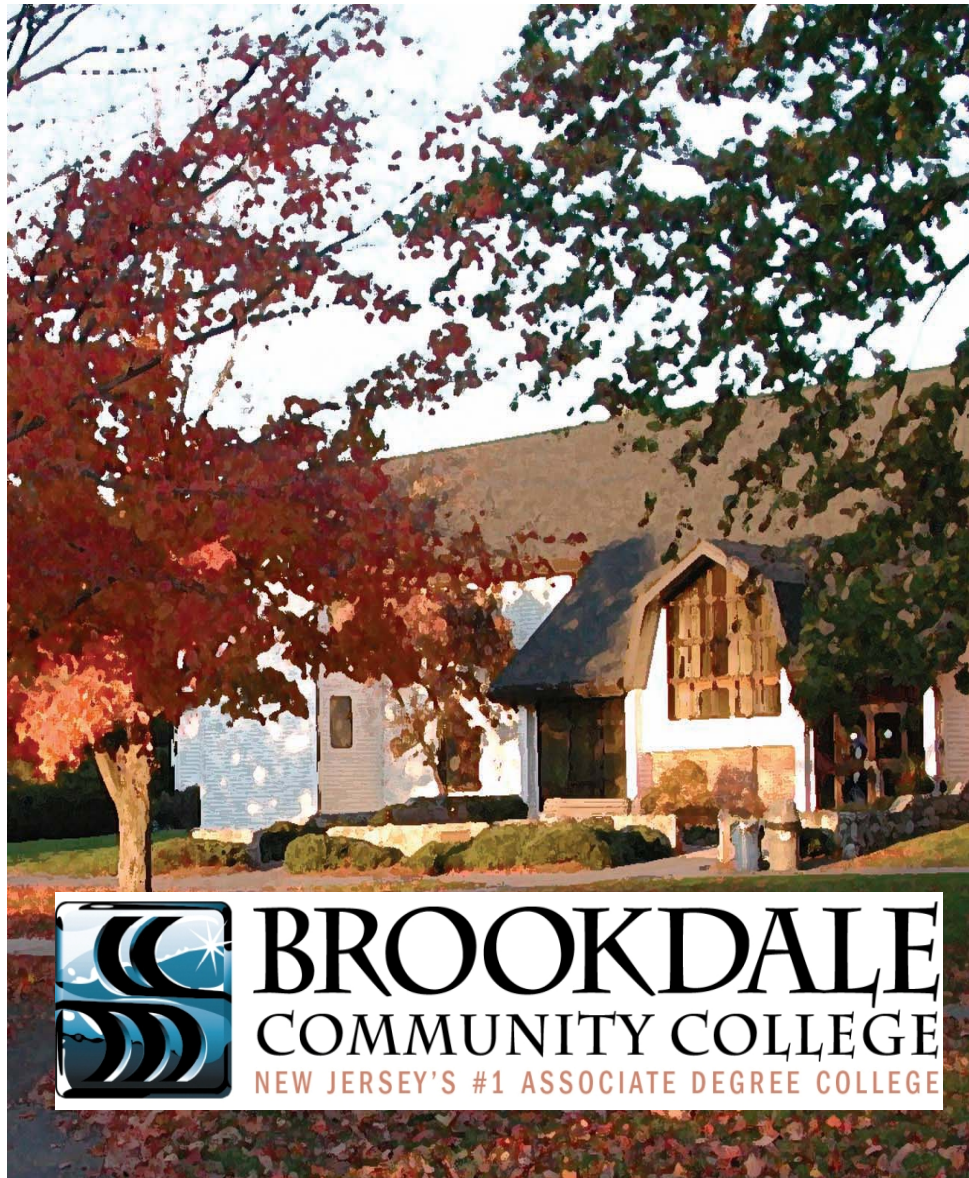


# FACULTY HANDBOOK



**BROOKDALE**  
**COMMUNITY COLLEGE**  
NEW JERSEY'S #1 ASSOCIATE DEGREE COLLEGE

765 Newman Springs Road  
Lincroft, New Jersey 07738  
732-224-2345

[www.brookdalecc.edu](http://www.brookdalecc.edu)

*An Equal Opportunity Affirmative Action Institution*

Prepared by the Office of Academic Affairs  
Fall 2008

This Faculty Handbook is for informational purposes only and should not be construed as a contract with Brookdale Community College.



September 2, 2008

Dear Colleague:

A highly successful Middle States visit last spring acknowledged our reputation for excellence, innovation, and student development. As noted by our President, Dr. Peter Burnham, it affirmed our commitment to students and to engaging students in the learning process. Nationally known for faculty who are leaders in community college education and who are focused on providing a rich and diverse educational experience for students, Brookdale continually seeks to create an environment where faculty have the resources needed to provide a quality education. As faculty, you are a critical part of our efforts to ensure that student have the best possible instruction. Your experience and knowledge bring a comprehensive array of talents and gifts to our educational offerings.

As we enter this post Middle States phase, we are focusing on creating our preferred future, a future where students have access to opportunities that will help them to lead better lives. Enrollment is at an all time high and we continue to develop new programs and courses and expand our Higher Education Centers. Distance education is a significant piece of our programming and we encourage all faculty to access the resources provided by the Teaching and Learning Center, particularly the course on online teaching.

Engaging students is a core aspect of our success. The results from the recent Community College Student Engagement Survey indicated that one of the concepts central to student success is student faculty interaction. Interacting with other students, encouraging students to spend significant time studying, and coming to class prepared are some of the behaviors, that when encouraged by faculty, positively affect student success. Your faculty mentor can help you to incorporate these, and other instructional approaches that engage students, into your teaching.

With over 15,000 students enrolled in credit courses and approximately 30,000 individuals taking non credit courses, Brookdale continues its tradition of enriching the lives of our county residents. We are proud of our accomplishment and continually seek new opportunities for growth and excellence. Working together we can provide a future for all who are part of the Brookdale family that will enable each of us to renew ourselves and to become better educated.

Sincerely,

*Dr. Margaret M. McMnamin*

Dr. Margaret M. McMnamin  
Executive Vice President—Educational Services

# Getting Started at Brookdale Community College

## *A Guide for New Faculty*

### **Before your first class**

- Review the syllabus and other course materials with your assigned mentor. Stay in weekly contact with your mentor over your first semester.
- Visit the department and/or division offices to meet the division administrator and office support staff. They will give you (1) voicemail information; (2) e-mail address; (3) copier code; and (4) mailbox. They can help you set up or use all of these. Division Administrators are listed on page 18.
- Using the campus map, locate your classroom. It is good to visit and check that it has items you'll need for class. It is wise to bring markers and an eraser to class. If you have technology requests, check with your mentor and contact ETS (Educational Technology Services) at ext. 2472.

### **Starting your course on the right foot**

- Be aware of the semester calendar, noting the total number of class sessions, add/drop dates, last day to withdraw, etc. Plan class activities for all class sessions.
- Review your textbooks and other material your department provides. Considering the course syllabus, create your instructor addendum (see your mentor and page 28 of this Handbook )
- Devise a procedure for taking attendance. To use Brookdale's monitoring system and to give a final grade of F, you must provide the date of the student's last attendance. Your mentor can guide you through the use of the monitoring system.
- In very rare cases the College does close for emergencies (usually weather related). The best ways to find out if the College is closed are (1) check the College home page ([www.brookdalecc.edu](http://www.brookdalecc.edu)) or radio station (WBJB 90.5 FM); (2) Call the main number 732-842-1900.

**Importance of the first class: The first class in a course sets the tone for the semester. While it is important to take care of course management such as handing out the syllabus and instructor addendum, it is also important to engage the students with course material and provide for student-to-student and student-to-instructor interaction.**

### ***For Full Time Faculty***

- Review the days, times and locations of Faculty Days and New Faculty Orientation. You will receive this information in the mail at home.
- Prepare your teaching schedule, including office hours, on the College schedule form. You will receive this form from your mentor or division chair.
- Meet with your Academic Division Dean to discuss your Professional Performance Objectives for the year. Finalize using PPO form PE-48. See page 16 of this Handbook or visit Academic Affairs web page <http://www.brookdalecc.edu/staff/edsvcs/> and click on Personal Performance.

### ***For Adjunct Faculty***

- Note the day, time and location of the Adjunct Reception.

## IMPORTANT PHONE NUMBERS

Admissions.....	2375
Bankier Library.....	2706
College Store	
Textbook Information .....	2382
General Information .....	2595
Computer HELP Line .....	4357 (HELP)
Counseling	
Business.....	2555
Humanities .....	2505
Math/Science .....	2586
Social Science.....	2338
Copier Problems .....	2066
Disability Services.....	2730
TTY Number.....	732-842-4211
Distribution/Technical Services (for all technology needs).....	2472
Division Offices	
Arts and Communications .....	2128
Business and Technology .....	1977
English and Reading Division .....	2487
Science and Health Sciences .....	1981
Mathematics.....	2077
Social Sciences and Education .....	2335
Higher Education Centers	
Eastern Monmouth at Neptune .....	732-774-3363
Long Branch.....	732-229-8440
Northern Monmouth at Hazlet.....	732-787-0019
Wall and Communiversity .....	732-280-7090
Western Monmouth at Freehold.....	732-625-7002
International Center.....	2799
Mail Room/Common Services.....	2293
Nurse.....	2106
Operator .....	732-842-1900
Police Emergency .....	911 or 2222
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**PRINT REFERENCES**

Student Handbook  
 Brookdale Community College Catalog  
 Individual Departmental Handbooks  
 (Not available in all Departments. Check with your Department Chair.)  
 Testing Center Policy and Procedures

# INTRODUCTION TO BROOKDALE

*About Brookdale: [www.brookdalecc.edu](http://www.brookdalecc.edu)*

Brookdale Community College is an excellent resource for residents of Monmouth County, New Jersey. In addition to the main campus in the Lincroft section of Middletown Township, there are five Higher Education Centers: Eastern Monmouth in Neptune, Long Branch, Northern Monmouth in Hazlet, Wall, and Western Monmouth in Freehold. The College offers Associate degrees in over 50 programs, plus non-credit classes and certificate programs in many areas of personal and professional interest. Brookdale also provides local access to post-associate degree education through the New Jersey Coastal Communiversy. The New Jersey Coastal Communiversy, led by Brookdale, is a six-member partnership that offers Associate's, Bachelor's and Master's degree programs. The members include Brookdale, Georgian Court University, Montclair State University, New Jersey City University, New Jersey Institute of Technology, and Rutgers, The State University of New Jersey.

The College was founded in 1967 and is sponsored by the citizens of Monmouth County through the Board of Chosen Freeholders. Equal opportunity for all is a mandate; Brookdale does not discriminate against anyone on any basis, either in education or in employment practices. An appointed Board of Trustees sets policy, fixes tuition and fees and continually monitors education programs.

Brookdale is an open admission college, available to anyone 18 years of age or older, anyone who is a high school graduate or holder of an equivalency diploma. If a student does not have a high school diploma or an equivalency diploma, he/she may still enroll at Brookdale as long as the student is 18 or older. Students wishing to gain equivalency diplomas may do so by completing a sequence of 30 Brookdale credits and passing a test. A program is provided for persons who wish to earn equivalency diplomas without attending the College. The program is offered at the Eastern Monmouth, Long Branch, Northern Monmouth, and Western Monmouth Higher Education Centers. Many students are eligible for various forms of Financial Aid administered through Brookdale, including federal and state grants and loans, and private scholarships offered through the Brookdale Foundation. All students are encouraged to participate in the many campus events, clubs, guest lectures, and athletic programs offered through the Office of Student Life & Activities. Brookdale also provides a wide range of services for students including Experiential Learning, Service-Learning, Graduate Placement, and Services for Persons with Disabilities.

Brookdale is open all year and operates on a term-based system. There are two traditional terms which begin in September and January. In addition, six-week, and ten-week terms run during spring and summer, one ten-week term runs during each traditional term and a short Winterim term runs during winter break. Additional terms may be added based on community need. Classes tend to meet once or twice a week, depending on the length of the academic term and the course content. Classes are scheduled through the day and evening, and on weekends, to meet the demands of working people as well as traditional full-time students. Courses are offered on the Lincroft Campus and all of the higher education centers. Courses are also offered at the Sandy Hook Environmental Field Station.

There is no typical Brookdale student. People of all ages come to the College to meet education goals as varied as the people themselves. Many are enrolled full time (12 credits or more), or part time, in programs designed for transfer to four-year colleges. Others are pursuing programs designed to prepare them for employment upon graduation. Persons already working attend Brookdale to upgrade skills and enhance chances for promotion or to explore new areas to facilitate career change. Many students are here because they love to learn. The courses they select enrich their personal lives.

In keeping with the College's dedication to open and innovative education, learning at Brookdale is oriented toward success. Each course has printed objectives. Teaching and counseling faculty members schedule office hours to answer student questions. Each major area of the College has a learning assistant available to answer subject matter questions, to go over tests, and assist students in completing class work. In the laboratories, lab assistants perform similar functions for students needing help in performing projects or experiments.

## *VISION, VALUES, MISSION AND GOALS*

### Vision

Brookdale Community College is a dynamic, responsive, community-based postsecondary educational institution committed to excellence. Brookdale is a gateway offering access and opportunity for persons of all ages and backgrounds to pursue learning and enrichment; the College enables and empowers all persons to fulfill their aspirations to the maximum of their capabilities.

### Values

#### **We Value Students**

As a learner-centered institution, Brookdale focuses its efforts on the capability of all students to grow academically and personally while achieving success.

#### **We Value Excellence**

Brookdale provides excellence in teaching and support services, enabling all students to have the opportunity to succeed.

#### **We Value Freedom and Integrity**

Brookdale practices, at all times, the principles of academic freedom and freedom of speech. Brookdale is accountable for its programs and its services to students, its public, and its accrediting bodies, continually assessing outcomes in the context of vision, values, mission and goals.

#### **We Value Diversity**

Brookdale incorporates experience with and exposure to a diverse, socially conscious, multicultural global society in its curricula and in its student life and cultural experiences.

Brookdale champions education and service to persons of all cultures and backgrounds, all ages and beliefs. And, through its affirmative efforts to build diversity in staffing, Brookdale seeks to represent the mosaic of many cultures and identities in one institution.

#### **We Value Innovation**

Brookdale incorporates innovative and creative methods and processes to assure the currency of experience for all students engaged in the pursuit of learning and personal development.

Brookdale embraces technology as an enhancement of teaching and learning and as an enabling resource to provide effective access to service, information and knowledge.

#### **We Value Our Employees**

Brookdale fosters a working environment that is professional, fair, stimulating, and challenging. The College takes pride in employees' competence, loyalty, dedication to service, and high level of integrity and it seeks to acknowledge these values through fairness, appropriate recognition, and respect.

#### **We Value Communication and Inclusion**

Through collegial governance and the provision of a Student Life and Activities Board, all members of the Brookdale community have a role of influence in the College's future.

Through ongoing dialogue and discussion with all constituencies of the College, internal and external, Brookdale seeks to clearly represent all that it does and seeks to achieve.

#### **We Value Our Legacy and History**

Brookdale recognizes its alumni as well as graduates as the primary outcome of its educational efforts. It encourages all who have benefited from the Brookdale experience to actively support the College's future while providing counsel and guidance.

