

**MINUTES OF THE COLLEGE ASSEMBLY MEETING
APRIL 3, 2008
MEMBERS PRESENT**

DEANS: M. Brinson, M. Conners, R. Luke

DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:

V. Blanco, H. Holbeck, T. Montani, T. Orosz, T. Sabol

FACULTY: S. Biswas, E. Christensen, E. Dikun, C. Dolan, P. Fleming, A. Gincel, C. Harrington, V. Kanwal, C. Pean, , N. Picioccio, J. Ramirez, E. Reid, C. Reilly, M. Santelli, C. Wathen

STUDENTS: P. Berwanger, A. Bea, M. Cai, L. Chen, V. Coulombe, A. Geva, M. Kocha, J. Ragsdale, A. Roche, S. Singh, D. Ventura, R. Yajnik

SUPPORT STAFF: S. D'Elia

TASK FORCE CHAIRS:

Academic Standards: S. Zale

Accessibility for Persons with Disabilities: M. Velez

Bylaws: B. Simon

Campus Diversity: J. Peleg

Campus Life: T. McGlincy

Community Concerns: V. Vega

Curriculum: P. Fleming for P. Yarmchuk*

Educational Resources: S. Altman

GUESTS: C. Cerreta, R. Ellison, E. Griffith, K. Hays, N. Heller, H. Hyman, P. Lazaro, R. Kim, V. Paterson, R. Roy, E. Schatz, K. Shay

PARLIAMENTARIAN: R. Luke

MEMBERS ABSENT

DEANS: M. Laskowski-Sachnoff*

DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS: F. Gordon*, M. Maciolek*

FACULTY: C. Bowers, B. Cavanaugh*

STUDENTS: M. Doan, R. Kappagantula, S. Khawaja, K. Saber*, B. Stoor*

SUPPORT STAFF: A. Ballina, S. DeSantis*, N. Nichols*, J. Slicner

*Excused

Meeting of the College Assembly – April 3, 2008

With a quorum present, Professor Jeffrey Spector called the April regular meeting of the College Assembly to order on Thursday, April 3, 2008 at 2:10 p.m. in the Rose M. Channing Danzis Amphitheater, L'Hommedieu Hall.

Professor Spector stated as per 1.0300 Article III of the Bylaws, the College Assembly is responsible for making recommendations affecting academic, student, and other college affairs to the President of Middlesex County College. Subject to the legal and ethical responsibilities of the Board of Trustees and the President of the College, the College Assembly will make recommendations concerning the operations and management of the College, leaving the details of administration to the President of the College and the administrative staff.

Middlesex County College puts learning first and measures its success only by the success of its students. All members of the College community contribute to student success.

The mission of Middlesex County College is to provide a quality, affordable post-secondary education responsive to the needs of the community and accessible to all who can benefit from it. We emphasize academic excellence and student success to a student centered and innovative life long learning environment for our diverse population.

APPROVAL OF MINUTES

Motion to approve minutes:

Mov: V. Kanwal Sec: P. Fleming

Minutes are accepted as presented.

UNFINISHED BUSINESS

None

REPORTS OF THE STANDING TASK FORCES

A. Academic Standards – Dr. Steven Zale, Chair

Charge:

Examine the criteria and rationale for placing students in SSD 101. Evaluate the current policy and make appropriate recommendations.

Recommendation:

It is recommended that students who place into two or more of the listed developmental courses (RDG 009, RDG 011, ENG 009, ENG 010, MAT 010, and MAT 013) be required to take SSD 101.

Meeting of the College Assembly – April 3, 2008

Rationale:

The rationale for the existence of the SSD (Student Success Course) 101 course has already been addressed at the time of course inception. Since that time, data has shown that students who complete the course have higher GPAs (Mean GPA: 2.51 for SSD students versus 1.45 for non-SSD students) and accumulated more credits over a 3 year period (Mean # of credits: 28.16 credits for SSD students versus 18.22 credits for non-SSD students) than students who did not take the course (see data attached). The current policy for who is placed into this course can be found on the web-based advisor manual. This policy was created at a deans council meeting and was communicated by a memorandum by Dr. Fishco, the Vice President for Academic and Student Affairs at the time. The current policy requires students taking two or more developmental courses in RDG (011 only), ENG or MAT (with the exception of MAT 014) to take SSD 101. Students taking RDG 009 are not permitted or required to take the course. Students in RDG 009 have the option to enroll in SSH 010, BUS 010, CSC 010 or CPS 021(which has not been offered recently). Students who need to be full time often opt to take one of these courses, but it is optional.

