

**MONROE COMMUNITY COLLEGE
FACULTY SENATE RESOLUTIONS**

SECTION IV

**Revisions: August 1996
August 2000
October 2002
September 2003
December 2003
March 2004
July 2004
December 2004
March 2005
May 2005
December 2005
April 2006
December 2006
January 2007
February 2007
March 2007
April 2007
June 2007
December 2007
May 2008**

**FACULTY SENATE
SUMMARY OF RECENT RESOLUTION CHANGES**

Date	Resolution number	Topic
May 2008	1.8.2(4)	Change student initiated “W” to “F”
December 2007	1.1.6(2)(a)(c)	Course withdrawal
December 2007	1.1.9	College Orientation Policy
December 2007	1.6	Faculty Advisor system (deleted)
December 2007	4.2.2.2,4.2.2.3, 4.2.2.4	Wesley T. Hanson Award
December 2007	4.3.4	Chancellor’s Award
December 2007	4.4.4.4	Leaves for Profession Advancement
June 2007	5.2.5	Other administrative officer elections
April 2007	1.1.1(3)	Conditional acceptance
	1.1.7	Academic standing
	5.1.2	Chair elections
March 2007	1.1.10	Placement testing
February 2007	1.1.5(3)	Grade change
	6.1.4(3)	Balloting
	6.1.8	FCCC representative
January 2007	1.1.4	Repeating courses
	1.1.6(2a)	Course withdrawal
	1.2.5(2)	Conferral of 2 degrees
	2.7	Independent study
December 2006	1.2.7	Green slips
April 2006	1.1.7(4)	Dean’s list
December 2005	1.1.7	Suspension/probation
May 2005	1.9	Student grievance

ACADEMIC POLICIES COMMITTEE

1.0 It shall be the responsibility of this committee to review all policies pertaining to the academic standards and educational policies of the College and to make recommendations to the Faculty Senate. This shall include, but not be limited to, policies related to advising, admission, registration, scheduling, grading, probation, suspension, student withdrawal from classes, student academic grievance procedures, and the academic calendar.

1.1 POLICIES ON ACADEMIC STANDARDS

1.1.1 Classification and Definition of Students (2007)

- (1) Matriculated: A matriculated student is one who is accepted for admission to an approved program with specific requirements. (1989)
- (2) Non-matriculated: A non-matriculated student is one enrolled in individual courses for which the student (a) has satisfied all prerequisites or (b) has written permission of the instructor. The student has not been accepted for admission to an approved program. (1989)
- (3) Any student whose general academic background indicates acceptability to a specific program but lacks specific prerequisites may be accepted with the condition that certain courses are to be successfully completed. Conditions of a student's admission will be communicated in her/his acceptance notification.

A student may also be admitted on condition that official high school and/or college transcripts are submitted by a specified date.

1.1.2 Student Course Load

- (1) The maximum number of student credit hours for a semester shall be 18.
- (2) For an extension of the normal course load, a Liberal Arts student must receive a signed approval form prior to registration from a Counselor in the Counseling and Advising Center at the Brighton Campus or in the Student Services Center at the Damon City Campus. Students in all other programs must receive a signed approval form prior to registration from the department chairperson of the program or designee.

1.1.3 Student Program (1967)

A matriculated student must follow an approved program as it is set forth in the College Catalog/Student Handbook. Problems arising from periodic revision of the Catalog will be resolved by the Vice President of Academic Services or designee without penalty to the student. Any substitutions for stated specific course requirements (other than those made by the Admissions Office for transfer students) or deviations from the approved program must be approved in writing by the appropriate department chairpersons.

(1) Change of Program (1967)

In order to change a program a matriculated student must make a request in writing at either the Counseling and Advising Center at the Brighton Campus or the Student Services Center at the Damon City Campus. Such a change, however, does not free a student from any requirements or restrictions applicable to the newly elected program. All requests for changes of program should be initiated either with the academic advisor, or with a counselor. Program changes are processed in the Counseling and Advising Center.

1.1.4 Repeating Courses (2007)

A student may repeat a credit course. All course grades appear in the academic record. In cases where courses are repeated, the official grade will be the last grade recorded, whether it is higher or lower than the original. The official grade earned in the course will count toward the student's cumulative point average.

A student's financial aid may be affected by repeating a course; the student is advised to consult the Financial Aid Office concerning his or her full-time status.

1.1.5 Grades (1991)

(1) Grades are issued to students at the end of the semester. Mid-semester grades are advisory and are not recorded on the student's permanent records. The grading system for credit courses** is as follows:

<u>Grade</u>	<u>Interpretation</u>	<u>Quality Points</u>
A	Excellent	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failure	0.0
I	Incomplete	*
AU	Audit	*
W	Withdrawal	*

*Semester hour credit and quality points shall not be granted.

** Developmental courses are graded on the same scale but offer only imputed credit; the hours are included for billing purposes but not in the cumulative grade point average.

The grading system for noncredit courses (CEU) is as follows:

<u>Grade</u>	<u>Interpretation</u>
S	Satisfactory
U	Unsatisfactory
W	Student attended less than 20% of the scheduled class time.

(2) Incomplete Grades Policy (1999)

The grade of "I" may be assigned by faculty in special circumstances in which the course requirements have not been completed by the students. A written statement of requirements for completing the course must be filed with the department chairperson by the faculty member prior to the due date for submission of final grades. When final grades are submitted, the faculty member must also indicate the alternate letter grade that the student receiving the "I" shall receive in the future if these requirements are not completed. Credit hours and quality points are not assigned for an "I" grade, until it is converted to another grade.

When the requirements have been completed, but no later than one year from the date of issuance, the faculty member (or department chairperson, if the faculty member is not available) will submit a grade change from "I" to another letter grade. If no grade change is submitted within one year, then the "I" grade will be converted to the alternate grade indicated previously by the faculty member.

(3) Change of Grade (2007)

If for any reason a faculty member finds it necessary to change a grade after the grades have been submitted to the Office of Records and Registration, the faculty member shall submit reasons in writing to the Department Chairperson on the academic record change form which shall be subsequently approved by the Department Chairperson and then forwarded to the Office of Records and Registration.

A student who wishes to contest a grade should follow the academic grievance policy which is outlined in the Catalog/Student handbook.

1.1.6 Schedule Adjustment and Withdrawal Policy (2007)

(1) Schedule Adjustment

For full term courses, the schedule adjustment period is as follows: the Add period lasts through the first week and the Drop period lasts through the first three weeks of the fall and spring semester. The schedule adjustment period for summer sessions, intersessions, and variable length courses will be computed on a proportionate basis. This will be considered sufficient time for students to make course changes. In order to add a course after the schedule adjustment

period, the student must follow the admission to closed courses (green slip) procedure. Courses dropped during the first 20% of the course (the first three weeks of fall or spring semester) are not recorded on a student's academic record.

- (2) Student-initiated withdrawals after Schedule Adjustment

A grade of "W" for withdrawal may be assigned for courses under a number of circumstances outlined below. Since withdrawal from courses may affect financial aid, graduation, scholarships, veterans benefits, etc. the student is encouraged to consult with an academic advisor and/or financial aid counselor before deciding to withdraw.

 - (a) Withdrawal from an individual course. Withdrawal from individual courses must be initiated by students after the schedule adjustment (drop/add) period, but before 80% of the course has been completed as designated by the official Academic Calendar (or a proportional amount of time for courses less than 15 weeks in length). A student can withdraw from an individual course using the student self-service system.
 - (b) Late withdrawal for health reason. In cases of serious illness or medical condition, students may request a withdrawal for health reasons after the established cut-off dates for withdrawal through the Office of Health Services. Students should submit medical documentation which includes the date of the illness or injury, the type and severity of disability, and the medical treatment received. The student will have a maximum of 30 calendar days beyond the completion of the semester to submit the documentation to the Office of Health Services. If approved, a grade of "W" will be assigned. No request for "W" for health reasons will be accepted after the 30-day deadline.
 - (c) Complete withdrawals from the College. If a student wishes to withdraw completely from the College, (s)he must initiate the complete withdrawal by the last day of the semester. A student is not officially withdrawn until the necessary withdrawal procedure is completed, and (s)he risks receiving "F" grades for all current courses if this procedure is not completed. If a matriculated student has completely withdrawn from the College and subsequently wishes to continue his/her studies, (s)he must apply for readmission to the College through the Office of Admissions.
- (3) College-initiated withdrawals
 - (a) Withdrawal for unsatisfactory attendance. A grade of "W" may be assigned for individual courses due to unsatisfactory attendance. This withdrawal must be initiated by a faculty member before 80% of the course has been completed as designated by the official Academic Calendar.

- (b) Withdrawal for non-compliance with immunization requirements. The Office of Health Services may assign a grade of "WI" to any student not in compliance with the New York State immunization requirements.

1.1.7 Academic Standing (2007)

- (1) To remain in good standing a student must retain a cumulative Grade Point Average (GPA) in an approved program of study in accordance with the following standards. A student whose GPA falls below these standards will be placed on either Academic Probation or Academic Suspension.

Credit Hours (from MCC courses only)	Suspension Cumulative GPA	Probation Cumulative GPA	Satisfactory Progress
0-12	0.0-1.49	1.50-1.74	1.75+
13-23	0.0-1.74	1.75-1.89	1.90+
24-44	0.0-1.79	1.80-1.99	2.00+
45 or more	0.0-1.99	-----	2.00+

Credit Hours refers to credit earned at Monroe Community College only.

A student placed on Academic Probation or Suspension at the end of the semester will be notified in writing of this status and advised of the following policies:

- (2) **Academic Probation**
A student is placed on Academic Probation for a period of one semester. If probation is based upon the student’s first term of matriculation at MCC, the student should seek academic advisement. If probation occurs after a student has been matriculated for two or more semesters at MCC, the student should seek academic advisement and may not hold a class or student office, participate in intercollegiate functions or be a public representative of the College during the probation term. If such student fails to raise his/her cumulative GPA to the level of “Satisfactory Progress” after the probationary period, he/she may be suspended.
- (3) **Academic Suspension**
Academic Suspension does not deny a student the right to continue studies at MCC. It merely sets a limit on the number of credits for which a student may register during any given semester. However, any student placed on Academic Suspension will not be eligible for any financial aid, grants or loans while on suspension.

A student who has been academically suspended has three options for completing his/her studies at Monroe Community College:

He/she may "Appeal" to the Academic Appeals Committee for consideration to be reinstated on Academic Probation for the

following semester. The appeal must be submitted in writing on the appropriate form and must indicate to the Committee the reason(s) for unsatisfactory achievement during the past semester and plans for improvement. The student will be notified in writing of the Committee's decision.

Without "Appealing" the student may continue his/her studies on a part-time basis (8 credit hours or less). The student must seek assistance from his/her academic advisor or a counselor in planning his/her course of study prior to registration. It is to the student's advantage to repeat a course(s) in which he/she received a "D" or "F" in order to raise his/her cumulative GPA. Graduation at MCC is based on an overall 2.0 GPA of MCC credits.

In addition to either of the above alternatives, a student may apply for consideration to be readmitted after one semester (excluding Summer Session) by requesting an application for readmission from the Office of Admissions.

(4) Dean's List (2006)

Matriculated students who complete a semester (fall or spring) with 6 or more credit hours, attain a Quality Point Average of 3.50 or higher for the semester, and have no grades of "I" or "F" in that semester are cited for their achievement by being placed on the Dean's List. A letter of recognition, signed by the Vice President for Academic Services and the Vice President for Student Services, is sent to these students after the completion of the fall and spring semesters.

(5) Fresh Start Policy (1999)

This policy allows the removal of "D+, D, D- and F" grades from inclusion in the computation of the Grade Point Average (GPA) for individuals who have previously attended Monroe Community College and plan to return in the same program. The courses and grades will remain on the transcript in the semester taken, but will show as "excluded from GPA." The following criteria must be met and followed in order to use the "Fresh Start Policy":

A minimum of three years must have elapsed since the student last completed a semester at MCC.

The student must apply for readmission to the College and meet all entrance requirements.

Students eligible for a Fresh Start will be notified.

The student must submit a written request for "Fresh Start" to the Office of Records and Registration. This request must be submitted prior to the last day of classes of the semester that the student returns to MCC.

The "Fresh Start" will only take effect if the student's semester GPA is 2.0 or higher in the first returning semester.

The Fresh Start can only be approved once.

All coursework excluded will not count toward degree requirements and may not be reinstated.

All other requirements for graduation which are in effect at the time of readmission continue to apply.

1.1.8 Procedures for Assessing Student Status (1972)

The Office of Administrative Affairs, Information Services, shall submit to the Office of Student Services the records of all students whose GPA is unacceptable according to Academic Policies Committee recommendations. The student's grade record should clearly indicate the student's academic status.

The Department Chairperson shall submit to the Office of Student Services the records of all students who are unacceptable for reasons other than their GPA.

The Office of Student Services shall notify the above-mentioned students of their academic status by an appropriate letter.

The student whose GPA falls below the minimum for the appropriate semester, shall if he/she so desires, appeal his/her case in writing and shall use the appropriate form available in the Office of the Vice President for Student Services.

1.1.9 College Orientation Policy (2007)

COS 133 (Introduction to College Studies), a three credit course or COS 101 (College Orientation Seminar), a one credit course, will be required for all full-time matriculating students assessed to be academically at-risk. At-risk will be defined as those students who are required to register for a Transitional Studies course after having completed the College's placement testing program. COS 133 is highly recommended for TS01 students. COS 133 or COS 101 must be taken during or before the first semester the student is a full-time matriculated student. A waiver of this policy will be the administrative responsibility of the Admissions office or assigned academic advisor in accordance with program guidelines.

1.1.10 Entering Student Placement Policy (2007)

- (1) Philosophy and Rationale. An important element of student success is satisfactory course completion, and placement testing is a tool to help determine the courses in which a student has the greatest chance of succeeding. The more information that is available about any given student, the better and more accurate the prediction of that student's success. Assessing a student's basic English and mathematics skills using a single, well-validated instrument allows the same measurement tool to be applied to all entering students. This

standardized measurement of skills can then be used, along with other indicators of a student's aptitude and ability, such as high school and college courses and grades, other test scores, life experience and maturity, or writing samples, to evaluate potential for success in entry-level college or developmental courses. Prior to registering for courses at MCC, an entering matriculated student must demonstrate readiness to learn the course material successfully. Readiness can be demonstrated via placement test scores or other appropriate indicators of aptitude or achievement.

- (2) Placement Testing Committee. A Placement Testing Committee, functioning as an ad hoc subcommittee of the Faculty Senate Academic Policies Committee, will meet regularly to consider issues relating to the effective implementation of the College's placement testing program and to propose recommendations to enhance the program. The Placement Testing Committee consists of at least one representative from each of the following departments: English, Mathematics, Transitional Studies, Admissions, Counseling, Institutional Research, English for Speakers of Other Languages (ESOL), and Damon City Campus Student Services Office. Placement score guidelines and other placement issues and policies will be determined by the Placement Testing Committee, subject to approval of the Academic Policies Committee, with input from the college community. Score guidelines for entry-level courses are established based on continuing research regarding minimum skill levels necessary for success in these courses.
- (3) Who Must Test. Placement testing will be required of all entering matriculated students, both full-time and part-time. High school graduates or G.E.D. recipients may qualify for the following exceptions:
 - (a) Students who have completed an MCC-equivalent college mathematics course at the College Algebra level or higher with a grade of C or better will be exempt from the corresponding section(s) of the placement test. However, if these mathematics courses were completed more than three years ago, testing may be required. Even if not required, testing is strongly recommended for students without recent mathematics experience to obtain estimates of current skill levels for advisement purposes.
 - (b) Students who have completed within the past three years a high school mathematics course ending with a grade of 80 or higher on the Math B Regents exam or other third-year college-preparatory mathematics with a grade of B or better may be exempt from the mathematics sections of the placement test.
 - (c) Students who have completed Regents English 11, or 3rd-year college-preparatory English or equivalent with a grade of 80 or better may be exempt from the corresponding section(s) of the placement test.

