

**MINUTES OF THE COLLEGE ASSEMBLY MEETING  
MAY 3, 2012  
MEMBERS PRESENT**

**DEANS:** M. Brinson, M. Conners, D. Edwards

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

M. Foley, S. Larkin, L. Lederer, C. Quigley, R. Roy, T. Sabol

**FACULTY:** J. Altman, S. Biswas, E. Christensen, E. Daidone, E. Dikun, V. Kanwal, L. Nagarajan, C. Pean, N. Picioccio, E. Schatz, S. Zale

**STUDENTS:** S. Arooj, F. Bahary, D. Fade, M. Giles, D. Gillet, R. Kenney, I. Manivannan, L. Morris, C. Nguyen, L. Serzan, J. Silverman

**SUPPORT STAFF:** R. Nunez, B. Roa, W. Rodriguez

**TASK FORCE CHAIRS:**

**Academic Standards:** C. Stickler

**Accessibility for Persons with Disabilities:** E. Daidone

**Bylaws:** E. Schatz

**Campus Diversity:** T. Young

**Curriculum:** S. Zale

**Educational Resources:** N. Picioccio

**GUESTS:** N. Berger, R. Cole, J. Dunning, P. Farrett, K. Hays, C. Harrington, H. Holbeck, A. Miller, A. Moss, M. Nester, J. Nickerson, B. Richards, M. Hsu-Santelli,

**PARLIAMENTARIAN:** J. Kruszewski

**MEMBERS ABSENT**

**DEANS:** M. Laskowski-Sachnoff \*

**DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:** N. Heller\*, K. Pearle\*, M. Reid\*

**FACULTY:** C. Bowers\*, J. Constantino\*, N. Dhanda\*, U. Narayanan\*, C. Reilly\*, J. Saborido\*, E. Shur\*

**STUDENTS:** N. Amin\*, A. Arias\*, W. Brooks\*, R. Rivera\*, J. Soto\*

**SUPPORT STAFF:** A. Giles\*, M. Hilton\*

\*Excused

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With a quorum present, Theresa Orosz called the May regular meeting of the College Assembly to order on Thursday, May 3, 2012 at 2:10 p.m. in the Rose M. Channing Danzis Amphitheater, L'Hommedieu Hall.

### **APPROVAL OF MINUTES**

Motion to approve minutes:

Mov: S. Larkin      Sec: E. Christensen

Minutes are accepted as presented.

### **UNFINISHED BUSINESS**

None

Dr. Karen Hays thanked the College Assembly for its work conducted this academic year, and recognized the outgoing Assembly members for their service.

The following received Certificates of Recognition:

Jennifer Altman	Virender Kanwal
Niki Amin	Robert Kenney
Amanda Arias	Lynn Lederer
Shanza Arooj	Lorraine Morris
Fatima Bahay	Lakshmi Nagarajan
Sudipta Biswas	Uma Narayanan
Virgil Blanco	Ralph Nunez
Claudine Bowers	Catherine Reilly
Wesley Brooks	Roberto Rivera
Erin Christensen	Richard Roy
Elaine Daidone	Thomas Sabol
Ellen Dikun	Juan Saborido
Deborah Fade	Jodi Silverman
Megan Giles	Jessica Soto
Darlen Gillet	Steven Zale
Margaret Hilton	

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

#### **A. Academic Standards – Dr. Craig Stickler**

Charge:

Given the elimination of the "N" grade in 2007, research the impact this has had with regard to students and the institution. Make appropriate recommendations.

Report:

The college's current grade structure is sound. There is no justification for reinstating the "N" grade.

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The use of the N grade was discontinued as of the Fall 2007 semester for the following reasons:

- The inconsistency of how the N grade was being used;
- Inconsistency due to the lack of an institutional attendance policy;
- Inconsistent use by faculty as evidenced by the fact that 101 students received an N grade for all courses and 459 students received a combination of an N grade and an F grade or grades for the fall 2006 semester; and
- Lack of understanding on the student's part of the meaning of the letter N, often mistaken for a needs improvement grade.

