing from a course at this time has no effect on the Grade Point Average, and the course is not recorded on students' permanent academic record.

AFTER THE SECOND CLASS MEETING AND THROUGH THE END OF THE WITHDRAWAL PERIOD

Beginning the day after the second class meeting of a winter or summer class through the end of the withdrawal period, a grade of "W" will appear on students' permanent academic record. The dropped course will be designated as having been taken one time, according to the Repeated Course requirement in the College catalog. The withdrawal period ends two-thirds through the session in which the course is scheduled.

AFTER THE WITHDRAWAL PERIOD ENDS:

A student may appeal to the dean of his or her academic division should withdrawal be necessitated for reasons of health or circumstances beyond the student's control.

WITHDRAWAL FROM THE COLLEGE

It is recommended that full-time students who need to withdraw from all courses go to the Department of Counseling and Career Services in Edison Hall, Room 100, to complete a withdrawal form and confer with one of the counselors. All degree and certificate students who withdraw completely and who intend to return to the College are advised to apply for a leave of absence. For more information, please see the catalog section on Leave of Absence Policy and Readmission.

Grades will be assigned in accordance with semester course withdrawal policies. A student may appeal to the dean of his or her academic division should withdrawal be necessitated for reasons of health or circumstances beyond the student's control.

International Students who are on F-1 visa/status must meet with an international student counselor before they can withdraw from the College.

Financial Aid students who withdraw from all of their courses prior to the end of the enrollment period will have their aid awards adjusted according to the Financial Aid Refund Policy as outlined in the Expenses, Financial Aid and Scholarships section of the MCC Catalog.

On the charge to: Review the current placement test exemptions in terms of whether exemptions to MCC placement testing should be made for prior testing/coursework completed at non-accredited institutions.

On the charge to: Review the current placement test exemptions in terms of whether exemptions to MCC placement testing should be made based on prior coursework at another institution where a student received a grade of "D" or "F."

On the charge to: Investigate the feasibility of exempting ESL students who have successfully completed 12 or more credit bearing courses from the reading comprehension portion of the College Placement Test.

On the charge to: Investigate the feasibility of establishing a new grade designation for "fail due to cheating."

Report:

The inclusion of a "Fail due to Cheating" grade into our current grading system is not appropriate at the present time.

On the charge to: Investigate the feasibility of exempting students from the reading comprehension portion of the College Placement Test if they successfully transfer ENG 121 and one additional college-level course (3 credits or more) from an accredited institution.

On the charge which reads: Given the elimination of the “N” grade in 2007, research the impact this has had with regard to students and the institution.

Report:

The college’s current grade structure is sound. There is no justification for reinstating the “N” grade.

On the charge to: Report on the implementation status of recommendations submitted by your task force in 2010 – 2011, approved by the College Assembly, and forwarded to the College President for signature

Report:

2010-2011 Charge: *Survey the college community regarding course opportunities for students who have been placed into Reading 009 (Reading Skills for College I). Report findings and make appropriate recommendation.*

Recommendation: Department chairs and faculty should be encouraged to create new credit bearing courses and/or learning communities for RDG009 students. The classes and learning communities need to meet the unique needs of RDG009 students. Students who take these courses should be advised to use the many student support services on campus that promote student success such as the tutoring center and the new learning center.

Status: Assessment of the implementation of this recommendation is not complete. The divisions are still reviewing this matter.

2010-2011 Charge: *Review the current incomplete policy which states: “Incomplete work to be made up within one week from the end of the semester or by special arrangement of the department. An “I” grade is temporary and will be changed to an “F” if make-up work is not accomplished in a timely manner.” Consider the establishment of a finite time period in which an “I” grade would change to an “F” if required course work is not completed.*

Recommendation: A finite limit needs to be established to be consistent. Therefore the Task Force recommends that the policy be changed to read: “Incomplete work is to be made up within the agreed time frame between student and faculty or by special arrangement of the department. An “I” grade is temporary and will expire six months from the end of the semester in which it was assigned. If make-up work is not accomplished within this extension the grade will automatically be changed to an “F.”

Status: The Office of the Registrar has updated the Academic Standards and Regulations section of the catalog under "Grading Systems" to reflect this change for the "I" grade.