- (d) Students who score a minimum of 500 on either the verbal or quantitative section of the SAT may be exempt from the corresponding sections of the placement test.
 - (e) Students who score a minimum of 21 on either the English or mathematics section of the ACT may be exempt from the corresponding sections of the placement test.
- (4) Waiver of placement test. The Admissions Office may waive the placement test requirement at its discretion. Granting of waiver is not automatic and will be determined on a case-by-case basis. Generally, Admissions will consider the following items when determining if a waiver will be granted:

Students who have completed an MCC-equivalent college-level English course or within three years an MCC-equivalent college-level mathematics course fulfilling the math requirement for their intended program or at the College Algebra level or higher with a grade of C or better *may* be exempted from the corresponding sections of the placement test.

Students who have completed:

Regents English 11, or 3rd -year college-preparatory English, or equivalent.

Regents Sequential Math III (or Math B), or 3rd-year college-preparatory mathematics, or equivalent

within the past three years with a grade of B or better may be exempt from the corresponding sections of the placement test.

Students who score a minimum of 500 on either the verbal or quantitative section of the SAT may be exempt from the corresponding sections of the placement test.

Students who score a minimum of 21 on either the English or mathematics section of the ACT may be exempt from the corresponding sections of the placement test.

- (5) Students who are applying for readmission to the College who have completed placement testing within three years prior to reapplication *may* be placed by applying current placement guidelines to their original test scores.

Special testing for English will be available for students whose first language is not English.

Students with documented disabilities will be provided with testing accommodations to which the College determines they are entitled.

- (6) **How Placements Are Determined.** Initial course placements made on the basis of test scores will serve as a beginning step in the placement process. Subsequent consultation with an advisor is vital in determining specific course placements. Other sources of information regarding a student's potential for success, such as evaluation of transcripts, will be used in the determination of course placements. Professional staff designated by the Director of Admissions, Director of Counseling and Testing, and the Dean of Student Services at Damon are authorized to review and revise placements. English, Mathematics, Transitional Studies, and ESOL, as designated by their respective department chairs, may review and determine placements within their specific departments.
- (7) **Enforcement of Placements.** Faculty and staff are expected to enforce and abide by the placement process as defined by this policy. Students must begin mathematics and English course sequences at or below the level determined by the placement process described above. Because basic English skills are essential for success in almost every type of course, students who are placed in the basic or intermediate level developmental English courses (TRS 101 or TRS 103) must complete these courses with a grade of C or better before enrolling in college-level courses, with the exception of courses specifically identified as exempt from this requirement (known as foundation courses). Designation of a course as a foundation course will be the prerogative of the academic department offering the course.

1.2 POLICIES ON CREDITS AND RELATED MATTERS

1.2.1 Incoming Transfer Credits (1977)

Monroe Community College, through the Office of Admissions and in consultation with the academic departments, grants advanced standing credit for courses successfully completed.

- (1) Credit is granted for courses completed in a higher institution which is fully accredited by one of the six regional accrediting agencies, (e.g., Middle States Association of Colleges and Secondary Schools) or is a "Recognized Candidate for Accreditation" (the final step before accreditation).
- (2) Credit is granted for courses completed in a higher institution which is neither accredited nor a "Recognized Candidate" for "Accreditation" if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) Credit is granted for courses completed in an institution listed in AACROA's Report of Credit Given by Educational Institutions with a C rating only after the student has completed 12 hours or more at Monroe Community College with a C (2.0) average or better.
- (4) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all their courses considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community

College. Transfer students whose cumulative average at a previous college was below 2.0 may have D grades considered for transfer credit, provided the D is followed by one or more sequential courses in which C's or better are earned.

- (5) Credit hours completed in the service through the United States Armed Forces Institute are normally acceptable up to a maximum of 36 hours.
- (6) Credit for work completed in Armed Forces Service Schools is granted as recommended by the American Council on Education, subject to departmental approval.
- (7) Advanced standing credit will be reviewed, on an individual basis, for work completed in noncollegiate organizations provided the work is applicable to the degree program desired at Monroe Community College. Credit for noncollegiate sponsored instruction will be based on the recommendation of the American Council on Education and the University of the State of New York as listed in their guide, subject to departmental approval and the recommendation of the Associate Vice President of Student Services.
- (8) Courses bearing less credit at a previous institution than the course that it parallels at Monroe Community College may only be given elective credit; e.g., Geology 101 taken at another college bearing three credit hours would be transferred to Monroe Community College as a Natural Science Elective, 3 hours.
- (9) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9-quarter hours equals 6 semester hours.
- (10) Notice of transfer credit granted is given at time of admission and/or upon receipt of a final transcript.

1.2.2 Course Audit

- (1) Any student (day or evening, matriculated or nonmatriculated) may audit a course with the permission of the instructor or the appropriate department chairperson, if seats are available after the first day of classes. No credit will be granted for an audited course. Fees for auditing will be computed on the same basis as if the course were taken for credit. To audit a course, the appropriate audit form must be completed by the end of the schedule adjustment (add) period. Courses for which students register for credit may not be assigned a grade of "AU".
- (2) Senior Citizen Audit Policy-Anyone age 60 or over may audit MCC courses without tuition cost providing their presence in class does not deny enrollment to a student registered for credit. Permission to audit will be granted by the Counseling and Advising Center on the last official add day of each semester based on appropriate prerequisite(s) and available space. Faculty members will be notified by the Counseling and Advising Center of seniors auditing their classes.

1.2.3 Course Prerequisites (1966)

- (1) Prerequisites shall be established to ensure the necessary knowledge base so that the average student is prepared to begin a given course.
- (2) "Recommended" preparatory courses shall be listed in the College Catalog/Student Handbook separately from the prerequisites. In many cases, a student's performance in a course could be improved if the student had certain prior preparation, however the lack of such preparation would not prevent the average student from passing the course. Such preparation would enhance the student's performance in a given course.
- (3) Students having academic work or other experiences resulting in preparation comparable to listed prerequisites may request waiver of the prerequisite requirement. Such waivers shall be granted by the appropriate chairperson or designee. Written record of prerequisite waivers shall be entered in the student file.
- (4) It shall be the responsibility of each department to establish prerequisites and "recommended" preparatory courses, subject to review by the Curriculum Committee.

1.2.4 Registration Policy (1967)

The registration policy should allow the student to select, insofar as possible:

- (1) Class-time schedule
- (2) Instructors

1.2.5 Awarding of Degrees (1967)

- (1) The Committee recommends that degrees and certificates be awarded by mail when earned; that candidates be listed by date of completion in the next Commencement program and that such students be invited to participate in the next Commencement activities.
- (2) College Policy Governing Conferral of Two Associate Degrees (2007)

A student may be awarded two degrees upon completion of the requirements of two essentially different areas of study. The guidelines for conferral of a second Associate Degree are as follows:

- (a) The second degree must be in a substantially different area of study from the first degree.
- (b) Earning the second degree must result in academic and/or employment advantages for the student.

- (c) Twelve additional degree credits must be completed at MCC in the curriculum in which the student seeks to qualify for the second degree.
- (d) A student interested in earning a second degree should contact the Admissions Office or the Student Services Office at Damon City Campus for an application for readmission as a second degree candidate. The advantages for obtaining a second degree should be explored with a counselor in the Admissions Office or Counseling Center.
- (e) Students pursuing a second degree will follow the degree requirements as listed in the Catalog/Student Handbook at the time of matriculation into the program.
- (f) Students who have completed the requirements for a second degree in their last semester of attendance should contact the Graduation Certification Office.

1.2.6 Information on diploma (1969)

Date of Graduation

A diploma awarded to a graduate of Monroe Community College will be dated as of the thirtieth of the month in which the student completed the final requirement(s) for graduation.

With Distinction

Each graduate who, at the time of completing the requirements for graduation, has earned a cumulative grade point average of 3.5 or above will be considered an honor graduate. The diploma and the permanent college record of such graduate will be inscribed with the words "With Distinction".

Curriculum Completed

The diploma awarded to graduates of Monroe Community College will include the name of the program as approved by the New York State Department of Education.

1.2.7 Registration Overrides (Green Slips) (2006)

Departments shall establish a policy on registration overrides and communicate it to their faculty. The individual faculty member assigned to teach a course may perform a registration override for his or her section(s) in accordance with department policy.

1.3 POLICIES ON EXAMINATION (1991)

End of Semester Examination Policy

- (1) Departmental Policy Should Define:

- (a) Which course will have final exams and if these will be common exams.
- (b) Which courses, due to their nature, will have final exams at the discretion of the instructor.

Examination Period

- (1) All comprehensive final exams must be given as scheduled during the comprehensive exam period.
- (2) Faculty who find they must deviate from the above shall request permission from their Department Chairperson to change the time, place, or format of their examination. This request, stating the reasons and the Departmental response, shall be forwarded to the Dean of the Division by the last week of classes.
 - (a) Students should not be excused from any class to take or prepare for hourly or unit exams given during the last week of classes.
 - (b) Departments shall clear all proposed changes to the published comprehensive examination schedule with the Office of Registration and Records before any changes are authorized.

Communication of Policies

- (1) These policies will be distributed to the College faculty each semester at the time when the faculty is requested to indicate its requirements for the final examination period.
- (2) Each faculty member should clearly state on his/her Course Information Sheet, all evaluation procedures, including all types of examinations. The information should be available to all students at the beginning of each course.

1.4 CLASS ATTENDANCE POLICY (1988)

- (1) Faculty shall submit attendance records for all students after 20% of the term has passed and the last date of attendance for all students who receive a grade of "F" or "W" due to a Faculty Initiated Withdrawal.
- (2) Prompt and regular attendance at all class sessions is expected. Faculty members are asked to report students for excessive absence when such absence is adversely affecting the student's academic coursework (even though the student may not necessarily be failing).
- (3) When excessive absences occur, the faculty member may submit a warning letter to the student or submit a Faculty Initiated Withdrawal. The student will be informed in writing of the recommendation.
- (4) In the event the student is withdrawn from the course, the grade to be recorded will be in accordance with the withdrawal policy.

1.5 ACADEMIC CALENDAR (2002)

The Academic Policies Committee will receive and review a proposed two-year academic calendar from the Vice President of Academic Services by September 30th, two years prior to the year to which the academic calendar refers.

All recommendations from the APC shall be presented to the Faculty Senate, and upon approval, forwarded to the President's office during the fall semester two years prior to the year to which the academic calendar refers.

1.5.1 Calendar Guidelines (2004):

- Provide at least 15 calendar weeks of instruction exclusive of final exam days.
- Strive toward 75 days of instruction exclusive of final exam days and holidays.
- Have at least one break in instruction during the fall semester.
- Begin the fall semester after Labor Day when possible.
- Complete the fall semester before December 24.
- Begin the spring semester after Martin Luther King Jr. holiday.
- Have two one-week breaks during the spring semester, preferably coordinated with area public schools.
- Complete the spring semester prior to Memorial Day.

1.6 Section deleted. (2007)

1.7 STUDENT REPRESENTATION

- (1) Based on the belief that college students can make significant and meaningful contributions in developing educational policies, the faculty accepts student representation on various faculty committees.
- (2) Student representatives will sit on each of the following committees of the Faculty Senate: Academic Policies (two voting students), Curriculum (two students, one voting, one nonvoting), and Planning (two students, one voting, one nonvoting).
- (3) The student representatives will be appointed by the Student Center in a predetermined manner, with special emphasis on a cross section of the student body.

1.8 STATEMENT ON ACADEMIC HONESTY¹ (2000)

In the academic process, it is generally assumed that intellectual honesty and integrity are basic responsibilities of the student. However, faculty members should accept their correlative responsibility to regulate academic work and to conduct examination procedures in such manner as not to invite violations of academic honesty. Such violations consist mainly of cheating and plagiarism.

¹ Certain passages appearing in this section were adopted from those appearing in publications of the University of Indiana and other colleges and universities.

1.8.1 Definition

Cheating is defined as the unauthorized use or exchange of information by students or others for the purpose of achieving unfair advantage in the classroom or examining process.

Plagiarism is defined as offering the work of someone else as one's own. The language or ideas thus taken from another person or source (e.g. Internet) may range from isolated formulas, sentences, or paragraphs, speeches, or the writings of other students. Any student who fails to give credit for ideas or materials consciously taken from another, verbatim or in paraphrase, is guilty of plagiarism. Any form of plagiarism is essentially an act of cheating.

The academic honesty policy pertains to all instructional delivery methods offered at the college, including but not limited to classroom, television, Internet, RAITN, and self-study.

Some examples of academic dishonesty include but are not limited to the following:

- Taking an exam for another student.
- Having another student take an exam for you.
- Paying someone to write a paper to submit as your own work.
- Arranging with other students to give or receive answers by use of signals.
- Arranging to sit next to someone who will let you copy from his or her exam.
- Copying from someone's exam without his or her knowledge.
- Writing a paper for another student.
- Allowing another student to copy from you during an exam.
- Obtaining answers, information, or material from a source (e.g. Internet) without appropriate citation.
- Getting questions or answers from someone who has already taken the same exam.
- Working on homework with other students when the instructor does not allow it.
- "Padding" a few items on a bibliography.
- Unauthorized use of information stored in the memory of an electronic device (e.g., programmable calculator, cell phone) on a test or assignment. No information stored in any electronic devices can be used without explicit permission.
- Altering or forging an official university document.

1.8.2 Disciplinary Action (2007)

- (1) All students who are involved in any form of academic dishonesty shall be considered equally guilty of the transgression and shall be subject to the same penalties.
- (2) A faculty member who has evidence that a student is guilty of academic dishonesty shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desires in his/her defense.

(3) Thereafter if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in passing grade for the course, or a grade of “F” for the course.

(4) If a student who commits an act of academic dishonesty withdraws from the course and would have earned a grade of “F” due to the academic dishonesty, the instructor has the right to change the grade from “W” to “F.” Such grade changes will be made by submitting an Academic Record Change Form to Registration and Records indicating the reason for the grade change as academic dishonesty. The student will be notified in writing by Registration and Records that the “W” grade has been changed to a grade of “F” due to academic dishonesty.

(5) Every case of academic dishonesty which affects a student’s grade shall be promptly reported in writing to the appropriate department chairperson and the Vice President of Student Services. The Vice President of Student Services may initiate further disciplinary action in any case of repeated infractions, or in cases of complicity on a large scale. Such further disciplinary action shall be the discretion of the Vice President of Student Services and may result in probation, suspension or expulsion from the College. A record of the offense and the disciplinary action taken shall remain in the student’s file.

1.8.3 Procedure for Appeal

Once a charge of academic dishonesty has been made, every means will be taken to guarantee “due process” to both the defendant and those bringing the charge. Should the student dispute the facts constituting evidence of his alleged infractions(s), or object to the severity of the penalty, he may submit an appeal in writing to the Vice President of Student Services, requesting a hearing before an Appeal Board. Such hearing shall be convened by the Vice President within the following ten (10) school days after receipt of appeal. Extension of this date may be permitted by mutual agreement of all concerned. However, no hearing shall be held later than thirty days after the close of the semester which the case arose.

An Appeal Board shall be established, consisting of the following members: a member of the Academic Policies Committee, appointed by the committee chairperson; the chairperson of an academic department other than that of the discipline involved; a faculty member at large (the latter two members shall be appointed to the board by the Vice President of Student Services and approved by the defendant); a member of the student government, if the student desires, appointed by the President of the Student Association.