Students in RDG 009 are clearly at the most risk in terms of academic achievement, yet are not required to take a student success course. Data shows that taking SSD 101 is linked to better grades and more accumulated credits. Requiring RDG 009 students to take SSD 101 is only logical. As an institution that values student success, we need to include and require that the most at-risk students (RDG 009) take SSD 101. Currently, most RDG 009 students who take freshman seminar enroll in SSH 010. For Spring 2008, SSH 010 was the only freshman seminar option (3 sections). There were no sections of BUS 010 (which the task force was informed is being phased out due to low enrollment), CPS 021 (which has not been taught for several years), or CSC 010. There were 19 sections of SSD 101. After the task force spoke to professors who teach SSH 010 and SSD 101 and reviewed the syllabi, the course objectives and requirements seemed almost identical.

Additional research that guided the task force's recommendation came from the literature on the effectiveness of homogeneous and heterogeneous groups. The literature clearly indicates that the students who suffer the most from "tracking-placing low functioning students in classes with other low functioning students and high functioning students with high functioning" are the low functioning students. The low functioning students benefit most however when placed in heterogeneous groups with higher functioning role models. Interestingly, the research on this heterogeneous approach does not show the negative effects for high functioning students. The college's current policy has created a scenario where students who have poor reading skills are "tracked" for RDG 009 and then again "tracked" for freshman seminar. The policy recommended above would

Meeting of the College Assembly – April 3, 2008

remove the "tracking" for the student success course and require that all RDG 009 students be provided with the support of this class. Since a Project

Connections student has been permitted to take SSD 101 even if the student placed into RDG 009 (the grant requires that he/she enrolls in the course), the task force has evidence that RDG 009 students can be successful in SSD 101.

In summary, during the Fall 2003, 19 out of 21 students taking RDG 009 and SSD 101 passed SSD 101 with a C or better. In that same semester, 32 out of 40 students taking SSD 101 (did not place into RDG 009) passed the course with a C or better. This recommendation is aligned with the College's mission and is data based.

Motion to accept recommendation:

Mov: P. Fleming Sec: J. Ramirez

Discussion followed to insert after the last sentence, "It is further recommended that the Developmental Education Guidelines be modified to allow RDG 009 students to register for SSD 101.

Motion to amend the recommendation to read: It is recommended that students who place into two or more of the listed developmental courses (RDG 009, RDG 011, ENG 009, ENG 010, MAT 010, and MAT 013) be required to take SSD 101. It is further recommended that the Developmental Education Guidelines be modified to allow RDG 009 students to register for SSD 101.

Mov: C. Harrington Sec: R. Luke

Vote on amendment:

App: Unanimous Opp: 0 Abs: 0

Amendment passes.

Vote on amended recommendation:

App: Majority Opp: 0 Abs: 1

Motion passes.

Charge:

Create a grade to be used when rosters are submitted late during midterm and final grading. Also, create a grade to be used when a course lasts for 2 semesters. Make the appropriate recommendations.

Meeting of the College Assembly – April 3, 2008

Recommendation:

It is recommended that the following two new grades be assigned, only by the registrar during midterm and final grading, under the following scenarios:

- "IP" grade – indicates that the course is in progress and the instructor has not yet assigned a grade. This grade is to be used for courses that span 2 semesters. The "IP" grade should be used at midterm time and at the conclusion of the first semester of the course.

- "GU" grade – indicates that the grade is unreported by the instructor. This grade is meant for instructors who do not submit their roster grades on time due to an emergency situation.

Rationale:

The college presently offers courses, such as PLS 123 and high school courses, which last for two semesters. After completing half the course, i.e., after the first semester was completed, an "I" grade was assigned. However, an "I" grade negatively impacts the student's GPA. Therefore, the task force felt that an "IP" grade, which means that the course is "in progress", makes sense to employ instead of the "I" grade, since it has no affect on the GPA and is descriptive in nature for someone reading the student's transcript.