Brookdale values all of its alumni, graduates, and attendees and their active support of the College's future by providing counsel and guidance. In addition, the College values its founding traditions of caring for individual students, engaging the entire County in the educational initiatives of the institution,

maintaining an outstanding professional and support staff, and keeping on the forefront of educational innovation.

### **We Value Learning**

Learning is the core value of the Brookdale Mission. The College seeks to provide opportunities for all personnel of all ages, backgrounds and cultures to learn and grow through the College's courses, programs, activities and services.

### **Mission**

Brookdale Community College is a comprehensive, public community college providing affordable, open access for all individuals to a wide variety of high-quality associate degree and certificate programs, and coursework, for both transfer and vocational entry opportunities. The College also provides personal and economic growth through life-long learning, personal enrichment, and business and community development activities, in both credit and noncredit formats, at a wide variety of locations.

Through partnerships with other educational providers, Brookdale affords expanded access to post-associate degree learning at the baccalaureate and graduate levels, through joint admission and detailed course and program articulation.

As a learner-centered environment, characterized by teaching excellence, Brookdale provides assessment of student academic capabilities and offers basic skills development with access to a wide range of appropriate student and academic support systems, enabling the individual to have the full opportunity to succeed in postsecondary learning environments.

Brookdale Community College is committed to opportunity with excellence, opportunity with accessibility, and opportunity with appropriate support, to enable success.

Ongoing Institutional and Organizational Goals Promulgated by the Vision, the Values, and the Mission

### **Commitment to the "Open Door"**

Brookdale is an "open door," comprehensive community college with support services available to provide all individuals with a reasonable opportunity for success in fulfilling their academic goals.

### **Commitment to Student Achievement of Core Competencies for All Graduating Students**

Brookdale, in its academic program, requires its graduates to think critically, communicate clearly, be capable of solving mathematical problems, illustrate the social skills necessary for personal and career success, be knowledgeable of historic, scientific, aesthetic, and global perspectives, demonstrate technological and information literacy, and be knowledgeable about the fundamental values of a democratic society.

### **Commitment to Outcomes Assessment**

Brookdale is committed to assessing student outcomes to measure its levels of achievement in pursuing its vision and mission and preserving its values.

### **Commitment to Periodic Review and Staff Development**

Brookdale encourages and strengthens the highest levels of teaching and service excellence through the employment of the most qualified and most skillful employees, periodic review of their performance, and appropriate development of efforts to enable them to continue their pursuit of excellence in teaching and service.

### **Commitment to Quality and Excellence**

Brookdale unequivocally promotes quality in all programs, course offerings, and activities. Facilities are state-of-the-art, appropriately equipped, clean and safe. All employees represent the commitment to Brookdale quality through their professional actions and behavior as well as their commitment to students and the community.

### **Commitment to the Appropriate Incorporation of Technology in Learning Environment and in Operation**

Brookdale incorporates and uses technology in its academic and learning environments as well as its operations, not just as an end in itself but as a means of exposing students to technology's use in learning, research, and vocational applications, and as a tool for improving communications and expanding knowledge and skills. Further, operational technology is directed toward creating improved services to students and members of the community, as well as improving the efficiency, effectiveness, and diversity of services Brookdale can provide.

### **Commitment to the “Total” Student**

Brookdale is committed to the development of the whole student—intellectually, culturally, and socially—including access to opportunities to enhance wellness and physical development. Through the provision of a comprehensive student life and activity program, cultural events, intercollegiate athletics, international experiences, intramurals, fitness, and general health services programs and information, and counseling, the College enables the full capabilities of the student and members of the community to grow and thrive socially.

### **Commitment to Extended Access in the Context of “One Brookdale”**

Through its main campus and Higher Education Centers, Brookdale provides extended access to all persons in Monmouth County and central New Jersey. Although Brookdale's primary location continues to be the Lincroft campus, the regional sites are an integral part of “One Brookdale,” an institutional commitment to achieve a consistent and comparable level of quality and appropriate levels of service at all sites. The regional sites are a coordinated, integrated network of locations committed to common values, common levels of quality and service, and a common institutional mission operating within the framework of common rules and governance. Higher Education Centers are specifically responsible for learning and activity that may be unique to that community. In addition to their community role, the Higher Education Centers may provide access to full degree programs. “One Brookdale” represents a commitment to achieve a consistent and comparable level of quality and appropriate levels of service at all sites.

### **Commitment to Economic Growth**

Brookdale develops and promotes, in the context of its mission, the economic growth and vitality of Monmouth County. The College seeks active partnerships with agencies, businesses, and other educational institutions to strengthen its capability to enhance the economic capability of the region as well as other intellectual and cultural opportunities to strengthen the community.

### **Commitment to Effective and Efficient Management and Maintenance of Accrediting Standards**

Brookdale maintains an efficiently and effectively managed environment. It is compliant with all laws and regulations governing higher education in New Jersey and the United States, and it meets or exceeds all standards stipulated by the Middle States Association of Colleges and Universities as well as other accreditation bodies certifying Brookdale programs and services.

*BROOKDALE COMMUNITY COLLEGE*  
*BOARD OF TRUSTEES*

The Board is comprised of twelve Monmouth County citizens who volunteer for three-year terms. They are charged with developing and implementing Brookdale's policies and procedures.

***MR. HOWARD C. BIRDSALL***, Chair

***MR. JACOB S. ELKES***, Vice Chair

***DR. LEWIS G. ANDERSON***

***DR. SIMON M. BOSCO***

***FATHER BRIAN BUTCH***

***MR. WOODROW C. HOLMES***

***MRS. SARAH LUCILLE JONES***

***MR. RICHARD M. MASER***

***MRS. CAROLE KNOPP MORRIS***

***MR. GENE J. MULROY***

***MS. JOAN RAYMOND***

***MS. MICHELE RIZZUTO***

Graduate Trustee

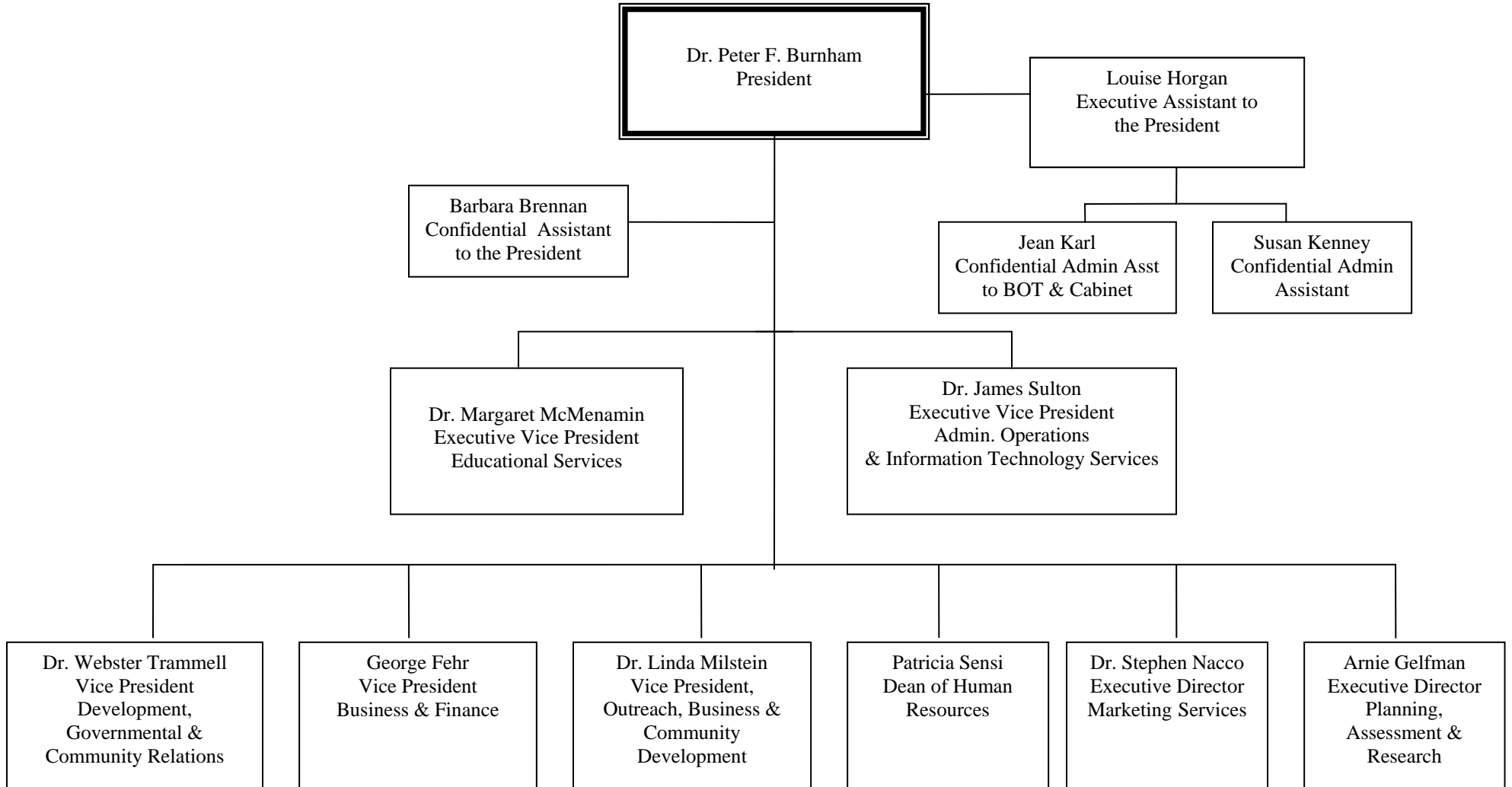
***DR. PETER F. BURNHAM***, Brookdale President  
and Secretary to the Board

***GORDON GOLUM, ESQ.***

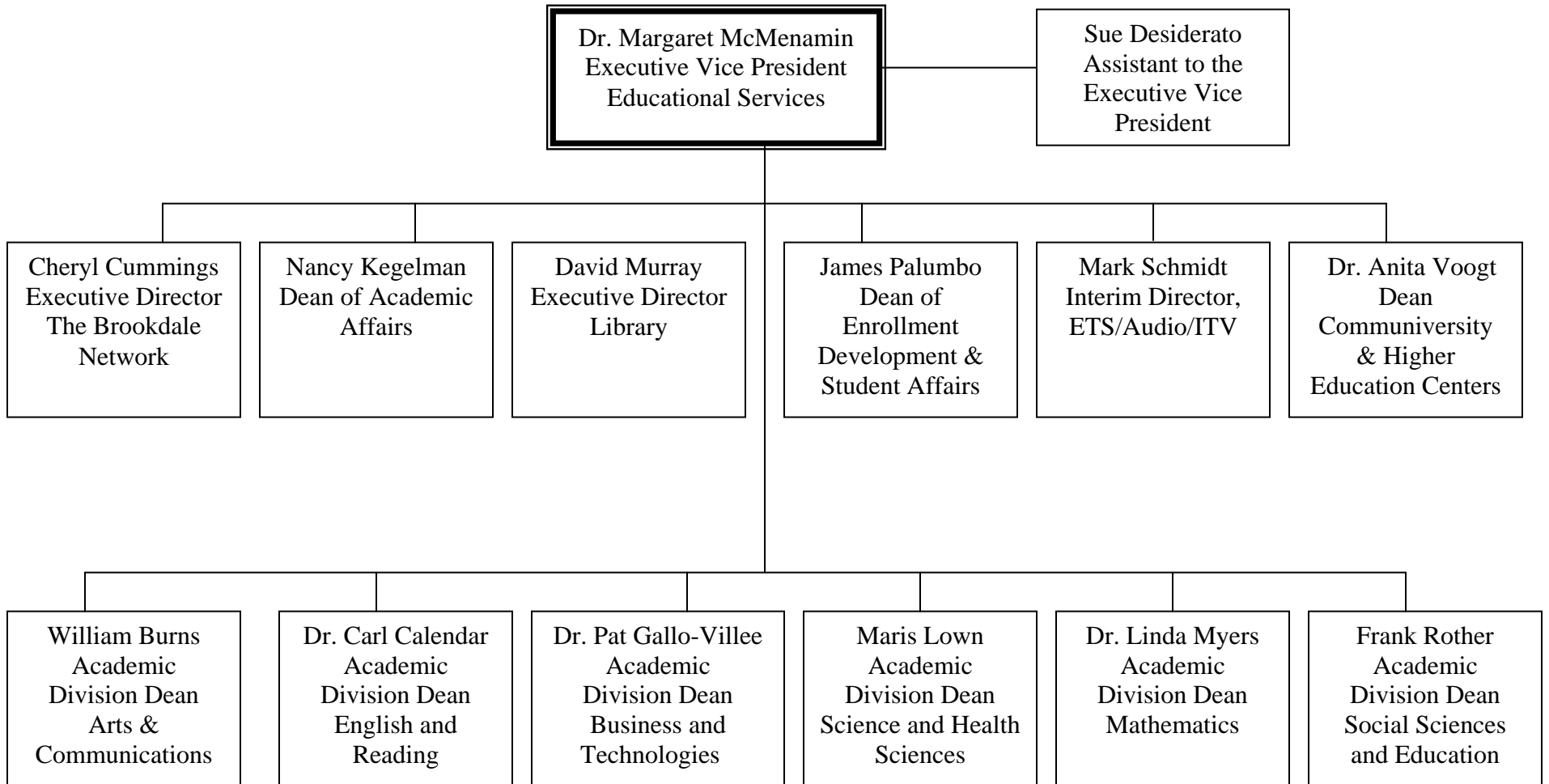
***WILENTZ, GOLDMAN & SPITZER P.A.***

College Counsel

# Office of the President



# Educational Services



**ACADEMIC DIVISION DEANS, DIRECTORS AND DEPARTMENT CHAIRS**  
**2008-2009**

**ARTS AND COMMUNICATIONS DIVISION**

<b>William Burns, Academic Division Dean</b>	2426
Art – Marie Maber, Dept. Chair	2881
Communication Media– Paul Keating, Dept. Chair	2317
Design – Celeste Chirichello, Dept. Chair	2621
Languages – Gerard Monroy, Dept. Chair	2619
Performing Arts – Keith Heimann, Dept. Chair	2603
Speech – Barbara Baron, Dept. Chair	2211

**BUSINESS AND TECHNOLOGY DIVISION**

<b>Patricia Gallo Villee, Academic Division Dean</b>	2220
Accounting/Economics – Howard Seigelman, Co-Dept. Chair	2925
Accounting/Economics – Debbie Meyer, Co-Dept. Chair	2923
Automotive/Technology – Paul Tucker, Dept. Chair	2878
Business/OADM/Paralegal– Joseph Zavaglia, Dept. Chair	2932
Computer Science – Thomas Setaro, Dept. Chair	2403
Culinary/Marketing/Fashion – Howard Seigelman, Co-Dept. Chair	2925
Culinary/Marketing/Fashion – Michelle Zuppe, Co-Dept. Chair	774-6593
Engineering and Technologies – Lisa Hailey, Dept. Chair	2278