2010-2011 Charge: Explore changing the current course repeat policy which states: “Students must file a written appeal with the Academic Advising Center, located in Chambers Hall, to repeat a course more than three times...” to requiring a written appeal to repeat a course more than four times.

Recommendation: Based on the data and responses we received, we believe that the current policy of three attempts is sound. However, the more pressing concern is diagnosing why students are unable to pass a course, especially a developmental course, after three attempts, and what can be done to help them. More robust support and intervention for at-risk students appears necessary. We recommend that an ad hoc committee be set up to look at whether there is a more effective way to counsel and follow-up with these students.

President’s response: *This recommendation was not signed since the repeat policy was determined to be sound and was not in favor of an ad-hoc committee. Interventions are in place and departments should be doing this routinely.*

2010-2011 Charge: Investigate the enrollment process at MCC for students who have completed a high school diploma via a correspondence program. Review policies at other New Jersey community colleges and make appropriate recommendations.

Recommendation: MCC should accept work from an accredited 5/31/11 correspondence school as high school graduation equivalency.

Status: This recommendation has been implemented by the admissions department.

Accessibility for Persons with Disabilities Task Force:
Professor Elaine Weir-Daidone, Chair - 2011-2012

On the charge which reads: Working with the Educational Resources Task Force, conduct an assessment on the “state of affairs” regarding technology, online coursework guidelines, and textbook acquisitions as they pertain to students with disabilities.

- **That the Task Force on Accessibility for Persons with Disabilities and the Educational Resources Task Force recommends that the College convene a committee/work group to address the areas related to the charge above and address issues related to accessibility and technology. It is recommended that this body be comprised of qualified personnel with appropriate authority, that are informed regarding accessibility and technology issues, as they pertain to individuals with disabilities. The committee/work group needs to address issues related to but not limited to: Web accessibility consistent with WCAG 2.0 guidelines, accessible on-line learning, captioning issues, assistive and adaptive technology, accessible instructional materials, procurement of accessible technology and library accessibility.**

President’s Response: *This recommendation was not signed as it was felt that there are established committees and departments (such as ATAC and Project Connections) already in place that can address and assess technology issues as they pertain to students with disabilities.*

- **That the Task Force on Accessibility for Persons with**

6/7/12

Disabilities and the Educational Resources Task Force recommends that the College conduct a college wide staff development program to educate and sensitize all administrators, faculty (full time and adjunct) and staff about our obligation to meet accessibility standards. Specifically, the training should be focused on technology and instructional and learning based tools, including but not limited to software packages, hardware and online course standards. It is recommended that the College engages a qualified presenter and attempts to reach all college personnel.

To be implemented by: The Department of Counseling and Career Services

- **The Task Force on Accessibility for Persons with Disabilities and the Educational Resources Task Force recommends that the College expands the availability of the services of the Assistive Technology Lab to include twelve month coverage. This will allow the Assistive Technology Center and staff to be available during all semesters the college offers coursework, thereby responding to student need for assistive technology, textbook acquisition and faculty consultation on technology accommodations.**

Report:

The Task Force on Accessibility worked to address this charge during this academic year. Our efforts have encompassed meeting to discuss the breadth of the charge, two joint meetings with the Educational Resources Task Force, a review of the capstone letters from the Department of Justice and Office of Civil Rights and a discussion of how other institutions are addressing these charges. The Task Force on Accessibility for Persons with Disabilities held its March meeting in our Assistive Technology Lab with a presentation by our Assistive Technology Lab Assistant to discuss the role of the lab coordinator in addressing these concerns and the resources the institution currently possesses to do so. In addition, the Task Force on Accessibility posed several questions in a recent faculty survey distributed by Institutional Research regarding faculty's knowledge of how to meet the needs of students with disabilities, specifically in regards to technology. From all of these efforts three recommendations emerged to begin to move the institution forward towards compliance and effectively addressing these issues. It is acknowledged that this charge encompasses many complex areas and will required sustained institutional attention.

On the charge to: Explore methods for increasing campus awareness of disability services and an increased understanding of sensitivity to disability issues.

