



# Governance Gazette

the newsletter of Brookdale Governance

Special Forum February 16, 2010

## Chair's message

Please join your colleagues for this special forum. There will be a third discussion by Honors before the vote on February 23<sup>rd</sup> as well as an update on the ESMP. The third presentation will be from College Life on the smoking regulation. The College Life committee requested that Steering charge them with reviewing the smoking regulation that was passed in 2005. They will have their first discussion during this special forum.

Elections will soon be underway for positions on the standing committees. Please consider self-nominating to serve on a committee. Governance at Brookdale is very rewarding and even more so when you are part of the solution!!

See you at the special forum.

**Phyllis T. Shafer.**  
Governance Chair

**February 16, 2010**

**FORUM MEETING**

**4:30 in Twin Lights I & II**

**\* Also on Bluesnet and broadcast to the  
Western Monmouth Branch Campus  
and the Eastern Monmouth, Long  
Branch, and Northern Monmouth Higher  
Education Centers**

### Agenda

1. Honors –Honors Regulation  
*Laura Nietzel and Jonathan Moschberger-  
Co-Chairs*

2. ESMP - Update

3. College Life-Smoking Regulation  
*Alison Fitzpatrick, Anne Marie Sparaco, Co-  
Chairs*

**ISSUES**

**HONORS COMMITTEE**

Charge to Honors Committee:

- 1) Review Regulation 5.0035R, Honors at Brookdale
- 2) Make recommendations as to how to identify students, create entrance requirements, and develop curriculum for the Honors program.

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Summary:

The Honors Committee will present its recommendations for revision of College Regulation 5.0035R, "Honors at Brookdale." This will be submitted to a Forum vote February 23. The full texts of the current Regulation and the Regulation with recommended revisions are attached. Recommended changes are in **bold italics**.

Our major recommendations can be summarized as follows:

1) Currently, students who have completed 12-credits of coursework at Brookdale with a 3.5 GPA are automatically eligible to enroll in Honors course. We propose the creation of an application process to determine student eligibility for Honors courses.

2) Currently, students must complete a 12-credit program comprised of three Honors sections of General Education courses and one interdisciplinary Honors seminar to graduate with Honors from Brookdale. We propose moving to an 18-credit (or six course) program comprised entirely of Honors sections of General Education courses.

3) We also propose that students who complete 9 credits (or three courses) of Honors sections of General Education courses earn an Honors Certificate of Recognition upon graduation.

Our recommendations reflect many of the ideas and concerns voiced at Forum last semester. The Committee is grateful to the College community for its valuable input into the reorganization of Honors at Brookdale.

**BROOKDALE COMMUNITY COLLEGE  
COLLEGE REGULATION  
Proposed changes / February 16, 2010**

5.0035R

**I. Title of Regulation**

Honors at Brookdale

**II. Objective of Regulation**

To provide an in-discipline and interdisciplinary academic curriculum and an honor society to a high-achieving, talented population of qualified students enrolled in Brookdale Community College.

**III. Authority**

Board of Trustees Policy #6.1000

**IV. Regulation Statement**

Brookdale Community College, as an open admissions institution, continues to serve the needs of a diverse population, including our academically talented students.

***Honors at Brookdale is offered to serve the needs of our highest achievers who can benefit from the challenge and stimulation of a rigorous, in-depth curriculum.***

Honors at Brookdale is composed of **three** options.

A. Degree with Honors: The first option is an academic curriculum ***that consists of a minimum of six general education Honors courses or 18 credits of Honors coursework and completion of a capstone project*** which enrich the collegiate academic experience by providing in-depth investigation of subject matter in environments conducive to intellectual growth and personal enrichment.

B. ***Honors Certificate of Recognition: The second option is an academic curriculum that consists of a minimum of three general education Honors courses or 9 credits of Honors coursework which enrich the collegiate academic experience by providing in-depth investigation of subject matter in environments conducive to intellectual growth and personal enrichment.***

- C. Phi Theta Kappa: The **third** option is the Alpha Pi Theta chapter of Phi Theta Kappa, the international honor society for two-year college students. Membership in this society is based on academic and service-oriented criteria established by the officers and members of the chapter.