**ENGLISH AND READING DIVISION**

<b>Carl Calendar, Academic Division Dean</b>	2514
English – Scott Ridley, Dept. Chair	2091
English – Joseph Varone, Asst. Dept. Chair	2122
English – Nancy Noe, Asst. Dept. Chair	2678
English – Kathleen Kennedy, Asst. Dept. Chair	2197
Reading/Learning Disabilities– Judith Lipke, Dept. Chair	2465

**MATHEMATICS DIVISION**

<b>Linda Myers, Academic Division Dean</b>	2184
Mathematics – Glen Noe, Dept. Chair	2013
Mathematics – Brian McKeon, Asst. Dept. Chair	2868
Mathematics – Ellen Musen, Asst. Dept. Chair	2971

**SCIENCE & HEALTH SCIENCES DIVISION**

<b>Maris Lown, Academic Division Dean</b>	2418
Allied Health and Fitness – Carol Schedel, Dept. Chair	2692
Biology – James Crowder, Dept. Chair	2873
Chemistry –Eric Goll, Dept. Chair	2404
Environmental Sciences/Physics – Cari Gigliotti, Co-Dept. Chair	2805
Environmental Sciences/Physics – Nancy Liu, Co-Dept. Chair	2884
Nursing – Nancy Lenaghan, Dept. Chair	2693

**SOCIAL SCIENCES & EDUCATION DIVISION**

<b>Frank Rother, Academic Division Dean</b>	2919
Anthropology/Human Geography/Sociology – Joseph Boyle, Dept. Chair	2540
Criminal Justice – Ronald Sopenoff, Dept. Chair	2138
Education – Mary Ellen Hurley, Dept. Chair	2987
History – Jane Scimeca, Dept. Chair	2984
Philosophy /Political Sciences – Darlene Macomber, Co-Dept. Chair	2917
Philosophy/Political Sciences – Thomas Cioppa, Co-Dept. Chair	2708
Psychology/Human Services – David Stout, Dept. Chair	2340

**LIBRARY DEPARTMENT**

<b>David Murray, Executive Director</b>	2217
Shay Delcuria, Dept. Chair	2438

**STUDENT DEVELOPMENT DIVISION**

<b>Stephen Curto, Director</b>	2318
Counseling – Eleanor Horgan, Dept. Chair	2689

## Matrix

The Matrix is the College's strategic plan. Based on the College's *Vision, Mission, Values and Goals*, multi-year strategic plans (master plans) inform the development of strategic themes for a three-year planning cycle. The themes prioritize the areas of the Mission that will be emphasized in a specific three-year cycle and form the foundation of each annual Strategic Goals Matrix. Matrix tactical goals are tied to each of the themes. The current cycle themes are growth (access), quality, professional development and community. Divisions, departments and individuals set their annual goals based on the Matrix. The Matrix is developed one year prior to implementation to allow for funding of College strategic priorities resulting in alignment of plans and resource allocation.

### BCC Mission, Vision, Values & Goals

*Brookdale is a dynamic, responsive; community based postsecondary educational institution committed to excellence...a gateway offering access & opportunity for people of all ages & backgrounds to pursue learning & enrichment..."*

### Strategic Themes for Three Year Planning Cycle 2006-2009



**Mission Goal I.**  
**Strategic Management of Growth**  
*"...providing affordable, open access for all individuals...to a wide range of appropriate student & academic support systems..."*

**Mission Goal II.**  
**Curriculum & Student Development**  
*"wide variety of high quality associate degree & certificate programs & coursework...life long learning, personal enrichment, business & community development..."*

**Mission Goal III.**  
**Organizational & Leadership Development**  
*"...learning centered environment, characterized by teaching excellence...enabling the individual to have full opportunity to succeed..."*

**Mission Goal IV.**  
**Connecting to the Community**  
*"...provides personal & economic growth...affords expanded access to post-associate degree learning at the baccalaureate & graduate levels..."*

<b>STRATEGIC GOALS MATRIX 2009 (May 2008)</b>			
- ESMP                         - FMP                         - ITSP                                          1 July 2008 – 30 June 2009			
<b>I. Teaching and Learning</b>	<b>II. Targeted Growth and Mission Priorities</b>	<b>III. Opportunities for Advancement &amp; Improvement</b>	<b>IV. Accreditation; Federal, State, County &amp; BOT Initiatives</b>
<p><b><u>A. From the Classroom:</u></b>                      Plan for and direct resources to improve student preparation and success.</p> <ol style="list-style-type: none"> <li>1. Develop and incorporate strategies that address diverse learning needs.</li> <li>2.  Respond to new student demographics and current curriculum needs with appropriate academic support and technology.</li> <li>3. Examine prerequisites and apply consistently.</li> <li>4. Increase curriculum initiatives &amp; international programs that emphasize cultural and global awareness and diversity.</li> </ol>	<p><b><u>A. Access &amp; Organization:</u></b>                      Improve and optimize access; implement Phase III of the Educational Services Master Plan; Phase X of the Facilities Master Plan, Phase X of the Information Technologies Strategic Plan.</p> <ol style="list-style-type: none"> <li>1. Refine enrollment projections &amp; course scheduling to utilize Lincroft campus at its capacity.</li> <li>2. Achieve enrollment goals.</li> <li>3. Assure affordability.</li> <li>4. Develop plan for strengthening Lincroft as degree center.</li> <li>5. Assess implications of eliminating branch campus status.</li> <li>6. Initiate projects in the FMP: Arena, Fitness Center, Auto Tech, WMHEC, and continue to address infrastructure needs at all BCC sites.</li> </ol>	<p><b><u>A. Student Centeredness:</u></b>   Ensure integration of key academic, technology, and support services.</p> <ol style="list-style-type: none"> <li>1. Continue examination and campuswide discussion of Student Development Model.</li> <li>2. Expand on-line counseling and First Year experiences.</li> <li>3. Emphasize connectivity of Student Life &amp; Activities with the academic programs.</li> <li>4. Expand student services and student life programs at all BCC sites.</li> <li>5. Implement integrated Career Development Plan for students.</li> <li>6. Expand student use and utility of Brookdale email and website.</li> <li>7. Increase student success among lower-performing students (IPEDS 2006).</li> </ol>	<p><b><u>A. Examine Vision, Values, Mission and Goals:</u></b>                      Conclude Self-Study process with a re-examination of the V, V, M &amp; G; continue re-invigoration of legacy.</p> <ol style="list-style-type: none"> <li>1.    Assess, update ESMP, FMP &amp; ITSP to 2015.</li> <li>2. Address suggestions from Self-Study and Visiting Team; de-brief 2008 process and outcomes.</li> <li>3. Reexamine expansion and capacity relating to Lincroft and all other centers in context of financial landscape.</li> <li>4. Institutionalize Major Indicators of Institutional Effectiveness.</li> </ol>

		8. Act on Fact: Use the CCSSE survey and other research findings to drive planning in student development.	
<p><b><u>B. Educational Philosophy:</u></b>  <b>Maintain commitment to creating an atmosphere which fosters individual and societal growth &amp; achievement.</b></p> <ol style="list-style-type: none"> <li>1. Initiate a faculty-led committee to examine The Brookdale Philosophy, in concert with Mission review (IV.A.).</li> <li>2. Ensure effective communication and implementation of educational philosophy to all levels.</li> </ol>	<p><b><u>B. Retention, Graduation &amp; Post Associate Learning:</u></b>  <b>Expand retention initiatives and post-associate programs:</b></p> <ol style="list-style-type: none"> <li>1. Continue internal and external strategies to address preparation of students for college-level work.</li> <li>2. Increase emphasis on Brookdale student degree attainment.</li> <li>3. Increase post-associate partnerships and the Brookdale baccalaureate pathway at the Communiversities.</li> <li>4. Aggressively facilitate transfer through articulation, dual admissions and dual admission agreements and the Communiversities.</li> </ol>	<p><b><u>B. Organizational and Leadership Development:</u></b>  <b>Ensure high quality, diverse workforce equipped for new challenges.</b></p> <ol style="list-style-type: none"> <li>1. Continue implementation of CALM recommendations.</li> <li>2. Define Service Excellence; plan for achievement.</li> <li>3. Prepare for collegial collective bargaining.</li> <li>4. Increase emphasis on nurturing Governance processes.</li> </ol>	<p><b><u>B. Community Relations:</u></b>  <b>Involve all stakeholders in enhancing and expanding the Brookdale potential.</b></p> <ol style="list-style-type: none"> <li>1. Provide leadership in development of Monmouth County Economic Development Plan.</li> <li>2. Continue to refine Advisory committees and validate contributions.</li> <li>3. Expand HEC outreach to the community.</li> <li>4. Implement Fort Monmouth initiatives, as appropriate.</li> <li>5. Aggressively pursue resource development, particularly in grants, Foundation/Alumni, Network, WSLC &amp; Arena initiatives.</li> </ol>
<p><b><u>C. Curriculum Development and Learning Outcomes:</u></b>   <b>Continue comprehensive curriculum review and development in Educational Service:</b></p> <ol style="list-style-type: none"> <li>1. Assess integration of student achievement of General Education, learning outcomes (Core Competencies, PLO, SLO).</li> <li>2. Continue development, implementation and utilization of department assessment projects.</li> <li>3. Develop and implement plan to assess academic rigor.</li> <li>4. Develop pedagogies and curriculum for greater student engagement (e.g., learning communities, experiential learning, etc.)</li> <li>5. Continue focus on Basic Skills analysis of enrollment and outcomes.</li> </ol>	<p><b><u>C. With the Diversity Council Report as a framework, implement a One Brookdale strategy for diversity enhancement with a goal of measurable improvements with respect to students, faculty and staff.</u></b></p> <ol style="list-style-type: none"> <li>1. Develop process for institutional assessment, accountability and organizational change.</li> <li>2. Ensure diversity efforts are linked to strategic initiatives and resource decisions.</li> </ol>	<p><b><u>C. Fully integrate Professional Development Planning:</u></b></p> <ol style="list-style-type: none"> <li>1. Develop integrated plan for Professional Development incorporating the Resource Guide and Human Resources strategic goals.</li> <li>2. Expand programming, particularly in technology, diversity, use of data in decision making, innovation, student engagement, productivity, supervisory skills, and best practices.</li> <li>3. Implement standards for professional growth and development of all organizational levels.</li> </ol>	<p><b><u>C. Federal, State, County and College Initiatives:</u></b>  <b>Influence discussions of Federal, State, &amp; County initiatives with participation of Governance, students, faculty and staff, including but not limited to:</b></p> <ol style="list-style-type: none"> <li>1. New Jersey Campus Security Task Force.</li> <li>2. Accountability and transparency.</li> <li>3. The Lampitt Bill (NJ Transfer).</li> <li>4. P-12 initiatives.</li> <li>5. Teacher and Healthcare Worker Education.</li> <li>6. Assess initiatives of Environmental Action Team.</li> </ol>
<p><b><u>D. Education as a Life Long Activity:</u></b>  <b>Refine and focus learning programs; integrate credit &amp; non-credit initiatives</b></p> <ol style="list-style-type: none"> <li>1. Expand Entrepreneurial College and initiatives.</li> <li>2.  Focus OBCD programming and increase revenue generation.</li> <li>3. Expand Workforce Development programs.</li> <li>4. Expand proprietary initiatives.</li> </ol>			

### *EDUCATIONAL SERVICES MASTER PLAN (ESMP)*

The Educational Services Master Plan (ESMP) 2010 was produced by administrators, faculty and staff to guide everything that Brookdale does with respect to teaching and learning in the next decade. The ESMP is the framework for the future and driving and guiding force behind the Brookdale Facilities Master Plan (FMP) 2010 and the Information Technology Strategic Plan (ITSP) 2010.

ESMP 2010 is grounded in the Brookdale legacy for excellence in education, innovation, and student development. It supports the Brookdale Mission for high quality, affordable, and accessible education for the residents of Monmouth County and is consistent with our Vision, Values and Goals.

The ESMP addresses critical challenges that Brookdale will face in the next three to five years with specific goals and plans to address these challenges. These challenges range from staying at the leading edge of technology to reconciling decentralization in the context of "One Brookdale." The ESMP 2010 is available on the Brookdale web site <http://www.brookdalecc.edu/pages/773.asp>.

### *HIGHER EDUCATION CENTERS*

To best serve students throughout the County, Brookdale operates five Higher Education Centers (HECs) in Eastern Monmouth at Neptune, Long Branch, Northern Monmouth at Hazlet, Western Monmouth at Freehold, and Wall home of the New Jersey Coastal Community University. The Centers offer a wide range of daytime and evening credit and non-credit courses. The Directors prepare welcome letters for faculty teaching at the location that provides important information on security, office hours, equipment, supplies, class changes, inter-campus mail and copying services, as well as student services. Make-up test proctoring for individual students is available by advance appointment in the Student Success Center at the Centers. Faculty should introduce themselves to the Director and Office Assistant at the location and become acquainted with the services and facilities. There is also a Director of Student Services for all locations whose office is in the Student Success Center at the Western Monmouth Higher Education Center in Freehold. Some of the services available to students in the Student Success Centers at the locations include admissions, registration, adding or dropping classes, financial aid, payments, and academic assistance in Math, Computer Science, Writing, and Reading. Each of the locations also provides counseling services regularly during the semester.

### *Sandy Hook*

Sandy Hook is the College's marine and environmental science field station located in Bldg. 53 in the historic Fort Hancock section of Gateway National Park. Courses in Geology, Environmental Studies, Oceanography, Marine Chemistry and Biology are offered during the year. For further information, call 732-872-0380.

### *College Calendar*

The Brookdale College Calendar consists of the following terms:

Fall Term	15 Weeks	Spring 10 Term	10 Weeks
Fall 10 Term	10 Weeks	Summer I Term	6 Weeks
Winterim Term	10 Days	Summer II Term	10 Weeks
Spring Term	15 Weeks	Summer III Term	6 Weeks

The College is traditionally closed on the following days and holidays:

Martin Luther King Jr. Day	Labor Day
Memorial Day	Thanksgiving Day
Independence Day	Christmas Day through New Year's Day

The current College calendar listing specific start and end dates as well as holidays can be found on the College web page at [www.brookdalecc.edu](http://www.brookdalecc.edu).

## *GOVERNANCE*

Brookdale Community College is committed to the proposition that full and active participation by its constituent members in the decision-making process provides the best means for achieving the mission of the College. Participatory governance at Brookdale is a comprehensive decision-making system in which college-wide policies, regulations, practices, and procedures are recommended to the President of the College. The College Forum is the forum for discussion and debate of issues of college-wide concern, and includes all full-time and part-time members of the College community: faculty, administration, staff and students.

There are seven Standing Committees of Governance:

- Academic Council
- Academic Standards
- College Life
- Diversity Council
- Institutional Planning and Assessment
- Professional Development
- Student Development

Permanent college-wide committees are:

- Basic Skills
- General Education
- Honors

Additional task forces may be created by the President, and the Steering Committee can also form ad hoc committees. For more information on Governance and the individual committees, visit the web site at [www.brookdalecc.edu](http://www.brookdalecc.edu).

