

TO: Members of the College Assembly  
FROM: Gary Abbott  
Chair, College Assembly  
RE: College Assembly Annual Report: 2017-2018  
DATE: June 30, 2018

**RECOMMENDATION** **PRESIDENTIAL  
APPROVAL**

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**Academic Standards Task Force:**

Meenu Jain, Chair 2017-2018

- AS1718-01 Report on the implementation status of recommendations submitted by your task force in 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.
- AS1718-02 Revise the Academic Amnesty Appeal policy to allow students to retain some or all of their passing grades after the Amnesty goes into effect.

Rationale:

The Academic Amnesty policy is designed to support students who attended MCC, were unsuccessful in their academic coursework, and subsequently left the College for an extended period of time. As a result of their work experience, maturity, or new interests, these students may now be in a better position to successfully pursue a program of study. The policy should assist these students in returning (by eliminating the failing grades they earned before they were serious, mature, goal-oriented students) and help them to complete as quickly as possible (by allowing them to retain some or all of the courses in which they were successful).

Recommendation:

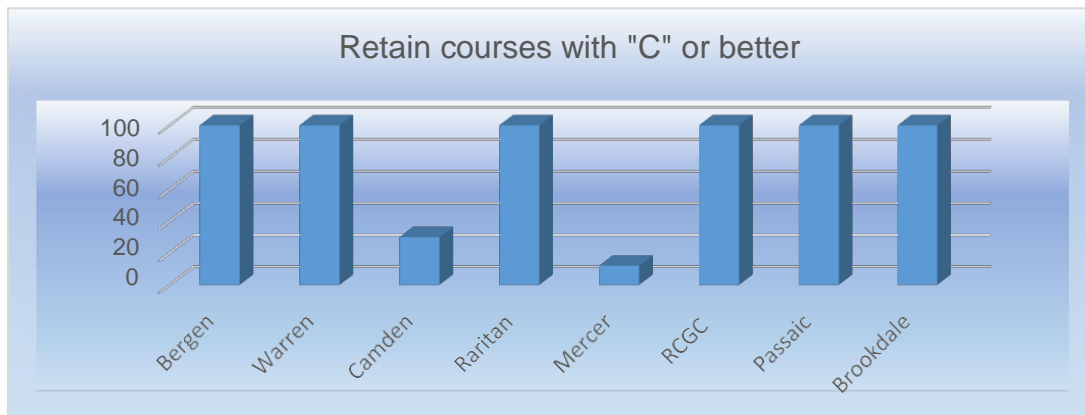
**04/12/18**

*To be implemented by the Vice President of Academic and Student Affairs and the Office of the Registrar.*

Based on their findings, the Task Force asks the Middlesex County College to allow students to retain all courses with passing grades with grade “C” or better after the Amnesty goes into effect. The courses may count towards graduation credits but not count towards the calculation in new GPA.

Rationale:

*Eight out of nineteen community colleges allow students to fully/ partially retain the courses in which they scored “C” or better. Cumberland, Sussex and Union community colleges grant permission for the courses to count towards graduation based on individual case whereas Essex, Hudson, Morris, Ocean, Burlington, Salem, Atlantic community/ county colleges including Middlesex County College do not allow students to retain any of their courses with grade “C” or better prior to the Amnesty.*



**RECOMMENDATION**

<b>Current Policy</b>	<b>Proposed changes</b>
1. The GPA prior to the period of absence from the College must have been below 2.0.	Keep the current policy
2. A minimum of three years without Middlesex County College enrollment in credit and credit equivalent courses must have elapsed prior to re-enrollment.	Keep the current policy
3. A student must complete 18 credits following re-enrollment, with a minimum GPA of 2.0, prior to submitting the appeal.	Keep the current policy
4. No credits or grades earned prior to the period of absence will be counted in the calculation of the new GPA or credits toward graduation.	All courses with C or better may count toward credit towards graduation requirements but not count towards calculation in new GPA
5. All courses and grades will continue to appear on the transcript	Keep the current policy
6. An Academic Amnesty Appeal may be approved only once for any individual student and is irrevocable.	Keep the current policy

AS1718-03 Examine the feasibility of considering concurrent enrollment in one-credit developmental support courses with the core course, and/or 1-credit science lab courses with a lecture course, as a single course for registration purposes under the academic status policies.