1.9 STUDENT RIGHTS/ACADEMIC GRIEVANCE PROCEDURE (2005)

1.9.1 Joint Statement of Rights and Freedom of Students

In June 1967, a joint committee, comprised of representatives from the American Association of University Professors, U.S. National Student Association, Association of American Colleges, and National Association of Women Deans and Counselors, met in Washington, D.C., and drafted The Joint Statement of Rights and Freedoms of Students, excerpts of which are published below. Since its formation, this document has been endorsed by each of its five national sponsors, as well as by a number of other professional bodies.

(1) Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for the truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedoms of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon the appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility.

(2) In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression.

Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

(a) Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

(b) Protection against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

- (c) Protection against Improper Disclosures
Information about student views, beliefs and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosures is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

1.9.2 Introduction

We at Monroe Community College subscribe to the Joint Statement on Rights and Freedoms of Students and with regard to this document, emphasize the Preamble and Section 2 related to the rights and freedoms of students in the classroom.

To protect the rights and freedoms of students and faculty members in keeping with this Joint Statement, we establish these procedures to provide for the orderly, fair, prompt resolution of perceived student academic grievance. These procedures are established to insure the due process, and the equitable treatment and protection of all parties involved in the perceived grievance.

1.9.3 Definition and Jurisdiction

The term academic grievance as used in these procedures shall mean a complaint by a student of Monroe Community college against a teacher of the College. An academic grievance may be filed on the grounds that:

- (1) The rights and freedoms of the student in the classroom as described in the Joint Statement have been violated, or
- (2) Any of the academic regulations of the College have been violated, misinterpreted, or inequitably applied.

In keeping with the intent and spirit of these statements, it is incumbent upon all parties involved to show respect, restraint, and responsibility in their efforts to resolve perceived grievances. It is incumbent upon faculty members to arrange meetings and conferences with the student in good faith and to communicate decisions to the student promptly.

1.9.4 Grievance Procedures (see 1.9.5 for summary table)

When the student believes there are grounds for an academic grievance, these procedures shall be followed by all parties. The failure of any College personnel at any level to communicate a decision to the aggrieved student within the proper time limits shall permit the student to proceed to the next step of the process. The failure of the student to appeal the grievance to the next step within the proper time limits shall constitute a withdrawal of the grievance and shall bar further action.

Students cannot grieve a grade in a course from which they have completed a student initiated withdrawal. Once the student initiated withdrawal has been completed it cannot be revoked. For due cause, the Vice President for Academic Services (hereafter referred

to as the Vice President) may extend the withdrawal deadline for a student initiating an academic grievance.

(1) Initial Informal Procedures

The student shall initiate the informal procedure within 10 working days* after the student has received information about a condition on which the grievance is based. For due cause, the Vice President may extend this time requirement. It is the student's responsibility to assure that his/her contact information is updated on the college system. The student shall meet with the faculty member to discuss and to attempt to resolve the perceived grievance. If the student is unable to meet with the faculty member, the perceived grievance may be discussed in a meeting with the faculty member's Department Chairperson. The student should be prepared to verify that they attempted to contact the faculty member via a dated email or contact with the department office.

If within 5 working days* after the conference with the faculty member and/or his/her Department Chairperson, the problem has not been resolved to the satisfaction of the student, the student may institute a formal academic grievance procedure.

(2) Formal Procedures

Step A

Within 20 working days* after the student has received information on which the grievance is based, the student shall meet with a College Academic Grievance Advisor** to discuss the problem. The student can only institute the formal academic grievance procedure after the conference with the faculty member and/or his/her department chairperson. For due cause the Vice President may extend this time requirement. The Academic Grievance Advisor shall counsel the student regarding the grounds for the grievance and inform the student of the formal academic grievance procedures. Should the student desire to pursue the grievance, the Advisor shall assist the student in completing the necessary forms. All forms must be completed and turned in within five working days.

**“Working day” is defined as any day (Monday-Friday) that the College is officially open.*

** *For the names and office locations of the Academic Grievance Advisors, the student should contact the Office of the Vice President for Academic Services (1-309) or Office of the Vice President for Student Services (1-300). These advisors shall be appointed by the Vice President for Academic Services on annual basis.*

Step B

The Academic Grievance Advisor shall promptly distribute copies of the completed, written grievance to the:

- (1) Aggrieved student
- (2) Faculty member being grieved

(3) Faculty member's Department Chairperson

(4) Faculty member's Division Dean

(5) Vice President of Academic Services

The academic status of the student, pending the outcome of the grievance, shall be determined by the Vice President or his/her designee. Within 10 working days, the Division Dean shall:

(1) Arrange one meeting in which the Dean (acting as a mediator), Chairperson, student and faculty members will discuss and attempt to resolve the grievance.

(2) Prepare a written report which describes the steps taken and the rationale for the Dean's decision rendered regarding the student's grievance, and

(3) Distribute copies of this written report to:

(a) Aggrieved student

(b) Student's academic grievance advisor

(c) Faculty member

(d) Faculty member's chairperson

(e) Vice President

If the grievance is not resolved to the satisfaction of the student within five working days after the Dean's decision has been communicated in writing, the student may make a written appeal of the grievance to the Vice President.* If the student makes a written appeal, the status of the student shall not be altered except for reasons related to the student's physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty or College property.

Such appeals must be made within five days after the Dean's decision has been communicated in writing or within 15 working days after the submission of the written grievance in Step B. For due cause, the Vice President may extend these time requirements.

At this time, the student may select an advocate and proceed to Step C where a full hearing will be conducted. **

** A form for the student to submit is available from the Academic Grievance Advisor.*

*** The student's Academic Grievance Advisor will explain to the student how to select an advocate.*

Step C

The College Academic Grievance Hearing Committee (hereafter referred to as the Committee) shall be appointed by the Vice President taking into consideration a list of recommended candidates from the Faculty Senate and the Student Government on the Brighton Campus and the Student Events and Governance Association on the Damon Campus. Within ten working days of the receipt of the written indication that the student is progressing to Step C, the Vice President shall appoint the remaining members of the Committee:

- (1) one full-time teaching faculty member with experience in the Grievance Hearing process to serve as a committee' chairperson
- (2) one full-time teaching faculty member from the academic division of the faculty member named in the grievance; if one is not available, a full-time teaching faculty member from a related discipline may be used.
- (3) one full-time faculty member from a different academic division
- (4) one full-time faculty member from the Student Services division
- (5) two student members

The Vice President (or his/her designee) shall arrange for the selection of a meeting date. For due cause the Vice President may extend this time requirement. The student and the named faculty member (the principals) have the right to review the membership of the Committee before the hearing begins and to request the replacement of any one member of the Committee. Any additional request for the replacement of any other member of the Committee requires that either principal submit the reasons in writing to the Vice President. Both principals have the right to the presence of one advocate from within the College community during the formal hearings. These advocates shall not include professional lawyers or persons trained in the law. The college community is defined as the employees and students at the institution currently or within the last 12 months. The Advocate will act as a support person to the student or faculty member from the inception of Step C and, during the Hearing, will be present to offer clarification as the need arises. The Advocate is not present to argue the student or faculty member's case, but to encourage and aid the student and faculty member in their presentation before the Hearing Committee. The Hearing Chairperson has the final decision regarding the role of the Advocate

The Committee has the responsibility of rendering a decision about the grievance. To this end, written and oral statements may be initiated and/or solicited from the principals in the grievance, and/or from other observers who can provide pertinent information about the matter.

A transcript of all testimony at the hearing in the form of a tape recording is required and will be available to the student and faculty member upon written request to the Vice President, Academic Services. A tape recording of the deliberations of the Hearing Committee is required and will be available only to the Vice President, Academic Services. The final recommendations of the Committee are to be presented in writing to the Vice President within two working days after the completion of the deliberations of the Committee. The Committee shall have 10 working days from the date on which its members have been approved to complete its business.

Step D

The Vice President shall review the recommendations of the Committee. If the Vice President finds the recommendation and the proceedings complete, reasonable, and just, the results shall be binding upon both principles. If there is some cause to question the recommendation or proceedings of the Committee, the Vice President shall send his/her statements of concern in writing back to the Committee for deliberation and resolution. The Committee shall promptly submit its response in writing to the Vice President who shall make the final decision.

The final decision and supportive rationale shall be communicated in writing within five working days (which may be extended for due cause) by the Vice President to the principals, the appropriate Academic Dean, and to the Chairperson of the Committee. This written decision constitutes the final step in the resolution of the grievance within the institution.

Step E

After receiving the final decision, either principal shall have the right to file a statement with the Vice President for purposes of record only.

1.9.5 Timeline Summarizing Grievance Procedures

Summary of Grievance Procedure With Time Line (each deadline is related to the previous event unless otherwise noted)		
Procedure	Event	Time span for event
	Grievance-related information received (GRIR)	
Initial Informal Procedure	Attempt resolution by discussing with faculty member (if the faculty member is not available, discuss with Department Chairperson)	within 10 days
	Student may institute formal academic grievance procedure	within 5 days
Formal Procedure step A	Meet with College Academic Grievance Advisor	within 20 days of "GRIR"

FACULTY SENATE RESOLUTIONS - 26

	Student makes informed decision to pursue grievance, completes and submits necessary forms	within 5 days
Formal Procedure step B	Copies of completed grievance are distributed	promptly
	Dean arranges meeting to attempt resolution Prepares and distributes written report	within 10 days
	Student further pursues the matter with written appeal	within 5 days (or 15 days of grievance submission)
Formal Procedure step C	Vice President appoints members of Hearing Committee	within 10 days
	Committee completes its business	within 10 days
	Committee submits report to Vice President	within 2 days
Formal Procedure step D	Vice President reviews recommendations and communicates any concerns to Committee	
	Committee responds to Vice President's concerns	promptly
	Vice President communicates final decision	within 5 days
Formal Procedure step E	Either principal may file statement of record	

1.9.6 Student Grievance Appeal Form

Instructions: This form must be submitted to the Office of the Vice President for Academic Services within (5) working days of the Dean's decision or within fifteen (15) working days after the submission of the written grievance in Step B. Please attach to this form copies of:

- (1) A statement of the basis of the grievance and the reason(s) for the appeal
- (2) The Dean's decision

(Please print or type)

Name: _____ Date: _____

Student Number: _____

Mailing Address: _____

Phone Number: _____

College Program: _____

Course Title and Number: _____

Aggrieved Faculty Member: _____

Office Extension: _____ Departmental Extension: _____

Academic Grievance Advisor: _____

Student's Signature: _____

OFFICE USE ONLY:

Date received by: _____

Vice President of Academic Services: _____

Vice President's Signature: _____

1.10 COURSE INFORMATION SHEET POLICY (2004)

It is required that all faculty utilize a Course Information Sheet. A copy of the CIS should be sent to the department office by the end of the first week of class. Faculty teaching on-line courses will submit a collection of the segments that provide the same information as the CIS. The CIS will be distributed during the first week of class and will include items numbered 1 - 12 below. Items 13-18 may also be included.

- (1) Course Title: Course abbreviation and title.
- (2) Instructor Information: Name, Room Number, Departmental Extension Number and Office Hours.
- (3) Required Course Materials: Textbooks, materials, instruments, special fees and expenses.
- (4) Course Description and Objectives: Instructor's description of course, objectives to be obtained by students, course prerequisites.
- (5) Attendance and Withdrawal Policies.
- (6) Academic Honesty: At minimum refer student to page in the current college catalog that describes the Academic Honesty Policy.
- (7) Course Requirements: Classroom participation, projects, class work, readings, and outside assignments.
- (8) Examinations: Comprehensive or not, number and type of tests.
- (9) Make-up Policy: Exams, assignments, classes.
- (10) Grading: Percentage or emphasis placed on exams, quizzes, etc.
- (11) Learning Center Referral (see your department chair for specific information).
- (12) Information regarding emergency closings (see your department chair for specific information).
- (13) Email address (optional): Should include indication of whether you will accept messages and/or assignments via email.
- (14) Policy on cell phone usage during class time (optional).
- (15) Course Outline and Schedule (optional): Approximate dates of exams and major assignments. Precise clarification a minimum of one (1) week in advance.
- (16) Instructional Methods (optional): Lectures, movies, class discussion, field trips, overhead projectors, and handouts.

- (17) Student Responsibilities (optional)
- (18) Instructor Responsibilities (optional)

1.11 STUDENT OPINIONS OF COURSE AND FACULTY (2003)

VISION: The spirit of the Student Opinions of Course and Faculty Questionnaire is to afford students the opportunity to express their opinions on courses and the quality of instruction in a consistent manner to faculty and other students. The results are to be used in the periodic departmental review of courses and by teaching faculty in their personal ongoing assessment of their strategies to achieve student success in courses.

- (1) **Introduction/Purpose**
The faculty of Monroe Community College recognizes the right of students to express their opinion on the quality of courses and the quality of instruction presented to them, and the value these opinions may serve for making improvements in instruction and courses. The faculty of Monroe Community College hereby approve the use of a questionnaire entitled Student Opinions of Course and Faculty dated September 2003.

- (2) Administration of the questionnaire shall be coordinated by the Academic Services Office.

Narrative response sheets may be administered at the discretion of the faculty member and shall be coordinated by their department.

- (3) The questionnaire shall be administered every year in each department and shall alternate between the fall and spring semester in each department. Furthermore, the questionnaire shall be administered during the latter part of the semester; the actual week of the survey should be determined by each department. It is recommended that the questionnaire not be administered within a two day period of a unit or final exam.
- (4) The results of the questionnaire shall first be made available to the instructor involved after final grades have been submitted. If the instructor believes the results to be in error or incomplete, the instructor shall notify the Office of Academic Services within ten class days. If the instructor and the Office of Academic Services cannot agree on the correct results, then the original questionnaires shall be hand tabulated in the presence of the instructor, a representative of the Academic Policies Committee and a representative of the Office of Academic Services.
- (5) The results of the questionnaire, pursuant to any corrections as stated in 1.11.4, shall be made available to the Department's Chairperson and the President of the Student Association. The Student Association shall be responsible for making the results available to students.
- (6) It is suggested that the instructor and the Department's Chairperson (or Chair's designee) meet to review the results, as deemed appropriate.

- (7) **Summative Results**
Faculty shall receive summative results for each section they taught and combined summative results for multiple sections of courses they taught. Additionally, they will receive a departmental summary of the results for each course that they taught, provided that at least three instructors taught that course.

Department Chairpersons shall receive combined summative results for each course taught in the department and combined summative results for each course taught by each instructor in the department.

- (8) **Narrative Response Sheets**
Any instrument used to obtain narrative student opinions shall be administered, designed, and collected through a departmental process. Additionally, faculty will receive the completed narrative response sheets from their department office after final grades have been submitted.

1.12 ACADEMIC FREEDOM AND TENURE

The faculty of Monroe Community College hereby adopts the AAUP 1940 Statement on Academic Freedom and Tenure and subsequently approved Interpretive Comments (1970), as a fundamental guide for future deliberations and actions pertaining to academic freedom and tenure at this College.

CURRICULUM COMMITTEE

- 2.0 It shall be the responsibility of this committee to review all proposals for changes in the curricular offerings of the College, including new curricula and courses, major revisions or deletions of existing curricula and courses, and to recommend appropriate action to the Faculty Senate. It shall review the College's general education requirements and recommend any changes. It shall review the philosophy of the academic programs, and it may consider changes in courses and programs in all Divisions of the College.

2.1 CURRICULUM COMMITTEE PROCEDURES

2.1.1 Academic Process for Initiation of Curriculum Change (2004)

- (1) The Academic Process shall consist of action by the following: Curriculum Committee, the Faculty Senate Executive Committee, the Faculty Senate, and the Vice President for Academic Services. Approval by the President and the Board of Trustees may be necessary. State approval may also be required. All curriculum changes must follow the Academic Process unless otherwise stated.
- (2) The proposals for curriculum changes may be submitted to the Curriculum Committee by Department Chairpersons, individual faculty members, administrative personnel, and the Student Senate. Electronic forms are available on the MCC Curriculum Proposals Database. This database can be accessed through the MCC web site at: <http://www.monroecc.edu/go/curriculum>.