## *GOVERNANCE CALENDAR*

Governance Forum meetings are held on Tuesdays during the College Hours from 11:45 a.m. to 1:15 p.m. Governance Standing Committee meetings are held on alternate Tuesdays from 11:45 a.m. to 1:15 p.m. The schedule of meetings for the 2007-2008 academic year is as follows:

### **Standing Committee Meetings**

September 9, 2008  
September 23, 2008  
October 7, 2008  
October 21, 2008  
October 28, 2008  
November 18, 2008  
December 2, 2008  
December 16, 2008  
January 27, 2009  
February 10, 2009  
February 24, 2009  
March 3, 2009  
March 24, 2009  
April 7, 2009  
April 21, 2009

### **Forums**

September 16, 2008  
September 30, 2008  
October 14, 2008  
November 11, 2008  
November 25, 2008  
December 9, 2008  
February 3, 2009  
February 17, 2009  
March 10, 2009  
March 31, 2009  
April 14, 2009  
April 28, 2009

Mid Year Retreat: January 22, 2009

Year End Retreat: May 15, 2009

Meetings are also scheduled regularly for permanent college-wide committees.

## *ACCREDITATION*

Brookdale, Monmouth County's official county college, is certified by the State of New Jersey and the United States Department of Education to grant associate degrees to students who complete formal programs of study, and is a member of the Servicemembers' Opportunity College Consortium. In addition, Brookdale programs have accreditation or recognition from specific organizations and agencies when applicable.

Brookdale Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, the accrediting agency for all colleges in the mid-Atlantic region. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation, 3624 Market Street, Philadelphia, PA 19104 (215) 662-5606. Brookdale adheres to the Principles of Good Practice in Institutional Advertising, Student Recruitment and Representation of Accredited Status as defined by the Commission on Higher Education. A copy of the Principles is available in the office of the Executive Vice President for Educational Services.

The **Nursing** program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006-2701, (212) 363-5555, extension 153 and by the State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Nursing, 124 Halsey Street, 6<sup>th</sup> Floor, Newark, NJ 07101, (973) 504-6403.

The **Respiratory Therapy** program is accredited by the Committee on Accreditation for Respiratory Care, 1701 West Eules Blvd., Suite 300, Euless, TX 76040, (817) 283-2835.

The **Radiologic Technology** program is accredited by the Joint Review Committee on education in Radiologic Technology, 20 North Wacker Drive, Suite 900, Chicago, IL 60606, (312) 704-5300.

The **Paralegal Studies Program** is approved by the American Bar Association, Standing Committee on Legal Assistants, 541 North Fairbanks Court, Chicago, IL 60611, (312) 988-5522.

The **GM-ASEP** and **Toyota T-Ten** options of the Automotive Technology Program are certified by the National Automotive Technicians Foundation (NATEF), Executive Director, 13505 Dulles Technology Drive, Herndon, VA 22071.

## *MASTER SCHEDULE*

Course scheduling at Brookdale is student-centered. The Master Schedule development is based on student access, enrollment growth, and space utilization and involves coordination among College administration at Lincroft, the Higher Education Centers, and Distance Education, the Dean of Academic Affairs, Academic Division Deans, Department Chairs, and the Scheduling office. A Schedule of Classes is published for the Fall, Spring (including Winterim) and Summer I, II and III terms. Courses scheduled by term are also available in Webadvisor on the Brookdale web site [www.brookdaleecc.edu](http://www.brookdaleecc.edu). Look for Term Information and select [Search for Classes](#).

## *COLLEGE CATALOG*

Brookdale Community College issues an annual College catalog each spring for the following academic year. The College catalog includes important information about academic programming, course descriptions, student resources and services. Programs and courses in the catalog reflect curriculum approved through the preceding spring semester. Students have the choice of following the program requirements of the catalog in place at the time they matriculated or the current catalog program requirements. For questions or suggestions regarding the College catalog contact the Office of Academic Affairs, ext. 2196. The College catalog is also online [www.brookdaleecc.edu](http://www.brookdaleecc.edu).

## *NEW JERSEY COASTAL COMMUNIVERSITY*

The New Jersey Coastal Communiversity, led by Brookdale, is an alliance of six colleges and universities that offer Associate, Bachelor's and Master's degree programs in Health Sciences, Business, Education, Information Technology and Liberal Arts to the residents of Monmouth and Ocean counties. The member

institutions include Brookdale, Georgian Court College, Montclair State University, New Jersey City University, New Jersey Institute of Technology, and Rutgers, the State University of New Jersey. The Communiversity is located on the Brookdale campus in Wall Township.

First time undergraduates enroll at their community college as Communiversity students choosing a major from one of the Communiversity offerings. They take freshman and sophomore level courses at any of Brookdale's six locations registering for the courses specified in the partnership agreement and in collaboration with their counselor. Students pay community college tuition for the freshman and sophomore years. During their final semester of their associate's degree, students apply for admission to the Communiversity partner and transfer associate degree credits to the bachelor's degree program. Students complete their bachelor's degree by taking their junior and senior-level courses at the Communiversity campus and pay the tuition rate of the partner school offering the bachelor's degree.

Several open houses and special events are offered throughout the year at various Brookdale locations. The Communiversity staff is also available to make brief classroom presentations on degree options or career opportunities.

For more information, please call 732-280-7090, ext. 6006. Pages 46 through 50 of the 2009-2009 College Catalog provides information on the Bachelor's degrees and Master's degrees offered through the Communiversity.

## FACULTY EMPLOYMENT

### *HUMAN RESOURCES*

The mission of the Human Resources Department is to be a strategic partner in the administration of the College by providing high quality services to all divisions and units. Human Resources will develop and establish links in all of the department's programs to the overall strategies and goals of the College and will initiate and support efforts to increase the effectiveness, efficiency, and productivity of employees by developing, implementing, and supporting programs to accomplish these goals.

### **Human Resources Services**

Major services include:

- **Recruiting and Placement** - The College is an Equal Employment Opportunity/Affirmative Action Employer dedicated to achieving and maintaining a professional, highly trained and diverse faculty and staff. The Board of Trustees has the authority to appoint all personnel employed by the College upon recommendation of the President. Comprehensive and impartial recruitment efforts are made for every vacant position to secure fully qualified individuals from a diverse pool of applicants. Every effort is made to support Search Committees, who recommend candidates to supervisors, and candidates are supported for employment through information and assistance provided by the department.
- **Professional Development** – builds the knowledge and capabilities of employee core competencies professionally, technically, and institutionally. These programs help participants identify, practice, and apply the skills and new learning obtained to their day-to-day tasks and responsibilities, in a way that builds community at Brookdale.
- **Benefits Administration** – includes medical, dental, pensions, short term disability, workers' compensation, leaves of absence, tuition waiver and reimbursement. Human Resources provides information about the benefits, enrolls employees in the plans, and offers support in resolving related issues.
- **Diversity Management** – The Diversity Management Officer is responsible for: investigating allegations of discrimination and/or harassment; providing technical assistance to supervisors, faculty, staff, and students regarding diversity, equal employment, and affirmative action; recommending activities to promote and enhance diversity; assisting in recruitment and retention activities; and responding to requests for accommodations provided by the Americans with Disabilities Act.
- **Employee Relations** – provides instruction and interpretation of labor agreements for supervisors and helps to resolve employee issues or grievances.
- **Compensation/Classification** – assists in the development of jobs and job descriptions, evaluates jobs, conducts salary surveys, and administers salary changes.

### **Finding Information - Your Resources**

The Intranet for Employees provides important information and forms, including links to health benefits plans, job opportunities, etc. From [www.brookdalecc.edu](http://www.brookdalecc.edu) select **HR & Intranet**, and then **Intranet for Employees**. You may want to call an HR staff member to discuss a particular issue.

## **Human Resources and Diversity Department Staff**

**Sensi, Patricia**

*Email:* [psensi@brookdalecc.edu](mailto:psensi@brookdalecc.edu)

*Phone:* 732-224-2234

Dean-Human Resources

**Cannon-Harris, Sondra**

*Email:* [scannon@brookdalecc.edu](mailto:scannon@brookdalecc.edu)

*Phone:* 732-224-2695

Employment Specialist

**Chatzikyriakos, Francella**

Senior Human Resources Assistant

Email: [fchatzikiyriakos@brookdalecc.edu](mailto:fchatzikiyriakos@brookdalecc.edu)  
Phone: 732-224-2231

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**Golden, Sylvia** Diversity Management Officer  
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Phone: 732-224-2284

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**Kugit, Jacqueline** Employment Manager  
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**McGreevy, Kathleen** Confidential Administrative Assistant  
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Phone: 732-224-2287

**McMillan, Ralph** Senior HR Analyst  
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Phone: 732-224-2233

**Ramos, Wanda** Senior Human Resources Assistant  
Email: [wramos@brookdalecc.edu](mailto:wramos@brookdalecc.edu)  
Phone: 732-224-2742

#### *FACULTY CONTRACT*

Brookdale Community College recognizes the Brookdale Community College Faculty Association as the exclusive and sole representative for collective bargaining concerning terms and conditions for all full-time faculty members. The Agreement Between Brookdale Community College and the Brookdale Community College Faculty Association July 1, 2007 – June 30, 2010 (“Faculty Association Agreement”) is available online at [www.brookdalecc.edu](http://www.brookdalecc.edu) select **HR & Intranet**, and **Intranet for Employees**. Faculty Association Meetings are scheduled during the fall and spring semesters during the academic year.

#### *PERSONAL PERFORMANCE OBJECTIVES*

Personal Performance Objectives (PPOs) (Form PE-48 of the Faculty Association Agreement) are part of the required evaluation process and serve to guide the faculty’s professional activities for the academic year. PPOs are collaboratively developed by the faculty member and the supervisor before the start of the Fall semester (first day of instruction, Fall 15 semester). PPOs coordinate faculty personal objectives in order to achieve completion of the discipline Departmental Plan. PPOs are submitted to the Academic Division Dean. Comments are completed by the supervisor as part of the annual evaluation. The form is

available online. Select **Academics** from the Brookdale home page, click the link for **Dean of Academic Affairs** and the link for **Personal Performance**.

### *EVALUATIONS*

The primary purpose of evaluation is to improve the quality of the learning environment at Brookdale, as well as to make an assessment of an employee's contribution to the improvement of this environment so that the employee may grow and develop as a manager of the learning process. The evaluation process is outlined in Articles 8 and 9 and Appendix 4 of the Faculty Association Agreement.

### *PROFESSIONAL DEVELOPMENT*

Brookdale Community College encourages, supports, and provides continuous growth and learning for all employees of the College. Professional development includes activities on campus and beyond the College and is designed to foster individual advancement, departmental improvement, and institutional effectiveness.

The Professional Development Committee is a Governance standing committee that coordinates with Human Resources to provide college-wide orientation programs for all employees. The Committee also provides professional development opportunities and funding. For more information visit the committee's web site, select College Governance from the Brookdale web site. Information is also available from Human Resources.

Requests for overnight travel must be approved by the President prior to a trip. Employees complete **A Request for Travel Approval** form. Sufficient budgeted funds must be available. For more information on travel, see College Regulation 4.3501R, Travel mileage and Other Reimbursable available from the Brookdale home page. Select **HR & Intranet** and **College Regulations**.

Brookdale collects information on faculty professional development activities each year via an annual "Faculty Professional Development Form." The form's format follows the tenure and promotion activity reporting guidelines that are in the contract. Faculty can use the form as a database for their promotion and tenure packets and for reporting on their use of professional days. The forms are collected by Division Chairs and submitted to the Dean of Academic Affairs at the end of the academic year. The information gathered is reported in the College's Annual Institutional Profile. Forms are available online at [www.brookdalecc.edu](http://www.brookdalecc.edu), Select **Academics** and click the link for the **Dean of Academic Affairs**.

### *TENURE AND PROMOTION*

See Article 7 for the Faculty Promotion Schedule and Appendices 1, 2, 3 and 5 of the Faculty Association Agreement.

### *FACULTY DAYS*

Faculty Days are scheduled at the beginning of the Fall and Spring semesters and at the end of the Spring semester. These days are used for planning, assessment and reporting, and departmental and professional developmental activities. The Executive Vice President- Educational Services in conjunction with the Academic Division Deans develops the Faculty Day Agendas. The Faculty Days may be used toward fulfillment of the nine (9) faculty professional days in accordance with Article 18 of the Faculty Association Contract. Faculty days for Academic Year 2008-09 are: September 2, 2008, September 3, 2008, January 20, 2009, May 14, 2009 and May 15, 2009.

### *PAYCHECKS*

The pay schedule for the academic year 2008-2009 for full-time faculty is attached as Appendix A. Pay schedule dates are based on receipt of all paperwork on a timely basis. Anyone not on campus for a pay can request that their paycheck be mailed.

## NEW FACULTY

*Mentors/Mentoree.* The purpose of the mentoring program is to pair new full-time and new adjunct faculty with full-time experienced faculty. For additional information on Brookdale's mentoring program for faculty see Article 24 of the Faculty Association Agreement.

*Development Program.* The New Faculty Development Program introduces faculty to Brookdale and provides discussions on many important topics such as classroom management, student development and assessment. A schedule of events is available by selecting **HR and Intranet** from the Brookdale home page, then **Intranet for Employees** and **Professional Development webpages**.

## ADJUNCT FACULTY

Brookdale welcomes Adjunct Faculty at a reception sponsored by the Professional Development Committee at the beginning of each Academic Year. Information on "Getting Started at Brookdale Community College" is provided in the front of this Handbook. Following is additional important information for Adjunct Faculty:

*Mentors/Mentorees.* The mentoring program pairs new adjunct faculty with full-time experienced faculty. Mentors will foster good teaching, counseling, and library practices through frequent personal contact, effective communication of ideas and suggestions, and sharing of professional materials and techniques. For more information, see Article 24 of the Faculty Association Agreement.

*Evaluation.* Adjunct faculty are evaluated by a full-time faculty member in their Department at least once each academic year. The evaluating faculty member will notify the adjunct prior to the in-class evaluation date. As part of the evaluation, students in the class may be asked to complete a standardized evaluation form in addition to the classroom observation completed by the visiting faculty member. An analysis of the students' comments will be provided at the end of the term, and the completed classroom evaluation will be made available to the adjunct for review. Informal evaluation forms are available through the Department for use in providing feedback from the class.

*Paychecks* - Adjunct faculty paychecks are issued at mid-semester and on the first pay date following the end of the term – 50% in each paycheck. The part-time rate is negotiated by the Brookdale Community College Faculty Association and is part of the faculty contract. (See Appendix A).

## DIVISION OFFICES

The Division Administrators and office support staff are important contacts for faculty. The office staff can provide information on Brookdale policies and procedures, forms and supplies, as well as information on setting up and using e-mail, voice mail and copier services. The Division Offices located on the Lincroft Campus are:

<i>Division Office</i>	<i>Division Administrator</i>	
Arts and Communications (CVA-1 <sup>st</sup> floor)	Joanne Davis	Ext. 2128
Business and Technology (LAH 201)	Anita Molski	Ext. 1977
English and Reading (LAH 131)	Carol DiBuccio	Ext. 2487
Mathematics (MAS 230)	Anne Padulchick	Ext. 2077
Science and Health Sciences (MAS 120)	Arlene Cohen	Ext. 1981
Social Sciences and Education (MAN 111)	Joan Rudinski	Ext. 2335
Counseling (MAC 109)	Mary Goldman	Ext. 2593

### *FACULTY MEETINGS*

Full time faculty attend regularly scheduled meetings throughout the semester. The meetings range from department meetings to college-wide faculty meetings. Meetings are generally held during the college hours (11:30 am – 1:30 pm) on Tuesdays and Thursdays. Faculty attendance and participation at these meetings are an integral part of the College's governance. A schedule of meetings is available on the Brookdale web site. Select **HR and Intranet** and **EVP of Educational Services**.