- **That facilities assess and address sidewalk grade issues 2/29/12 at several parts of the Edison Campus. Specifically, the slope from Lot#3 to the entrance of the College Center, the slope of the walkway from the Handicapped Parking in front of Crabiel Hall to the bookstore and the slope of the walkway leading from Edison Hall to Crabiel Hall.**

To be implemented by: Executive Director Facilities Management

- **That the circle with parking in front of the College Center**

be converted to handicap parking with dual signs that allow for usage for other events and purposes, as needed by the College community.

President's Response: This recommendation was not signed. However, the goal of providing a safe and accessible environment for all members of our campus community should continue through an ongoing review of current accessibility issues and exploration of options to address these issues.

Report:

The Task Force on Accessibility met with Chief Smilek and Captain Rutowski, as guests to the Task Force's meeting to review concerns raised by the members at the initial meeting concerning handicapped parking availability, placement and enforcement. In addition, concerns regarding temporary parking accessibility were discussed. Recommendations were proposed by the membership and the Police staff that will be brought to the College Assembly for the next meeting, pending final Task Force approval.

In addition, the Task Force discussed campus side walk grade issues from Lot#3 to the College Center and Crabiel Hall to the Center of Campus. Recommendations regarding slope and access issues will be forthcoming as well.

On the charge to: Report on the implementation status of recommendations submitted by your task force in 2010 – 2011, approved by the College Assembly, and forwarded to the College President for signature.

Bylaws Task Force:

Professor Emmi Schatz, Chair – 2011-2012

On the charge to: Review the membership of the Campus Life and Community Concerns task forces. Based on the approved recommendation to combine the two task forces, determine the membership composition of the newly merged Campus Life and Community Concerns Task Force as well as its purpose. Be sure to include revisions to the articles of the Bylaws that are affected by the merger.

- **Dissolve the Task Force on Campus Life as specified in section 1.0708 of the Bylaws. Dissolve the Task Force on Community Concerns as specified in section 1.0709 of the Bylaws. In addition, the following change to the Bylaws is necessary to complete this recommendation:** **3/27/12**
- Article 1.0700 Standing Task Forces of the College Assembly: Numbers 3 (Task Force on Campus Life) and 4 (Task Force on Community Concerns) are removed. Subsequent entries in article 1.0700 are renumbered.**

To be implemented by: The College Assembly Office

On the charge to: Review the membership of the Campus Life and Community Concerns task forces. Based on the approved recommendation to combine the two task forces, determine

the membership composition of the newly merged Campus Life and Community Concerns Task Force as well as its purpose. Be sure to include revisions to the articles of the Bylaws that are affected by the merger.

- **Establish the Task Force on Campus Life and Community Concerns (section 1.07.18). 3/27/12**

The membership of the Campus Life and Community Concerns Task Force is as follows:

A. Faculty (one from each academic division)	2
B. Assistant Dean or Chairperson	1
C. Adjunct-at-Large	1
D. Faculty Advisor to a Student Organization	1
E. Director of Student Activities/College Center	1
F. Director or representative from the Office of Health & Safety	1
G. Executive Director or representative from Facilities Management	1
H. Faculty from Counseling & Career Services	1
I. Director or representative from New Brunswick or Perth Amboy Center	1
J. Representative from Police Department	1
K. Support Staff with direct student contact	1
L. Officer of the College Center Programming Board	1
M. Students	4
TOTAL	17

The purposes of the Campus Life and Community Concerns Task Force are as follows:

Studies and recommends policy regarding:

- A. Student life (bookstore, clubs, food services [area to include the cafeteria, catering, vending, kiosks, special activities, and the like], parking, and student activities).**
- B. Use of facilities for activities that occur outside of the classroom.**
- C. Student support services (academic advisement, admissions, athletics, bursar, counseling and career services, EOF, financial aid, library, minority student affairs, registrar, safety and health, testing and tutoring).**
- D. Campus oriented publications for internal use.**
- E. Campus speakers.**

In addition, the following change to the Bylaws is necessary to complete this recommendation:

Article 1.0700 Standing Task Forces of the College Assembly: Number 3 Task Force on Campus Life and Community Concerns is added. Subsequent entries in article 1.0700 are renumbered.