The elimination of the "N" grade has had negligible impact on the student population.

Research at the time the "N" grade was eliminated indicated that students were perplexed by the meaning of the grade.

A student should receive at least two warnings (Early Warning and Mid-term grades) if they are failing a course due to non-attendance. The current policy for withdrawing from a course allows a student more than adequate time to withdraw from a class and receive a "W" instead of an "F."

Many colleges and universities throughout the country use the traditional grading system that we do, without an "N" grade or equivalent. When MCC eliminated the "N" grade in 2007, five other community colleges in the state had an equivalent grade. Today only three NJ community colleges have the equivalent of the "N" grade.

Charge:

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.

Rationale:

Maintaining and promoting academic integrity is a key issue for any educational institution. This goal should extend beyond punitive measures aimed solely at students who violate various academic codes. With this guiding principle in mind, the Academic Standards Task Force believes the "fail due to cheating" grade proposed in this charge is problematic for a number of reasons.

- Students have some guidance concerning what MCC considers academic dishonesty.
- There is a potential issue with faculty consistency in enforcing academic dishonesty.
- MCC has no clear policy outlining penalties for academic dishonesty. Currently, penalties are left to the discretion of faculty and can range from the student receiving an alternate assignment/exam to failing the course.
- Many members of the task force were uncomfortable with the idea of one faculty member having the power to put a permanent "black mark" on a student transcript above and beyond an ordinary "F."

These concerns were addressed in a report produced by the Ad Hoc Committee on Academic Integrity, as part of the College Assembly Academic Standards Task Force, in 2005. We suggest that elements from this report be further investigated for future implementation.

We believe that students should have easier access to the "Academic Integrity" policy and other academic integrity resources.

Charge:

*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" Meeting of the College Assembly – May 3, 2012*

*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 correspondence school as high school graduation equivalency.

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

Recommendation:

Charge:

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. Make appropriate recommendations.

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Recommendation:

The members of the Academic Standards Task Force recommend that the proposed policy outlined below be adopted to replace the current MCC withdrawal policy.

#### Rationale:

MCC offers semesters with a variety of sessions/terms of different durations, including the regular fall/spring, fall II/spring II, fall/spring 7-week, summer (4-, 7- and 14-week sessions) and the 3-week wintersession. The current withdrawal policy doesn't provide an explanation of the policies which govern all of these semesters/sessions/terms. The proposed policy addresses each individual semester/session/term offered at MCC and provides an explanation of the duration and how the withdrawal period is determined. The proposed policy provides a time-frame for the end of the withdrawal period which would be applied consistently across semesters/sessions/terms. The proposed policy also facilitates greater use of current technology by allowing students' access to real-time withdrawal after the semester begins using the technology currently available through Campus Cruiser/WebAdvisor thereby greatly improving the service provided to students withdrawing from classes.

#### Proposed Policy:

### 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.

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### 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.

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## 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.

Motion to accept recommendation:

Mov: M. Foley      Sec: E. Schatz

Discussion followed and concern was expressed over the proposed policy since it changed from requiring to recommending that students who are completely withdrawing from classes must go to the Department of Counseling and Career Services to complete the paperwork and meet with a counselor. It was stated that a statement will appear on the withdrawal screen providing all students, those completely withdrawing and those completing a partial withdrawal, with information about resources available to them. It was noted that when withdrawing in-person, students get this same advice at the Registrar's counter and that staff have no way of ensuring that students go to the Counseling and Career Services office.

Vote on recommendation:

App: 21      Opp: 3      Abs: 2

Motion passes.

Charge:

Investigate making Student Success (SSD 101) a requirement for all students.  
Make appropriate recommendations.

Recommendation:

1. Student Success (SSD 101, a 3 credit class) continue to be a requirement for all students who place in two or more developmental classes.
2. All academic departments, specifically at the faculty level, explore the incorporation of SSD 101 components into existing course offerings to support student success.