- (a) Faculty must submit proposals for departmental discussion and approval.
 - (b) The Division Dean shall then review proposals, resolve any conflict or confusion within the division, and forward them with pertinent comments to the Dean of Curriculum and Program Development.
- (3) The Dean of Curriculum and Program Development shall review all proposals and forward them to the Committee.
- (4) The Curriculum Committee will review the proposals. Upon review, proposals will be posted electronically for faculty review for ten (10) working days. Comments may be submitted by clicking on Respond to the Document while in "Posted for Faculty Review." Comments will be sent electronically to the Committee Chairperson. After the posting period is complete, the Curriculum Committee will review comments and vote on the proposals.
- (5) Faculty, staff and administration shall be notified electronically of curriculum proposal postings. Electronic versions of proposals posted for faculty review are available on the MCC Curriculum Proposals Database. This database can be accessed through the MCC web site at:
<http://www.monroecc.edu/go/curriculum>.
- (6) If Faculty Senate vote is not required, the proposal will be forwarded to the Dean of Curriculum and Program Development and the Vice President for Academic Services.
- (a) Faculty Senate vote is required for New Program, Program Revision and Program Deactivation proposals.
 - (b) Faculty Senate vote is required for any proposal receiving negative comments during Curriculum Committee review or Posting Period that cannot be reconciled.
 - (c) Faculty Senate vote is not required for New Course, Course Revision, Course Deactivation, Special Studies and Achievement Award proposals.
- (7) For proposals receiving comments during Curriculum Committee review or Posting Period that cannot be resolved, the Curriculum Committee will hear the proposal and call an open hearing if necessary or requested by any interested party. If not resolved, the Curriculum Committee will forward the proposal to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee may hold an open hearing if necessary or requested by an interested party. The Faculty Senate will vote to forward the proposal to the Vice President for Academic Services. The Vice President must approve or disapprove any proposal within thirty (30) working days. If disapproved, the rationale for disapproval will be forwarded to the proposer of the proposal and the Curriculum Committee.

- (8) A proposal may be withdrawn by the proposer at any time during the Academic Process.
- (9) Curriculum Committee will inform proposer of refusal and rationale.

2.1.2 Curriculum Changes – Courses

(1) New Courses

New Courses are courses which will become a permanent part of the College curriculum. New course proposals will follow the academic process as specified in 2.1.1(1) through (9).

(2) Course Revision

A course revision is the addition or deletion of a prerequisite, revision of a course description, major changes in course content, credit changes, or any changes in interdisciplinary courses. Course revision proposals will follow the academic process as specified in 2.1.1(1) through (9).

Editorial changes such as a change in prefix, number, title and/or catalog description without changing the course content will be submitted to the Dean of Curriculum and Program Development through the Division Dean. Such changes will not follow the Academic Process but will be reported to the Committee.

(3) Course Deactivations (temporary and permanent)

Course Deactivation is the deletion of the course from the College Catalog. Course Deactivations will follow the academic process as specified in 2.1.1(1) through (9).

- (a) Departments shall review course offerings each year.
- (b) Proposals for course deactivation shall be submitted to the Dean of Curriculum and Program Development who will notify all affected departments. Proposals must include documentation indicating the rationale for proposed course deactivation.
- (c) A course temporarily deactivated may be reinstated in its original form without review by the Committee. Proposals for reinstatement shall be proposed to the Division Dean and, if approved, shall be submitted to the Dean of Curriculum and Program Development for approval. If the request for reinstatement does not originate with the department offering the course, the recommendation of the department shall be requested before review and approval.

(4) Special Studies

Special Studies is a general heading for experimental courses or those for which the demand is untested, unknown, immediate, or temporary. Special Studies will follow the academic process as specified in 2.1.1(1) through (9).

- (a) A Special Studies course may be submitted to the Curriculum Committee which may recommend approval by the Vice President for Academic Services. A Special Studies course may be in the areas of Humanities, Social Sciences, Mathematics, Natural Science or Health/Physical Education. Sequential course numbers 180 through 189 and 280 through 289 will be reserved for each Department's Special Studies; and each will have the option to select the most appropriate title. A Special Studies course designated as 280 through 289 would reflect a more sophisticated level of study, usually requiring a prerequisite. A Special Studies course may be submitted as a general elective or as an elective in the areas of Humanities, Social Science, Mathematics, Natural Science or Health/Physical Education with the approval of the respective division. A Special Studies course may be submitted for program elective at the discretion of the Department. A Special Studies course may not be submitted as a program requirement or as a requirement in areas of Humanities, Social Science, Mathematics, Natural Science or Health/Physical Education.
- (b) Any approved Special Studies course is approved for a period of two (2) years commencing at the beginning of the next semester. After the two year period, the course will be automatically discontinued. Permission for an extension may be granted by the Curriculum Committee under special circumstances if requested by the Department. Prior to the assembly of the master schedule, the Vice President for Academic Services will provide a list of approved Special Studies courses to the office of Records and Registration. The Special Studies may be proposed as permanent courses by the Department through the established procedures for New Courses.
- (c) Special Studies courses are not subject to the Catalog/Master Schedule deadline dates and may be implemented at any time following approval.
- (d) A printed list of Special Studies courses will be maintained in the office of the Dean of Curriculum and Program Development.

2.1.3 Curriculum Changes – Programs (2004)

(1) New Programs/Advisement Sequences

New Programs/Advisement Sequences are new degree areas of study including: Certificate, Associate in Arts, Associate in Science, and Associate in Applied Science programs.

New Programs/Advisement Sequences which are proposed will be reviewed for comments by the offices of Admissions and Career Center as well as those listed in 2.1.1(2)(a) and (b).

New Programs/Advisement Sequences will follow the academic process as specified in 2.1.1(1) through (9).

Following approval by Curriculum Committee after the posting period, New Program/Advisement Sequence proposals will be presented to the Faculty Senate Executive Committee prior to Faculty Senate vote. Proposals for New Programs must be approved by the Vice President for Academic Services, President, Board of Trustees, and the State University of New York. They must be registered with the State Education Department.

(2) Program/Advisement Sequence Revisions (2005)

Programs/Advisement Sequence Revisions are the modification of any existing certificate or degree program. Program/Advisement Sequence Revisions will follow the academic process as specified in 2.1.1(1) through (9).

- (a) Editorial changes such as a change in title and/or catalog description without changing the program content will be submitted to the Dean of Curriculum and Program Development through the Division Dean. Such changes will not follow the Academic Process but will be reviewed and approved by the Curriculum Committee chair who will report such changes to the Committee.
- (b) Following approval by Curriculum Committee after the posting period, Program Revision/Advisement Sequence proposals will be presented to the Faculty Senate Executive Committee prior to Faculty Senate vote. Program Revisions must also be approved by the Vice President for Academic Services. The Dean of Curriculum and Program Development will submit title changes and major Program Revisions to the State University of New York and State Education Department. Major Program Revisions must be registered with the State Education Department.

(3) Program Deactivation/Discontinuance

Program Deactivation is the deletion of the program from the College Catalog. Program Discontinuance is the permanent deletion of the program from the College Curriculum.

Program Deactivations/Discontinuance will follow the academic process as specified in 2.1.1(1) through (9).

- (a) Proposals for Program Deactivation/Discontinuance shall be submitted to the Dean of Curriculum and Program Development who will notify all

affected departments. Proposals must include documentation substantiating the need for the proposed Program Deactivation.

- (b) A printed list of Program Deactivation/Discontinuance proposals will be compiled by the Dean of Curriculum and Program Development after the deadline for proposal submission.
- (c) The Dean of Curriculum and Program Development will submit to the State University of New York and the State Education Department a printed list of Program Discontinuances with the effective dates.

(4) Achievement Awards

An Achievement Award is a written record of achievement or performance which may be granted to students who have successfully completed a credit or non-credit course or structured series of courses which has been established for a specific purpose and includes performance-based outcomes objectives. Achievement Awards should include general education courses. Credit courses offered in Achievement Awards should articulate with an existing certificate or associate degree program.

Achievement Awards will follow the academic process as specified in 2.1.1(1) through (9).

The Curriculum Office will maintain a list of approved Achievement Awards and submit to the Curriculum Committee an annual list of those Achievement Awards. The Curriculum Committee may request evaluation reports on any of the Achievement Awards and recommend discontinuance if appropriate.

During the review and approval process, proposals will be submitted to the following offices for comment: Records and Registration, Counseling Center, Admissions, and Workforce Development and Technical Education.

2.2 COOPERATIVE EDUCATION (1990)

- 2.2.1 Cooperative Education at MCC is a credit bearing academic program that allows day or evening students to work at a job related to their college major or career interest, while continuing an appropriate classroom education.
- 2.2.2 Cooperative education credit may be awarded for cooperative education courses which have been approved through the existing curriculum development procedures.
- 2.2.3 Cooperative education may be taken as a

Program requirement (e.g., retailing, food service, etc.)

Program elective (e.g., business)

General elective (e.g., liberal arts)

Program add-on credit

Substitute for existing required courses with the approval of the chairperson of the department that sponsors the program.

2.2.4 The maximum amount of credit that may be awarded for a cooperative education experience is six credit hours.

- (1) The first four credit hours will be earned by:
 - (a) Entering into a learning contract that relates classroom learning to the job situation. The contract will be developed by the student, College and employer. This contract will contain job performance objectives which will:
 - (i) State what is to be learned in terms of desired outcomes
 - (ii) Establish a method of evaluating the level of achievement
 - (iii) Reflect the approval of the Director of Cooperative Education or the Coordinator of the cooperative education course.
 - (b) Participation in a weekly cooperative education seminar
 - (c) Participation in at least 225 hours of supervised work experience
- (2) An additional two hours of credit may be earned in a subsequent semester if the student:
 - (a) Demonstrates through a learning contract that there will be a significant differentiation of role and an expansion of responsibility
 - (b) Participates in at least an additional 225 hours of supervised work experience
- (3) A student who wishes to participate in a cooperative education program generally will have attained at least 24 credit hours and have maintained a GPA of 2.00 or better. In some instances students not meeting the above qualifications may be admitted with the permission of the Director of Cooperative Education and the appropriate Department Chairperson.

2.3 CONTINUING EDUCATION UNIT (C.E.U.) (1990)

2.3.1 Definition of Continuing Education Unit (C.E.U.)

The faculty of Monroe Community College hereby adopts the Continuing Education Unit (C.E.U.) as a means of recording, accounting, and providing recognition for student achievement in noncredit courses, programs and educational activities. One (1) C.E.U. is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction".

The C.E.U. will be used as a unit of measure to give recognition for an individual's participation in noncredit activities which meet the appropriate nationally endorsed criteria and as an accounting unit of an institution's total noncredit courses, programs, and activities.

The College will adhere to the guidelines on use of the Continuing Education Unit as set forth in the SUNY Chancellor's Memorandum to Presidents dated December 3, 1976, and the Commission on Colleges of the Southern Association of Colleges and Schools, Guidelines on the Continuing Education Unit, 1973.

The Office for Community Education and the Office for Corporate and Community Based Programs determine in advance, according to SUNY guidelines, the C.E.U.'s to be awarded to individual participants who meet the criteria for satisfactory completion of the educational experience.

2.3.2 Administration of the Continuing Education Unit (C.E.U.)

A permanent record of student's participation in noncredit continuing education activity for which C.E.U.'s have been awarded will be maintained by the Office of Registration and Records, and a student may request and obtain an official College record of C.E.U.'s earned.

The official College record (student transcript) to be maintained will include: the name and address of the individual participant, social security number of the participant, title of the program activity, the semester in which the program activity took place, and the number of C.E.U.'s awarded.

The Office for Community Education and the Office for Corporate and Community Based Programs will retain as part of its record; a brief description of the program or activity giving some indication of content, level, objectives and format, location of the program, starting and ending dates of the program activity, name of the instructor, and cooperating organizations such as a company, agency, or association. Records will be maintained to allow periodic reporting of C.E.U.'s awarded in total during specific time periods such as a semester or a year.

2.4 GUIDELINES ON COURSE LEVELS

2.4.1 College Level

(1) Definition:

"A college level course is one whose content represents a post-secondary learning experience. A college level course will qualify for credit toward a degree or certificate at Monroe Community College."

(2) A college level course should conform to the spirit and intent of the following guidelines:

- (a) The course content should meet the educational quality, learning outcomes, and level of complexity and depth for college level courses as designated by the faculty of the department offering the course through the curriculum process.
- (b) The course should be in accord with guidelines for granting credit as specified by the State University of New York.
- (c) Course content criteria as specified by professional accrediting units of professional organizations should be considered.
- (d) The course content should parallel content in courses taught for credit in the first two years of other SUNY units and community colleges in general.
- (e) The course content should not duplicate a high school course that is generally required for a local New York State high school diploma.
- (f) The course content should be educationally appropriate as a post-secondary learning experience as evidenced in curriculum, degrees, and course requirements.

2.4.2 Remedial/Developmental

"College remedial/developmental courses are those which primarily serve to overcome deficiencies which would prevent a student from succeeding in college level courses. These courses will carry imputed² credit."

² Imputed credit is defined as credit earned which cannot be applied toward a degree or certificate or used to calculate a student's grade point average at Monroe Community College, but carries with it eligibility for state financial aid.

2.5 GUIDELINES FOR DEPARTMENTAL REVIEW/PLANNING/BUDGETING (JANUARY 1996)

(Note: This policy is in its developmental stages for the 1996-1997 academic year. It supercedes the January 1988 Policy found elsewhere in the Policy Manual¹)

2.5.1 Purpose

- (1) To assess the Department's relationship with and contributions to the college's mission, students, faculty and community.
- (2) To provide the broad background necessary for informed decision-making.
- (3) To determine the Department's future directions, curriculum, and allocation of fiscal and human resources.

2.5.2 Method

- (1) Division Deans are responsible for overseeing their department's review/planning/budgeting processes and integrating them within the Division.
- (2) The Department Chair, working closely with Department members and the Division Dean, heads the process in his/her Department. Departments evaluated by professional accrediting teams may want to use their self-evaluation reports as part of this process.
- (3) Chairs and Deans are encouraged to invite internal and external consultants frequently. Outside consultants are required every five years.

2.5.3 Timeline for process

- (1) First Year: Each Department will
 - (a) assesses its unique situation.
 - (b) reviews pertinent information (see Appendix B).
 - (c) determines how best to serve students, faculty, and community during the next five years.
 - (d) responds to divisional or college-wide issues
 - (e) responds to special initiatives requested by the Department/Program Review Committee
 - (f) decides the necessary steps (action goals) for the coming year.

Each department will submit an annual set of goals tied to the college's strategic plan, report at regular intervals as requested about its progress toward achieving the goals, and submit a summary of progress at the end of each academic year.

- (2) Years Two Through Five: Each year, departments will:
 - (a) assess their progress in accomplishing the previous year's action goals.
 - (b) review pertinent data and their five-year plan.

- (c) adjust or change, based on events of the previous year plus new information.
 - (d) decide action goals for the coming year.
- (3) End of Fifth Year

Departments provide a brief narrative summary of the previous five years, attach the five yearly plans and budgets, and send them to the appropriate Vice President, who will assign an outside consultant(s) to visit, assess the department and offer recommendations. The outside consultant(s) will be representative of the discipline(s) of the department, and be selected based on input and discussion with the department/chair/director, faculty and division dean. Guidelines and forms for the fifth year will be provided by the committee.

- (4) The cycle begins again.