To be implemented by: The College Assembly Office

On the charge to: Report on the implementation status of recommendations submitted by your task force in 2010 – 2011, approved by the College Assembly, and forwarded to the College President for signature

Report:

Last year Bylaws submitted recommendations on two charges:

“Review the Bylaws and make recommendations for changes according to the new organizational structure. Be sure to include changes that will need to be considered for the appendices as well. Make appropriate recommendations.”

“In accordance with the Nursing program’s accreditation standards, review the need for a representative from the Nursing Department to serve as a member of the College Assembly. Make the appropriate recommendations.”

The recommended changes to the Bylaws have been incorporated into the Bylaws, as reflected in the new version published this year.

Campus Diversity Task Force:

Professor Tracy Young, Chair - 2011-2012

On the charge to: Research the expansion of foreign languages offered at MCC to include languages which are reflective of the growing diversity of Middlesex County (ex: Hindi, Gujarati, Chinese, Japanese, Tagalog, Russian, etc.).

Report:

The task force feels that this charge is beyond the scope and reasonable reach of the task force. We do not feel it is our responsibility, nor should it be within our power, to dictate academic content on the MCC campus. We feel that this should be discussed and dealt with in the foreign language department by faculty and staff with the knowledge and expertise to determine and design curricula.

On the charge to: Report on the implementation status of recommendations submitted by your task force in 2010 – 2011, approved by the College Assembly, and forwarded to the College President for signature.

Report:

2010-2011 charge: Examine the depth and breadth of diversity content at MCC’s existing curricula and make recommendations to adequately address gaps in course offerings, should they exist. Consideration should be given to racial, cultural, linguistic and ethnic make-up of the total student body with respect to whether adequate representation is reflected in the curricula.

2010-2011 recommendation: Task force felt the depth and breadth for diversity course content at MCC’s existing curricula was adequate; however they recommended that some of the listed diversity courses be reviewed to fulfill the

humanity and social sciences requirements also. *Approved by College Assembly. Not signed by president* because it was felt that since the humanity and social science electives are determined by the state, Middlesex could not make that determination.

Curriculum Task Force:

Dr. Steven Zale, Chair - 2011-2012

On the charge to: Review the curriculum manual and update as needed to reflect changes in the curriculum approval process.

Report:

The following items are the updates made to the curriculum manual:

- **The number of academic divisions is now 2.**
- **The number of Curriculum Task Force members is now 16.**
- **The curriculum Management Specialist or representative is now included as a member.**
- **The names of the curriculum forms which are found on the InfoNet are now indicated in the manual.**
- **A statement about the general education rubrics was added which specifies that these forms can be located on the InfoNet.**
- **The Assessment forms which include Outcomes and Program Mapping will be added to the manual with an example of a course.**
- **A flowchart that clearly illustrates the curriculum process will be included in the appendix of the manual.**

On the charge to: Establish a policy to review joint program curriculum and provide a mechanism with which to review and approve courses that are part of a joint program, but not necessarily taught on our campus by MCC faculty.

- **The following points are recommended regarding a joint program curriculum: 5/2/12**
 1. **Joint Program Curricula will originate from the appropriate division and subject to all procedures established in the Curriculum manual.**
 2. **Courses under the purview of the partner institution will be recognized as written.**
 3. **Courses under the purview of MCC are subject to all procedures established in the Curriculum manual.**
 4. **A representative of the Joint Program will present the Joint Program Curriculum to the Curriculum Task Force for review and approval in accordance with procedures established in the Curriculum manual.**

On the charge to: Report on the implementation status of recommendations submitted by your task force in 2010 – 2011, approved by the College Assembly, and forwarded to the College President for signature.

Report;

The task force reviewed the final report from 2010-2011 and found that all new or revised curricula and programs were currently being implemented except for 2 new courses: **Math 113: Mathematical Structures I** and **Math 114: Mathematical Structures II**. These two courses are pending State General Education approval.