### *CAMPUS CLOSINGS*

If the College decides to cancel classes or close entirely due to an emergency, announcements will be made on the College's website [www.brookdaleecc.edu](http://www.brookdaleecc.edu) or the following radio and television stations: Brookdale's WBJB 90.5 THE NIGHT, WHTG-106.3 FM, WINS-1010 AM, WJLK-94.3 FM, NJ-101.5 FM, TV News 12 NJ and WCBS (Channel 2). Recorded information regarding closings will be made to the general public on the College's main telephone number at (732) 842-1900 and through the College's voicemail system (broadcast feature) for all staff assigned extensions.

## ACADEMIC POLICIES

### *ACADEMIC FREEDOM*

The Board herein declares its commitment to sustain the principles of academic freedom, which are essential to both teaching and research, the basic functions of higher education:

- A. Freedom in research and publication where these activities do not interfere with adequate performance of academic duties.
- B. Freedom in the classroom to discuss controversial issues relating to a subject, with the knowledge that faculty members have an obligation to bear in mind their unusual influence on the opinions and values of the students with whom they work.
- C. Retention of all faculty members' rights as citizens to free speech and publication. Such rights are not, as such, subject to institutional censorship or discipline.
- D. The Association affirms its sensitivity to the impact which the teacher image exerts upon the public judgment of the profession and the College. To promote the interest of the profession and the College, the Association shall encourage that its members be accurate at all times as they represent the learning of their disciplines and always show respect for the opinions of others while clearly imparting to all that a faculty member is neither an official nor institutional spokesman for the College.

(Agreement between Brookdale Community College and Brookdale Community College Faculty Association July 1, 2007-June 30, 2010, Article 4).

### NON-DISCRIMINATION POLICY

Brookdale Community College is an Equal Opportunity/Affirmative Action institution. No person in whatever relationship with the College, shall be subjected to discrimination or harassment on the basis of race, creed, color, nationality, national origin, ancestry, age, sex, marital status, civil union status, domestic partner status, affectional or sexual orientation, atypical heredity cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, disability, or other protected categories or activity (i.e., opposition to prohibited discrimination or participation in the complaint process). Sexual harassment is a form of unlawful gender discrimination and, likewise, will not be tolerated. Questions may be directed to the Office of Diversity Management at 732-224-2284.

### CODE OF ETHICS: INSTITUTIONAL AND FACULTY

Article 26 of the Faculty Association Agreement states that an Ethics Codes shall be in effect providing for the reporting of more than twenty (20) hours per week of non-College related employment. refers to the faculty Code of Ethics. Below is the Brookdale Community College Faculty Code of Ethics (Appendix 6 of the Faculty Association Agreement):

1. No employee shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity; undertake any employment, whether compensated or not, which is in substantial conflict with the proper discharge of the employee's duties or might reasonably be expected to impair the objectivity and independence of judgment in the exercise of duties to Brookdale.
2. No employee shall use, or allow to be used, his or her position at the College, or any information not generally available to members of the public, which the employee receives in the course of or by reason of the employee's office or employment, to secure financial gain, unwarranted privileges, advantages or employment for himself or herself, his or her immediate family members, or any other person or party.
3. No employee shall use, or allow to be used, the resources of the College, (i.e., computers, programs, telecommunications equipment, offices or office equipment and supplies) to secure financial gain for

himself or herself or any other person or party. No employee shall conduct business or other interests at the College that is not directly related to the mission of the College.

- 4 No employee shall act in his or her official capacity in any College matter where the employee or an immediate family member\* of the employee has a direct or indirect interest that might reasonably be expected to impair the employee's objectivity or independence of judgment.
- 5 No employee shall directly supervise, or supervise at a second level a member of his or her own family.\* It is the intent of the College to avoid instances that could be influenced by the family relationships in hiring, performance evaluation, promotion, reclassification, discipline, grievance, or dismissal process.
- 6 No employee shall accept from any person, directly or indirectly, or through another person or party, any gift, favor, service, employment or other things of value under circumstances from which it might be inferred that the gift will influence the employee in the discharge of his or her duties at the College. Nevertheless, officers and employees, during the course of their official duties, may accept meals which are offered as part of a meeting or event so long as all attendees of such meeting or event are also provided such meals.
- 7 No employee shall act as an agent or representative of Brookdale Community College in any capacity or enter into contracts in behalf of the College without the knowledge, approval and authorization of the College.
8. No officer or employee shall knowingly act in any way that might reasonably be expected to create, among the public having knowledge of their acts, an impression or suspicion that they may be engaged in conduct violating their trust as public officers or employees.
9. No full-time employee of Brookdale Community College shall engage in continuing outside employment that (a) constitutes a conflict of interest, (b) occurs at a time when the employee is expected to perform his or her assigned duties, or (c) diminishes the employee's efficiency in performing his or her primary work obligation.

All continuing outside employment situations are subject to annual review and approval of the Vice President or Dean of the employer's function. Full-time employees will complete and submit the "Report of Continuing Employment" form to the appropriate vice president or dean for review and approval.

Employees whose actions are in conflict with the Code of Ethics as set forth in this document will be subject to appropriate action as determined by the Vice President or Dean of the function in which they are employed. Each case will be considered on an individual basis by assessing the severity of the situation and negative impact on the College.

\*Family members are defined as spouses, civil union or domestic partners, in-laws, parents, brothers, sisters, sons, daughters, stepchildren, stepparents, aunts, uncles, nieces, nephews and grandparents.

The Code of Ethics for all College Employees is contained in College Regulation 3.9008R which is available on the College web site.

#### CONFIDENTIAL OF STUDENT RECORDS - FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

This Act provides for the confidentiality of student records. The College reserves the right to release, or not to release, Directory Information at the discretion of appropriate officials.

Directory Information may include a student's name, address, telephone number, field of study, participation in activities, weight and height of athletic team members, dates of attendance, degrees and awards and most recent educational institution attended, e-mail address, class schedule, class roster and photographs.

Students who wish to have Directory Information withheld must notify the Registrar, in writing, within seven days of the first day of instruction and request that such information not be released without consent.

The Family Educational Rights and Privacy Act (FERPA), affords students certain rights with respect to their education records. They are:

**1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access:** Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the

Registrar, that official shall advise the student of the correct official to whom the request should be addressed.

**2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading:** Students may ask the College to amend the record they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent:** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and Health Services staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent). For collection purposes, the College currently contracts with Joseph Morgano Esq., Allied Account Services, Financial Recoveries, Recovery Solutions and the NJ Division of Revenue SOIL Unit. The College reserves the right to add, delete, or change collection agencies as needed; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, the College may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

**4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-4605

### *ACADEMIC INTEGRITY CODE*

Brookdale Community College Regulation 6.3000R Academic Integrity Code provides for the maintenance of academic integrity for the College community. The Academic Integrity Code (Appendix B) is adopted for the purpose of providing a set of expectations and at the same time offering the assurance that all students will be accorded fair and objective treatment when violations occur. The Academic Integrity Code will apply to students engaging in academic activities of any kind or interfering with academic activities of any kind associated with Brookdale Community College.

The College ensures that every individual has the right to a fair and equal process in academic disciplinary matters. When an alleged violation of the academic integrity code occurs, a violation report (Appendix C) is generated by staff or faculty observing the incident. For questions regarding the process and procedures you can contact the Dean of Academic Affairs Office, ext. 2585.

The Academic Integrity Code and violation report form are available online at. Select **Academics** and **Dean of Academic Affairs** from the Brookdale home page.

### *STUDENT CONDUCT CODE*

Brookdale faculty and administrators exercise authority of the College in enforcing standards for student behavior. The following acts are prohibited: use of physical force or its threat, obstruction or disruption of teaching, learning, persistent loud noise, unauthorized occupation or entry of a College facility, obstruction of the lawful movement of another, engaging in reckless or unlawful conduct, possession of firearms or other dangerous weapons, possession of alcoholic beverages or illegal narcotics or drugs, theft of or damage to College property, gambling, misrepresentation as an agent of the College, any violation of local state or federal law or Brookdale policy, regulation or procedure.

The Student Conduct Code is adopted for the purpose of providing a precise set of expectations and at the same time offering the assurance that all students will be accorded fair and objective treatment when violations occur. The standards of conduct of the Student Conduct Code will apply to students engaging in activities on the campus, or at any of the Brookdale College off-campus centers, as well as to student organizations sponsoring approved off-campus functions.

The Student Conduct Code is attached as Appendix D. Students receive a copy of the Codes in the College catalog and Student Handbook. For questions regarding the Student Conduct Code, you can contact Robert Quinones, Associate Director, Student Life and Activities, ext. 2396.

### *DISABILITY SERVICES*

Brookdale Community College is dedicated to the equality of educational opportunity and it is strongly committed to the creation of a campus environment that is free of discrimination and bias in matters affecting people with disabilities. All faculty and staff are expected to assist students with disabilities who have Alert Forms.

Below is information that explains your role in assisting students with disabilities and an explanation of accommodations that may be listed on a student's Alert Form. The Alert Form is Appendix E of this Handbook.

### **YOUR ROLE IN ASSISTING STUDENTS WITH DISABILITIES**

Assisting students with disabilities does not mean lowering standards and expectations. A grade should reflect the student's academic performance with due allowance for reasonable adjustments. The following are general guidelines for working with students with disabilities:

- **Announce** at the beginning of the first class and include in course syllabus this statement: "If you have a documented disability and would like to request accommodations, contact the Disability Services Office at (732) 224-2730 (Voice) or (732) 842-4211 (TTY) for an appointment."
- **Accept** the Alert Form from the student and have the student initial and date the top of the Form. Meet privately to discuss the provision of the accommodations listed on the Form. Students have been advised to schedule an appointment to meet with the instructor at the beginning of the semester. If you have any concerns about the accommodation jeopardizing the integrity of the course, contact the Disability Services Office immediately.
- **Check** that the Alert Form is for the current semester. Forms from a previous semester are not valid. Direct students with outdated forms to the Disability Services Office.
- **Direct** questions or concerns about providing an accommodation to the Disability Services Office before providing the accommodation.

- **Provide** only the accommodations listed on the Alert Form. **Do not provide any other accommodation unless you are prepared to provide the same accommodation for all students in the course.**
- **Refer** students who tell you that they have a disability and are requesting accommodations without giving you an Alert Form to the Disability Services Office. Explain that you cannot provide accommodations until you receive the Form. Instructors legally cannot provide any services without an Alert Form.
- **Channel** any suspicion that a student in your class has a disability but has not given you an Alert Form or told you that he/she has a disability to the Disability Services Office. They will contact the student (if the student has registered in the Office) and encourage the student to give his/her Alert Form to you. If the student has not registered, you may encourage the student to seek assistance in the same manner as other students (e.g., Writing Lab, Math Lab, etc.).
  - **Return** the Alert Form to the Disability Services Office at the end of the semester. It is important to document the fact that you have provided an accommodation. If you choose to make a copy for your own file, it must be kept for five years after the student becomes inactive at the College. The Alert Forms will be kept in the student's file.
- **Direct** emergency situations to the campus police if you need assistance with providing help to students with disabilities.

## ACCOMMODATING STUDENTS WITH DISABILITIES

The goal is to provide reasonable accommodations necessary for ensuring complete access to and full participation in the educational process and is not intended to require the instructor to compromise academic standards when evaluating academic performance. Rather, the accommodations make it possible for a student with a disability to truly learn the material presented and for an instructor to fairly evaluate the student's understanding of the material without being influenced by the disability.

**Student accommodations listed on the Alert Form are based on individual documented need and may include, but are not limited to:**

- **Additional Time to Complete In-Class Assignments** - additional time should be given if the assignment is to be completed during the class period. Additional time for outside assignments is not a standard approved accommodation listed on the Alert Form. Students have been informed that they must request such an accommodation on a course-by-course basis and the appropriateness will be determined collaboratively by each instructor, the department chairperson and the Disability Services Office.
- **Calculator** - allow the use of a calculator in class and/or for testing.
- **Change of Classroom** - arrange for a change of classroom if the room is not accessible for a person with a disability. Students are encouraged to notify the instructor prior to the beginning of the semester.
- **Extended Time for Testing** - provide extended time for quizzes and tests (time and a half is standard). The instructor may administer the test, have the student take the test in the Testing Center, delegate the proctoring of the test to someone in the department, or contact the Disability Services Office to arrange to have the test proctored. Ideally the instructor or someone in the department (often a Learning Assistant) will administer the test and be available to answer appropriately any questions the student may have about the test questions. When a test is proctored through the Disability Services Office, the proctor is only allowed to give the instructions concerning the test that have been stated by the instructor and is not allowed to answer any questions about the test questions themselves. A tutor who has worked with the student in the subject area is never an appropriate proctor for a test. Some faculty members arrange to have the student begin the test before the class begins and finish during the class with the other students. To maintain the integrity of the test, tests should not be sent through inter-office mail and should always be kept in a secure place.
- **Hand-held Spell Checker** - allow the use of a hand-held spell checker in class and/or for testing.

- **Interpreter** - if an interpreter has been provided by the Disability Services Office, work with the student and the interpreter to arrange the best seating possible. Do not walk between the student and the interpreter when you are speaking. Repeat questions and comments from other students in the class. Face the class when speaking.
- **Large Print** - enlarge exam questions and notes, and other class handouts for students who are visually impaired or have ABI. If you do not have access to a copy machine with an enlargement feature, contact the Disability Services Office for assistance.
- **Oral Testing - Question Read or Tape Recorded** - arrange to have test questions read aloud or tape recorded for the student. Specific directions will be listed on the Alert Form. You may contact the Disability Services Office for assistance.
- **Oral Testing - Answer Given Orally or Tape Recorded** - arrange to have the student respond to test questions orally or use a tape recorder. Specific directions will be listed on the Alert Form. You may contact the Disability Services Office for assistance.
- **Preferential Seating in the Classroom** - students may need to sit in the front of the room, near a door, etc.
- **Recorded Texts** - students may need oral instructional material. Students contact Recordings for the Blind and Dyslexic to borrow recorded texts. The students need to give Recordings six months notice if the text has not yet been recorded.
- **Scribe for Testing** - a scribe may be needed to fill in answer sheets or write essay question answers if the student is not capable of doing so due to a physical or learning disability or if they have acquired brain injury. The scribe may be assigned by you or you may contact the Disability Services Office for assistance.
- **Shared Notes** - shared notes are provided on a volunteer basis. The instructor will identify a student in class who can photocopy notes at the end of the class and give them to the instructor so the instructor can give them to the student requesting this accommodation. This way the student's privacy is protected. They have also been told that copies of the notes can be made at the College at no cost to them or the other students. They may go to any academic office or the Disability Services Office to make copies.
- **Stand, Stretch or Walk** - students with physical disabilities or chronic illnesses may need to stand, stretch or walk to relieve discomfort during class. If this movement is disruptive, you may discuss and/or suggest more appropriate ways to allow the accommodation. If you have questions or would like additional input, contact the Disability Services Office.
- **Table in the Classroom** - students often need a table and/or chair in the room because they cannot use a tablet arm chair. The Disability Services Office will provide them at the beginning of the semester if the student has requested it. If no request for a table has been made and one is needed, contact the Disability Services Office.
- **Take Breaks** - students may need to take a break during the class session in addition to the one you have scheduled. Usually the break is needed based on a physical disability. If this accommodation is disrupting the class, contact the Disability Services Office to discuss possible alternatives.
- **Tape Record Lectures** - allow students to tape record lectures using their own tape recorder. Students have been notified that tapes are for class preparation and may not be sold or shared. The tapes are only for students who are attending classes. It may be determined that a contract be drawn up between the instructor and the student. Such a contract would determine how the tapes will be used, what could be taped, how the tapes should be destroyed, etc.
- **Testing in an Environment with Minimal Distractions** - arrange for testing in a quiet environment for students who have difficulty with distractions or contact the Disability Services Office for assistance.
- **Testing in Sections** - allow students to take tests in sections whenever possible if the test is lengthy. In almost all cases the testing can be completed in one day with appropriate rest periods.