The department/program review committee will assist the departments and coordinate the overall review process. The committee may require that departments respond to special divisional or college issues, or report on special initiatives. (See Appendix A for assigned responsibilities.)

2.6 GUIDELINES FOR DEPARTMENTAL PROGRAM REVIEW (December 2003)

Phase One: Resources/Processes

Establish/Confirm Program Advisory Board

Each degree program is to have an Advisory Committee—standing or ad hoc. For certificate programs and advisement sequences that are closely related to a degree program, reviewers may seek input from the same advisory committee that advises the department on the degree program. For programs that are accredited by an external agency, the agency may be considered to be the advisory committee. Further, a description of the agency and its review team and a copy of the accreditation report and recommendations may stand in place of the materials called for in this section.

Establishment --

- Establish a degree program advisory committee if one is not already in place.

Function –

- Develop a brief report endorsed by the committee articulating the purpose, goals and activities of the committee.

Select Members –

- List the committee membership (names, titles, contact information)
- Indicate how the committee’s design ensures the achievement of the committee’s goals.

Meeting schedule – annual, semiannual or biennial

- Indicate actual and projected meeting dates.

- Provide the minutes from the advisory committee meetings of the previous three years and during the period of review.

Establish and Assess Program Goals

Number of Incoming Students Annually

- Review program enrollments (headcount) for the past three years
- Monitor and report enrollment for the period of review and project the goal for the subsequent three years.
- Report and comment on (if appropriate) the demographics of the students enrolled in the program during that period.

Graduate Goals (Placement, Salary, Licensure)

- Review graduate placement, salary and licensure data for the past three years
- Monitor and report this data for the period of review and project goals for the subsequent three years.

Faculty/Student Ratio

- Review Faculty/Student Ratio data for the past three years
- Monitor and report the ratio for the period of review and project goals for the subsequent three years.

Retention Data

- Review retention data for the past three years. Retention will be measured for the program based on the retention definition used by State and Federal agencies. This definition requires colleges to report retention as the percentage of a cohort that transfers, is graduated or persists in three years after matriculation.
- Monitor and report this data for the period of review and project goals for the subsequent three years.

Faculty Resources – Full-time, part time, adjunct in the program area

- List all faculty full time faculty members who teach/have taught at least one course that is a program requirement or program elective over the period of review. List from longest-tenured to most recently hired. Include name, start date at MCC, rank, highest degree.
- Indicate the number of part time and adjunct faculty who have taught such courses during the same period.
- Report the number of FCH (full-time, part-time and adjunct) used to teach the program during the past three years.
- Project anticipated changes, if any, for the next three years.
- Describe the availability of full-time, part-time and adjunct faculty based on search experiences over the past three years. Report any known factors that may change the level of availability over the next three years.

Review Faculty Professional Development/Demographics

- Describe the professional development activities undertaken by members of the department over the past three years and during the period of review as they relate to the goals for this program.
- Describe areas of need for professional development in relation to program goals for the next three years.
- Provide a summary of the demographics for the faculty group listed.
- Project possible changes for the next three years and report departmental goals and expectations for how those changes relate to program goals.
 - Departments may wish to consider the disciplines in which specific faculty members are credentialed and determine which of those credentials the department is likely to lose to retirement in the future.
 - Departments may wish to consider whether the available faculty (full time, part time, adjunct) are sufficient in number to cover all program courses in the event of the loss or illness of a faculty member.

Identify Unique/Innovative Aspects of the Program

- Describe the unique/innovative aspects of this program.
- If the program is accredited, has applied for accreditation or the department plans to apply for accreditation in the next three years, describe the program's accreditation status and identify the accrediting agency.

Review and Assess Administration and Resources Information

Marketing Initiatives

- Describe any marketing initiatives unique to this program that have taken place over the past three years and during the period of review.
- Indicate what initiatives, if any, are needed to meet program goals for the next three years.

Operational Leadership of Department

- Describe the leadership/governance system used by the department over the past three years and during the period of review.
- Describe any foreseeable changes in the leadership and/or governance system planned by the department.

Support Staff

- List all departmental staff members not listed in the faculty section who provide/have routinely provided service to this program over the past three years and during the period of review. List from longest-tenured to most recently hired. Include name, start date at MCC, title and rank.
- Report any anticipated changes in the next three years and assess the impact of those changes.

Budgetary Process and Fiscal Support

- Describe the budgetary process used by the department over the past three years and during the period of review.
- Describe the adequacy of the fiscal support in terms of meeting program goals.
- Report revenues and expenditures for the past three years.

- Describe any anticipated changes in revenues and expenditures in the next three years and assess the impact of those changes.

Review Ancillary Internal Resources

Library resources

- Describe library resources on campus and available to the campus in support of the pedagogical core requirements of this program.

Audio-visual support resources

- Describe the adequacy of the instructional technology used in this program.

Learning center availability

- Describe the use of the Learning Centers by students/faculty in this program. Assess the adequacy of this resource.

Computer resources (hardware, software and technical support)

- Describe the adequacy of computer resources used in this program.

Opportunities for technologically based instruction and alternative learning formats

- List program requirements and electives that are taught through alternative formats or have been taught in such modalities in the past three years or during the period of review.
- Indicate if any section of a course has been taught online, as a hybrid, as web-enhanced, as a telecourse, or in another modality.

Technology replacement plans

- Describe the technology replacement schedule currently in use and project the replacements scheduled for the coming three year period.

Phase Two: Pre-Program Review Checklist

Develop and/or Review Student Outcomes

Learning Objectives

- List the Student Learning Outcomes for the program.
- Describe which courses in the curriculum contribute meaningfully to the achievement of each outcome.

Behaviors indicative of objective mastery

- Describe how students will demonstrate the achievement of the program outcomes.

Designing measures

- Review Program Assessment guidelines and design measures to be used in the assessment process.

Develop and/or Review Administrative Outcomes

Program viability

Enrollment

- Identify the ideal enrollment for this program and assess the likelihood of enrollment growth or declines in the next three years.
- Identify challenges that would result from any anticipated changes.

Environmental scan

- Investigate the community need for the graduates of this program.

Placement

- Review placement data of the past three years and project the expectations for placement for the next three years.

Graduation rates

- Review the program's graduation rates of the past three years and project any expectations for change in the next three years.

Student to resource ratio

- Estimate and report the cost per student and comment on the impact of the program's status in this regard.

Phase Three: Student Outcomes Assessment

Programs will assess student outcomes by identifying samples, collecting, analyzing, and interpreting data. Programs should also assess the program's strengths, opportunities, areas needing improvement and potential threats. See current SUNY Guidelines for requirements. As of August 12, 2003, the Guidelines were as follows.

SUNY Guidelines for the Implementation of Campus-based Assessment of the Major

Revision: August 12, 2003

I. General

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students.

II. Guide for the Evaluation of Undergraduate Academic Programs

It is important to note that the assessment of student learning outcomes comprises only a part of the comprehensive program review process academic programs should undergo on a regular basis in order to stay current and provide the best possible education to their majors. The recently revised *Guide for the Evaluation of Undergraduate Academic Programs*¹ is a helpful working document accepted by the faculty for guiding program review and the Provost's Advisory Task Force on the Assessment of

Student Learning Outcomes recommends that the assessment of student learning outcomes in the Major be carried out within the broader framework of the University Faculty Senate's guidelines.

III. Requirements

All programs should meet the following requirements in carrying out their assessment plan:

- Programs should complete one cycle of assessment every five to seven years. If a review of the major has not been done within the past decade, it should occur early in this cycle;
- Programs should include measures of student learning outcomes in their plans;
- Programs should seek review of their final assessment report by an external review team, including a campus visit and report to the chief academic officer;² and,
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes.

IV. External Review Team and Report

The purpose of the external review is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and weaknesses of campus programs, so as to provide the basis for improvement. While issues related to funding levels may have some relevance, the focus of the review should be on the academic enterprise and on steps that could and should be taken to improve the program within available funding levels. Also, given the importance of good governance, it would not be inappropriate for the external review team to examine the effectiveness of program leadership and the level of functional collegiality within the department.

Many programs are reviewed regularly for reaccreditation purposes by an external review team whose membership is determined by a professional accrediting body. The membership of external review teams for all other programs should be discussed between the program/department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate. The campus chief academic officer should make the final determination. In general, external review teams should consist of not less than two (2) persons³ who have no academic, professional or other significant relationship to full-time faculty in the program/department⁴, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group (equivalent to being in the same Carnegie class and having similar program size, scope and statistical, or perceived reputational ranking).

The report from the external review team should include:

- The date of the campus visit and a list of the people whom the team met during the visit;
- The team's assessment of the program, including major strengths and weaknesses; and
- The team's recommendations to the chief academic officer for program improvement.

V. Reporting Requirements

By June 1 of each year, chief academic officers should submit to the Office of the Provost:

- A list of the academic programs reviewed during the previous year;
- For each program that was reviewed:

The departmental or program Self-Study document, which should include the *Program Data Summary Table*.

The completed *Assessment of Student Learning Outcomes in the Major Summary Report*; and

The report of the external review team;

- A list of the programs scheduled for review during the next academic year.

VI. Additional Information and Recommendations

Please consult the Report of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes (pp. 32-36, printed version) for additional information and recommendations regarding the assessment process for the major.

1 The current version was approved by the University Faculty Senate and endorsed by the Faculty Council of Community Colleges in 2001.

2 This could become a part of a more comprehensive, cyclical departmental or school review.

3 Ideally there should be a third reviewer, from an unrelated department on the campus itself.

4 Two-year career programs may include one Advisory Board member as part of each review team.

Phase Four: Actions for the Future

Develop Responses and Recommendations:

Following the compilation of the data for this review, provide a departmental response to the findings, as well as an assessment of the process itself. Finally, develop a series of recommendations within the following framework:

Maintain, expand, terminate or revise program structure

- Indicate the plan for the future of the program.
- Detail the rationale for the recommendation.

Change course/program objectives, outcomes or curriculum

- If the recommendation is to revise the program structure, detail the changes to be made and provide a timeline for the completion of those changes.

Professional development planning

- Reflect on the review of the professional development in the program that was created for Phase One of this report.
- Detail the plan for the use of professional development as it relates to program goals.

Fiscal, physical and modality resource planning

- Reflect on the review of the fiscal, physical and modality resource planning in the program that was created for Phase One of this report.
- Detail the plan for resources in the future as it relates to program goals.

External validation

- After incorporating the recommendations of the advisory committee into the final version of this review, attach a summary assessment report of the committee regarding the process used for this review and the outcomes generated by that process.

- In particular, attach the advisory committee's validation of the recommendations to be filed with this review.

Student availability

- Comment on the incoming student interest in the program as measured by enrollments.
- Assuming the program has community/employer support philosophically, what efforts are those stakeholders making to support the recruitment of students into the program?

Other recommendations

APPENDIX A

Responsibilities for Implementing the Department/Program Review Process

Listed below are responsibilities of key players in the Faculty Senate Department/Program Review Process.

- A) Faculty Senate Department/Program Review Committee
- (1) Implement as appropriate, the recommendations of the Task Force Report on Budgetary Implications for Curriculum Development.
 - (2) Provide overall coordination of the department/program review process
 - (3) Conduct orientation to department/program review process for departments
 - (4) Provide technical assistance to departments during the department/program review process
 - (5) Work with nonacademic departments to establish necessary procedures for their inclusion in the department/program review process.
 - (6) Review and comment on departments' annual department/program review reports
 - (7) Provide reports to the Faculty Senate and appropriate Vice President as requested
- B) Department Chairs and Faculty
- (1) Implement the department/program review process, conducting research and developing responses as appropriate
 - (2) Prepare and submit annual department profiles and department plans, to include annual indicators of department health
 - (3) Attend orientation sessions
 - (4) Meet with other college offices for necessary data

- (5) Conduct necessary surveys
- (6) Coordinate external consultants if desired

C) Division Deans

- (1) Provide oversight of departments' implementation of the department/program review process
- (2) Identify divisional issues to be addressed during the department/program review process
- (3) Identify division-wide indicators to be incorporated into Department Profiles
- (4) Review and comment on departments' annual indicators
- (5) Receive and comment on departments' annual reports, and forward them to Committee and Academic Vice President

D. Academic Vice President

- (1) Review and approve department/program review process
- (2) Review and approve departments' annual reports
- (3) Identify college-wide issues to be addressed during the department/program review process
- (4) Identify college-wide indicators to be incorporated into department profiles
- (5) Implement "fifth year" outside consultant's assessment of departments

E. Curriculum Office

- (1) Assist Faculty Senate department/program review committee
- (2) Assist departments in implementation of department/program review process
- (3) Coordinate collection of data for department/program review process

Notes: As non-academic departments are included in the department/program review process, the Vice President for Student Services and the Vice President for Educational Technology Services will assume similar responsibilities as detailed for the Academic Vice President.

In general, the department/program review process is driven by the departmental faculty in that they conduct the review process including the identification of department indicators. The divisional deans provide oversight and evaluation of the departmental reports and are given the opportunity to input divisional issues. The Academic Vice President provides final approval of the process and the departmental reports, and is given the opportunity to input college-wide

divisional issues. The Faculty Senate Committee coordinates the overall process and directs implementation through the guidelines.

APPENDIX B

Pertinent Information for the Department/Program Review Process

To support the faculty Senate's Department/Program Review Process, the Committee will provide each department with information relative to their operations. The statistical profile may include the following elements:

Enrollment (3-Year Trends)

- Requests for information by program
- Applicants by program
- New admits (applications/registrants)
- Headcount and FTE by various categories (both demographics and site)
- Enrollment by key courses (as required)

Student Success

- Transfer and placement rates
- Program changes
- Grade distributions
- Retention by year in program
- Retention in key courses (as requested)

Curriculum Development

- Accreditation status
- Curriculum Committee actions
- Date of last course outline and program updates
- Inventory of courses (SCH, FCH, class size, lab fees, etc.)
- Review of 2+2 and articulation agreements

Productivity

- Student/Faculty ratio data
- History of course offerings and enrollments by semester (as requested)
- Learning Center FTE history
- Faculty workload distribution
- Revenues/expenditures report

Faculty Profile

- By rank
- By term appointment

Additional Information provided by the department

- Advisory committee minutes
- Faculty evaluation by students
- Student follow-up post graduation
- Employee comments
- Retention activities/initiatives
- Responses to data provided

Responses to other college programs
Outcomes
Advisement

APPENDIX C

Aspects to Consider in Setting Goals

These are aspects that might be pertinent to your department in setting its goals. Each department's situation differs; some are growing, some shrinking, some changing focus; some are concerned about retention; high-risk courses; low student demand; others about staff, changing faculty needs, or static course offerings. The questions below are designed only to stimulate thinking. Not all would pertain to a given department, and there likely are others that should pertain.

Goal Setting/Planning Budgeting

Section 8 below is the key to setting and budgeting for your goals. To assist in answering the questions in Section 8, work through Sections 1-7, utilizing those appropriate to your department.

(1) Courses/Curriculum

Should some courses be eliminated? Added? Changed in focus? Should a program be dropped? Why? What data indicate this? Should times, locations, frequency of offerings change? Should entry skill levels be established? Why?

(2) Facilities

Do you have needs that are not currently being met? What do you project as needs in the next five years? Do you have supporting data? Have your needs changed? What will be the impact of such changes on facilities? Have you consulted with the Facilities Committee? What steps have you taken so far?

(3) Equipment

Do you have equipment needs that are not being met? What kinds of equipment will you need in order to be up-to-date in five years? What are your supporting data? Do you have an equipment plan?

(4) Students

What are the enrollment trends for your department? What are the projections?

Are there new student populations you can identify (B.S. degree holders, students home from other colleges in the summer, mature adults, employed workers, high school students, etc.)?