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Rationale:

The literature on Student Success courses is extensive. It includes correlational studies, quasi-experimental studies, pre-test/post-test designs and experimental designs where students are assigned randomly to groups that either take a

Student Success course (SSD) or do not. The findings are clear – students who take SSD upon entrance to college achieve higher grades, have better retention, and attain their degrees sooner than those who do not (Center for Community College Student Engagement, 2012; Fain, 2012; Cuseo, 2008; Goodman and Pascerella, 2006; Moore and Shulock, 2009; Porter and Swing, 2006; Pascarella and Terinzini, 2005; Zeidenberg, Jenkins, and Calcagno, 2007). This advantage persists regardless of students' age, gender, ethnicity, residential vs. commuter status, academic standing, major, and whether the institution is 2-year, 4-year, urban, rural, public or private (Cuseo, 2008; Goodman and Paserella, 2006). Students who take SSD show a number of additional advantages: they experience more and better interactions with peers and faculty, are more involved in student clubs and organizations, are more satisfied with their college experience, and view themselves more positively as learners (Goodman and Paserella, 2006; Cuseo, 2003; Maisto and Tammi, 1991; Davis and Murrell, 1993; Howard and Jones, 2000). An important theme in this body of evidence is that ALL students, including high achieving students, benefit from SSD (Moore and Shulock, 2009; Howard & Jones, 2000).

Our own data here at MCC are in agreement. Data from 2007 indicate there is a significant difference between the GPAs of students who successfully completed SSD (2.51) and students who were recommended for SSD but did not take it, or took the course and either withdrew or failed (1.45). Students successfully completing SSD were also significantly more likely to accumulate more college credits (28.16) as compared to those who did not (18.22). While these two groups of students could systematically differ in factors other than completing SSD, these data point to the value of the course.

It is also important to look at MCC retention data. There is a misperception that retention is more problematic for developmental education students than for those who are non-developmental. In fact, retention is of serious concern for both groups. Based on Fall 2010-Fall 2011 data, retention rates are virtually the same for students needing no developmental coursework (58.3%) and students needing 3 developmental courses (58.6%). The retention rate for students needing 2 developmental courses is 65.8%, and for 1 developmental course, 66.7%. Students who are not recommended for any developmental coursework are clearly at a high risk of not returning – the SSD course is one intervention that helps address this problem.

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In recent years, MCC has increased the academic rigor of the SSD course via a standardized syllabus and an approach that infuses reading, critical thinking and information literacy skills through the use of peer reviewed research. Data indicate that this approach is working. A study comparing retention and student performance in the academic year 2007/2008, before the research approach

was standardized (1,931 students) and the academic year 2010/2011, after the research approach was standardized (2,996 students), shows that the Fall course withdrawal rate decreased from 8.1% to 6.4% while the Fall to Spring retention rate increased from 75.3 to 76.3% and the cumulative GPA increased from 1.86 to 1.92. It is important to note that these increases came despite the fact that the number of students in our lowest level RDG and ENG developmental courses increased considerably (368 to 863 in RDG 009; 63 to 428 in ENG 009).

Additional benefits are likely for the college as an institution if we extend SSD to all students. One is improved advisement – faculty who participate in SSD necessarily become more aware of the range of campus resources and are better able to guide and support students. Another involves assessment – extending SSD across the college provides a good opportunity for gathering data from all students at the point they enter MCC. This comprehensive data set will provide a valuable comparison to data from capstone and other courses.

If we extend SSD to all students, Middlesex County College will join many forward-thinking colleges who require this course of all their students. According to the 2009 National Survey of First-Year Seminars (Padgett and Keup, 2011), 87.1% of the institutions who responded to the survey acknowledged offering a freshman seminar type course. Of these institutions who offer the course, 31.5% of two year colleges and 62.1% of four year colleges require that all incoming students enroll in the course. A local example is Union County College where all incoming students are required to take SSD. Kean University, Monmouth University, Ramapo University and William Paterson University also require the course.