**Rationale:**

The current Academic Statuses of Academic Probation and Academic Restriction limit students to no more than two or four courses respectively. With the introduction of MCC 1-credit support courses (RDG 011S, ENG 010S, ENG0121S, MAT013S, MAT014S and MAT 090), students are now required to co-enroll in the support course along with the core developmental course; thereby limiting the students on these statuses from taking an additional course without filing an academic approval and gaining approval. Students pursuing 1-credit lab science courses are also subject to this course limitation when seeking to take the lab course concurrently with the core science course. Recognizing these 1-credit support and lab courses as a single course in conjunction with the core course would allow advisors to permit registration into these courses and give permission for students to enroll in an additional course while ensuring compliance with the MCC Academic Status policies.

*(Note: Charge was added Feb. 2018)*

Recommendation:

04/12/18

*To be implemented by the Vice President of Academic and Student Affairs and the Office of the Registrar.*

The members of the Academic Standards Task Force recommend that concurrent enrollment in one-credit developmental support courses with the core course and/or 1-credit science lab courses with a lecture course, be treated as a single course for registration purposes under the academic status policies.

*\*\*Students may continue to file an academic appeal with their Division Dean in cases where they feel an exception to the academic status course/credit limits are warranted.*

Rationale:

- After consultation with the Chairpersons of the Departments of Mathematics, English and Natural Sciences, it was clarified that both the 1-credit support and lab courses are intended to supplement the instruction a student receives in the core/lecture course and given the congruence of the content these courses, these courses should be viewed as a single course for registration purposes for students on AP or AR statuses.
- The ESL, Languages, and Cultures Department was also consulted regarding the impact of the current AP and AR policies in light of the updated ESL 5-credit course curriculum; it was confirmed that the current course/credit limits are acceptable for ESL students on AP or AR statuses.

### **Accessibility for Persons with Disabilities Task Force:**

Victoria Maino, Chair 2017-2018

AC1718-01 Report on the implementation status of recommendations submitted by your task force in 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.

Rationale:

A handicapped student related her experience having a class in the basement of Raritan Hall, while the closest handicap equipped rest room is on the top floor.

Recommendation:

**Not Approved**

The Task Force voted to recommend that the College hire a company with the appropriate expertise to evaluate campus restrooms and provide a feasibility report.

Rationale:

Until this evaluation is executed and a feasibility report is presented, no further investigation can be done regarding this charge.

*The recommendation from the Accessibility for Persons with Disabilities Task Force for Charge #: AC1718-02, to hire a company with the appropriate expertise to evaluate campus restrooms and provide a feasibility report, was returned by the President's Office to the Task Force for further discussion. It was proposed that there may be other means the college can take to address this concern including identifying people on campus with the necessary expertise to help with this review.*

Revised Recommendation:

**05/24/18**

*To be implemented by Executive Director of Facilities Management*

The College identify an individual knowledgeable of all New Jersey ADA codes, practices, and standards to evaluate campus restrooms for compliance.

AC1718-03 Investigate academic programs and technical standards in relationship to students with disabilities. **Not addressed**

Rationale:

Some academic programs have skill requirements or technical standards that are essential to participate in that program, generally connected to licensing requirements of the profession. Students with disabilities need to know the essential requirements of a major and need to be advised if these requirements can be accommodated through the disability accommodation process.

AC1718-04 Develop and review online course accessibility guidelines **Not addressed**

Rationale:

Faculty teaching online courses need guidelines in order to provide an accessible environment for online classes. Currently, there aren't any published guidelines that speak to course accessibility issues.

AC1718-05 Investigate the need for Braille labels on all classrooms and offices on campus.

Rationale:

Many of the buildings on campus do not have Braille on any of the rooms, which prohibits visually impaired students from locating rooms independently.

Report:

**The task force voted to discharge AC1718-05.**

## Rationale:

Dennis Vliet, Director of Facilities, reported that posting new classroom and office signs with Braille is already on the Facilities Project list. The Task Force considers this charge to have been already addressed by the college and does not plan any further investigation.

AC1718-06 Evaluate cross walks on campus to assure they are appropriately wheelchair accessible.

## Rationale:

A handicapped student noticed that some cross walks on campus have a raised curb where it should be flat, forcing that student at times to use the street until finding an appropriate opening.