Do you need to recruit additional students for particular courses? What steps do you plan to take? What do students feel are the strengths of your department? Weaknesses? How do you know? Is retention low in certain courses? Do you know why? Are graduates successful? How do you know?

(5) Faculty

What has the department's faculty done recently to stay current in the field, acquire new competencies, or enrich their knowledge of their discipline?

Which competencies does your department need that it does not now have? Is there any plan to acquire them?

How do your faculty enrich the College community? (Offer seminars, lectures, materials, assist governance, students, etc.)?

(6) Support Service

What impact will your planned changes have on support services, such as Library, Media Services, Learning Center, Admissions, Financial Aid, Counseling, Advisement, Bookstore, Publicity, Publications, Research, Foundation? Have you consulted with them and secured their support?

(7) Cost of Courses/Programs

What is the history of your program costs? Is your program cost effective? What can you do to help? Do your departments' budgets reflect your departments' priorities? The College's priorities? Is your student/faculty ratio satisfactory?

(8) Planning/Budgeting

What are your greatest needs -- long-term? Next year? Do you have a time line for addressing these? What were your goals last year? What are the successes? What remains to be done? What unanticipated events occurred? What three or four action goals do you want to accomplish next year? Have you budgeted for these? Are you seeking alternative funding (grants, donations, for example) for those not budgeted?

2.7 INDEPENDENT STUDY (2007)

2.7.1 Definition: Independent Study at MCC is a credit bearing study done by an individual student under the sponsorship of a faculty member who provides initial guidance, criticism, review and final evaluation of student performance. Existing courses in the MCC Catalog cannot be offered as Independent Studies.

2.7.2 Independent Study may be taken (in accordance with Student Program resolution Section 1.1.3) as a

- (1) Program requirement
- (2) Program elective
- (3) General elective

2.7.3 Credit

No more than 15 Independent Study credits may be granted toward a degree. Credit or a project will be determined jointly by the student, faculty sponsor and department chairperson to accurately reflect the time and work involved. A recommended guide for credit allocation is one credit hour for the equivalent of every forty-five sessions of student academic activities of 50 minutes duration each (37.5 clock hours).

2.7.4 Grade

The grade for Independent Study projects will be in accordance with the College's credit hours and quality points.

2.7.5 Approval

The student will obtain an application form from the Office of Experiential and Adult Learning and then should meet with the sponsoring faculty member who will initiate the approval process by completing in the Curriculum Database a proposal for the Independent Study including a short descriptive title, a prefix indicating the sponsoring department, a statement indicating that the course is not an existing course in the MCC catalog, the name and student number of the student, the reason for the Independent Study, the number of credit hours for the course, the academic activities required for completion of the course and the number of hours to be spent completing them in order to justify the number of credit hours to be awarded for the course, and how the grade is to be determined, including whether a final project or report is required and, if so, whether it will be archived in the library. The proposal must then gain the approval of the department chairperson, the Director of Experiential and Adult Learning, the Division Dean and the Dean of Curriculum, in that order.

2.7.6 Records

A paper copy of the application will be kept in the Office of Experiential and Adult Learning. The approved proposal will be kept in the Curriculum Database. The official College record (student transcript) will show the course prefix and the number 290 and a course title which will include the letters IS, for Independent Study, and a brief descriptive title, the sponsoring instructor, the credit hours and the final grade.

PLANNING COMMITTEE

3.0 It shall be the responsibility of this committee to participate in all aspects of long range planning including cultural changes, strategic planning, building programs, budget, facilities, accreditation and other matters relating to the Master Plan. It shall review and develop proposals encompassing the goals and mission of the College for submission to the President of the College through the Faculty Senate. (1989)

3.1 PLANNING COMMITTEE ROLE

3.1.1 Role in the Philosophy of Monroe Community College

The Planning Committee shall provide a forum for periodic examination of the philosophy of Monroe Community College.

3.1.2 Role in Strategic and Long Range Planning at Monroe Community College and in Setting of Continuing Goals.

It shall recommend, continually assess and make periodic revisions of priorities in the College statement of philosophy and goals. It shall have representation on committees involved in strategic, long range and facilities planning. To this end the Faculty Senate will maintain representation on such committees.

3.1.3 Role in Short-Term Goal Setting Process

As outlined below, the Planning Committee shall play an active role in the recommendation of short-term College goals.

- (1) After gathering faculty recommendations the Planning Committee presents its suggestions to the Faculty Senate Executive Committee.
- (2) The Faculty Senate Executive Committee presents recommended suggestions to the President.
- (3) President drafts College-wide goals.
- (4) Draft sent to Faculty Senate Executive Committee which sends it to Planning Committee for input.
- (5) Planning Committee seeks further input through the Senate and sends recommendations back to Faculty Senate Executive Committee.
- (6) Faculty Senate Executive Committee sends recommendations back to the President.
- (7) President reviews proposed College-wide short-term goals with the Board of Trustees.

- (8) President informs Faculty Senate Executive Committee and Planning Committee of final goals for the period.

3.1.4 Role in Evaluation of Goals

The Planning Committee shall be actively involved in the process by which Monroe Community College evaluates the success with which College goals, both long-range and short-term, are being achieved.

3.2 THE PHILOSOPHY OF MONROE COMMUNITY COLLEGE (2007)

3.2.1 College Vision

To make quality education and training accessible, thereby improving the quality of life of the individual and our community.

3.2.2 College Mission

The mission of Monroe Community College is to provide access to high quality education and training programs to a diverse community. Student success is the College's highest priority.

In fulfilling its mission, the College is committed to excellence in teaching, comprehensiveness, lifelong learning and citizenship. The College embraces its role as a stimulus for economic development and values partnerships, innovation and educational leadership.

3.2.3 Core Values

1. Shared vision and mission
2. Student success
3. Access
4. Lifelong learning
5. Excellence in teaching
6. Curriculum
7. Diversity
8. Civility and citizenship
9. Data-driven decision making
10. Teamwork
11. Partnerships
12. Effective communication
13. Institutional effectiveness
14. Assessment
15. Innovation

3.2.1 Strategic Plan Directions and Goals

DIRECTION 1 Promoting Excellence in Teaching and Learning

Student success and excellence in teaching are the hallmarks of the College. The College must keep effective teaching in front of competing priorities. In light of advances in pedagogy, fields of specialization, and technology, the College should make an aggressive commitment to ensure that faculty members have the knowledge, skills, tools and support necessary to maintain their excellence.

The quality of and access to our degree, certificate and training programs will remain priorities. Greater flexibility in the delivery of courses, programs, and services will be required to meet the needs of a variety of student populations. Traditional degree programs will continue to be the core of our curriculum. Programs must effectively incorporate traditional liberal arts with workplace-oriented knowledge and skills. Transfer programs should remain consistent with requirements of four-year colleges. Timely and efficient program and course approval processes will facilitate the continuous alignment of our curricula with the needs and goals of our students. This alignment will be measured on an ongoing basis through a broad and inclusive program of assessment.

The College is a community dedicated to advancing education through interdivisional cooperative efforts that maximize student learning. The College will take advantage of the diversity of the student body to promote respect within the College community and deepen awareness of our global interdependence. The College community must work collaboratively in the development of educationally purposeful activities and programs that expand the mind, enrich the character of the student, and promote academic integrity.

Goals:

- 1.1 Ensure that the priorities of teaching and learning are paramount in departments, courses and programs.
 - 1.1.1 Promote an environment in which scholarly activities are encouraged and rewarded.
 - 1.1.2 Support increased opportunities for professional development.
- 1.2 Adapt the design and delivery of courses, programs and services to address changing educational and training needs.
 - 1.2.1 Conduct market research and contract for delivery of industry-specific online courses for workforce training through the League for Innovation in the Community College Project SAIL.
 - 1.2.2 Design, negotiate and offer 2+2 online degree articulation programs with other SUNY campuses.
 - 1.2.3 Monitor and respond to student demand for online and web-based courses in terms of availability and niche programs.

- 1.2.4 Act upon the recommendations generated by assessment, program review and the Middle States review processes.
- 1.2.5 Incorporate critical thinking, information literacy and information management skills within courses.
- 1.3 Create a culture of assessment that celebrates improvement while addressing accountability.
 - 1.3.1 Track assessment conclusions and recommendations to assure compliance.
 - 1.3.2 Streamline systems aimed at providing faculty with relevant course assessment data.
- 1.4 Foster an environment of academic honesty and integrity while infusing an atmosphere of respect and responsibility throughout the College community.
 - 1.4.1 Seek college-wide endorsement of a civility statement and honor code.
 - 1.4.2 Promote cooperation across divisions focused upon citizenship, civility, and personal and academic accountability.
 - 1.4.3 Develop strategies to infuse existing programs and courses with the topics of citizenship, civility and respect, where appropriate.
- 1.5 Implement policies and processes for ensuring student success in our expanding distance learning programs.
 - 1.5.1 Benchmark success rates of students enrolled in SLN courses and modify policies and procedures to enhance retention.
 - 1.5.2 Conduct and analyze the Online Student Retention Survey and grade distribution studies annually.
 - 1.5.3 Explore opportunities for integrating the new SUNY online course management system with MCC Banner.
- 1.6 Integrate global perspectives into academic and co-curricular programs.
 - 1.6.1 Insert global perspectives, where appropriate, into new courses and programs through the curricular processes.
 - 1.6.2 Conduct departmental reviews of all courses to explore opportunities to integrate global perspectives.
 - 1.6.3 Capitalize upon the diversity of the College community to promote awareness of global perspectives.

DIRECTION 2 Enriching and Broadening the Student Experience

The College will continue to be a center for learning both within and beyond the classroom. Services, programs and educationally purposeful activities should be provided to build a collaborative, supportive, intellectual and engaging environment for all students. These learning experiences should empower students to take responsibility for their educational success and engage in the life of the College and our community.

Instilling a consciousness of civility, decency, respect and sensitivity to members of the College community is paramount. Similarly, citizenship through community service should be encouraged. Partnerships between academic and student services will be particularly critical in providing the groundwork for a focused learning community for students that recognizes the uniqueness of individuals.

Comprehensive career planning and academic advising services must continue to be enhanced to meet the broad-based needs of students. Expanding the use of technology in services and co-curricular activities must be emphasized to meet the academic,

personal, cultural and social development of students. Greater flexibility in the delivery of courses, programs and services will be required. Strategies to retain students must be strengthened.

Goals:

- 2.1 Foster an atmosphere that encourages and promotes citizenship, civility and civic engagement.
 - 2.1.1 Design and implement cooperative academic and cocurricular programming focused upon citizenship, civility and civic engagement.
 - 2.1.2 Expand student engagement in community service through classroom and service-learning initiatives.
 - 2.1.3 Infuse existing college programs and courses with topics of citizenship, civility and civic engagement.
- 2.2 Empower students to take responsibility for their educational success and engagement in the life of the College and the community.
 - 2.2.1 Encourage collaboration on special projects targeting strategies for student engagement and success.
 - 2.2.2 Expand opportunities for civic involvement through student clubs, student leadership programs, service learning and other activities.
 - 2.2.3 Strengthen efforts to assess patterns of student engagement and success; provide opportunities for college-wide dialogue regarding assessment outcomes.
- 2.3 Maximize student learning opportunities through partnerships and collaborations.
 - 2.3.1 Foster partnerships with four-year academic institutions and employers to enhance and expand transfer and employment opportunities for students and graduates.
 - 2.3.2 Explore using the concepts in the document, *Learning Reconsidered*, as a philosophical framework to promote collaborative efforts that enhance the quality of learning and the student experience.
 - 2.3.3 Collaborate with Rochester Area Colleges (RAC) and student leadership groups on innovative student learning projects.
- 2.4 Prepare students to engage in a global economy and culturally diverse world.
 - 2.4.1 Assess the viability of expanding study abroad opportunities for students.
 - 2.4.2 Increase academic and co-curricular initiatives that integrate globalization and international concepts into the learning process.
 - 2.4.3 Explore educational opportunities for collaboration with international institutions.
- 2.5 Expand learning opportunities beyond the classroom.
 - 2.5.1 Promote and expand service-learning opportunities and volunteerism.
 - 2.5.2 Create environments and promote instructional strategies that encourage course-based student learning groups.
 - 2.5.3 Partner with community-based service providers and civic organizations to link classroom learning to community needs.
 - 2.5.4 Expand upon residence hall learning opportunities.

DIRECTION 3 Responding to Enrollment, Community, and Workforce Needs

The College will respond to community and workforce needs by strengthening enrollment initiatives and strategic partnerships. Enrollment must be a college-wide responsibility. Competition for student enrollment will increase dramatically due to projected declines in the Monroe County population and high school enrollment. Consequently, the College will be compelled to aggressively identify and secure new student populations and improve retention. Innovative and responsive curricula, co-curricular activities, services, public relations and marketing will be critical in attracting new and diverse student populations. Strategic partnerships with high schools, colleges and community agencies will also play a significant enrollment role. Likewise, the College will need to broaden its image among its various constituencies to emphasize the College's comprehensive nature. This image building will require ownership by all members of the College community.

Evolving industry needs and expectations will require the College to train and educate a competitive workforce to support and strengthen the local economy. The College must respond rapidly and appropriately in the design and delivery of credit, non-credit and credentialed workforce skills training. Strategic partnerships will play a significant role in increasing programs and services to the workforce sector and strengthening the economy of the area.

Mutually beneficial partnerships with community-based organizations and government agencies will continue to emerge. These partnerships will be an invaluable resource in growing enrollment and addressing workforce needs as the College responds to the community within the scope of its mission.

Goals:

- 3.1 Enhance the College's visibility, positive image and brand through marketing, public relations and other strategies.
- 3.1.2 Develop a high impact image campaign resulting in widespread awareness of MCC among key constituents and stakeholders.
- 3.1.2 Implement marketing strategies in support of the brand and image.
- 3.2 Increase market share of currently served populations and identify new student cohorts.
- 3.2.1 Intensify efforts to increase market share of recent high school graduates including "students with choice."
- 3.2.2 Develop and promote programs for adult students, particularly those who reside outside of Monroe County.
- 3.2.3 Develop cost-effective strategies to attract larger numbers of international students with a particular emphasis on Ontario, Canada.
- 3.2.4 Aggressively develop programs related to careers in education.
- 3.2.5 Fully explore the potential for growth in contract credit offerings.
- 3.2.6 Investigate the addition of post-baccalaureate certifications for students seeking specific job skills.

- 3.3 Maintain and develop new partnerships with high schools, colleges and community organizations in an effort to increase enrollment.
 - 3.3.1 Identify programs and services to better reach the academically disenfranchised.
 - 3.3.2 Collaborate on programs, services and initiatives to attract “students with choice.”
- 3.4 Pursue and expand partnership opportunities with business and community organizations in response to changing workforce and community needs.
 - 3.4.1 Conduct a comprehensive review of academic offerings in the technologies, benchmark for relevance to community needs, and respond proactively.
 - 3.4.2 Aggressively pursue profitable workforce and corporate service programming that responds to industry needs.
- 3.5 Position the College among business and community leaders as a key component in the economic future of this community.
 - 3.5.1 Research the current perception of MCC among community leaders.
 - 3.5.2 Work with business and political leaders to integrate the educational offerings of the College into the community’s plans for attracting new businesses to the area.
- 3.6 Track and assess college-wide retention initiatives and implement retention strategies while maintaining academic excellence.
 - 3.6.1 Identify successful community college retention programs and benchmark against best-practice institutions.
 - 3.6.2 Establish a joint academic and student services committee to analyze data, implement additional retention strategies and measure results.
 - 3.6.3 Develop early intervention strategies aimed at increasing retention of at-risk students, with particular focus upon DCC.