In summary, the research indicates SSD is an effective course for students at all achievement levels. Requiring it of all students would likely improve retention, raise GPAs, reduce time to degree completion, increase and improve interactions with peers and faculty as well as involvement in student clubs and organizations, lead to greater identification with the college and satisfaction with the college experience, and improve students' view of themselves as learners. Expanding the course to all students also encourages curriculum development, prepares faculty for better student advisement, and provides opportunities for assessment. In noting these benefits, Kay McClenney of the Center for

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Community College Student Engagement asserts, "We need to relinquish the reluctance to require" (Fain, 2012).

Motion to accept recommendation:

Mov: E. Schatz      Sec: S. Zale

Discussion followed regarding the task force subcommittee proposal and the recommendation that was ultimately approved by all members of the Academic Standards Task Force. Discussion ensued and a motion was made to strike the recommendation and replace it with, “ To extend the SSD requirement to all entering MCC students. Students who transfer to MCC with 12 or more credits are exempt from this requirement . Non-developmental students accepted to MCC programs with accreditation from outside agencies (or similar constraints) may be exempted from this requirement, depending on the department’s standards and needs. “

Mov: N. Picioccio                      Sec: M. Foley

Discussion followed, with concern was expressed over the state mandate that limits programs to 66 credits (excluding programs accredited by outside agencies). It was stated that a course would have to be taken out of each program. It was pointed out that a decision as to the number of credits for the course would be needed since it will impact the cost for all students and effect those students receiving financial aid. The amendment was subsequently withdrawn.

Discussion shifted to the implementation of the second part of the recommendation. It was noted that due to academic freedom and contractual considerations, the College could not require faculty to incorporate SSD components into existing courses. It was suggested that this could be proposed at the Faculty Professional Day. Some members found the second part of the recommendation insulting. Discussion continued and Dr. Craig Stickler requested that a vote be taken to recommit the charge to the task force for additional consideration.

Motion to recommit recommendation:

Mov: E. Schatz      Sec. S. Zale

Vote to recommit:

App: 24      Opp: 2      Abs: 2

**B.      Accessibility for Persons with Disabilities -  
Professor Elaine Weir-Daidone, Chair**

Combined Committee Charge with Educational Resources Task Force:

Working with the Task Force On Accessibility and the Educational Resources Task Force, conduct an assessment on the “state of affairs” regarding

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technology, online coursework guidelines, and textbook acquisition, as they pertain to students with disabilities.

Recommendation:

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.

Rationale:

The issue of technology and its accessibility to individuals with disabilities was raised in 2010 by the Department of Justice in connection with the Office of Civil Rights, who jointly contacted all College and University Presidents to consider the issues of technology and access barriers. Since that time, more detailed information has been issued and many significant legal cases have emerged. While most campuses and staff are familiar with compliance issues under Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act, access to technology is the most significant current compliance issue. Access to technology needs to be understood as it is in access to facilities, particularly as technology and online learning environments are the wave of the future. All segments of an institution from library databases, course management systems, textbook acquisitions, software purchases need to be assessed and brought into compliance. The idea of just providing an accommodation rather than creating equally effective technologies may no longer be acceptable and may result in a complaint by a student with a disability (Department of Justice guidance letter).

This area requires the attention and expertise of qualified staff who can lead the institution in its compliance issues. While the College does have the focus of the Task Force on Accessibility for Persons with Disabilities, it is believed that this committee structure is not adequately represented by staff with technology and disability expertise and has a broader scope of oversight of campus wide accessibility issues. Also, given the fluid nature of the composition of the Task Force structure, there is not consistent membership to address these issues. As well, The Task Force structure is advisory in nature and may lack sufficient authority and resources to enact necessary change. The College needs to

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maintain compliance with federal mandates and keep pace with recent legal trends.