Students are encouraged to participate in both the curriculum and the honor society, but neither is mandatory for participation in the other.

The objectives of Honors at Brookdale **are**:

- A. To challenge students to higher academic achievement;
- B. To provide students opportunities for more rigorous, in-depth inquiry not covered in the usual college curriculum;
- C. To increase opportunities for interdisciplinary studies;
- D. To offer honors students the opportunity to be challenged by their peers;
- E. To give recognition to honors students for their achievement; and
- F. To increase transfer and scholarship opportunities for our students.

**Students must apply to Honors at Brookdale. Admissions requirements are as follows:**

- 1) High school transcript with high school GPA of 3.5 (on a 4.0 scale); college transcript, where applicable.**
- 2) Combined SAT score (math and critical reading) of 1100 or the equivalent Accuplacer score.**
- 3) Completion of an application to the Honors Program.**
- 4) A letter of recommendation from a guidance counselor, teacher, or someone who can address applicant's preparedness for a rigorous program of study.**

**5) An essay of 500-800 words.**

**6) An interview if requested by applicant or admissions committee.**

**Students who:**

- **Successfully complete a minimum of six honors courses or 18 credits of Honors coursework with a B or higher, complete a capstone project, and maintain a GPA of 3.5 or higher will graduate with Honors. This will be designated on their degree and transcript. They will also earn an Honors Certificate of Recognition upon graduation.**
- **Successfully complete a minimum of three honors courses or 9 credits of Honors coursework with a B or higher and maintain a GPA of 3.5 or higher will earn an Honors Certificate of Recognition upon graduation.**

**In consultation with the Honors Coordinator, students may substitute one independent study course for one honors course.**

**V. Responsibility for Implementation**

Vice President of Educational Services

Revised: 8/15/00

Approved: 5/01

Effective: 5/01

## ISSUES

### ESMP

For the past several months, Brookdale Community College has been in the process of creating a new Educational Services Master Plan (ESMP). ESMP 2020 will include a long term strategic vision to guide institutional planning for the next decade as well as annual operating plans for the next several years. ESMP 2020 will be based on several broad based strategic themes (student affairs, teaching and learning, and partnerships). Woven into these strategic themes will be institutional initiatives, such as curriculum development, diversity, technology, and decentralization. Educational Services Deans are

leading ESMP development, in collaboration with administrators, faculty and staff from across the College.

Central to the Brookdale Mission is teaching and learning. Our Mission Statement acknowledges “learning is the core value of the Brookdale Mission.” The multifaceted aspects of teaching and learning will be addressed in this ESMP through a set of sections that include the following:

- Curriculum & Program Development
- Assessment
- Alternate Delivery
- Facilities and Technology
- The Network
- Academic Rigor & Professional Development

The Student Support Chapter will contain information and recommendations about student support services for Brookdale students - beginning at the time they first learn about the College until they successfully complete their Brookdale goals. As stated in the College Mission, the College offers a ‘comprehensive array...of choices leading to...opportunities’. These choices must begin from the moment the student learns about Brookdale.

The development and sustaining of partnerships will play a critical role for Brookdale long into the future as state, federal and private funding agencies demand a more valuable return on their funding and as competition increases for limited and declining resources.

Finally, our students, College, our Community, and our Nation are changing. We must examine the demographic factors that influence us now and in the future so that we are better able to respond to the challenges that we will inevitably face.

We look forward to hearing your thoughts at the Forum on Tuesday.

### **COLLEGE LIFE**

The College Life committee has been asked to review the Smoking regulation of 2005. The

committee compiled information to share with the College community and are seeking input on the following questions:

1. Have the DSA's accomplished the goal of the recommendations set in 2005?
2. Are there similar measures to control the smoking issue at the Branch Campus and HECs?
3. How do students, faculty and staff feel about the implemented recommendation?
4. Do they feel a change to smoke free is needed?