- **Use Computer Whenever Possible** - allow the use of a computer or laptop in class, for tests and/or written assignments.

**Other Appropriate Reasonable Accommodations** - these are handled on a case-by-case basis (often a course-by-course basis) and are listed in a specific manner on the Alert Form.

If you have any questions or concerns, please contact the Disability Services Office at 732-224-2730.

### *PLAGIARISM*

Plagiarism is a violation of the Academic Integrity Code. The Bankier Library and the English Department are important resources for students seeking assistance to properly document sources. Suzanne Parker of the English Department has written informational articles on plagiarism for both faculty and students. "Plagiarism-Busting Assignment Tips" and "Plagiarism: What It Is and How to Avoid It" are attached as Appendix F. Also included in this Appendix is a list of website references on plagiarism compiled by Suzanne Parker.

NoodleTools, the Internet bibliography software, is available from the Bankier Library web page. Students enter each required element of a resource citation, then the program electronically produces a Works Cited list in correct MLA or APA format. NoodleTools is listed among the list of 85 "Online Databases" on the Bankier Library homepage.

### *SMOKING POLICY*

Brookdale is a SMOKE-FREE institution. Smoking is not permitted anywhere on campus except in the gazebos conveniently located across campus.

### *CLASSROOM POLICY*

Food and drink are **prohibited** in all classrooms, labs and the Library. Most areas have a designated refreshment area. It is the responsibility of the instructor to monitor this policy.

### *BASIC SKILLS POLICY*

Courses in basic skills reading, writing, and mathematics are provided as part of a comprehensive Basic Skills program to help prepare students to succeed in college and to ensure the integrity of college-level courses. Basic Skills is an integrated program and consists of testing, placement, counseling, courses and support services. The objectives of Basic Skills at Brookdale Community College are to:

- assess and identify students' academic needs;
- address these needs through counseling and basic skills coursework in writing, reading and mathematics and related support services; and
- establish requirements for enrollment in and completion of necessary basic skills course.

The College Basic Skills Policy is College Regulation 5.0034R.

### *NETWORK USAGE POLICY*

To prevent the misuse and abuse of the College's computer network, College Regulation 2.9000R entitled Acceptable Use of Computer Network, Resources and Facilities establishes rules, procedures and guidelines for using College computer resources, network and facilities.

Unauthorized use includes: using computer resources for financial gain; using computer resources to solicit others for commercial ventures, religious or political causes, or outside organizations; engaging in activity that might be harmful to system performance; using computer resources to harass another; attempting to circumvent resource limits or security measures; engaging in illegal activities, violating license agreements or copyright laws; allowing unauthorized users to access a Brookdale account; and misusing shared resources.

The Regulation also identifies criminal/illegal acts associated with violations of federal, state, or local laws and regulations. The Network Usage Policy is available at <http://www.brookdalecc.edu/pages/387.asp>.

## ACADEMIC PROCEDURES

### *ASSESSMENT*

Brookdale is actively engaged in the ongoing process of assessment. The purpose of assessment is to improve student learning. The assessment process involves all faculty as the responsibility for learning is shared by both faculty and student.

The Student Learning Outcomes Plan *Sustaining a Culture of Assessment 2008-2009* (Appendix G) outlines the assessment plan for this year and defines the five levels of the assessment process. Program or course learning outcomes are articulated at level 1; the tools to assess achievement of the learning outcomes are defined at level 2; level 3 involves recording and collecting data for determining achievement of learning outcomes; at level 4 curriculum changes are effected based on the assessment data; and evidence that the changes improved student learning comprise level 5. The assessment activities outlined in *Sustaining a Culture of Assessment 2008-2009* ensure that the all of Brookdale's curricula are actively undergoing assessment, and that every program has progressed to the next level by May 30, 2009.

The Student Learning Outcomes Plan is available at <http://www.brookdalecc.edu/pages/388.asp>.

Susan DeMatteo is the Administrator of Assessment and is available to help design and document student learning outcome assessment. Susan can be reached at ext. 2638.

Middle States Commission on Higher Education "Student Learning Assessment Options and Resources" guide and Standard 14 the "Characteristics of Excellence in Higher Education" are excellent references on the components of assessment. Copies of both documents are available in the Office of Academic Affairs, ext. 2196.

### *CURRICULUM HANDBOOK FOR NEW COURSES, PROGRAMS AND CURRICULUM REVISIONS*

The Curriculum Handbook is a guide for faculty and staff in the development and modification of curriculum. The following forms and procedures are identified in the Handbook and are also available online at <http://www.brookdalecc.edu/pages/390.asp>: experimental course; new course; course revisions and deletions; new programs; new certificates or options; program/option/certificate changes; and program discontinuance. For courses seeking General Education status, see the section below on General Education.

The curriculum process involves approval by individuals and/or committees. Academic Council is the Governance standing committee responsible for the approval process and for approving all curriculum changes with the exception of experimental courses. If you have questions on the curriculum process, contact the Office of the Dean of Academic Affairs at ext. 2196.

Information on the approval status of curricula changes are also available online at <http://www.brookdalecc.edu/pages/390.asp>.

### *GENERAL EDUCATION COURSES*

All programs leading to an Associate degree at Brookdale include a distribution of general education courses from the following major areas: Communications, Humanities, Social Sciences, Mathematics, Sciences, Technological or Information Literacy, History, Cultural and Global Awareness, and Ethical Dimension. See the College Catalog pages 51-57 for information on program general education requirements and list of general education courses.

Brookdale Community College's Policy and General Education Regulation comply with the New Jersey Statewide General Education model.

The General Education Committee reviews requests by faculty seeking general education status for courses. For information on General Education or the process to request General Education status for a course contact Academic Affairs at x2196 or <http://www.brookdalecc.edu/pages/689.asp>.

### *COURSE SYLLABUS AND INSTRUCTOR ADDENDUM*

#### **Syllabus**

The course syllabus is a contract with students and describes a course's content and student learning outcomes. The syllabus represents the Discipline's or Departments' consensus on content and delivery. It spells out the grading policy, course requirements and the approaches to learning and evaluation that will be used. A template for a course syllabus and instructions are attached as Appendix H, and are also available online <http://www.brookdalecc.edu/pages/393.asp>.

The Dean of Academic Affairs reviews and maintains an electronic file of all syllabi. The syllabi are also available to students online through WebAdvisor. Updated syllabi are sent by the Academic Division Dean to Academic Affairs for replacement on WebAdvisor, e.g., change to book, grading policy, requirements, etc. Changes to the syllabi that impact the description, code, credit, general education designation, status, name, etc. must go through the curriculum approval process.

#### **Instructor Addendum**

Instructors should provide students with specific information regarding their course section. Unlike the department or discipline syllabus, this information will vary from section to section, and from semester to semester.

The following information should be included in the Instructor Addendum:

##### Instructor Information

- Name
- Office Hours and Location
- Phone Number and E-mail Address

##### Course Section Information

- Section, Term and Year
- Classroom Location
- Class Meeting Time
- Special Changes in the Brookdale Calendar that affect this Section
- Last Date to Withdraw from Class (4/5ths of the course, i.e., 12<sup>th</sup> week of 15-wk course)

Any Additional Required or Recommended Texts or Supplies, specific to this section.

Tentative Semester Calendar, including Learning Activities, Assignments, Test Dates, Field Trips (as applicable).

Any course standards or evaluation factors beyond departmental or discipline syllabus (circumstances specific to this section under which a student may be dismissed from class, grading system, incomplete policy, grading criteria, testing policy, assignment format, makeups, attendance, extra credit, plagiarism or cheating).

Additional information, of course, could be included at the instructor's discretion.

**The Syllabus and Instructor Addendum should be distributed to students at the first class meeting.**

### *CURRICULUM DEVELOPMENT PROPOSALS*

A curriculum development proposal form is only to be used to request funds for curriculum development that is outside of faculty's professional responsibility of regular curriculum updates and revisions. Curriculum development funds are used for the development of new courses and programs and distinctly different delivery modes. Curriculum developed with curriculum development funds become College property. Approval is dependent upon the nature of the project and its fulfillment of College and departmental goals. Proposals will be reviewed and prioritized by the Academic Division Deans in conjunction with the Executive Vice President at the midpoint of the Fall and Spring semesters, and must

be submitted to Academic Affairs with appropriate Department and Division signatures by the sixth week of each long semester. See Appendix 7 of the Faculty Association Agreement. Instructions and the form are also available online at <http://www.brookdalecc.edu/pages/390.asp>.

### *DISTANCE EDUCATION AND THE TEACHING AND LEARNING CENTER*

Distance Education courses offer students an educational opportunity equivalent to traditional face-to-face classes. Brookdale Community College is committed to supporting distance education courses and programs. Distance education courses are defined as online, hybrid and ITV. A hybrid course combines face-to-face instruction and up to 50% online instruction.

#### **Steps to develop an online version of an existing course, a new online course or hybrid course and/or to teach an online or hybrid course:**

- Approval must be obtained to develop an online course in accordance with Article 25.3 of the Faculty Association Agreement. The Online Course Proposal Form is available on the Distance Education webpage on the Brookdale website <http://brookdalecc.edu/pages/439.asp>
- The College will identify courses and programs to be converted for online delivery. Individual faculty members and academic departments may also propose courses for conversion.
- Development of an online version of an existing course or a new online course starts with a discussion with the Director of the Teaching and Learning Center, then must be approved by the Department Chair, Academic Division Dean, Dean of Academic Affairs, and Executive Vice President-Educational Services. Funding may be available on request from Brookdale Innovation Grants or Curriculum Development Proposals.
- Instructors should plan on taking several months to complete the process for course development and training. Developing an online course requires planning, collaboration and communication with the Department Chair, Academic Division Chair and the Teaching and Learning Center.
- Online courses are to be developed in accordance with the Quality Matters Rubric and are to be maintained on the College Server.
- Instructors developing or assigned to teach an online or hybrid course are required to complete a formal training program and enroll in the Teaching and Learning Center course, "Online Teaching & Learning: Systems and Students".

For more information on the Quality Matters Rubric, Online and Hybrid Course Development and the Brookdale Community College Distance Education Guiding Principles contact the Teaching and Learning Center Director Norah Kerr-McCurry at [nkerr-mccurry@brookdalecc.edu](mailto:nkerr-mccurry@brookdalecc.edu), ext. 2628.

### *TEXTBOOKS*

Instructors should obtain course textbooks and materials from their Departments. Students' textbooks are purchased and exchanged in the College Store (located in the Warner Student Life Center). Hours are extended during the first week of each term to accommodate evening students. Students may also purchase textbooks online. At the end of each term and other special times, the College Store holds a book buy-back. Please call 732-224-2595 for hours and information or see [www.brookdalecc.edu](http://www.brookdalecc.edu) and select link for current students and bookstore.

### *CLASS SCHEDULES*

Faculty can view and print class section name, class title, meeting days and times, building and room location, and start and end dates via **WebAdvisor** on the Brookdale home page [www.brookdalecc.edu](http://www.brookdalecc.edu). You will need an ID and password. See Appendix I.

## *CLASS ROSTERS*

Faculty are responsible for obtaining their rosters. See Appendix I for instructions and options in printing rosters.

Please do not allow any student to sit in your class if they are not on the roster unless they indicate they registered for the class after the roster was produced. In such case, please request the student to provide the registration statement he/she received as proof of valid registration. Students who are not on the roster or are unable to produce a valid registration statement are not covered by insurance, which could cause serious difficulties in case of an accident.

## *STUDENT E-MAIL*

All students are assigned a Brookdale e-mail address upon registration. They will receive critical information such as grade and graduation notices and registration announcements via e-mail. Students should regularly check their Brookdale e-mail. If a student routinely uses a different e-mail address the student should forward his/her Brookdale e-mail to that address. Students receive letters that explain how to use Brookdale e-mail and provides information on their login and password. To send e-mail to your students see Appendix I.

## *ACADEMIC INFORMATION ONLINE*

Students can access academic information through WebAdvisor for Students. **Accessing information online through WebAdvisor for Students is the only way students can find out their grades unless the student requests a hard copy from the Registrar.** See Appendix J for information on how Students can access their e-mail and academic information online.

## *MONITORING SYSTEM*

The Student Monitoring System allows faculty to alert students to possible problems in their class progress throughout the semester. Faculty are urged to use the Monitoring System because it provides students with valuable input on their academic progress. Monitoring schedules and code entry instructions are distributed to faculty at the beginning of each term. Monitoring codes used by Registration to produce student correspondence are entered online through WebAdvisor five times a semester. See Appendix K for instructions on the Student Monitoring System.

Monitoring letters are then generated and sent to students. (See Appendix L for Sample Monitoring Letters).

Monitoring system code entry may take place from desktop computers during the dates specified for each term in the distributed schedule. The TLC is available to assist in monitoring code entry. The following monitoring codes are utilized:

111	Never Attended
222	Erratic Attendance and/or Excessive Absences (refer to departmental guidelines)
333	Difficulty with Subject Matter and/or Assignments Not Current
444	Stopped Attending

## *GRADING SYSTEM*

The grading system at Brookdale is as follows:

A	=	Excellent	—	4 grade points
B+	=	Very good	—	3.5 grade points
B	=	Good	—	3 grade points
C+	=	Satisfactory Plus	—	2.5 grade points
C	=	Satisfactory	—	2 grade points
D	=	Marginal Unsatisfactory	—	1 grade point
F	=	Unsatisfactory	—	0 grade point
P	=	Satisfactory or better (C level or above)	—	no grade points assigned
W	=	No grade points assigned		

NC	=	No Credit – no grade points assigned
INC	=	Incomplete – grade points assigned upon completion
AUD	=	Audit – no grade points assigned

A student's grade point average for a term is computed by multiplying credits times grade points and dividing the total by the number of credits attempted.