Motion to accept recommendation:

Mov: V. Kanwal            Sec: C. Pean

Vote on recommendation:

App: Unanimous    Opp: 0    Abs: 0

Motion passes.

Combined Committee Charge with Educational Resources Task Force:

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

Recommendation:

The Task Force on Accessibility for Persons with 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.

Rationale:

The issue of technology and its accessibility to individuals with disabilities was raised in 2010 by the Department of Justice in connection with the Office of Civil Rights, who jointly contacted all College and University Presidents to consider the issues of technology and access barriers. Since that time, more detailed information has been issued and many significant legal cases have emerged. While most campuses and staff are familiar with many compliance issues under Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act, access to technology is the most significant current compliance issue. Access to technology needs to be understood as it is in access to facilities, particularly as technology and online learning environments are the wave of the future. All segments of an institution from library data bases, course management systems, textbook acquisitions, software purchases need to be assessed and brought into compliance. Faculty and staff need to understand the ramifications, legal pressures and how to accommodate a student with a disability.

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This spring semester, the Task Force on Accessibility and Educational Resources Task Force posed several targeted questions through a survey distributed by the Office of Institutional Research connected to faculty awareness of issues related to technology and disability. The survey data other self-reports and committee analysis indicates that the campus community at large needs to be educated about our obligations and ways to meet accommodation needs of students with disabilities. It is strongly recommended that the College provide targeted training and education to ensure compliance

with recent federal guidelines and remain an accessible learning environment for all students.

Motion to accept recommendation:

Mov: E. Schatz      Sec: S. Zale

Vote on recommendation:

App: Unanimous    Opp: 0      Abs: 0

Motion passes.

Combined Committee Charge with Educational Resources Task Force:

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

Recommendation:

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.

Rationale:

In order to gather information about the state of affairs related to technology and the college’s responsibilities, the Task Force on Accessibility visited the Assistive Technology Lab and had an in depth presentation by the Assistive Technology Lab Coordinator. Both the Task Force on Accessibility and the Educational Resources Task Force met jointly to discuss this charge and this recommendation came out of our meeting.

The JLC221 Assistive Technology lab is well equipped state of the art facility with software and hardware specific to assisting students with visual impairments, learning disabilities, students who are hard of hearing and students

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with physical disabilities. The Assistive Technology Lab Coordinator provides assessment and training on the usage of this specialized technology. At times, software and hardware is moved to classroom locations, the Centers in Perth Amboy and New Brunswick and the library. As well, a functioning loan program exists whereby students can borrow magnification devices, recorders, smart pens, thumb drives with reading programs etc for the duration of their semester. In addition, the coordinator is integrally involved in ordering text files in alternative format from Access Text Link and Bookshare, two organizations the College is a member. As needed, with increasing frequency due to changes in

text editions, the Assistive Technology Lab Coordinator is interacting directly with the publishers in order to secure a text in alternate format. When that fails, the lab has a high speed scanner in the lab where the coordinator is able to scan a text in a format compatible with screen reading software. As more and more departments are ordering “custom” editions of texts, the availability of text in alternate format is more difficult to acquire, thus increasing the need for in – house production of accessible texts.

Additionally, students with visual impairments or blindness taking developmental classes that require the use of the ALEK program complete their assignments in the lab with a live reader and scribe. The ALEK program is currently inaccessible to screen reading software. As well, some computer science programs are also inaccessible and students; students with disabilities can only complete their course requirements in the lab.

Currently, the Assistive Technology Lab is available for these services for nine months, creating a gap for students taking summer coursework. The lab and access to assistive technology is rendered unavailable during this time. As well, by not starting work until September, there is not adequate lead time to prepare for the fall semester, one of highest demands points of the academic calendar.

