



Governance Gazette

the newsletter of Brookdale Governance

March 2007

Chair's message

One of the best reasons to join Governance is the opportunity to meet and collaborate with the extraordinarily talented members of the Brookdale community. With Governance elections under way, it is gratifying to see the interest expressed by so many of you who want to contribute your ideas, energy and enthusiasm. For all of you who have participated in the election process so far - thank you for your interest in being part of Governance and for your commitment to the college. Congratulations to Avis McMillon (Vice-Chair), Jennifer Wright (A&E representative), and Brent Costleigh (Staff representative) who will be joining Steering in May as new members and to Phyllis Shafer (Faculty representative) who will continue on Steering for a second term. For those interested in serving on Standing Committees, nominations are now in progress. Nomination forms can be sent to Sue Kenney in the President's office until the end of the day on March 22.

Our next Forum on Tuesday, March 20 has a busy agenda. We have two important votes that will have an impact on students; please read the vote reports carefully for both the Academic Standards vote, which creates guidelines for nontraditional ways of earning credit and the Gen Ed vote, which aligns our General Education regulation with state guidelines. Student Development has recommendations for your consideration in their discussion report on student government. IPEC has included a copy of their planning calendar for you to preview before their discussion on how the institution can plan more effectively, and they anticipate your feedback.

See you at the Forum!



Kathy Vasile
Governance Chair

March 20—FORUM MEETING

11:45 in Navesink III

***Also on Bluesnet and broadcast
to Western Monmouth ***

Agenda

1. Committee Reports.
2.  **VOTE!** Academic Standards
Nontraditional Methods of Earning Credit.
3.  **VOTE!** General Education Regulation.
4. Student Development discussion on Student Government led by Torina Armstrong and Pat Dillon co-chairs.
5. Institutional Planning and Effectiveness discussion on the Planning Calendar led by Arnie Gelfman and Jess Levine co-chairs.

ISSUES

Academic Standards Awarding of academic credit for non-traditional learning

The Academic Standards Committee has completed the third part of our first charge to "recommend guiding principles to promote consistency in the awarding of academic credit for non-traditional learning" by discussing all of the responses received during and after our February 6 Forum Discussion and making some minor adjustments to our "Recommendations for the College" in response. Both of the following will be presented for vote at the Forum to be held on March 20:

Guidelines for Earning Academic Credits by Non-Traditional Methods

1. It is the policy of the college to award credit for competencies achieved through means other than formal college courses. However, students should

- recognize that responsibility for demonstrating college-level competencies rests with them.
2. Before any formal assessment process is initiated, the student must apply for admission to Brookdale.
 3. Students must demonstrate, via a department approved mechanism, that their learning/training/work experience matches the curriculum content and course objectives of the designated college-level course. This evaluation process may include an exit test, an established grading procedure, a valid industry certification, preparation of a portfolio, or a challenge exam. Final authority for granting credit rests with the appropriate department.
 4. Award of assessed credit becomes official when the student enrolls in and successfully completes twelve credits of college-level BCC courses with a grade of C or higher.
 5. Credits earned by non-traditional methods are not assigned a traditional grade and may not be transferable to all colleges. Students intending to transfer should investigate the acceptability of such credits at the institution to which they intend to transfer.
 6. No more than half of the student's program and career studies credits may be earned by non-traditional means and/or evaluation of transfer credit.

Recommendations for the College:

- A. Departments:
 1. Designate a contact person to serve as liaison with the Student Development Specialists in matters concerning non-traditional credit assessment.
 2. Routinely review and maintain a record of standards associated with granting college credit by ACE transcript, CLEP, AP, Dante, etc.
 3. Consider and/or research the possibility of non-traditional means of earning credit through assessment for each course offered.
- B. Student Development Specialists:
 1. Continue to serve as the central guides for students seeking and/or earning credit through non-traditional means.
 2. Facilitate the documentation and communication of the various possibilities and processes for earning credit through non-traditional means for both students and department contact persons.
- C. Governance:
 1. Update paragraph in catalog to reflect the new guidelines.
 2. Add information regarding credit by non-traditional means to the catalog.