**Report: The task force voted to discharge AC1718-06**

## Rationale:

Task Force members walked around the campus and identified only one cross walk that is not wheelchair accessible; on Chambers Drive between Chambers Hall and the Quad. Dennis Vliet, from facilities confirmed this is the only non-accessible crosswalk for which people have contacted Facilities. Dennis Vliet explained there is a safety reason for the curb: that location is a low point where water builds up, making a potential ice hazard. There is an adjacent curb cut with in about 20 feet that is wheelchair accessible. The Task Force has come to a consensus that there is access to a wheelchair accessible path at that location and that it would be cost prohibitive to regrade the entire road.

AC1718-07 Evaluate the procedure for clearing and treating handicap areas, such as ramps and parking, in inclement winter weather.

## Rationale:

Those who utilize the handicap accommodations are particularly vulnerable to snow and ice, and therefore there should be a procedure to take special care with those areas.

## Recommendation:

**The task force voted to discharge AC1718-07.**

Rationale:

Dennis Vliet, from Facilities, reported that all areas are treated the same: snow is removed and every area is salted starting well before students, faculty, and staff arrive on campus after a snow accumulation

AC1718-08 Consider the need for handicap assistance in inclement weather.

Rationale:

For instance, a handicapped person may need assistance in icy or snowy conditions to travel from their vehicle to their destination.

Recommendation:

**The task force voted to discharge AC1718-08.**

**Bylaws Task Force:**

n/a

The Bylaws Task Force did not meet in 2017-2018

**Campus Diversity Task Force:**

Joseph Aubourg, Chair 2017-2018

CD1718-01 Report on the implementation status of recommendations submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.

CD1718-02 Investigate the representation of full-time, tenure-track minority faculty on campus and hiring statistics of minority faculty in the last 10 years, and determine if those statistics suggest a need to increase minority hiring among faculty.

Rationale:

In light of recent retirements and hiring trends over the past 10 years, it seems the representation of minorities amongst full-time, tenure-track faculty is decreasing.

Recommendation:

**05/24/18**

*To be implemented by Vice President of Finance and Administration*

The Campus Diversity Task Force has determined based on the available shared data that there is need to increase diversity amongst full-time faculty. While there have been some adjustments, there continues to be a dominating demographic within full-time faculty in contrast to the increasing diversity of our student

population. The latest available data as of Fall 2015 shows that 75% of our full-time faculty are Caucasian, yet 69% of our students are of diverse ethnicities.

**Rationale:**

Research has shown a positive correlation exists between the number of faculty of color with persistence rates of students of color at the community college level.<sup>1</sup> The Task Force believes that the College needs to continue to strive to have a diverse faculty and staff to better represent the students we serve. We recommend that additional hiring strategies, such as encouraging diversity within search committees and the expansion of recruitment efforts to include local and national organizations targeted at diverse populations be utilized.

1. Hagedorn, L. S., Chi, W. Y., Cepeda, R. M., & Mclain, M. (2006). AN INVESTIGATION OF CRITICAL MASS: The Role of Latino Representation in the Success of Urban Community College Students. *Research in Higher Education*, 48(1), 73-91. doi:10.1007/s11162-006-9024-5

**Characteristics of Total Full-Time Faculty and Students  
as reported to IPEDS**

*\*data for 2016 and 2017 pending*

FALL 2015

**Total Full-Time Faculty**

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
75.0%	3.6%	6.9%	5.7%	0.0%	0.0%	9.4%

**Students**

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
31.0%	11.3%	30.4%	14.5%	0.4%	2.3%	10.1%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

FALL 2014

**Total Full-Time Faculty**

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
76.5%	4.3%	6.8%	6.2%	0.0%	0.0%	6.2%



Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
31.9%	11.3%	28.7%	13.3%	0.3%	2.3%	12.1%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

FALL 2013

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
78.2%	5.9%	4.1%	6.5%	0.0%	0.0%	5.3%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
33.0%	10.9%	26.9%	12.5%	0.3%	2.1%	14.2%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

FALL 2012

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
75.6%	8.5%	5.1%	6.3%	0.6%	0.0%	4.0%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
34.3%	11.6%	25.1%	13.0%	0.3%	2.0%	13.7%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

FALL 2011

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
79.7%	5.8%	3.5%	5.8%	0.0%	0.0%	5.2%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
37.0%	11.2%	24.8%	13.9%	0.3%	2.1%	10.7%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

FALL 2010

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
80.8%	6.2%	4.5%	5.6%	0.0%	0.0%	2.8%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
39.0%	10.8%	22.6%	15.0%	0.4%	2.4%	9.9%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

FALL 2009

Total Full-Time Faculty

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
78.9	6.4%	4.1%	5.3%	0.0%	0.0%	5.3%

Students

White	Black	Hispanic	Asian*	Native	Alien	Unknown*
40.7%	9.8%	19.8%	14.2%	0.3%	2.1%	13.1%

*\*Note: Asian includes Pacific Islander and Unknown includes 2 or more races*

**Campus Life and Community Concerns Task Force:**

Sandy Matta, Chair 2017-2018

CL1718-01 Report on the implementation status of recommendations submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.