## **REPORTS**

### **REPORT ON THE FEBRUARY 9 FORUM**

Chair Phyllis Shafer extended a welcome to the Forum. Nominations are in for Vice-Chair and the Administrator position on Steering. The deadline for nominations for the Faculty and Staff positions on Steering have been extended until Friday, February 12, 2010.

### **WHAT'S ON YOUR MIND**

Mindy Wey inquired about the fall semester D grades on extended rosters, for developmental courses. This wasn't done previously. Is there a process to get the D grades off? Further research is needed and there will be further discussion on this at the Steering Meeting on February 16<sup>th</sup>.

### **VOTE-ACADEMIC STANDARDS, MATRICULATION**

Before the Vote, discussion ensued on a suggestion from Laura Miceli to change the all-constituency vote to a faculty-only vote. The reasoning presented is that the Matriculation Regulation, 6.1502R, Section IV.D change is an academic issue and should be a faculty-only vote. Pat Gallo said that, as an Academic Dean, she would like to have a vote on this. It was pointed

out that “faculty own the curriculum—deans are the guardians or gatekeepers.” Dee Anderson spoke, from Long Branch, as a Learning Assistant and member of Academic Standards, and presented her viewpoint. She pointed out that a “broadened perspective is healthy for Brookdale.” Co-Chair Glenn Noe agreed with Dee; the committee voted unanimously for an open vote. When Bill Templeton pointed out that Steering determines constituency voting, Glenn said the committee members were giving input on it.

Alec Moran, the student representative on Steering, asked, “Why wouldn’t the Forum want students to vote on this?” When it was pointed out that this vote isn’t truly a curricular issue, but an administrative issue, the discussion closed. A vote was taken on the issue of constituency voting on the Matriculation Regulation change, and the result was the majority was in favor of an all-constituency vote, and 3 voted for a faculty-only vote. Next, the Vote was taken on approval of the Matriculation Regulation change, resulting in 89 Yes, 14 No, and 14 Abstaining.

## **PROFESSIONAL DEVELOPMENT-THEMES**

An overview was given of the process the committee follows to develop the annual Themes and Priorities in accordance with the Professional Development Blueprint. This involves a review of the College’s strategic plans (Matrix, ESMP, and ITSP), individual professional development plans, and the Blueprint proficiencies. The annual PD survey contains the college community’s prioritization of the priorities/themes. A chart was shown, identifying the source documents for ten Themes and Priorities, resulting in identification of the top 5 choices being presented for PDC resource allocation for FY11:

### **Technology**

- Innovative ways to address the needs of our changing students
- Administrative applications

### **Collaboration and Communication**

- Classroom management
- Managing people

## **Management and Leadership Development**

- Supervisory skills
- Leadership skills

## **Diversity**

- Institutional culture and climate – student and workforce
- Global awareness

## **Curriculum Development**

- Aligning credit and non-credit programs
- Community responsiveness – career programs, industry/business trends
- On-line, multi-campus, multi-modal programs

In the discussion that ensued, Academic Division Dean Bill Burns suggested that Assessment should be on the list of Themes. The suggestion will go back to the committee for discussion.

It was announced that Beth LaBarbera of Accounts Receivable won the PDC Survey gift card to the Scroll & Pen Bookstore.

## **STUDENT DEVELOPMENT**

For their charge of Student Engagement, Success, and Retention Using Technology, The Committee has been collaborating with MUG and ITAC, and reported to the Forum on progress made to date. Their Student Opinion Survey elicited 857 responses regarding the technologies that students are currently using. 95% use technology at home; 62% use BCC email; and 82% use social networking. The students would like live-streaming of Governance Forums. A survey is now available for administrators, faculty, adjuncts, and staff. Focus groups with each constituency will be held on feedback from the survey. Student opinions were given on using the forthcoming MyCampus EAI portal.

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<b>IMPORTANT DATES IN FEBRUARY</b>
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February 17	Gen Ed Committee Meets
February 23	Forum
February 25	Honors Committee Meets
February 25	Basic Skills Committee Meets