3. Revise Transfer Credit Regulation 6.1003R.
4. Revise Exam Regulation 5.0014R.

General Education Committee General Education Regulation

Editor's note: Blue and yellow text represent changes to the existing general education regulation.

DRAFT CHANGES 3/7/07vers2

BROOKDALE COMMUNITY COLLEGE REGULATION

I. Title of Regulation

General Education

II. Objective of Regulation

To identify course requirements for General Education at Brookdale Community College

III. Authority

Board of Trustees Policy No. 5.0004

IV. Regulation Statement

General education is "instruction that presents forms of expression, fields of knowledge, and methods of inquiry fundamental to intellectual growth and to a mature understanding of the world and of the human condition, as distinguished from 'specialized education,' which prepares individuals for particular occupations or **specific** professional responsibilities" (N.J.A.C. 9A: 1-1.2).

All programs leading to an associate degree at Brookdale will include a distribution of courses in the general education portion of the curricula from the major knowledge areas of Communications, Humanities, Mathematics, Sciences, Technological and/or Information Literacy Competency, **Social Sciences, History, and Cultural and Global awareness (Diversity)**. An ethical dimension competency may be infused with any course in the above categories. Certificate programs also will be required to include **general education credits as specified in the state regulation**. Career courses provide specialized education as described in N.J.A.C. 9A: 1-1.2.

As noted below, students will choose their general education courses based upon the degree sought and **their** transfer plans. Student Development Specialists work with students to design a plan of study and approve the plan in the name of the College.

Brookdale Community College shall require for students, general education portion of a program that conform to parameters summarized below. Additionally, general education courses must meet the student learning objectives set forth by the NJ Community College Academic Officers Association (NJCC AOA) under the authority of the NJ Presidents' Council.

A. A.A. Degrees

A.A. Degrees will include no fewer than 45 General Education credits distributed among the following knowledge areas:

1. Communications (C) - 9 credits to include two Composition (writing) courses and one Speech course.
2. Humanities (HU) - 9 credits in any broad-based courses in the history of or appreciation of Art, Music, and Theater; Literature; Foreign Language; Philosophy; Religious Studies; or additional broad-based history course in Western, non-Western, American, or World (Civilization) History.
3. Social Sciences (SS) – 6 credits selected from introductory courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology.
4. Mathematics (M), Sciences (SC), and Technological and/or Information Literacy Competency (IT) – 12 credits including 3-8 credits in Mathematics at a level that minimally requires a prerequisite of basic algebra; 4-8 credits in science in general biology, chemistry, physics, or environmental sciences, at least one of which must have a laboratory component; 0-4 credits in a rigorous introduction to computer science or a computer applications course or by taking comparable coursework that emphasizes common computer skills and/or helps students access, analyze, and communicate information using appropriate technologies. A student may be waived from the Technological/Information Literacy competency requirement by passing a proficiency exam or by taking comparable coursework within other portions of General Education courses or outside of the General Education portion of his or her studies. Such courses will be designated in the catalog by a (t).
5. History (HI) – 6 credits selected from broad-based courses in Western, non-Western, American or World (Civilization) History.
6. Cultural and Global Awareness (CG) (Diversity) – One course is recommended from those courses designated with a (d). This designation is for any course that significantly helps students analyze the implications of the commonalities and differences among culturally diverse people. Students may meet this requirement while simultaneously fulfilling the General Education requirement for another knowledge area or other program requirements.

7. Ethical Dimension (E): At least one course in the student's program of study must contain an ethical dimension, a course which contains a component that helps the student to recognize, analyze and assess ethical issues and situations. Students may meet this requirement while simultaneously fulfilling the General Education requirement for another knowledge area or other program requirements.