The Assistive Technology Lab and the role of the Lab Coordinator serves as the College’s mechanism to meet the accommodation needs of students with disabilities and keeps the College in compliance with federal mandates. Given the clear directive of recent Department of Justice and Office of Civil Rights publications, this is an extremely important role. With all of these objectives, it is crucial that the services be expanded by the College to include twelve month coverage.

Motion to accept recommendation:

Mov: E. Schatz      Sec: S. Zale

Vote on recommendation:

App: Unanimous      Opp: 0      Abs: 0

Motion passes.

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Charge:

Working with the Educational Resources Task Force, conduct an assessment on the “state of affairs” regarding technology, online coursework guidelines, and textbook acquisition, as they pertain to students with disabilities. Make appropriate recommendations.

**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 require sustained institutional attention.

**Charge:** 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:**

Two recommendations were brought to the College Assembly from the Task Force on Accessibility during the 2010-2011 academic year. They were connected to increasing technology access and support services for students with disabilities at the New Brunswick Center and the Perth Amboy Center. The recommendations were approved by the College Assembly but not signed by the College's President for implementation.

**Charge:** Explore methods for increasing campus awareness of disability services and an increased understanding of sensitivity to disability issues. Make appropriate recommendations.

**Report:**

This ongoing charge to the Task Force on Accessibility for Persons with Disabilities is the driving principal of the Committees work. This year the Task Force spent considerable time considering access for students with disabilities and technology, as it relates to book acquisition in alternate format, software and hardware applications, course required software including ALEK accessibility, online coursework  
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accommodations and the compliance issues facing the institution. Three recommendations have emerged related to this area.

In addition, a recommendation to increase parking access to the College Center was formulated and approved by the College Assembly. Also, a recommendation to evaluate the slope and grade of several walk ways was made and approved by the College Assembly. In addition, several discussions connected to awareness raising activities were held, specifically recommending that Disability Services prepare materials for new hires and distribute through the Department of Human Resources as well as re-instituting an annual Disability Awareness Day Program.

**C. Bylaws – Professor Emmi Schatz, Chair**

No report

**D. Campus Diversity - Professor Tracy Young, Chair**

No report

**G. Curriculum - Dr. Steven Zale, Chair**

CHM 230: Analytical Chemistry

New Course

Motion to accept recommendation:

Mov: S. Larkin      Sec: E. Schatz

Vote on recommendation:

App: Unanimous    Opp: 0      Abs: 0

Motion passes.

CPT 216: Process Control

New Course

Motion to accept recommendation:

Mov: E. Schatz      Sec: N. Picioccio

Vote on recommendation:

App: Unanimous    Opp: 0      Abs: 0

Motion passes.

Chemistry Option-Science Transfer Degree

Revised Curriculum

Motion to accept recommendation:

Mov: S. Zale      Sec: V. Kanwal

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Vote on recommendation:

App: Unanimous    Opp: 0      Abs: 0

Motion passes.

IDC: Technology and Education

New Course

Motion to accept recommendations:

Mov: S. Larkin      Sec: E. Schatz

Vote on recommendation:

App: Unanimous    Opp: 0      Abs: 0

Motion passes.

PSY 226: Educational Psychology

Change in: Course Content, Course Description, Behavioral Objectives

Motion to accept recommendations:

Mov: S. Zale          Sec: V. Kanwal

Vote on recommendation:

App: Unanimous    Opp: 0          Abs: 0

Motion passes.

Teacher Aid Certificate

Discontinue Program

Motion to accept recommendation:

Mov: S. Biswas      Sec: N. Picioccio

Vote on recommendation:

App: Unanimous    Opp: 0          Abs: 0

Motion passes.

Liberal Arts Early Childhood Education

Discontinue Program

Motion to accept recommendation:

Mov: T. Sabol      Sec: E. Schatz

Vote on recommendation:

App: Unanimous    Opp: 0          Abs: 0

Motion passes.

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#### **H. Educational Resources - Professor Nicholas Picioccio, Chair**

Charge:

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

Recommendation:

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

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.