CL1718-02 Consider the need to keep wheelchairs available on campus for emergency use.

CL1718-03 Examine the need for a full time nurse on staff.

- CL1718-04 Investigate the need for signage on the exterior of campus buildings detailing the departments housed there. **Not addressed**

**Rationale:**

To clarify the location of Departments, Chairperson's and Administrative offices. Having this additional information on the outside of the building would certainly facilitate both students and visitors on campus by recognizing what is housed within each building.

- CL1718-05 Investigate and recommend some environmentally sound practices and programs, which the College can implement or in which the College can participate. **Not addressed**

**Rationale:** The impact of climate change and the degradation of natural resources are consistently in the news. Responding to our collective responsibility to mitigate the negative human impact on the planet, many colleges have robust sustainability programs or committees. They are charged with investigating, advising or recommending policies, procedures and practices that lessen the college's carbon footprint and improve the environment. Middlesex County College has made some sustainability efforts, i.e. LEEDS buildings, energy efficient indoor lighting, some recycling, but MCC has no sustainability office, committee or web presence that highlights these efforts, nor any group that helps promote additional efforts. Ideally, the College Assembly could investigate how other colleges handle sustainability issues and make recommendations on what and how to implement them on this campus.

- CL1718-06 Examine the need to add larger desks to classrooms to accommodate students with larger builds. **Not addressed**

**Rationale:**

For example, a current student in the charge maker's class, at 6'7" and a large build, could only utilize a seat normally allocated for wheelchairs.

**Curriculum Task Force:**

Parag Muley, Chair 2017-2018

- CU1718-01 Report on the implementation status of recommendations not related to course and program approval submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature.

**STANDARD CURRICULUM**

**HISTORY & SOCIAL SCIENCE**

PHI232 Social and Political Philosophy  
LACJT Liberal Arts: Criminal Justice Transfer

**HOSPITALITY, CULINARY ARTS, & DIETETICS**

FNM.COA Food and Nutrition Manager Certificate of Achievement

**NURSING**

NRB.AS Associate in Science Degree in Nursing Program in Association  
with Raritan Bay Medical Center  
NRB 131 Fundamentals of Professional Nursing Practice  
NRB 132 Nursing Care of the Adult with Acute and Chronic Health  
Alterations  
NRB 135 Professional Nursing Issues and Trends  
NRB 231 Patient Centered Care Throughout the Lifespan  
NRB 232 Nursing Care of the Adult with Advanced Medical Surgical  
Alterations

**FAST TRACKS****BUSINESS AND COMPUTER SCIENCE**

FMR207 Retail Advertising, Sales Promotion and Display  
Change in course description

**DENTAL HYGIENE**

DHY215 Advanced Periodontology  
Change in course description

**ENGINEERING**

CET.AAS Civil Engineering Technology AAS  
Redistribution of credits due to changes in offerings from the  
Mathematics Department

EET.AAS Electrical Engineering Technology AAS  
Redistribution of credits due to changes in offerings from the  
Mathematics Department

MEC.AAS Mechanical Engineering Technology AAS  
Redistribution of credits due to changes in offerings from the  
Mathematics Department