B. A.S. Degrees

A.S. Degrees will include no fewer than 30 General Education credits distributed among:

1. Communications (C) - 6 credits to include two Composition (writing) courses, may include an additional course in Speech.
2. Humanities (HU) - 3 credits in any broad-based courses in Art, Music, Theater, Literature, Foreign Language, Philosophy, Religious Studies or additional broad-based history course in Western, non-Western, American, or World (Civilization) History.
3. Social Sciences (SS) - 3 credits selected from introductory courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology.
4. Mathematics (M), Sciences (SC), and Technological and/or Information Literacy Competency (IT) – 12 credits including 3-8 credits in Mathematics at a level that minimally requires a prerequisite of basic algebra; 4-8 credits in science in general Biology, Chemistry, Physics, or Environmental Sciences, at least one of which must have a laboratory component; 0-4 credits in a rigorous introduction to computer science or a computer applications course or by taking comparable coursework that emphasizes common computer skills and/or helps students access, analyze, and communicate information using appropriate technologies. A student may be waived from the Technological/Information Literacy competency requirement by passing a proficiency exam or by taking comparable coursework within other portions of General Education courses or outside of the General Education portion of his or her studies. Such courses will be designated in the catalog by a (t).
5. 3 additional credits in Social Science or Humanities knowledge areas as described above.
6. Additional 6 credits can be chosen from any of the above categories but cannot exceed the number of credits listed in the A.A. program credit distribution requirements.
7. Cultural and Global Awareness (CG) (Diversity) – One course is recommended from those courses designated with a (d). This designation is for any course that significantly helps students analyze the implications of the

commonalities and differences among culturally diverse people. Students may meet this requirement while simultaneously fulfilling the General Education requirement for another knowledge area or other program requirements.

8. Ethical Dimension (E): At least one course in the student's program of study must contain an ethical dimension, a course which contains a component that helps the student to recognize, analyze and assess ethical issues and situations. Students may meet this requirement while simultaneously fulfilling the General Education requirement for another knowledge area or other program requirements.

C. A.A.S. or A.F.A. Degrees

A.A.S. or A.F.A. Degrees will include no fewer than 20 General Education credits distributed among:

1. Communications (C) - 6 credits to include two Composition (writing) courses, may include an additional course in Speech.
2. Humanities (HU) or Social Science (SS) – 3 credits from either of the knowledge areas as defined in the A.A. section.
3. Mathematics (M), Sciences (SC), and Technological and/or Information Literacy Competency (IT) – 3 credits as defined in the A.A. and A.S. requirements.
4. Cultural and Global Awareness (CG) (Diversity) – One course is recommended from those courses designated with a (d). This designation is for any course that significantly helps students analyze the implications of the commonalities and differences among culturally diverse people. Students may meet this requirement while simultaneously fulfilling the General Education requirement for another knowledge area or other program requirements.
5. Ethical Dimension (E): At least one course in the student's program of study must contain an ethical dimension, a course which contains a component that helps the student to recognize, analyze and assess ethical issues and situations. Students may meet this requirement while simultaneously fulfilling the General Education requirement for another knowledge area or other program requirements.
6. General education courses for these degrees should support career preparation.

7. The additional 8 credits can be chosen from any of the above categories but cannot exceed the number of credits listed in the A.S. program credit distribution requirements.

D. Certificate Programs

Certificate programs shall consist of 30 to 36 credits, including 6 credits of general education. Any offering of clustered courses consisting of less than 30 credits will be entitled Certificate of Achievement. (source: NJ President's Council, Academic Issues Committee Manual 2006-07, Section III. D. p 10).

Certificate programs will include no fewer than 6 general education credits distributed among:

1. Communication (C) – 3 credits in Composition (writing)
2. 3 credits in either Humanities (HU), Social Science (SS), or Mathematics (M), Science (SC) or Technological and/or Information Literacy Competency (IT)).
3. General education coursework in excess of the required 6 semester credit hours should follow the specialized associate degree (A.F.A. or A.A.S.) program distribution requirements.
4. Certificate of Achievement programs require no general education courses beyond those which support career education.

E. The General Education Committee will:

1. Determine which new courses will be suitable for use as General Education credits.
2. Review program plans and catalog listings to insure compliance with external and internal General Education policies.
3. Conduct hearings to arbitrate disputes over the General Education status of courses and proper format of programs. This task will provide the means for updating and maintaining the list of general education courses.

Programs may recommend general education courses provided that they conform to State and College policies on general education and are uniformly stated with the phrase, "the following courses, while not required, are recommended for students choosing this program."

Student Development Specialists, in consultation with appropriate Division Chairs, may recommend course substitutions to help a student achieve his or her transfer, career, and/or personal goals.

All proposed general education requirements in specific programs will be reviewed by the General Education

committee before being submitted to the Executive Vice President for Educational Services for final approval.