Rationale:

The college has been providing unfettered, free printing for students and guests throughout the campus. With so much information available online and with the abundance of mobile products, one would think that the need for printing would have diminished. That has not been the case. If anything, the amount of student printing seems to be increasing. One key reason is because of increased e-resources in the Library such as databases and e-books. However, since it is free, students also print from their other own e-resources that are increasing in number and diversity:

- Publisher websites and e-textbook sites
- CampusCruiser course sites: syllabi; course assignments; lessons; quizzes;
- PowerPoint card decks, etc.
- Job, resume, and career websites
- Communications: Email; Facebook; Twitter; Flickr, etc.

Because of these issues, for example, in the Library, last year the college doubled the number of printers to mitigate a Library service issue for the students. This seems to have increased the amount of printing being done by students (and visitors according to the Library Director) and continues to be a major concern for the Library.

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Students themselves complain because they cannot get to a PC to just print a few pages required for a class project.

To give an idea of the cost and volume of student printing, the Department of Information Technology has calculated some data from the Library and the College Center Bunker Lounge Open Lab:

Library:

- Approx. 2,000,000 pages (400 cases) per year (paper cost = \$18,000)
- Approx. 135 toner cartridges (toner cost = \$21,870)

College Center Bunker Lounge Open Lab: (very old PC's and many fewer than there used to be in the original IRC Open Lab)

- Approx. 500,000 pages (100 cases) per year (paper cost = \$4,500)
- Approx. 35 toner cartridges per year (toner cost = \$5,670)

Total out of pocket direct costs for the two labs = \$39,870

(Does not include the cost of transporting and storing all the paper to the various locations, the cost and maintenance of the printers, time spent on reloading paper trays approx. 5,000 times, managing students using the printers, technician time monitoring and changing toner cartridges.) It is estimated that the indirect costs noted considerably exceed the direct costs for just paper and toner.

Motion to accept recommendation:

Mov: E. Schatz      Sec: C. Pean

Discussion followed and it was suggested that directions could be posted explaining how to print efficiently and cost effectively. In addition, it was also suggested that the default be changed for printing PowerPoint slides, and that that 2-sided printing be required.

Vote on recommendation:

App: Unanimous      Opp: 0      Abs: 0

Motion passes.

Charge:

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.

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Recommendation:

Limit the use of social networking to specific computer labs at Middlesex County College. The recommendation is to allow open access to all sites including social media sites such as Facebook, Twitter, Tumblr, and Flickr, etc. in the Bunker Lounge in the College Center on the Edison campus. Currently, the only other open computer laboratories for general purpose use at the Edison Campus are in the Library and South 1. It is recommended that social media sites be blocked from these two labs to allow the use of these computers for the majority of the college campuses' assigned course work. It is also recommended that computer labs that are designated as available labs for specific departments with software loaded for particular departmental courses also be able to block these social media sites at the department's discretion. This would allow students access to the specific software needed to complete their assigned course work.

Rationale:

Students have raised concerns in many forums to faculty and staff regarding the lack of availability of computers to do their academic work. Students have also identified that they have observed a substantial number of students using the open computer labs for accessing a variety of social media sites such as Facebook, Twitter, Tumblr, etc. for recreational purposes while other students with legitimate academic work to do are waiting in lines for computers to become available for use. Use of these social media sites also reduces the amount of telecommunications bandwidth needed for faster downloading and uploading of legitimate assigned work and online testing activities on the computers.