On the charge to: Evaluate all new or revised curricula and programs according to the Curriculum Procedure Manual.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

CSC 266: C#.NET Programming New Course	3/27/12
CSC 267: Advanced C#.NET Programming New Course	3/27/12
CSC 268: ASP.NET Programming New Course	3/27/12
CSC 269: ADO.NET Programming New Course	3/27/12
Microsoft Visual Studio.NET Programming Certificate of Achievement New Curriculum	3/27/12

DIVISION OF PROFESSIONAL STUDIES

Allied Health Pre-Professional A.S. Revised Curriculum	5/2/12
Allied Health Pre-Professional Certificate Revised Curriculum	5/2/12

ENGINEERING TECHNOLOGIES

Basic Automotive Technology Certificate of Achievement New Curriculum	12/8/11
---	---------

ENGLISH

RDG 070: Reading 070 RDG 009 Bridge New Course	5/2/12
--	--------

HISTORY AND SOCIAL SCIENCE

PSY 226: Educational Psychology Change in: course content, catalog course description, behavioral objectives	5/14/12
IDC 101: Technology and Education New Course	5/14/12
Liberal Arts Early Childhood Education A.A. Discontinue Program	5/14/12
Teacher Aide Certificate	5/14/12

Discontinue Program

MATHEMATICS

NATURAL SCIENCES

CHM 230: Analytical Chemistry New Course	5/14/12
CPT 216: Process Control New Course	5/14/12
SCI 162: Historical Geology: Diamonds, Drilling and Dinosaurs New Course	12/8/11
Chemistry Option – Science Transfer AS Change in Curriculum	5/14/12

Reported to the College Assembly: FAST-TRACK APPROVAL

ACCOUNTING, BUSINESS AND LEGAL STUDIES

Business Administration A.S. To include MAT 285 as one of the recommended business electives within the BUS.AS degree. *Liberal Arts Business already reflects a choice of MAT 285.	3/12/12
--	---------

Management A.A.S. Moving the course MGT 220: Human Resources Management from the Spring IV semester to the Fall III semester.	11/30/11
---	----------

COMPUTER SCIENCE & INFORMATION TECHNOLOGY

Computer Science Transfer For Semester IV, change to: "General Education Social Science Elective (GE SS) or General Education Humanities Elective (GE HUM) and General Education Humanities Elective (GE HUM) 3.	3/12/12
--	---------

ENGINEERING TECHNOLOGY

Electrical Engineering Technology A.A.S. To remove the Humanities elective from the freshman second semester and replace the senior second semester Social Science elective with a Gen-Ed Hum or SS. This will reduce the total credits to 63.	3/1/12
Surveying Engineering Technology A.A.S. Removing SCI 108 and SCI 156 from the elective choices.	3/1/12

ENGLISH

ENG 090: English 010 Bridge The prerequisite should be changed to read: Essay score of 5 on WritePlacer.	5/3/12
ENG 212: Children's Literature Change in course description.	1/26/12
RDG 070: Summer Bridge for Reading Skills I The prerequisite should be changed to read "Reading score on ACCULACER of 60, 59, 58, 57, or 56.	5/6/12

RDG 090: Reading 011 Bridge 5/3/12
The prerequisite should be changed to read: Reading score on ACCUPLACER of 83, 82, 81, 80 or 79.

HOTEL, RESTAURANT & INSTITUTION MANAGEMENT

Hotel, Restaurant & Institution Management Restaurant/Foodservice Management Option A.A.S. 10/21/11

Replace HRI elective with HRI 250 – Law for Hospitality Operations

Hotel, Restaurant & Institution Management Hotel/Motel Management Option A.A.S. 10/21/11

Replace HRI elective with HRI 250 – Law for Hospitality Operations

NATURAL SCIENCES

BIO 131: Human Structure and Function 2/13/12

Remove the following statement from the college catalog as well as campus cruiser course description: “offered only for career track students in Radiographic Technology.”

CHM 121: General Chemistry I Lecture 10/13/11

Change prerequisite from CHM 010 to: Two years of high school algebra and geometry or MAT 014 and one year of high school chemistry or CHM 020.

CHM 125: General Chemistry I Lab 10/13/11

Change prerequisite from CHM 010 to: Two years of high school algebra and geometry or MAT 014 and one year of high school chemistry or CHM 020.

CPT 214: Process Technology Quality 10/13/11

Change course name to: Process Technology Troubleshooting

FSC 207: Hazardous Materials 1/26/12

Removing CHM 107 from FSC 207 as prerequisite

SCI 222: Principles of Occupational Safety and Health 10/13/11

Change contact hours from 5 to 4: (2-2)

Earth Science A.S. 3/1/12

To add SCI 162 as a Technical Elective choice in the Earth Science degree.