E. Core Competencies

The general education distribution requirements support acquisition of the following core competencies by all graduates:

1. Communication
2. Mathematical / Scientific Reasoning
3. Critical Thinking
4. Creative Expression
5. Information Literacy
6. Technological Literacy
7. Historical / Societal Analysis
8. Community and Workplace
9. Personal Development

V. Responsibility for Implementation

Executive Vice President for Educational Services

Student Development Committee Student Government

The Committee should:

1. Identify current opportunities for student input into the decision-making process at the College, including the Student Life Board.
2. Examine existing student government models at other like institutions.
3. Recommend a student government model which will provide opportunities for student leadership development and input in the decision-making process at the College.
4. Determine the relationship, if any, between the recommended Student Government model and the Governance system at Brookdale.

Action: The Committee has investigated and discussed all four parts of the Charge.

Key Recommendation: *The College should support the existing model of student representation and leadership at Brookdale Community College – The Associated Students of Brookdale Community College/Student Life Board (ASBCC/SLB).*

Reasoning:

1. Student Government models at peer institutions do not appear to have a clear advantage over the existing Brookdale model.
2. Call for the creation of a “Student Government” is not coming from the student body. Current SLB members are working to improve the existing model (e.g., updating the ASBCC Constitution).
3. Re-engineering of the Student Life and Activities office:
 - a. Administration

- i. Organization (e.g., new associate director)
 - ii. Establishing connections with other community colleges
 - iii. Focusing on leadership development (e.g., Student Ambassador Leadership Institute)
 - iv. Promoting student input/student voice
- b. Students in SLB
- i. Reworking ASBCC Constitution
 - ii. Attending leadership workshops and training
 - iii. Addressing inclusiveness with all constituencies (e.g., traditional, non-traditional, Lincroft, BCs, HECs, part-time, weekend and evening)
4. Personnel at HECs currently working on student activities/student input.

Recommendations to Support Existing ASBCC/SLB Model:

1. The SLB should update the ASBCC Constitution before the start of the 2007-2008 academic year.
2. The SLB should increase publicity of events, activities and elections to increase involvement/input across all student constituencies.
3. The Brookdale Website should be the main source of information about the ASBCC/SLB. The College should ensure that there is a visible link to the ASBCC from the BCC Homepage. The link currently under “In The Spotlight” should be changed from *Student Activities* to *Student Life and Activities*; web pages to support each area of ASBCC (e.g., Leadership Opportunities, Student Ambassadors, Clubs, Activities Calendar) should be created.
4. The College should ensure that there is a dedicated, appropriate, and visible space for the SLB.
5. The College should renew efforts designed to increase student engagement in Governance as recommended by the Student Development Committee in 1999-2000 and 2000-2001 (see attached document). The SLB should promote student participation in Governance on its website.
6. A formal link between Governance and the SLB should be established. *Propose:* The SLB or a representative delivers a brief presentation to Forum twice a term: at the beginning of the term to present goals/plans and at the end of the term to recap activities.
7. The College should support efforts to increase student leadership development opportunities

identified by the SLB and Student Life and Activities.

8. The College should support efforts to promote the SLB as representatives of the student voice on campus.
9. The senior administration (e.g., the cabinet, the college president) should establish a formal connection with the elected representatives of the SLB.

Institutional Planning and Effectiveness

Planning Calendar

Attached to this edition of the Gazette, please find a copy of draft 4 of the Brookdale Community College Assessment, Planning, and Budgeting (APB) Calendar. The primary purpose of this calendar is to tie the varied assessment, planning, and budgeting activities together in a manner that would easily allow members of the College community to see what was happening and when it was happening. Only major activities would be included. For example, if one wanted to discover when the College Catalog was published, (s)he could find the answer via the APB Calendar. Each of the steps leading up to the development of the Catalog would not be included; however, plans, procedures, and timelines can now be formulated by the appropriate units to meet the listed APB Calendar date(s). Furthermore, one can also easily see what else is on the docket during that same period of time. Are there conflicts? Is too much being asked for at one time? Do any dates need to be moved? What's missing? Should any activities be changed or eliminated?