A survey was sent to students and faculty this semester by the Office of Institutional Research which included the following questions:

1. Should the College restrict use of social networking sites in Open Labs/Library? The following were the responses:
  - a. Student response: 28.9% yes; 48.1% no; 22.9% no opinion
  - b. Faculty and staff response: 62.4% yes; 20.9% no; 16.7% no opinion
2. Would restricting access to social networking sites impact your ability/your students' ability to complete course work? The following were the responses:
  - a. Student response: 24.7% yes; 54% no; 21.3% no opinion
  - b. Faculty and staff response: 15.6% yes; 70.1% no; 14.4% no opinion

863 students and 334 faculty and staff responded to these survey questions. There were many comments (122 from students and 30 from faculty) with varying responses regarding this topic ranging from - "I don't think it is fair that people can use library computers just to check their Facebook or Twitter. It should be used for students who need to get school work done, and I wish it would be enforced" to "For some students

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it's vital to take a break from studying. Often times, students can also use Facebook or Twitter to verify an assignment or Facebook chat with other classmates, like I do."

Both the students (54%) as well as the faculty and staff (70.1%) have indicated that restricting access to social networking sites would not impact the ability for students to complete course work. Limiting the amount of computers which access social networking sites would allow students who are in need of a computer to complete their academic requirements would reduce the wait times for students in the computer labs.

The proposal was introduced and was moved and seconded. Discussion began but was stopped as a result of a lack of quorum. No action was taken and Report of the Chair was heard.

**NEW BUSINESS**

None

## REPORT OF THE CHAIR

1. The following curriculum items that came before the College Assembly were approved and signed by Dr. La Perla-Morales and forwarded to the Office of the Vice President for Academic and Student Affairs for implementation:
  - RDG 070 - Reading 009 Bridge
    - New Course
  - Allied Health Pre-Professional Certificate
    - Revised Curriculum
  - Allied Health Pre-Professional AS
    - Revised Curriculum
  
2. The following Fast Track Curriculum was approved:
  - RDG 090: Reading 011 Bridge
    - The prerequisite should be changed to read: Reading score on ACCUPLACER of 83, 82, 81, 80 or 79.
  - ENG 090: English 010 Bridge
    - The prerequisite should be changed to read: Essay score of 5 on WritePlacer.
  
3. The recommendation from the Curriculum Task Force regarding joint program curriculum was signed by Dr. La Perla-Morales and forwarded to the Vice President for Academic and Student Affairs.
  
4. As outgoing chairperson of the College Assembly, Ms. Orosz thanked past and present students, faculty, administrators, and support staff for their dedication and service as members of the College Assembly and its Task Forces. Ms. Meeting of the College Assembly – May 3, 2012
 

Orosz also thanked the current year's task force chairs as well as those who served as chairs during the prior two academic years. Ms. Orosz stated that through everyone's collaborative efforts over the last three years, the College Assembly passed more than 60 recommendations.
  
5. Ms. Orosz thanked Marilyn Laskowski-Sachnoff and Alice Picardo, who as past College Assembly Chairs, offered her mentorship and guidance. Additionally, Dean Laskowski-Sachnoff was recognized for providing Parliamentarian assistance on a few occasions. Ms. Orosz thanked John Kruszewski for his service as Parliamentarian and Lisa Sgro, College Assembly Assistant.
  
6. The first meeting of the College Assembly for the 2012-2013 academic year will be held on Thursday, October 4th at 2:00 p.m.
  
7. Ms. Orosz called Chair-Elect Jeremy Nickerson to the podium. She presented the gavel to him and stated that the gavel was a gift donated in recognition of all

of the past accomplishments of the Assembly and the accomplishments to come in the future. On behalf of the Assembly, she wished him well and offered her support as he begins his tenure as College Assembly Chairperson.

### **RECOGNITION AND HEARING FROM THE PUBLIC**

Professor Nickerson offered the following resolution in recognition of Ms. Orosz's service to the College Assembly. Chair-Elect Nickerson then asked for approval from the body, which was so moved and seconded. The resolution was unanimously approved.

Dr. Harrington asked if an additional College Assembly meeting could be scheduled for those curriculum items that were not presented to the Assembly at today's meeting. Ms. Orosz responded that the request would be taken under consideration, but that given the end of the semester, establishing a quorum could prove problematic.

Meeting ended at 4:45 p.m.

Respectfully submitted,  
Theresa Orosz  
Chair, College Assembly