In the past, any student who had an instructor that did not submit the course grades in a timely manner, during the midterm and final grading period, received an "N" grade. This grade was used as a placeholder in order for the registrar to perform an academic status review. Since the college no longer implements an "N" grade, the task force felt that a grade named "GU", which means "grade unreported", was appropriate. The task force recognized that there are emergency situations when an instructor has a legitimate reason for not entering the grades on time. This "GU" grade will not appear on the drop-down box given to the instructors during the grading period but will be a grade that only the registrar can assign so that the grade is explainable on the student's transcript. Moreover, the "GU" grade, which does not affect the student's GPA, is also intended not to penalize the student for an error made by an instructor.

Motion to accept recommendation:

Mov: N. Picioccio Sec: E. Reid

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

Meeting of the College Assembly – April 3, 2008

Charge:

Consider exempting a non-native English speaking student from the ESL placement test, if that student either completed a college degree at a US school or at a foreign college where English was the primary language of instruction.

The reason for this modification is that it is deemed unnecessary for those above mentioned students to take the test because they have already demonstrated adequate English language skills. Make the appropriate recommendations.

Report:

The task force felt that the college's policy concerning exemption from the ESL Placement test was clearly stated in the college catalog (p. 7). According to the current policy, exemption from the ESL test can occur with the student's foreign degree being equated to a US bachelor's degree along with adequate TOEFL scores or in part by SAT scores. As a side note, this distinction is made because the TOEFL test design includes testing to assess aural proficiency, while the SAT does not.

Additional criteria that qualify a non-native English speaker for exemption from the ESL placement test include the following: attendance in an American high school with 4 years of English at an accredited American high school or one semester of English Composition with an earned grade of C or better from a regionally accredited US college.

The task force also received abundant feedback from the ESL department concerning this exemption issue. Based on feedback from several members of the ESL department and feedback from members of the task force, it was apparent that the primary problem in the documentation currently in use was the inaccuracy of the list of countries used explicitly for exemption from the test. Research indicates that the last time this country list was last updated was in 2002 and those changes were executed by the chair of the ESL Department. In order to stay current with the English speaking foreign schools, this country list needs to be reviewed for any updates and changes and published in the college catalog and on the ESL Website. Therefore, it is suggested that every catalogue year the ESL Department should evaluate and also publish its list of countries in the college catalog and on the ESL Website. This country list should continue to be used as one of the factors to determine eligibility for exemption from the ESL Placement test.

**B. Accessibility for Persons with Disabilities -
Ms. Martha Velez, Chair**

No Report

Meeting of the College Assembly – April 3, 2008

C. Bylaws – Dr. Beverly Simon, Chair

Professor Spector announced that the recommendation that was about to be presented and voted upon had subsequently been reported to the Assembly at the previous meeting, as outlined in the College Assembly Bylaws.

Charge:

Review the Bylaws of the College Assembly and make the appropriate recommendations to reflect the current structure of the college divisions.

Recommendation:

Revisions to reflect the current structure of the College divisions.

Motion to accept recommendation:

Mov: C. Dolan Sec: N. Picioccio

Discussion followed to change the wording in section 1.0707 Task Force on Accessibility for Persons with Disabilities, under 2A. Purposes, to read, "Advise and sensitize campus community to the needs for individuals with disabilities." The change in wording was accepted by the Assembly.

Discussion continued on if there should be a representative from the Office of the Registrar on the Curriculum Task Force. Professor Spector stated that this could possibly be a charge for the Bylaws Task Force next year.

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

D. Campus Diversity – Professor Janet Peleg, Chair**Charge:**

Evaluate and discuss student activities, clubs, educational programs and events on campus in terms of campus diversity. Do they present an effective means to encourage diverse groups to socialize and work together?

Recommendation:

- a) that a mechanism (such as a college website) be set in place so that the diverse groups on Campus can invite others to participate in their cultural activities, and
- b) that a subsequent annual workshop be set up for club presidents and their advisors to set up a club website, and to review different ways to inform and invite others to share in their cultural activities.

Meeting of the College Assembly – April 3, 2008

Rationale:

The Task Force has found that there are a great number of clubs and activities on campus that encourage the diverse groups of students at MCC to socialize and work together. However, the task force sees the need for an efficient way to allow the different diverse

groups on campus, to invite and inform other groups of their activities, and welcome their participation.

Motion to accept recommendation:

Mov: V. Blanco Sec: P. Fleming

Vote on recommendation:

App: Majority Opp: 0 Abs: 2

Motion passes.

E. Campus Life – Mr. Terry McGlincy, Chair

No Report

F. Community Concerns – Dr. Victor Vega, Chair

Charge:

Investigate the needs of the business sector in the southern part of the county, and determine the credit and non-credit requirements.