#### **PASS/NO CREDIT OPTION FOR ABOVE ZERO-LEVEL COURSES**

A student may take a course at the 100-level or higher on a Pass/No Credit basis. A grade of Pass is earned if the student completes the course at the "Satisfactory" (C) level or above. A grade of "No Credit" is recorded if the student fails the course or completes the course at the "Marginal" (D) level. A student may change from Pass/No Credit to the A-F grade option, or from the A-F grade option to Pass/No Credit, up to the end of the third week of the Fall or Spring Terms or 20% of any shorter term. A maximum of two courses (maximum eight credits) taken on a Pass/No Credit basis may be used toward the degree. This option may not be used for a course in the student's major.

#### **INCOMPLETE**

An Incomplete (INC) may be assigned at the discretion of the course faculty for students who have extraordinary circumstances of documented hardship or emergency. These are students who have been actively participating throughout the term and have completed a significant portion of the course in a satisfactory manner but approach the end of the term without completing all assignments. The following process should be followed:

- The student contacts the faculty with the appropriate documentation.
- The incomplete contract is completed by the faculty and must be signed by both the faculty and the student.
- Students will be notified by e-mail to check their grades and to speak to their counselor about the impact of the incomplete.
- All course work should be completed by the twenty-first (21<sup>st</sup>) day after the end of the current semester or term, exclusive of official College closings.
- When a student completes the work satisfactorily, faculty will submit a change of grade.
- If work is not completed satisfactorily, the Registrar will change the INC to an F. Students will be notified by e-mail.
- For the purpose of calculating academic standing, the INC will be treated as an F.

The Incomplete Credit Contract form is available on the Academic Affairs webpage [http://www.brookdalecc.edu/staff/edsvcs/incomplete\\_credit\\_contract.htm](http://www.brookdalecc.edu/staff/edsvcs/incomplete_credit_contract.htm).

#### **WITHDRAWAL**

Students are allowed to withdraw without penalty until four-fifths of the course or semester has been completed (i.e., the twelfth week of a fifteen week course). Consult the Master Schedule for specific dates. **Students must officially withdraw by filling a drop/add form in the Registration Office or they will not be dropped from the class.**

Financial Aid students should contact the Financial Aid Office prior to withdrawing since it may affect current and/or future aid.

#### **AUDIT**

A student who wishes to attend a class but does not want to receive credit or a grade may register for the class and request permission to audit it. All tuition and applicable fees are charged for the course. Students may not change from credit to audit or from audit to credit after the end of the Add/Drop period.

#### **REPETITION**

If a course is repeated, both grades will appear on the transcript but only the higher grade will be included in the GPA calculation.

### *BASIC SKILLS GRADING*

Grading for Basic Skills courses is based on the specific departmental grading policy. In all cases, grades are recorded on the transcript, but no grade points are assigned. In order to fulfill the basic skills requirements, students must receive either a Pass grade or a letter grade of C or better.

### *EXAMINATIONS AND DEADLINE DATES*

The instructor should check with the Department regarding exams. In many disciplines departmental exams are utilized. The instructor should observe examination deadline dates when utilized by the Department. Security of exams is essential before, during, and after the exam. Please check with your department whether the Testing Center may be utilized for makeup and retesting for students. See the Testing Center Policy and Procedure Handbook or the Brookdale web site, select **Academics** and then **Testing Center** for information on using the services of the Testing Center.

### *FINAL GRADING*

Final grades are due five days after the end of the term. A memorandum on grade submission is sent each term by the Registrar.

### *GRADE SUBMISSION*

Grade input is entered via WebAdvisor on the Brookdale Home Page [www.brookdalecc.edu](http://www.brookdalecc.edu). Select the link for Faculty. You will need a USER ID (7 digit employee number) and Password (last 7 digits of your Social Security Number.)

See Appendix M for Final Grading Entry Procedures, or contact the TLC (Teaching and Learning Center), 732-2628, or your Division Office. For questions regarding grading policies contact the Registrar's office. Grading is assigned using the grades listed under the "Grading System" heading, p. 30.

### *CHANGING GRADES*

If an instructor decides that a grade change is warranted, an instructor submits a change of grade form in-person to Beverlee Gross in the Registrar's Office. A Change of Grade form is available in the Division Office.

### *GRADE APPEAL PROCESS*

The Student Grade Appeal Process provides the student with an opportunity to appeal a final course grade. Although the instructor of the course is the only individual who can change the final grade, this process provides an unbiased forum to discuss and dispute the final course grade. The student must initiate the process and be prepared to present supporting documentation. No adverse action will be taken against a student who chooses to utilize this process. **THE GRADE APPEAL PROCESS MUST BE STARTED BEFORE THE END OF THE NEXT LONG (FIFTEEN WEEK) TERM.** Instructions and form for the Grade Appeal Process are available online at <http://www.brookdalecc.edu/pages/394.asp>. Select **Academics** then **Dean of Academic Affairs** from the Brookdale home page.

## ACADEMIC DEPARTMENTS AND PROGRAMS

### *OPEN HOUSES*

An Open House is held in the fall and spring semesters for prospective students who may have an interest in an education at Brookdale. Faculty assistance is needed to plan and staff the open house. Faculty representatives from each program and department attend the open house to promote and respond to inquiries about their program and courses. Open Houses are scheduled on a Thursday during Teacher's Convention in the fall and a weekend day early in April. Open Houses are an opportunity for academic departments to share academic information with prospective students and parents on the College's transfer and career programs. Fall Open House is primarily targeted toward the high school student population, and spring is targeted toward both traditional and nontraditional prospective students.

### *DEPARTMENTAL PLANS*

Departmental Plans reflect the department's tactical annual goals. The plans are based on the College Strategic Matrix Goals for that period and reflect specific departmental goals of enrollment, retention, student success and assessment along with customized departmental goals. The plan is created by the department during the September Faculty Day of the year prior to its implementation. The plan is reviewed and revised the following September, the year of implementation. In the year of implementation departmental faculty commit to specific departmental goals and are reflected in faculty's Personal Performance Objectives.

Departments report the status of the goals mid-year in January and their annual report in May. Each department has two Departmental Plans at any point in time. The current plan and the future year's plan.

### *FIVE YEAR PROGRAM REVIEWS*

The purpose of the Five Year Program Review is to take a critical look at a program to validate the program's fulfillment of the College mission, assessment of its effectiveness of meeting the needs of students, employers and the community, and make changes that enhance the program's strength and minimize its weaknesses.

The program review is a process undertaken every five years. A schedule of five year program reviews and information on the program review process for AA, AAS and AS degrees are available online on the Brookdale website at <http://www.brookdalecc.edu/pages/399.asp>.

### *PLANNING PROCESS*

The FY2009 Academic Planning and Reporting Process shows the links between college-wide, departmental and individual planning. See Appendix N.

## ACADEMIC SUPPORT SERVICES

### *COUNSELING (STUDENT DEVELOPMENT)*

Professionally trained counselors, known at Brookdale as student development specialists, help students make decisions related to their educational goals and overall development. Working both individually and in groups, counselors can help students build their academic degree programs, clarify career goals, tailor Brookdale course work toward specific transfer purposes, and address personal counseling needs which might affect their academic progress. A counselor can also be the student's primary liaison with the teaching faculty.

Although counseling services are available on an as-needed basis, emphasis may be placed on certain counseling services at different points in the student's educational career. For example, early on the counselor will interpret the Basic Skills Placement Test and help students select courses that reflect their initial academic and career interests. As students make progress, helping them access career interests and clarify transfer goals becomes more important. The need for personal counseling may arise at any time, and counselors may provide short-term services, make referrals, or trigger crisis-intervention procedures.

Counseling areas and phone numbers are listed below:

Business	Ext. 2555
Humanities	Ext. 2505
Science	Ext. 2586
Social Science	Ext. 2338

For more information see the Counseling website <http://www.brookdale.cc.nj.us/division/counseling/>.

### *COLLEGE SUCCESS SEMINAR (HUDV 107)*

The College Success Seminar, HUDV 107, is highly recommended for all first-time, full-time students in any program that requires less than 66 total credits. Students should take HUDV 107 in their first semester. In this course, students learn to identify and practice a variety of skills and behaviors that can foster success in college and work. They will explore their personal goals and values through individual projects, class exercises and group interaction. For more information on the College Success Seminar, contact the Counseling Department.

### *LEARNING ASSISTANTS*

Each major area of the College has a learning assistant to assist students with subject matter questions, to go over tests and assist students in completing class work. Large departments such as English and Math have a designated area where students can go to work with learning assistants.

### *Reading Center*

The Reading Center is a required lab for students in READ 091 and 092 where Learning Assistants discuss assigned work and review reading concepts taught in class. Students in READ 095 may need to attend the Reading Center to use the computers or work individually with a Learning Assistant. All Brookdale students may use the Reading Center by signing up for an appointment with a Learning Assistant to work on a specific reading strategy. The Reading Center is located in LAH 124. Reading Learning Assistants are available at the Higher Education Centers. For more information, call 732-224-2942 or visit <http://www.brookdale.cc.nj.us/fac/reading/readingctr/index.php>.

### *Writing Center*

The Writing Center offers one-on-one help to all Brookdale students. Learning Assistants are available to assist students with such things as choosing a topic, creating a thesis statement, developing and

organizing ideas, revision, editing and citing sources. The Learning Assistants also offer support with research papers, college transfer essays, cover letters and resumes. Tutoring sessions may be scheduled online. Students from any Brookdale class can visit the Writing Center for help with writing assignments in all subject areas. The Writing Center also offers hour-long group workshops on specialized topics such as sentence structure, comma use, MLA citations, and more. The Writing Center is located in LAH 118; there are also Writing Centers at each of the Higher Education Centers. For more information on the Writing Lab visit the English Department web site at <http://www.brookdalecc.edu/fac/english/> or call 732-224-2941.

### *Math Lab*

The Math Lab located in MAS 204 is an area where students may study, do homework, obtain assistance, and meet with a study group. Students do not need an appointment to work in the Math Lab. Learning assistants and student learning assistants are available during lab hours to answer questions and give help on a one-to-one basis to currently enrolled students. For more information visit the web site at <http://www.brookdalecc.edu/fac/math/MATHLAB/>.

### *COMPUTER LABS AND SMART CLASSROOMS*

Computers for student use are located throughout the Lincroft campus and extension sites. Computer labs and classrooms allow for the integration of technology into the disciplines. There are “open labs” that allow students additional access time with lab assistants available for answering technical questions. A central open computer lab is in the Information Commons located in the Bankier Library. For more information, please call ext. 2706 or select **Library** from [www.brookdalecc.edu](http://www.brookdalecc.edu). Instructional computer labs are also available for faculty use. Check with your department. If you have any questions, please call the Office of Information Technology at ext. 4357 (HELP).

A smart classroom is defined as a classroom that provides internet access, an LCD projector, and a screen. There are smart classrooms located throughout the campus.

### *INFORMATION COMMONS (BANKIER LIBRARY)*

This is an open lab of 200 computers, reference books for all subjects, and a HELP desk for any questions. Visit <http://ux.brookdalecc.edu/library/services.php> for more information.

### *TEACHING AND LEARNING CENTER (TLC)*

The Teaching and Learning Center supports and enhances teaching and learning through the creative and responsible use of information technology. The TLC is available to assist faculty developing online courses and using new technological tools in the classroom. The TLC hosts faculty workshops throughout the year. The TLC web site <http://www.brookdale.cc.nj.us/pages/199.asp> is available by selecting **Quick Links. TLC for Faculty** from the Brookdale home page. Contact Norah Kerr Mc-Curry at ext. 2628 for questions or additional information.

### *ARTICULATION AND TRANSFER*

Brookdale maintains transfer agreements with upper level institutions through the Transfer Resources/Articulation Office. The office works with deans, faculty and administrators to develop agreements that coordinate curriculum and ensure maximum transferability of general education and transfer program career courses. Important information for students on transfer, college admission deadlines, transfer scholarships and the list of transfer agreements are available on the Transfer Resources web page. Go to [www.brookdalecc.edu](http://www.brookdalecc.edu), select **Current Students** and then **Transfer Resources**. For information on transfer programs through the New Jersey Coastal Community College call 732-280-7090.

### *NJTRANSFER*

NJTransfer is a website that provides information on transfer of community college courses to four-year institutions within the state. The initiative was developed jointly by the New Jersey Commission on Higher Education and the New Jersey Presidents' Council. Features of NJTransfer include information for

students on which course to select at a community college based on which New Jersey four-year colleges offer equivalent courses and where students can transfer their community college courses in New Jersey. See <http://www.njtransfer.org/> for more information and instructions on how students can use NJ/Transfer.

### *EDUCATIONAL OPPORTUNITY FUND (EOF)*

The state-funded program is designed to provide an opportunity for higher education to New Jersey residents who would not otherwise be able to attend without the financial assistance and special academic support services that are a part of this program. Through the EOF Program, students who cannot afford college costs and are academically underprepared can attend Brookdale and be successful.

EOF provides eligible students with money toward the cost of tuition and fees, financial aid counseling, academic counseling, free tutoring informational workshops, financial aid workshops, faculty assessment and money to continue during the Summer Terms. New-to-college students can attend a free EOF Summer Program which is designed to provide academic preparation for college entry.

### *SCHEDULING*

#### **ACADEMIC SCHEDULING**

Courses are scheduled in classrooms at all Brookdale locations by the Scheduling Office. If there is a problem with a classroom, an instructor should contact the Division Administrator.

If you need to schedule a room for a meeting, you can use the electronic booking form available on the Scheduling Office website <http://www.brookdalecc.edu/pages/275.asp> or call the Scheduling Office at ext. 2216 for confirmation of available space and follow up with the electronic booking form.

#### **LIBRARY ROOMS**

Library Classroom Reservations: Call or e-mail Pam Smith, ext. 2477, for classroom availability and to request a librarian to teach a session.

#### **STUDENT LIFE CENTER**

To inquire about using the Student Life Center for an event, e-mail Center Administrator Nancy Chan-Rivera at [nrivera@brookdalecc.edu](mailto:nrivera@brookdalecc.edu) or call X2019.

### *FINANCIAL AID*

The Financial Aid Office assists students and their families through the financial aid process. For information on the electronic process of applying for financial see the Financial Aid Office website. Select **Prospective Students** from the [www.brookdalecc.edu](http://www.brookdalecc.edu) and then **Financial Aid**.

### *PLACEMENT TESTING/ACCUPLACER*

#### **Pre-Registration Testing**

All new degree students must take a Basic Skills Placement Test. The Accuplacer test is administered in the Testing Center and is also available by appointment at Brookdale's Higher Education Centers in Eastern Monmouth at Neptune, Long Branch, Northern Monmouth at Hazlet (Bayshore), Wall Township and Western Monmouth in Freehold. The test includes measurement of reading, writing and mathematics skills and is designed to assure that students are ready to perform college-level work. Waivers of testing are available to students under the following provisions:

Full Test Waiver (Students do not have to take the test):

- 1) If a student has completed at least 24 college level credits with a grade of "C" or better from an accredited college. These 24 credits must include English composition and a mathematics course higher than elementary Algebra.
- 2) If a student has taken the Accuplacer or NJBST test at another New Jersey college.

3) If the student has at least a four-year degree from an accredited college.