Under Requisites/Comments for SCI 162 it should read:

Prerequisite(s): One year high school laboratory science, MAT 013 or appropriate score on the College placement test.

VISUAL , PERFORMING & MEDIA ARTS

ART 202: Ceramics: Wheel-Throwing 2/13/12

Remove pre-requisite of ART 201 Ceramics: Hand-Building.

Educational Resources Task Force:

Professor Nicholas Picioccio, Chair – 2011-2012

On the charge to: Research textbook/course materials cost issues to find reliable alternatives to print texts.

- **That the college should adopt the following strategic goal statement as part of its next strategic plan:** 3/27/12

- Provide affordable, quality course materials for all of its students.

This aligns with the Middlesex County College’s mission statement, which “is to provide access to an affordable, quality education.” Each academic program will incorporate affordability into its decision-making process. For whatever solutions meet their needs, academic departments will aim for both high quality and the lowest cost option.

The *guiding principles* should be:

- Be hardware and software agnostic** – As platforms become available, they will be tested for compatibility to selected e-resources. However, no vendor-specific device will be recommended over others since technology changes so rapidly.
- Be publisher agnostic** – Despite existing vendor partnerships, solutions outside of the currently used textbooks and publishers will be sought.
- Review all options** – The decision-making teams in each discipline will seek information on e-textbooks, e-resources, open access text, as well as non-textbook approaches.
- Make available to all classes** – More affordable options to course materials will be made available, wherever possible, to all classes and to all students in those classes.
- Encourage individual departments** – Assistance and encouragement will be provided to chairs, textbook adoption teams, and course approval committees.
- Accessibility for all students.**

To be implemented by: The Strategic Planning Committee.

On the charge to: Research textbook/course materials cost issues to find reliable alternatives to print texts.

- That the college should expend the efforts necessary to encourage, 3/27/12
implement, and support new alternatives to course materials.

The goal of realizing lower cost will require that the college explore all options for effective teaching, such as e-books, custom books, and other alternatives.

The following guidelines should be followed:

- Many individuals, teams, and departments have already successfully implemented solutions that meet the strategic goal above. These efforts should be highlighted and used as prototypes to help other areas adopt similar approaches.
- As academic departments explore lower cost options, they should seek out the expertise found in the Bookstore, Instructional Design & Media Services, and Library.
- Many of these options will require implementation of universal wireless access or expanded open lab space on campus.
- MCC should improve availability to more print or virtual texts by expanding the Library Reserve Collection.

To be implemented by: Academic Department Chairs

On the charge to: Study the use of printers and printing activity on campus as it pertains to access, efficiency, and cost effectiveness. Make appropriate recommendations.

- **That in today's cost conscious climate, and with all things going green, the Educational Resources Task Force recommends the following actions:**

6/7/12

- 1. The college should investigate an electronic method of monitoring student printing in the Library and the Open Lab in the College Center Bunker Lounge;**
- 2. While monitoring student printing, we should attempt to let students know the value/cost of the printing they are doing;**
- 3. While monitoring student printing, the college should review the statistics collected over the course of a semester and determine if limits or charges are in order.**

To be implemented by: Vice President for Finance and Administration

On the charge which reads: Due to limited open computer laboratory space on campus and at the centers, as well as the amount of telecommunications bandwidth needed for social media, music and video downloading websites, investigate the need to control the availability of these types of websites at all college locations. Survey departments to determine the needs for access to these sites.

On the charge which reads: Working with the Accessibility for Persons with Disabilities Task Force, conduct an assessment on the "state of affairs" regarding technology, online coursework guidelines, and textbook acquisitions as they pertain to students with disabilities.

On the charge to: Report on the implementation status of recommendations submitted by your task force in 2010 – 2011, approved by the College Assembly, and forwarded to the College President for signature.

Report:

The members of the Educational Resources Task Force would like to share the following information to serve as a follow-up regarding the recommendation from last year that was passed on to the College President for consideration.

As per the May 5, 2011 College Assembly meeting minutes:

"The recommendation from Educational Resources Task Force to expand hours and staffing in particular departments during peak periods was not signed as it was felt that this issue is currently being addressed and is a decision best left to the various divisions and/or individual departments."