Report:

The Community Concerns Task Force investigated what current policy exists for the needs of the business sector in the southern part of the county. The Task Force notes that the 2006 – 2009 Colleges Strategic Planning, Enrollment Management section informs the MCC community and provides ways to address the needs of the business sector. With respect to the Colleges Strategic Plan MCC will work to 1) Develop a south county presence, 2) Create more flexible scheduling options, 3) Remove institutional obstacles that prevent the expansion of hybrid and online course offerings and expand hybrid and online course offerings, 4) Target recruiting efforts toward 3 or 4 specific programs each year that have room for expansion and a clear market demand and 5) Expand marketing to promote visibility of MCC.

Task Force member Mary Ann Conners spoke with Jane Brady, Director of the Middlesex County Workforce Investment Board. Mary Ann informed the Task Force that demographic changes in the Southern part of the county may impact college services. Some of the more pressing needs may be in courses that deal with the Logistics of Distribution Warehouses, English as a Second Language, and programs targeted toward the adult/elder community.

Meeting of the College Assembly – April 3, 2008

The Task Force notes that the Institute responds to the pressing needs of the business sector in the southern part of the county. The Institute fulfills *the mission*, “through its personal involvement with clients to provide quality, cost-effective training programs for New Jersey businesses.” Since 1986, the Institute has “supported thousands of employees of satisfied companies and organizations through convenient and customized training at [there] site or on the

campus of Middlesex County College.” *The Institute’s homepage informs the business community of programs in Literacy training, Finance, Business, Management, Entrepreneurial training and Customized training. The Institute informed the campus community in the FYI (2/4/08) of their services to the logistics sector.* The institute offers an Introductory Logistics course and certification classes in Commercial Driver Licensing Training for businesses that support trade, transportation and distribution centers. Dr. Patricia Moran, the Institute’s Director, has met with logistics professionals to discuss programs, services and training for people interested in working in this sector.

Also, the Task Force investigated the online site for the NJ Department of Labor and Workforce Development for demographics of people and jobs in the business community. Information on the site was provided by Ed Griffith, Registrar of Middlesex County College.

Charge:

Explore ways to encourage financial sponsorship by the business community of college organizations and the college.

Report:

The Community Concerns Task Force investigated what current policy exists for ways to encourage financial sponsorship by the business community of college organizations and the college. Task Force member Darlene Yoseloff explored this concern with Eileen Cotter, Associate Director of the Foundation. Eileen reported that the Foundation handles all financial sponsorship of the college by the business community. Darlene suggested that the Foundation be invited to a Task Force meeting to discuss the policy and process regarding financial sponsorship. Information on the process was provided at a Task Force meeting by Michael David-Wilson, executive director of the Middlesex County College Foundation. Michael informed the Task Force on the rule for recommending that a building or location be named in honor of a donor. Michael explained that the rule of thumb is that the donation should be 30 percent of the construction cost or \$1 million, whichever is less, but that there is some flexibility in that. He explained that naming opportunities exist to thank donors for their contributions (such as in the naming of Johnson Commons after the Johnson family) or to encourage people or corporations to donate or to increase their donations. He

Meeting of the College Assembly – April 3, 2008

informed the Task Force that Foundation donors are usually interested in donating to scholarships, and so there are a number of scholarships named for the donor. Donors interested in naming opportunities for buildings do exist, but are rare.

The Task Force reports that the Foundation encourages financial sponsorship by the business community of college organizations and the college. The

Foundation's *mission and vision*, "*Inspire the community to invest in the academic and career dreams of our students, empowering them to enhance community leadership and prosperity*" on the MCC website provides the college and the business community important and innovative opportunities for financial sponsorship. The Foundation's homepage directs visitor's to Scholarships and Financial Aid, Community Investment Campaign, Annual Campaign, Planned Giving, and Ways to Give.

Charge:

Explore ways in which MCC can respond to parental concerns.

Report:

The Community Concerns Task Force investigated what current policy exists for ways MCC can respond to parental concerns. Task Force member Audrey Davis explored this concern with Alice Picardo, Director of the First Year Experience, regarding the increasing need for the campus to deal with parental concerns (so-called helicopter parents). The Task Force reports that the MCC website and orientation programs respond to parental concerns and provide significant information on areas of services (Points of Contacts) to first-year students, returning students and parents. The College responds to parental concerns with services that include the First Year Experience, the Family Orientation programs and the newly instituted Parents and Families webpage. Dr. John Herrling previously informed me and the Assembly of the website in development for families. The website, created by Sheema Majiduddin, Counselor-Generalist and Charlotte Quigley, Manager, Career Services in the Counseling and Career Services department, is up and has had over a thousand visitors since January 2008.