SET.AAS	Surveying Engineering Technology AAS Redistribution of credits due to changes in offerings from the Mathematics Department
CET.AAS	Civil Engineering Technology AAS Redistribution of credits due to changes in offerings from the Mathematics Department
EET.AAS	Electrical Engineering Technology AAS Redistribution of credits due to changes in offerings from the Mathematics Department
MEC.AAS	Mechanical Engineering Technology AAS Redistribution of credits due to changes in offerings from the Mathematics Department
SET.AAS	Surveying Engineering Technology AAS Redistribution of credits due to changes in offerings from the Mathematics Department
ENGLISH	
ENG010S	Writing Skills for College II Support Verb tense changes to better clarify course descriptions
ENG121	English Composition I Verb tense changes to better clarify course descriptions
ENG121S	English Composition I Support Verb tense changes to better clarify course descriptions
ENG122	English Composition II Verb tense changes to better clarify course descriptions
ENG250	Gay and Lesbian Literature Verb tense changes to better clarify course descriptions
RDG011	Reading Skills for College II Verb tense changes to better clarify course descriptions
RDG011S	Reading Skills for College II Support Verb tense changes to better clarify course descriptions
ENG247	Introduction to Poetry Change Title from <i>Principles of Literary Study: Introduction to Poetry</i> To <i>Introduction to Poetry</i>
ENG090	English 010 Bridge Deactivated

RDG070 Reading 009 Bridge  
Deactivated

RDG090 Reading 011 Bridge  
Deactivated

#### HISTORY AND SOCIAL SCIENCES

PHI 121 Philosophy  
Change the title from “Philosophy” to “Introduction to Philosophy.”  
Revision of the course description.  
Revision of the course learning outcomes.  
Revision of the Topical Outline.

PHI 122 Logic  
Change the title from “Logic” to “Logic and Critical Thinking.”  
Revision of the course description.  
Revision of the course learning outcomes.  
Revision of the Topical Outline.

PHI 123 Ethics  
Revision of the course description.  
Revision of the course learning outcomes.  
Revision of the Topical Outline.

SOC 131 Social Problems  
Revision of course description, learning outcomes, and course  
content areas.

#### HOSPITALITY, CULINARY ARTS, AND DIETETICS

HCD102 Food and Cooking Fundamentals  
Change in course description

HCD106 Baking Fundamentals  
Change in course description

HCD112 Quantity Food Production and Menu Design  
Change in course description

HCD114 Professional Culinary Techniques  
Change in course description

HCD116 Professional Pastry Techniques

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	Change in course description
HCD118	Cakes, Decorating and Specialty Techniques Change in course description
HCD126	Global Cuisines Change in course description
HCD130	Garde Manger Change in course description
HCD200	Culinary Nutrition Change in course description
HCD206	Food Purchasing and Cost Controls Change in course description
HCD207	Marketing for the Hospitality Industry Change in course description
HCD216	Beverage Management Change in course description
MATHEMATICS	
MAT090	Algebra II Alternative Change title to "Intermediate Algebra Support" Change description, pre-requisites, and co-requisites
NATURAL SCIENCES	
BIO117	Biology I Add semester offered (Fall/Spring) to course description
BIO118	Biology II Add semester offered (Fall/Spring) to course description
CHEM117	Chemistry I Add semester offered (Fall/Spring) to course description
CHEM118	Chemistry II Add semester offered (Fall/Spring) to course description
PSYCHOSOCIAL REHABILITATION	
PSR 103	Group Intervention for People with Disabilities Change name from <i>Group Dynamics</i> to <i>Group Intervention for People with Disabilities</i>
RADIOGRAPHY	

RAD172	Radiographic Imaging and Sciences II Revised course description
RAD210	Clinical Practicum I Revised course description
RAD250	Clinical Practicum IV Revised course description
RAD256	Radiographic Seminar Revised course description
RAD257	Radiographic Seminar I Revised course description
RAD260	Clinical Practicum V Revised course description to meet accreditation requirements
RAD 220	Clinical Practicum II Change in course description
RAD 230	Clinical Practicum III Change in course description
RAD 256	Radiographic Seminar I Change in course description
RAD 257	Radiographic Seminar II Change in course description
VISUAL, PERFORMING, AND MEDIA ARTS	
COM210	Radio Broadcasting Production Change in course description

**Educational Resources Task Force:**

Andy Rubin, Chair 2017-2018

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|-----------|---|----------------------|
| ER1718-01 | Report on the implementation status of recommendations submitted by your task force in 2015-2016 and 2016-2017, approved by the College Assembly, and forwarded to the College President for Signature. |                      |
| ER1718-02 | Identify the faculty and student demands and needs for Testing Center services throughout the academic year.  | <b>Not addressed</b> |



Rationale: Given the changing student needs and technology, it is important to ensure that the current services offered by the Testing Center are meeting the current needs of faculty and students.

*(Prof. Rubin noted that Vice President McCormick is already working on some of the charges, e.g.: tutoring space will be used as overflow for testing center once library renovations are completed. )*