The presentation at the March 20 Forum will be brief so that sufficient time can be set aside to deal with your feedback, comments, criticisms, suggestions, etc. Please take the time to review what is attached and share your reactions (if any) either at the Forum or in writing to Arnie Gelfman (agelfman@brookdalecc.edu) or Jess LeVine (jlevine@brookdalecc.edu).

REPORTS

Report on the February 20 Forum

Kathy Vasile, Chair of Governance, welcomed everyone to the Forum and reminded attendees about the upcoming Steering elections that will run for a week, from February 25th to March 5, 2007. Ballots will be sent to the college community via email and paper copies will be available for those who do not have access to email.

Institutional Planning and Effectiveness facilitated the first discussion of the day. Jess Levine and Arnie Gelfman

presented draft 2 of the 2009 Matrix to the Forum. The document will be discussed with the full professors group, cabinet, and the college community and by July the document will be ready. The proposed draft includes teaching and learning as a new category to reflect issues related to the learning process.

The second category, educational philosophy, access and opportunity will include curriculum, grading policy and the Commission on Academic Leadership Models. Opportunity for advancement and improvement will include online counseling, student's use of email, college website, increasing retention and graduation rates, assessment of the Educational Services Master Plan, impact of the Lampitt Bill on BCC general education model and the need to increase parking on campus. Forum participants made comments related to 1A and 1B language. "Assure entering students are prepared and ensure satisfaction with the experience" we can not ensure the outcome in these categories. President Burnham indicated the 09 matrix needed to provide some flexibility to include recommendations from the Middlestates report.

The second presentation of the day was led by Donna Flynn and Brian McKeon on the Recognition of Student Achievement regulation. Presenter indicated sections of the regulation are not accurate and need to be updated to reflect current institutional practices such as the grading system and the offices responsible for providing the list of students for internal publication. Presenters also discussed with participants information related to the standards used by other community colleges to determine their Dean's list and Distinguish Scholar Award.

Sondra Cannon and Avis McMillon, co-chairs of the Diversity Council facilitated the last discussion of the day. Presenters recommended a change of status for the Diversity Council from a college wide committee to a Standing Committee and made the following recommendations:

The Diversity Council should become a standing committee of Governance.

To identify a body responsible for meeting those goals directed by the BCC Value statement.

To create an organization that is empowered to maintain the position of diversity in the (thinking) and policy development of BCC.

To fully integrate the consideration of the many facets of diversity into the priorities of this organization.

To propose an amendment to the BCC constitution to permit addition or removal of a standing committee based upon the needs of the community.

In making that change, the Council also recommends changing the name of the Council to the Cultural and

Global Awareness Committee as part of the Governance structure.

This is a learning environment and our students and staff come from diverse backgrounds, if we are truly committed to educational excellence then we must invest our individual and collective energies into creating a culture that is inclusive and reflects the diversity of Monmouth County. To ensure this effort is strategic and on-going; identifying an organization responsible for monitoring progress, recommending changes and informing the College community is critical for success.

A comment was made indicating the natural progression of the Diversity Council would be to become a standing committee. Another Forum participant indicated the college has changed and it is time to make some adjustments that reflect the growth and diversity of the college community. Another participant indicated it would be a good idea to have a 3 year trial of the Cultural and Global Awareness Committee as a standing committee before making it a permanent one.

STANDING COMMITTEE NEWS

Academic Council

[MAN 108]

Academic Council continues to expedite approval of some course revisions via an e-vote, leaving our meeting times to discuss more substantive curriculum changes.

Council approved the following program/option/certificate change:

- The Ornamental Horticulture Certificate becomes the Horticulture Certificate, with changes to its program. A Floral Design Certificate of Achievement and a Landscape Design Certificate of Achievement were passed.
- NEW: Social Science A.A., Anthropology Option
- NEW: Humanities A.A., Creative Writing Option
- Changes to the Nursing Program
- Changes to the new Math/Science, Environmental Science Option

The following new courses have been approved by Academic Council.