DIRECTION 4 Building Upon Human Capital

The College must identify innovative ways to attract, nurture, and retain a diverse, high-quality administration, faculty and staff. With the projected retirement of a large number of senior faculty and administrators, it will be critical to have a proactive plan for attracting, hiring and/or retaining administrators, faculty, and staff who reflect the diversity of the student population. Attracting and hiring employees through creative, flexible and competitive systems is essential to meet the College’s future human resource needs.

Retaining employees will require approaches for balancing needs of the institution with reasonable workloads. Lifelong learning and professional development opportunities both within and outside the College should foster self-renewal, professional growth, and community building. Initiatives that foster inclusion, leadership and participation among all constituencies will lead to a clear definition and mutual understanding of the College’s mission and strategic directions. Faculty and staff should be encouraged to assume leadership roles at the local, state, national and international levels.

As the organizational structure continues to become more complex and multi-dimensional, open communication and collaboration will become increasingly important. Maintaining quality human resources, visionary leadership and a culture of

excellence will require that adequate opportunities, time, encouragement, and financial support be made available to all members of the College community.

Goals:

- 4.1 Assess and strengthen recruitment initiatives.
 - 4.1.1 Streamline hiring processes to enable timely and optimal appointments.
 - 4.1.2 Develop recruitment plans by divisions and departments based upon anticipated retirements or vacancies.
 - 4.1.3 Improve processes for attracting and retaining qualified adjunct faculty.
- 4.2 Implement strategies to ensure diversity and inclusion.
 - 4.2.1 Define the role of the Diversity Council and review its structure and goals.
 - 4.2.2 Strengthen efforts to recruit and retain a diverse faculty, staff and administration.
 - 4.2.3 Analyze the results from the Inclusion Study and make recommendations.
 - 4.2.4 Compare the diversity ratios of students to faculty by department as a baseline for improvement.
- 4.3 Identify and train individuals in preparation for future leadership positions at the College.
 - 4.3.1 Establish a campus-wide leadership development program to prepare for future leadership needs.
 - 4.3.2 Develop succession plans for middle and senior level positions.
- 4.4 Orient new employees and integrate them into the culture and life of the College.
 - 4.4.1 Implement cross-divisional mentoring for new employees; provide a support system for each new employee by assigning him/her a mentor.
 - 4.4.2 Promote increased interaction among employees through social activities.
 - 4.4.3 Evaluate the First Year Faculty Series and EDU 500 and make appropriate adjustments.
- 4.5 Implement processes for ensuring an appropriate alignment of workload and job responsibilities.
 - 4.5.1 Periodically have senior staff review, with directors and deans, workload and job responsibilities.
 - 4.5.2 Review non-teaching expectations of teaching faculty.
 - 4.5.3 Charge senior level management with periodic assessments of departmental and individual work assignments.
- 4.6 Encourage and support professional and personal growth through development activities and training.
 - 4.6.1 Assess professional development activities to ensure they address employee needs.
 - 4.6.2 Develop strategies to capitalize on the experience of senior employees.

DIRECTION 5 Enhancing our Physical Environment

The College should design and maintain attractive and functional campuses and promote responsible use of our physical environment. The quality, cleanliness, comfort, and general atmosphere of the buildings, classrooms and grounds are important considerations for attracting students and employees and are essential to providing a high-quality learning and working environment. Further, the environment

plays a vital role in enhancing activities that support scholarship, cultural richness, and community interaction.

To continue to provide a quality learning environment, the College will proceed with new construction and major renovations to its facilities. Responsible planning to meet the future needs and learning styles of students will require creative designs which take into account student demographics, economic trends and the rapid evolution of technology. Multipurpose facilities that are flexible and efficient to operate and maintain will be critical to meet future needs while containing operating costs.

The College has the opportunity and responsibility to use valuable environmental resources carefully. In view of the volatility of energy markets and increased costs, the College will need to be proactive in identifying cost saving measures. Conservation and sustainability principles and perspectives are essential for making socially, economically and environmentally responsible decisions. As a member of the global community, MCC should embrace efforts to make conservation and sustainability an important focus of its future expansion and renovation projects.

Goals:

- 5.1 Design, enhance and maintain high-quality, multifunctional facilities.
 - 5.1.1 Design the Damon City Campus at Renaissance Square, the Wolk Center and the Field House to incorporate contemporary student learning modalities, energy conservation and sustainability, and multi-functionality.
 - 5.1.2 Include formal life-cycle cost analyses in design contracts for new construction and substantive renovation projects.
 - 5.1.3 Balance the construction of new space with the redesign of current space and infrastructure predicated upon enrollment projections.
 - 5.1.4 Complete the design and construction of the Damon City Campus, the Wolk Center for Excellence in Nursing, the Field House, and the renovation of the Gleason Building (Brighton Campus).
- 5.2 Promote and implement energy conservation and viable sustainability initiatives.
 - 5.2.1 Conduct a comprehensive energy conservation study and gather best practices information.
 - 5.2.2 Require economically- and environmentally-sound energy conservation features in major facility projects.
 - 5.2.3 Identify and secure additional sources of funding to augment financial support of energy conservation.
 - 5.2.4 Raise the awareness within the College community regarding energy conservation and sustainability.
- 5.3 Capitalize on the development of the Renaissance Square project as the educational hub of the city.
 - 5.3.1 Develop a unique identity and an inviting learning environment appropriate for an urban campus setting.
 - 5.3.2 Design space conducive to developing and expanding programs and partnerships to maximize usage year round.

DIRECTION 6 Responding to Fiscal Challenges

Responding to an uncertain fiscal future within the context of its mission will challenge the College. Maintaining the quality and standards that are the hallmark of the College and responding to the growing and changing expectations of our constituents will require creative financial approaches. Plans for continued fiscal stability, consistent with our mission, must focus on securing and increasing alternative revenue streams and strategically and intentionally redistributing and conserving current resources.

Since the College relies on state and county governments for a substantial portion of its revenue, increased competition for government funding will require MCC to expand current and identify new revenue streams. In light of its commitment to access, increases in tuition cannot be the sole solution for meeting financial challenges. Efforts to secure funds through private philanthropy and federal and state grants will need to be expanded.

Redistribution and conservation of resources across disciplines, departments and divisions will need greater consideration and become our way of doing business. Consequently, college-wide resource management will need to be viewed as a more integrated system.

Fiscal challenges will require the College to approach its operations and fiscal management in innovative and responsible ways. The support and cooperation of the College community will be an important factor in the success of meeting these challenges.

Goals:

- 6.1 Garner financial support from individuals, corporations and private foundations.
 - 6.1.1 Expand all elements of the MCC Foundation's comprehensive advancement program to address the College's strategic priorities.
 - 6.1.2 Broaden community awareness of the impact and value of private philanthropy in support of Monroe Community College.
 - 6.1.3 Expand efforts to partner with external entities for programmatic support.
 - 6.1.4 Identify and secure funding to recruit new student markets.
 - 6.1.5 Increase the number of grants submitted to and funded through private foundations.
- 6.2 Implement a college-wide resource management program that maximizes the use of the College's resources.
 - 6.2.1 Increase direct and indirect cost recoveries from existing and future grants and contracts.
 - 6.2.2 Identify and implement programs designed to maximize the cost-effective use of college resources such as heat, lighting and energy.
- 6.3.1 Identify cost-saving strategies that recognize pressing fiscal realities.
- 6.3.2 Determine whether health care benefits and costs are in line with peer institutions and develop a plan to stabilize institutional health care costs.
- 6.3.3 Evaluate the potential for outsourcing non-academic job functions.
- 6.3.4 Identify high-cost areas in employment contracts and benchmark against peer institutions in an effort to develop a sound labor management contract.

- 6.4 Increase county, state and federal support.
- 6.4.1 Demonstrate the return on investment provided by the College to the county and community.
- 6.4.2 Educate local and state officials concerning the fiscal implications of a community college's commitment to access.
- 6.4.3 Assess existing grant-funded programs for fiscal soundness and relevance to the College mission.
- 6.4.4 Increase the number of grants submitted and funded.

DIRECTION 7 Enhancing the Learning Environment through Technology

Technology expands access to education and services, improves pedagogy and supports ongoing operations. Technology will continue to advance at a rapid pace and become infused in all areas of study. Demographic trends, increasing competition and evolving technology will challenge the College to continue to provide a cutting-edge environment within a climate of constraining finances. To remain competitive we must be able to provide students with the knowledge, skills and experience to compete in a global economy through up-to-date technology, and equipment.

Historically, MCC has been successful in the planning and implementation of innovative technology. Technological advances will demand constant vigilance to keep up with and take advantage of new possibilities for delivering education, training and services and for advancing ongoing operations. Training and support for faculty, staff and students are essential to capitalize upon emerging technologies.

The increasing focus on technology will be a significant financial challenge requiring resources beyond the current funding levels. The College's Technology Plan must balance innovation and exploration with the need to maintain the existing technology infrastructure. Private and public funding must be secured to support capital projects, technology enhancement and the maintenance and replacement of equipment. To secure the technology necessary to support all aspects of the College's operations, the institution must remain efficient and responsible in its use.

Goals:

- 7.1 Encourage and support new discipline- and department-specific technology initiatives and training.
 - 7.1.1 Evaluate and update an online source of information and communication for users about the availability of technology resources.
 - 7.1.2 Design and implement an expanded training program for teaching online that stresses student collaboration tools and course content management.
 - 7.1.3 Implement an assessment program.
- 7.2 Capitalize upon technology to increase access to College programs, academic support and student services.
 - 7.2.1 Implement an enterprise (i.e. college-wide) portal to provide a personalized gateway to all college web-based services.
 - 7.2.2 Research and implement content- and document-management systems to provide users the capability to store, access and control information.

- 7.2.3 Implement a data-warehouse program to support relational and analytical research, and advance information management systems.
- 7.3 Provide support for expanded distance learning initiatives.
 - 7.3.1 Implement a new course management system consistent with the SUNY Learning Network.
 - 7.3.2 Implement, evaluate and refine a student learning outcomes assessment process for distance learning.
 - 7.3.3 Evaluate and restructure online services to enhance college-wide support of distance learning.
- 7.4 Continue to maintain and upgrade the technology infrastructure in support of student learning, teaching and support services.
 - 7.4.1 Provide reliable and widely available technology that can be adapted to a variety of technology and learning situations.
 - 7.4.2 Implement a communication system that integrates voice, video and data, and evaluate its performance and utility.
 - 7.4.3 Assess the College's fiber optic and cable networks for capacity, performance and security.
 - 7.4.4 Continue to explore and implement technology to enhance communication among sites.
- 7.5 Implement strategies to maximize the effective and efficient use of technology.
 - 7.5.1 Establish a model of instructional design, pedagogical innovation and use of educational technology in support of student learning.
 - 7.5.2 Expand the use of Banner as appropriate.
 - 7.5.3 Ensure a consistent learning environment for faculty and students by expanding classroom technology management systems.
- 7.6 Develop comprehensive and financially responsible strategies to maximize technology.
 - 7.6.1 Maintain and replace technology as appropriate.
 - 7.6.2 Provide ongoing Banner training to better enable faculty and staff to effectively and efficiently use the systems.
 - 7.6.3 Participate in SUNY university-wide programs to leverage user fees for enhanced services.

3.3 STRATEGIC PLANNING COMMITTEE (1996)

(1) Purpose

The Strategic Planning Committee will be an ad hoc committee of the Faculty Senate Planning Committee. This committee will assume primary responsibility for the development of the strategic plan to include: reviewing research, collecting data, developing suggested goals and strategies, and insuring input and review from college constituencies. The Committee shall keep the Planning Committee informed of its progress and shall submit its final recommended plan to the President after approval by the Faculty Senate.

(2) Composition

The Committee will be co-chaired by a designee from the Office of the President and an appointee of the Faculty Senate Executive Committee. The co-

chairs will compile and submit a list of possible committee members for final approval by the Executive Committee. The Committee will consist of the co-chairs and approximately seven additional voting members providing broad representation of the College.

Once approved, the President of the Faculty Senate will communicate membership to the President of the College, who shall have the prerogative of appointing other nonvoting members; not to exceed two.

(3) Timeline

Committee membership shall be established and approved by no later than January 1 of the final year of the College's current plan.

PROFESSIONAL DEVELOPMENT COMMITTEE

4.0 It shall be the responsibility of the committee to promote vitality and continued growth through the development and coordination of programs related to the improvement of teaching and learning, and of general interest to the faculty and professional staff. It shall assist the Professional Development Office in implementing various professional development activities. It shall be responsible for recommending Leaves for Professional Advancement and other major recognition awards as may be defined in Senate resolutions.

4.1 PROFESSIONAL DEVELOPMENT (1996)

4.1.1 Introduction

Maintenance of vitality is important to the faculty, professional staff and the college. Professional development is primarily the responsibility of the faculty and professional staff. Professional development is a means to secure the capacity to grow, develop and learn. Professional development includes professional leaves, tuition reimbursement, conferences, retraining, in-service training, academic exchanges, and other activities leading to improved performance in teaching, support and administration. Professional development should support faculty and professional staff in their effort to be current and enthusiastic.

4.1.2 Commitment

The need for ongoing professional development is recognized by the administration and faculty of the College. The College should demonstrate its commitment, encouragement and support of an active professional development program.

4.1.3 Goals

The goals of the professional development program should be related to the mission and goals of the college and should, in addition, reflect any current professional development concerns of the faculty not addressed by the mission and goals. As the

College's goals change, the goals of professional development should be reviewed and changes made as appropriate.

4.1.4 Purpose

The professional development program shall offer the opportunity for faculty to exchange information and thereby profit from each other's knowledge, as well as, from those outside the College community; to address interests and needs particular to different segments of a diverse faculty; to address interests faculty have in common as learners, teachers, and providers of services to students; to build a sense of community which contributes significantly to an effective work environment; and to facilitate individualized professional and personal growth plans.

4.2 WESLEY T. HANSON DISTINGUISHED PROFESSOR AWARDS (2007)

4.2.1 Introduction

The Wesley T. Hanson Distinguished Professor Awards are awarded by the faculty to recognize outstanding faculty members. One award for Teaching Excellence and one award for Excellence Professional Service may be granted.

4.2.2 Procedure

- (1) The Professional Development Committee shall call for nominations for the awards from the College community no later than March 1. This shall include the distribution to the College community of a description of the awards, award criteria, deadlines and a nominating form.
- (2) A subcommittee of previous Hanson Award recipients shall be appointed to determine the award recipients. This committee shall be chaired by a member of the Professional Development Committee. The names of the recipients shall remain confidential until the Faculty Executive Committee and the President have been notified. The recipients, the nominees and the college community shall then be notified by the Committee.

4.3 CHANCELLOR'S AWARDS (SUNY) (2007)

4.3.1 Purpose

The purpose of this award is to recognize extraordinary professional achievement and excellence in these categories; teaching, professional services, and librarianship.

4.3.2 Policy

The Professional Development Committee adheres to the award guidelines set forth by State University of New York regarding criteria, eligibility, number of awards, nominating process, required documentation, format, and deadline dates.

4.3.3 Procedure

The Committee shall establish procedures and deadline dates consistent with the guidelines set forth by SUNY. Typically, nominating procedures will commence during the fall semester.

4.3.4 Recommendations

A subcommittee consisting of previous Chancellor's Award recipients shall be appointed to make recommendations to the President. This subcommittee shall be co-chaired by the Chair of the Professional Development Committee and the liaison from the President's Office.

4.4 LEAVES FOR PROFESSIONAL ADVANCEMENT FOR THE BENEFIT OF THE COLLEGE (2007)

4.4.1 Policy

A restricted number of leaves for professional advancement may be made available to members of the faculty who meet the requirements set forth. The objective of such leave is to increase each person's value to the College in relation to the annual college goals and thereby improve and enrich its program. Such leave shall not be regarded as a reward for service nor as a vacation or rest period occurring automatically at stated intervals.