With respect to the Parents and Families page, the MCC mission statement reads, "We also recognize that when a student begins college, the entire family is affected. Along with the student having to adjust to college, an adjustment is also required of you and other family members. Parents and family members must now decide how they will deal with these changes". The Parents and Families webpage provides information on FERPA-Parent Information, Student Clubs & Activities, Smart Family Tips (SFT), Office of the Bursar, Athletics, FAQ's, Academic Calendar, Health Services, College vs High School: Is it really Meeting of the College Assembly – April 3, 2008

different?, How to Register, Counseling, How to Communicate With Your Student, Grades - NOW ONLINE!!, Career Services, College Lingo, Academic Advising, How to Register?, Student Success, Transferring to a 4-Year College, Disability Services, NJ Stars, QUIZ: Are You A Helicopter Parent? and links to different college web pages.

Since the website is new the Task Force suggests that a one-page flyer be distributed at the Student and Family Orientations. The flyer will inform and direct

parents with concerns and questions to visit the Parents and Families webpage for key information.

G. Curriculum - Professor Phyllis Fleming for Dr. Paul Yarmchuk, Chair

Recommendation:

ENG 206: Journalism II

Change in: Course Content, Catalog Course Description, Behavioral Objectives and Title

Motion to accept recommendation:

Mov: H. Holbeck Sec: S. Biswas

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

H. Ad-Hoc Task Force on Select Issues of Curriculum - Professor Phyllis Fleming, Chair

Charge:

Create a manual for the curriculum approval process that will be made available online to the campus community via the Infonet. This manual should include guidelines for fast track changes, as well as all standard pieces of the curriculum process. Work with the Task Force on Bylaws to remove the relevant articles from the Bylaws dealing with the curriculum process. Make appropriate recommendations.

Report:

The task force has a curriculum manual draft and we are adding the final touches to that draft. The task force will have a curriculum manual ready by the May meeting to present to the College Assembly.

Meeting of the College Assembly – April 3, 2008

Charge:

Review the criteria used to designate a course as meeting a general education requirement. Make the appropriate recommendations. Any accepted recommendations should be added/included in the manual for curriculum approval.

Recommendation:

The task force recommends adoption of the General Education Foundation for Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs in New Jersey's Community Colleges (see attached documentation). This General Education Foundation was adopted in 1997, reaffirmed in 2007, and revised in August of 2007.

Rationale:

Middlesex County College must maintain responsibility for offering a general education program whose learning objectives facilitate attainment of all New Jersey Community College General Education (NJCC GE) **Learning Goals**. Our course-level learning objectives must be consistent with the **Individual College-Wide Learning Objectives** that fulfill the NJCC GE Learning Goals. In addition, our general education courses must be consistent with the NJCC GE **Course Criteria** for satisfying requirements.

In adopting the General Education Foundation for Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs in New Jersey's Community Colleges, Middlesex County College will satisfy its responsibility to the NJCC GE Foundation and to our students. The philosophy of the NJCC GE Foundation is to empower our students to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibility.

Motion to accept recommendation:

Mov: V. Kanwal Sec: C. Harrington

Vote on recommendation:

App: Majority Opp: 0 Abs: 1

Motion passes.

I. Educational Resources - Professor Susan Altman, Chair

Charge:

Adequacy of printers on campus.

Meeting of the College Assembly – April 3, 2008

Report:

The Task Force is continuing to look into the data for adequacy of printers on campus and will be discussing this at our next meeting.

Charge:

How the College assigns rooms regarding technology.

Report:

There is a procedure in place on how the college assigns media enhanced rooms to meet the technological needs of the faculty.

Charge:

Consider the need for policies and procedures for maintaining archive materials and methods to make those materials available to the college community and the Middlesex County College Community as a whole.

Report:

There are two (2) library staff who are working on maintaining archive materials and methods to make those materials available to the college community and we felt that there was no need to make any further recommendations.

Charge:

Work with the Task Force on Curriculum to investigate the use of technology in the curriculum approval process.

Report:

The Curriculum Task Force informed us that they did not need help on this.