- ENGL 2xx Creative Non-fiction Workshop
- NURS 160 Introduction to Human Needs
- EDUC 2xx, Literacy Development

- ELEC 115 Electrical Circuits for Power Distribution I
- ELEC 116, Electrical Circuits for Power Distribution II
- ELEC 1XX, Electrical System Design and the National Electric Code
- ELEC 2X1, Electrical Transmission and Distribution
- ELEC 2X2, Switchgear, Transformers and Controls
- UTIL 101, Overhead Lines Technology I
- UTIL 102, Overhead Lines Technology II
- UTIL 299, Internship in Electric Utility Technology
- UTIL 201, Overhead Lines Technology III
- UTIL 202, Overhead Lines Technology IV

The following course changes have been approved by Academic Council.

- COMP 126 Computer Fundamentals (title change)
- COMP 226 System Design and MIS (title, description, credit hours change)
- HUMN 130 Women and Science (prereq and course code change)
- POLI 225 International Relations (prereq change)
- POLI 227 Comparative Politics (prereq change)
- POLI 228 Environmental Politics and Policy (prereq change)
- MATH 153 Pre-Calculus Mathematics (description change)
- MATH 263 Applied Technical Calculus (title, prereq change)
- CULA 225 Applied Pastry Arts (title change)
- COMP 265 Spreadsheets Using Excel (credit hour change)
- COMP 266 Database Using Access (credit hour change)
- ENGI 206 Materials, Properties and Processes (credit hour and description change)
- DIGM 225 Digital Design and Production (title change)

College Life

[MAC 204]

The College Life Committee is moving ahead with our Green Initiative charge. In order to enable greater committee input and participation, we are currently using WebCT as a vehicle of communication, collaboration and data storage. Furthermore, we've created two sub committees responsible for researching initiatives at other colleges and universities as well as strategies for constructing a "green lens" and cultural shift at Brookdale. In order to address the initial aspect of our charge, Facilities has provided a full data report on the College's past and current initiatives, and we recently had the opportunity to discuss the report with Rich Frank who presented the committee with the report and offered significant input and context on the history detailed in the document. We've contacted and will also be working closely with Public Relations to discuss and consider the ways in which we can and will communicate the "green message" with the College community, and in order to ensure that the voices and specific needs of the entire College are addressed, the committee has begun its work and dialog with Higher Education Center Directors. We look forward to your input and assistance; please send us any inquiries, ideas or comments: collegelife@brookdalecc.edu.

Professional Development [MAN 207]

PDC has been working on the charge of modifying its funding Application and Resource Guide. The Application revision has been completed, and the revision of the Resource Guide relating to the funding process is in progress.

Subcommittees:

A & E: Mary Ann Waclawik. \$800 remains to be awarded, so get your applications in ASAP!

Faculty: Nancy Liu and Elaine Olaoye. Faculty \$15,585 expended with 63 applicants

Staff: Lynn Johnson. 14 requests approved for \$2011.

COLLEGE-WIDE COMMITTEE NEWS

Basic Skills Committee [LIB 123]

The last Basic Skills College Wide Committee Meeting was held on Thursday March 1, 2007 in LIB 123

The Department / Division Meeting visits continue throughout the remainder of the spring semester. Discussions will focus on basic skills outcomes and student preparedness for college level courses.

The Outreach 2007 conference is titled "Critical Thinking for Subject Specific Education" and will be held on March 23rd. The Committee members are now putting the finishing touches into place and look forward to another successful conference.

At our last college-wide committee meeting, we discussed the concept of "learning communities". Several learning

community models are being examined including Maricopa Community College's LINK program, Kingsborough Community College's program, and Brookdale's previous attempts at learning communities.

Our next meeting is Thursday, March 22nd at 11:45 in the LIB 123

Honors Committee [MAC 206]

Our Honors brochure was revised and updated to include all courses offered in the fall 2007 semester. We will be running eight honors courses! Over 2,000 letters and fliers for students eligible to take Honors courses were sent out. We will have one joint meeting with PTK (March 20) to promote these courses. Students who qualify for honors classes will be invited as will honors course instructors to advertise their courses and answer questions. We will have a table at the Open House to further promote the program.

IMPORTANT DATES IN March

- March 20:** Forum
- March 22:** Basic Skills
- March 27:** Standing Committee Meeting
- March 28:** General Education
- April 3:** Forum

Standing Committee nominations are due to Sue Kenney in the President's office by the end of the day on Thursday, March 22.