4.4.2 Purpose

Leaves for professional advancement shall be granted for study, formal education, research, writing, or other experiences of professional value.

4.4.3 Eligibility/Criteria For Assessing

Members of the faculty who have completed at least six years of service within the College, or who, if they previously have had a leave for professional advancement, or sabbatical leave and have completed at least six years of service within the College from the date of return from their last leave shall be eligible for leave for professional advancement.

4.4.4 Procedure

- (1) The Professional Development Committee shall call for applications usually by February 1, but in no event later than March 1 of each year. This will include the purpose, criteria, eligibility requirements and deadline dates.
- (2) Applications shall be submitted to the appropriate Vice President, the Division Dean, and the Professional Development Committee.
- (3) Application shall include a statement outlining the program to be followed while on leave; any prospective supplementary income; a statement that the applicant

intends to continue to return for at least one year of serve upon return from the leave; that he/she will submit a comprehensive report to the President within three months from the date of return.

- (4) The Professional Development Committee will review the applications based upon predefined award criteria established by the Committee. The Committee will schedule interviews with applicants and shall have the prerogative to request additional information or clarification of the applicants.
- (5) The Committee will rank order the candidates deemed worthy of receiving a leave. Not all candidates need to be listed.
- (6) The rank order list shall then be submitted to the President and the Faculty Senate Executive Committee.
- (7) The Vice Presidents recommend to the President the number of faculty who should be granted Leave for Professional Advancement for the Benefit of the College.
- (8) The final recommendations to the Board of Trustees will be made by the President, in consideration of the above recommendations and financial position of the College.

SPECIAL COMMITTEE ON ADMINISTRATIVE AFFAIRS

5.0 It shall be the responsibility of this committee to (1) make recommendations to the appropriate Administrative Officers regarding the selection and/or appointment of the following Administrative Officers: President, Vice Presidents, Associate Vice Presidents, Assistant Vice Presidents, Executive Dean, Deans and Directors.(2) to make recommendations to the appropriate Administrative Officers regarding the creation or redefinition of administrative and academic offices and departments; and (3) to monitor the selection of Department Chairpersons.

The Committee shall be informed with five weeks advance notice of the creation or redefinition of Administrative and Academic Offices and Departments, and of vacancies, and shall make its recommendations expeditiously to the appropriate Vice President.

Additional charges to the Committee may be made by the Executive Committee of the Faculty Senate or by the President of the College. The President of the College shall make charges through the Faculty Senate.

The Executive Committee of the Faculty Senate shall review any final written recommendations to be submitted to the Administrative Officers by the Special Committee.

5.1 RECOMMENDATIONS FOR THE APPOINTMENT OF DEPARTMENT CHAIRPERSONS (2007)

5.1.1 The Chairpersonship of a Department will be declared vacant by the Vice President for Academic Services.

5.1.2 A Department meeting will be initiated by the Chairperson or member of this Committee. A member of SCAA will inform members of the Department of the selection process. They will be informed that anyone (including the present Chairperson) wishing to apply for the Chairpersonship for the next three-year term should submit a letter of intent to the Vice President for Academic Services.

The names of the applicants will be posted on a pre-announced date. After this first posting, additional applications or withdrawals may take place. The final list will then be posted on a pre-announced date. The Department will then meet as it desires and will be presided over by a senior member of the Department who is not a candidate for chair. The Department may ask each candidate to address it and answer questions. At some time during these meetings the Department may select a teller. On a pre-announced date, voting will take place in the office of the Vice President for Academic Services. In addition to listing the candidates, the ballots will allow members of the Department to indicate a preference for an outside search³. A member of the Special Committee, the representative of the Vice President for Academic Services, and the Department teller will supervise and count the vote. Only one vote should be necessary. The results for all candidates will be posted in the Department office.

5.1.3 Voting for Department Chairs (1991)

- (1) A full time tenured or tenure-track faculty member is eligible to vote in the department chair election in his/her department.
- (2) Voting will be under the supervision of the Special Committee on Administrative Affairs.

Typical Timetable:

Monday - Department Meeting (Member(s) of the Special Committee attend).

Wednesday - Noon - First Deadline for Applications and First Posting.

Friday - Noon - Final Deadline for Applications and Final Posting.

MTWTh - Second Week - Department Discussions.

Wednesday - Department Meeting at Which Candidates May Be Asked to Make a Statement and Answer Questions.

³ Defined as being outside the College

Friday - Second Week- Vote by Department Members in Office of Vice President for Academic Services and Posting Results in the Department Office.

- (3) The Special Committee may confer with each of the candidates and analyze the Department vote. It may confer with any member of the Department, with the Dean of the Division and with the Academic Vice President.

It can call upon any "specialists" who can aid it in its decision. The Committee will then submit its recommendation to the Academic Vice President as called for by the Policies of the Board of Trustees.

5.2 RECOMMENDATIONS FOR THE APPOINTMENT OF ADMINISTRATIVE OFFICERS OTHER THAN CHAIRPERSONS OF DEPARTMENTS (1989) (2007)

5.2.1 The Committee will review the job description and qualifications for the job as submitted by the College and make recommendations for change if appropriate.

5.2.2 The Committee will make a determination of how it will participate in the search. Normally, its participation will take one of the following forms:

(1) Separate Recommendation

- (a) The Committee will conduct a preliminary screening of all applications to determine whether or not they meet the minimum requirements for the position. This preliminary screening can be done by looking at the applicants' folders containing letters of application, resumes, letters of reference, etc. The Committee will then compile a list of candidates it recommends for interview.
- (b) The Committee may call upon any "specialists" who could aid it in its decision.
- (c) Once the selection of candidates for final interview has been made, these candidates will be interviewed by the Committee.
- (d) The Committee will compile a rank order list of all final candidates or, if it finds them equally qualified, will so state and list them in alphabetical order.
- (e) The Committee will then make its recommendations to the appropriate Administrative Office. This recommendation should be followed up with a conference after the Administrative Officer has had an opportunity to study the recommendations.

- (2) Participation on College Search Committee
 - (a) One or more members of SCAA will be designated by SCAA to participate on the College Search Committee.
 - (b) The SCAA member(s) so designated will participate on the College Search Committee as a voting member.
 - (c) The SCAA member so designated will make periodic reports to SCAA of the Search Committee's deliberations.

5.2.3 Guidelines for Deans: In addition to 5.2.1 - 5.2.2(2) (c) the following guidelines will be used for the appointment of Deans.

- (1) The Committee will ask each candidate for a one-page statement of his/her philosophy, positions, priorities, etc., and will distribute the statement to members of the Division.
- (2) The Committee will call a meeting to allow candidates to address it and answer questions.
- (3) The Committee will conduct balloting by Division members. Besides listing candidates, the ballots will allow members of the Division to indicate preference for an outside search.
- (4) Voting for Deans (1991)
A full-time tenured or tenure-track faculty member is eligible to vote in the Academic Division Dean selection in his/her division.

NOMINATIONS, ELECTIONS AND GOVERNANCE COMMITTEE

6.0 In accordance with Article IX, Section 2.F. (2) of Faculty Senate Bylaws it shall be the responsibility of the committee to prepare a slate of candidates for the following positions in the Faculty Senate: President, Vice President, Secretary, and Senators. This Committee shall be responsible for reviewing and adjusting the distribution of representatives among departments or units, and the determination of eligibility for voting membership in accordance with Article IV, Section 1 of the Faculty Senate Bylaws. This Committee shall make recommendations to fill vacancies as they occur on Committees and in the Faculty Senate. It will supervise all elections and examine all procedures to make sure they are in keeping with the Faculty Senate Bylaws. It will review the Bylaws at least once every three years and make recommendations for changes to the President of the Senate. This committee shall also be charged with nomination and election duties for the MCC Association Board representative and the SUNY Faculty Council on Community Colleges representative. This committee shall be charged with insuring that principles of democratic governance are being followed in all constituent areas of the governance system.

6.1 NOMINATIONS, ELECTIONS & GOVERNANCE COMMITTEE PROCEDURES

6.1.1 Determination of Eligibility for Voting Membership

- (1) Voting Faculty shall be determined according to Article IV, Section 1 of the Faculty Senate Bylaws.
- (2) By February 1, the Committee shall determine voting status based on faculty rank or professional status and identify each voting faculty's area as defined in the Faculty Senate Bylaws.
- (3) The list of voting faculty and their assigned areas shall be used for voter verification. A copy of the list shall also be given to the Faculty Senate Secretary to use as a distribution list.

6.1.2 NOMINATIONS AND ELECTIONS OF FACULTY SENATE OFFICERS

- (1) Every two years the Nominations, Elections and Governance Committee shall solicit nominations from voting faculty via the Monroe Tribune for Faculty Senate Officers: President, Vice President, and Secretary. Nominations shall be submitted to the designated NEG representative via e-mail during February or March.
- (2) During the March Faculty Senate meeting, nominations will be received from the floor.
- (3) The Committee shall prepare a slate of candidates from the nominations received by e-mail and from the floor during the March Faculty Senate meeting. The Committee shall publicize the slate of candidates with guidelines and a date for the election to known voting faculty by the first week of April.
- (4) The Committee shall conduct the general election for officers during the first two weeks of May.
- (5) A standardized numbered ballot shall be used for campus mail and absentee ballots.
- (6) The polling sites shall be on both the Brighton campus and Damon City Campus. A list of voting faculty shall be available at the polling site.
- (7) The polling site shall be staffed by NEG Committee members or their designees.
- (8) Campus mail may be used for voting faculty who are located at sites other than the Brighton campus or Damon City Campus.
- (9) Absentee ballots shall be available from the Chairperson of the Committee at a date determined by the Committee. Information regarding absentee ballots,

including the voting deadline, shall be distributed to voting faculty with the guidelines for the election.

- (10) Campus mail and absentee ballots must be received by the Committee by the stated deadline. Ballots shall be dated by the Committee as they are received. Ballots received after the stated deadline shall be void.
- (11) No fewer than three Committee members shall count the ballots, and all counts shall be verified by each member.
- (12) The Committee shall inform voting faculty of the results of the election via the Monroe Tribune.

6.1.3 DISTRIBUTION OF REPRESENTATIVES AMONG ACADEMIC DEPARTMENTS AND PROFESSIONAL AREAS

- (1) Each year, after compiling the list of voting faculty, the Committee shall review and when indicated adjust the distribution of representatives among academic departments or professional areas according to Article VI, Section 1.A of the Faculty Senate Bylaws.
- (2) The Committee shall then determine the number of Senators who need replacement and the length of their term. A list of staggered terms of office shall be provided by the Committee whereby one third of the Senators are replaced each year, equally divided among areas.

6.1.4 NOMINATIONS & ELECTIONS OF SENATORS (2007)

- (1) Every year, the Committee shall distribute guidelines and timetables for nominations and election of Senators to involved departments/areas during the first week of April.
- (2) Elections should be completed by the end of the second week in May.
- (3) Elections for contested seats will be held utilizing an anonymous form of ballot casting. If only one candidate is nominated from a department or area, the candidate will become senator with the approval of the Executive Committee unless a constituent of that department or area requests a ballot election. A ballot election may be requested by contacting the chair of the NEG Committee within one week of the announcement of nominations to the department.
- (4) The Committee shall inform voting faculty of the results of the senator elections for their department or area via e-mail.
- (5) Every year after the election of Senators, the Committee shall survey all Senators regarding Faculty Senate Committee preferences. The Committee shall forward the results of the survey to the Faculty Senate Executive Committee.

6.1.5 SELECTION OF STUDENT REPRESENTATIVES

Every year during October the Committee shall contact the Presidents of the student government bodies to solicit student representatives as indicated in the Faculty Senate Bylaws.

6.1.6 PROCEDURE FOR AMENDING FACULTY SENATE BYLAWS

- (1) The Committee shall receive and review proposals for Amendments that are
 - (a) Submitted in writing to the Chairperson of the Committee with a rationale for the change.
 - (b) Raised at Faculty Senate Meetings and are recorded in the minutes.
- (2) The Committee shall review written proposals as they are received and shall report to the Executive Committee and then provide a written response to the proposer indicating its recommendation about the amendment.

Proposals which require immediate action shall be forwarded to the Executive Committee immediately after review by the Committee.

- (3) After the Committee receives the recommendations of the Executive Committee, the Committee shall process proposals for amendments according to Article X, Section 5 of the Faculty Senate Bylaws.

6.1.7 NOMINATIONS AND ELECTIONS OF REPRESENTATIVES TO THE MCC ASSOCIATION BOARD. (1991)

- (1) There shall be two representatives to the MCC Association Board elected from the voting faculty. Each representative shall serve a three-year term. One representative must be teaching faculty. The terms of office of the representative shall be staggered. The term of office shall run from Oct 1 through September 30.
- (2) Every year that a term of office for a representative to the MCC Association Board expires, the NEG Committee shall solicit nominations from voting faculty for a representative to the MCC Association Board via announcement in the Monroe Tribune. Nominations shall be submitted to the designated Committee representative via e-mail.
- (3) The Committee shall prepare a slate of candidates from the nominations received via e-mail. The Committee shall publicize the slate of candidates with guidelines and a date for the election to known voting faculty.
- (4) The Committee shall conduct the election during the spring semester.

- (5) The polling sites shall be on both the Brighton campus and Damon City Campus. A list of voting faculty shall be available at the polling site.
- (6) The polling site shall be staffed by Committee members or their designees.
- (7) Campus mail may be used for voting faculty who are located at sites other than the Brighton campus or Damon City Campus.
- (8) Absentee ballots shall be available from the Chairperson of the Committee at a date determined by the Committee. Information about absentee ballots, including the voting deadline, shall be distributed to voting faculty with the guidelines for the election.
- (9) Campus mail and absentee ballots must be received by the Committee by the stated deadline. Ballots shall be dated by the Committee as they are received. Ballots received after the stated deadline shall be voided.
- (10) The Committee shall inform voting faculty of the results of the election via the Monroe Tribune.

6.1.8 NOMINATIONS AND ELECTIONS OF A REPRESENTATIVE TO THE SUNY FACULTY COUNCIL ON COMMUNITY COLLEGES. (2007)

- (1) Every three years the NEG Committee shall solicit nominations from voting faculty for a representative to the SUNY Faculty Council on Community Colleges. The term of office shall run from June 1 through May 31. The Committee shall solicit nominations from the voting faculty via the Monroe tribune.
- (2) The Committee shall prepare a slate of candidates from the nominations received by e-mail. The Committee shall publicize the slate of candidates with guidelines and a date for the election to known voting faculty.
- (3) The Committee shall conduct the election during the spring semester.
- (4) The polling sites shall be on both the Brighton campus and Damon City Campus. A list of voting faculty shall be available at the polling site.
- (5) The polling site shall be staffed by Committee members or their designees.
- (6) Campus mail shall be used for voting faculty who are located at sites other than the Brighton campus and the Damon City Campus.
- (7) Absentee ballots shall be available from the Chairperson of the Committee at a date determined by the Committee. Information about absentee ballots, including the voting deadline, shall be distributed to voting faculty with the guidelines for the election.

- (8) Campus mail and absentee ballots must be received by the Committee by the stated deadline. Ballots shall be dated by the Committee as they are received. Ballots received after the stated deadline shall be voided.
- (9) No fewer than three committee members shall count the ballots, and all counts shall be verified by each member.
- (10) The Committee shall inform voting faculty of the results of the election via the Monroe Tribune.
- (11) An alternate representative to the FCCC may be appointed by the Executive Committee.

7.0 **EXECUTIVE COMMITTEE**

It shall be the responsibility of the Faculty Senate Executive Committee to receive and review all reports of standing and ad hoc committees of the Senate. The Executive Committee may make recommendations to the reporting committee and/or present its own position on a report or recommendation from a committee, when a committee presents its report to the Senate.