NEW BUSINESS

Professor Spector stated that there are no nominees for second chair-elect and therefore asked the Assembly for consent to move the nominations to the October meeting, at the November meeting nominations will be accepted from the floor and at the December meeting, the nominees will make a short presentation before the membership vote. According to Bylaws 1.1102 – Suspension of Bylaws, Bylaws may be suspended for any meeting of the College Assembly with unanimous consent of the voting members present. By consensus, all members of the Assembly were in favor of suspending the Bylaws.

REPORT OF THE CHAIR

1. All curriculum items that came before the College Assembly at the March 6, 2008 meeting were approved by the College President and are to be implemented by the Vice President of Academic and Student Affairs.

Meeting of the College Assembly – April 3, 2008

2. The following Fast-Track curriculum items were approved:

MKT 206: Marketing Seminar

To make Marketing II, MKT 202, a pre-requisite for the marketing seminar class, MKT 206; not continue it as a co-requisite. It should now read:

Prerequisite(s): MKT 202

Corequisite(s) ACC 102, BUS 201, ECO 201, ENG 122, MKT 203

HRI 107: Baking Fundamentals

Reduce Laboratory Hours from 5 to 4

HRI 114: Garde Manger
Reduce Laboratory Hours from 5 to 4

3. Dr. La Perla-Morlaes signed the recommendations by the College Assembly on March 6, 2007 and subsequently forwarded them to various offices for implementation.
- a. That the following points are recommended concerning the “I” grade:
- The “I” grade remains equal to zero academic points and continues to be calculated into the student’s GPA.
 - The “I” grade should have a set expiration date that is set by the professor, which cannot exceed one semester.
 - Once a grade has replaced the “I” grade, the student’s GPA should be automatically recalculated.
 - Once a grade has replaced the “I” grade, the student’s academic status should be automatically updated.
 - An automatic notification system should be installed so that the appropriate individuals are notified as to any modifications to the student’s academic status when the “I” grade has been superseded by another grade.

This recommendation is to be implemented by the Vice President for Academic and Student Affairs.

- b. That the First Chairperson-elect shall chair and appoint members to a nominating committee in September of the Chairperson’s second year of office. This committee is to present a slate of at least three candidates for Second Chairperson-elect at the February meeting of the College Assembly. Nominations from the floor shall be accepted only at the March meeting.
- c. That based on the survey of teaching faculty and Administrators and a survey of New Jersey Colleges, we recommend increasing the number of media-enhanced classrooms at the Edison campus and urban centers. Media-

Meeting of the College Assembly – April 3, 2008

enhanced classrooms include a ceiling mounted projector and audio system, network PC, DVD/VCR, and wall mounted control switch. We also recommend making computer lab facilities and/or wireless labs available to departments that do not have sufficient access to labs for classroom use. In conjunction with the increased availability of technology on campus, we recommend more opportunities for professional development in the use of technology for teaching and learning.

This recommendation is to be implemented by the Vice President for Academic and Student Affairs.

- d. That the college expand wireless computer access on campus for academic, administrative, faculty, staff and student use.

This recommendation is to be implemented by the Vice President for Finance and Administration.

4. Professor Spector stated that on the InfoNet, under News and Announcements, there is an Accessibility Survey. The Accessibility for Persons with Disabilities Task Force is conducting a brief survey to determine the level of understanding here at MCC. Your participation would be greatly appreciated and would help the Task Force in completing one of their charges.
5. The next meeting of the College Assembly will be held on Thursday, May 1, 2008.

RECOGNITION AND HEARING FROM THE PUBLIC

Mr. Daniel Levine announced that the Middlesex County College Alumni Association is hosting the first Evening of Good Taste. Restaurants from the area will be offering samples of their best dishes and you are invited to taste and enjoy what each restaurant has to offer. The Alumni Association website has an updated list of participating restaurants. Tickets can be purchased at the door or in advance at the Alumni Affairs Office located in Center 4 or Tom Peterson located in Chambers Hall, Rm. 209. To purchase tickets online, visit www.middlesexcc.edu/alumni, or call 732.906.7732. All proceeds will benefit the Alumni Association Scholarship Fund and will be matched by the Middlesex County College Foundation.

Meeting of the College Assembly – April 3, 2008

ADJOURNMENT

Motion to Adjourn:

Mov: S. Biswas Sec: P. Fleming

There being no further business, the meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Jeffrey Spector
Chair, College Assembly

:ls