Partial Test Waiver (Students need take only part of the test):

1) Students who have taken the SAT test may qualify for a full or partial waiver depending on their scores;

2) If a student has credits from another college that do not meet the full guidelines of the Full Test Waiver category above, the student may qualify for a partial waiver. An individual assessment must be made.

Non-native speakers of English, and persons age 65 and older may also be eligible for a test waiver. To receive a waiver of testing, students must apply in person in the Admission Office.

Students whose scores indicate the need to enhance skills in the areas of reading, language arts and/or pre-algebra or elementary algebra will be placed in the appropriate courses.

### *TESTING CENTER AND SERVICES*

The Office of Testing Services and The Testing Center offer many services to both students and members of the surrounding community. The Testing Center is located in the lower level of the CAR building. Call 732-224-2584 for information.

Testing services provided by the Testing Center:

- Accuplacer Basic Skills Assessment – All students enrolling as degree students must take the Accuplacer placement test or receive a waiver from the Registrar. The test identifies skill levels in Reading, Writing and Mathematics. Counselors use the results of the placement tests to assist students in selecting their first semester course(s).
- Brookdale students may be referred to the Testing Center for course testing by an instructor for make-up and retests. Item analysis reports and various other reports will be available to you. Please contact a Testing Center representative for more information.
- Testing for all alternate delivery courses (distance learning courses such as online, hybrid, television and videotape courses). If your course is Angel-supported, tests can be administered in the Testing Center using the Angel secure browser. Contact the Teaching and Learning Center X2628 for additional information.
- Career and placement assessments – Students who wish to take advantage of career assessment services should see a counselor. The student may then be referred to the Testing Center for testing. The results and interpretation will be forwarded to the counselor who will provide the results to the student. All test results are held in strict confidence.
- Batch scoring services – The Testing Center provides batch scoring at the Center. Please allow 72 hours for tests to be scored. Batch scoring stand-alone scanners are also available in the Social Sciences Division Office, Humanities Division Office, Sciences Adjunct Faculty Office and at our Western Monmouth location. Scanners will also be placed at each of the four Higher Education Centers by mid-Fall 2008 semester.

**Neither tests nor test results will be returned to faculty via interoffice mail. They must be picked up by the faculty member or learning assistant. Test results cannot be given out over the phone, as we abide fully by all provisions contained in FERPA. Test results can be e-mailed to a faculty member's brookdalecc.edu e-mail.**

**All students, including Visiting Students, testing in the Center must have a Brookdale photo student ID and may be required to have a valid permission slip to test. Time constraints including closing times of the Testing Center will be strictly followed. In addition, all personal items must**

**be placed in lockers provided by the Testing Center. The Center strictly adheres to the Academic Standards of the College and reports all violations to the instructor.**

The Testing Center also provides the following services for the community:

- Distance Learning
- Credit by Examination (CLEP, Dantes)
- Virtual University Enterprises (VUE)
- Microsoft Office Specialist (MOS)
- Praxis, LSAT, Actuarial
- Miller Analogies Test
- GED Testing

The Testing Center is located in the lower level of the CAR building. For information on Testing Center hours and policies contact Nancy O'Shea via phone at X2076 or e-mail at [noshea@brookdalecc.edu](mailto:noshea@brookdalecc.edu). You can also check out the Testing Center website. Go to [www.brookdalecc.edu](http://www.brookdalecc.edu), select **Academics** and then **Testing Center**.

### *OFFICE OF EXPERIENTIAL LEARNING AND CAREER SERVICES*

The Experiential Learning and Career Services Department offers programs designed to complement the student's academic study with "hands-on" experiences in the real world and services to help them attain their employment goals.

Whether placed with an employer in a work experience related to their major, or volunteering in a community service project as an integrated component of their course work, students develop valuable skills for the future. Programs and Services include:

- Internships (credit)
- Externships (credit)
- Cooperative Education (non-credit)
- Service-Learning (community service volunteer)
- Field Experiences
- Work Study
- Student Help
- Alumni Services
- Job Search Assistance
- Job Placement Assistance
- Career Development Workshops

The benefits of Experiential Learning are clear. Participants are better prepared for career decision making, as they move into either permanent employment, or continue their education. Participants have a greater "edge" in securing a job, and enrolling in a four-year college. All Experiential Learning activities are recorded on the student's transcript.

The Experiential Learning and Career Services Department is located in MAC 105 and can be contacted at 732-224-2792. Visit their web site by clicking on **Current Students** from [www.brookdalecc.edu](http://www.brookdalecc.edu) then click on **Experiential Learning and Career Services**.

### *INTERNSHIP/COOPERATIVE EDUCATION/EXTERNSHIPS*

Students interested in participating in either Internship/Externship (credit) or Cooperative Education (non-credit) must meet program eligibility. All students must be (1) matriculated, (2) have completed the number of course credits in their major required by the department and (3) have the approval of an instructor and Experiential Learning Representative. Both the credit and non-credit work experiences require the completion of learning objectives, employer evaluation and an evaluation meeting with an Experiential Learning Representative.

#### *SERVICE-LEARNING*

Service-Learning combines academic study and community service, providing a unique opportunity for students to learn through active participation in organized service experiences in the community. Service-Learning puts education into action, leading out from the self into the world. Service-Learning course options are offered as an alternative to more traditional classroom assignments. Students choosing this option are required to provide between 20-50 hours of volunteer community service hours in activities related to their course work, enhancing their learning thorough participation. Experiential Learning staff meet with students to determine area of interest, time constraints, and a service project appropriate to the course of study. Approval for the project is required from the instructor.

#### *WORK-STUDY*

Students who qualify under financial aid for the Work Study Program work with Experiential Learning and Career Services staff who match the students' skills with appropriate campus/off campus jobs.

#### *STUDENT HELP*

Students who are in good academic standing and are currently enrolled for a minimum of six credits may be able to find on-campus work opportunities through Student Help Programs. For these positions, financial aid eligibility is not required.

#### *ALUMNI SERVICES*

The Services are available to all Brookdale students nearing graduation and alumni. They include assistance in job search and resume writing, web resources, and referrals to appropriate employment opportunities.

#### *JOB PLACEMENT ASSISTANCE*

Students are offered assistance in job search and resume writing workshops, and referrals to full-time, part-time and summer employment.

## BANKIER LIBRARY

*The Bankier Library* is a resource for student and faculty instructional and research information, an open lab for online work, a facility for individual and group study, and a classroom where librarians teach information literacy skills.

*The Web site*, available by selecting **Library** from the Brookdale home page, <http://ux.brookdalecc.edu/library/> enables research around the clock. To search for resources, use the online catalog, the online databases, and the select Internet tools and Web pages.

For comprehensive, detailed information about the library, refer to the directory of services, procedures, and policies under "Information & Services."

*Hours:* During the long terms: Mon. – Thur.: 7:15 a.m. – 10:00 p.m.,  
Fri.: 7:15 a.m. - 7:00 p.m., Sat.: 10:00 a.m. - 4:00 p.m. Library hours for the summer and semester breaks are posted on the Library web site.

*Information Commons:* This is an open lab of 200 computers, reference books for all subjects, and a HELP Desk for any questions.

*Types of Resources:* Books: circulating, reference, books-on-tape, e-Books, eAudioBooks;  
Periodicals: print and full-text online articles;  
Multimedia: videotapes, DVDs, CDs, audio cassettes.

*Online Databases:* The Bankier Library subscribes to over 80 databases. Most are collections of articles in all disciplines from journals, magazines, and newspapers. They are listed alphabetically and grouped by subject, e.g. News, Health Sciences, Business. One, NoodleTools, helps create correctly-formatted citations in both MLA and APA. The New York Times Historical provides all articles ever printed dating from 1851. The New York Times Academic provides articles from the current 10 years. You will find scholarly articles in JSTOR.

*Your Library Card:* Your Brookdale I.D. card is also your library card. The 14-digit barcode on the verso is required for you to borrow materials, remotely access the library databases, renew books online and reserve group study rooms.

*Interlibrary Loans:* If there is any journal article, book, dissertation or thesis that you want and that the Bankier Library doesn't have, you can request it from the Bankier Library Web site, right from your computer. Under "Get It!" click on Interlibrary Loan.

*Library Instruction (Information Literacy):* The Librarians are available to meet with your classes throughout the terms and teach research strategies, i.e., how to request information, the many types of resources, how not to plagiarize, what tool to use to formulate APA and MLA citations, and more. Contact Pam Smith, ext. 2477 to schedule a library classroom and a librarian.

*Workshops:* A variety of research workshops are offered each term, i.e., the Academic Library Explained; NoodleTools: How to Create Works Cited Lists; How to Search the World Wide Web: What You Don't Know; Finding Factual and Statistical Information. Visit the web site for information on workshops.

*Ask a Librarian:* When students need help with their research assignments and speeches, they could use the help from a librarian. Options: e-mail a Librarian from <http://www.brookdalecc.edu/library>, "Ask a Librarian;" call (732)224-2481 for a Reference Appointment; stop by the HELP Desk; call the HELP Desk, (732) 224 – 2443, or call a librarian: Amy Clark, ext. 2483, Steve Chudnick, ext. 2482, Jeanne Ostrowski, ext. 2478, Shay Delcurla, ext. 2438, Susan Rosenberg, ext. 2481, Karen Topham, ext. 2479, and Valerie Bonilla (732) 625-7056 (Higher Education Centers).

*Librarians as Liaisons:* A librarian has been assigned to each academic department to work in concert to help build and maintain subject collections of print and electronic resources and Web sites, trouble-shoot and assist with library services, and teach information literacy as requested.

*Reserve Materials:* Contact the library staff to place materials on reserve on the 2<sup>nd</sup> floor of the library. For electronic reserves, review the guidelines and copyright and fair use policies under "[Electronic Reserves for Faculty](#)" which is under "Services for Faculty." See also, "[Print and Multimedia Reserves.](#)"

*Copyright and Fair Use:* For policies and guidelines, click "Information and Services."

*Library Classroom Reservations:* Call or e-mail Pam Smith, ext. 2477, for classroom availability and to request a librarian to teach a session.

*Library Exhibits and Displays:* In the public viewing area, the Library Learning Assistants create monthly displays of resources and films about academic subjects. Interested in a display, call ext. 2481.

*Special Collections:* In the Special Collections Room, 2<sup>nd</sup> floor: [Monmouth County and New Jersey](#), [BCC Archives](#), [Photography Books](#), [Graphic Arts Books](#), and [World War II](#). On the 1<sup>st</sup> floor, there is a browsing collection: [Colleges/Careers/Jobs](#). In the circulating book collection, 2<sup>nd</sup> floor: [Legal Studies](#) books.

## TECHNOLOGY

### *TECHNOLOGY ASSISTANCE (HELP)*

The Office of Information Technology HELP line is available to anyone at Brookdale with questions or problems in any technology areas, including hardware, software network, telephone, Internet, equipment purchase, mainframe and more. The HELP Line (ext. 4357) is available 8:30 AM to 10:00 PM Monday through Friday, and 8:30 AM to 4:30 PM on Saturday. For more information or to complete a Help Desk Form online, visit their website on Brookdale's home page, select **Administrative Departments** from **Quicklinks** and then click on the **Office of Information Technology** or <http://www.brookdalecc.edu/staff/oit/oit/>.

### *TEACHING AND LEARNING CENTER (TLC)*

The Teaching and Learning Center (TLC) offers tools training, one-on-one instructional design consultations, Brookdale's Online Certification Course, and special services for groups. The TLC also provides technical resources such as digital cameras and camcorders, scanners, and recording options for Brookdale Faculty. The TLC web site <http://www.brookdale.cc.nj.us/pages/199.asp> is available by selecting **Quick Links. TLC for Faculty** from the Brookdale home page. Contact Norah Kerr Mc-Curry at ext. 2628 for questions or additional information.

### *ANGEL COURSE MANAGEMENT SYSTEM*

The College uses the ANGEL course management system for all online and web-enhanced courses. The TLC provides training workshops throughout the year. All faculty are encouraged to learn ANGEL.

### *EDUCATIONAL TECHNOLOGY SERVICES (ETS)*

To request instructional equipment such as computer carts, projectors, video cassette recorders, laser discs with TVs, or technical services contact ETS ext. 2472. For user information on smart classrooms or to request equipment or service visit the ETS website. Select **Educational Technology Services** from **Quicklinks** from the Brookdale home page.

### *VOICE MAIL SYSTEM*

The PhoneMail system allows access to voice mail from anywhere. Voice mail is accessed by extension 2900 on campus and 224-2900 off campus. Adjunct faculty are issued guest extensions for voice mail. For information on the telephone system visit <http://www.brookdalecc.edu/staff/oit/oit/telephone.php>.

### *E-MAIL*

Faculty and staff are provided e-mail using the Eudora program. E-mail is also accessible from off campus by selecting the link for Web E-mail on the Brookdale Home Page. Your username is your first initial, plus your last name. Your password is your initials and four-digit extension. **For confidentiality, you should change your password.** Adjunct faculty can access their e-mail account only through Web E-mail on the Brookdale Home Page. Attached as Appendix O are instructions for using web based e-mail.

For information and questions on e-mail contact the Office of Information Technologies  
<http://www.brookdalecc.edu/staff/oit/oit/>

## GRANT OPPORTUNITIES

### *BROOKDALE INNOVATION GRANT (BIG)*

The purpose of Brookdale Innovation Grants is to encourage creative thinking and innovation, to enhance educational programs, and improve services to students. Full-time faculty, staff, and administrators are invited to submit proposals which demonstrate both innovation and a clear benefit to the College. Projects must be designed to address the College's current strategic priorities, such as increasing access and enrollment, improving student success, integrating technology into the classroom, and collaborating with schools, businesses and the community. BIG Grants are jointly funded by the Brookdale Foundation and the College general fund. Professional Development sponsors the BIG Grants reception. BIG Grant proposals are due in March. For an application contact the Office of Grants and Institutional Development at ext. 2756 or e-mail [lqaissaunee@brookdalecc.edu](mailto:lqaissaunee@brookdalecc.edu).

### *PERKINS GRANT*

The Perkins Vocational and Technical Education Grant provides funding for program improvement for career and technical education programs. A list of approved programs is available in the office of the Dean of Academic Affairs. Departmental requests for Perkins funding are made to the Executive Vice President-Educational Services through the College budgeting process. The Perkins Grant is submitted by the Director of Grants and Institutional Development for approval to the NJ Department of Education. Approved Perkins funding is monitored by the Dean of Academic Affairs. Academic departments of Perkins-funded programs are required to incorporate competency testing for program completers. For more information, contact the Dean of Academic Affairs, ext. 2196.

### *GRANT OPPORTUNITIES*

Brookdale faculty are encouraged to explore grant opportunities that support the College's Mission. For information on grant opportunities visit the Office of Grants and Institutional Development at <http://www.brookdalecc.edu/pages/474.asp>.

## STUDENT OPPORTUNITIES

### *PHI THETA KAPPA (PTK)*

Phi Theta Kappa is a national honor society/service organization that recognizes academic achievement among two-year college students. A student is invited to join if his/her cumulative GPA is 3.7 or above and he or she has 12 credit hours completed and is matriculated into a major. Alpha Pi Theta, the Brookdale PTK chapter, is not only concerned with academic achievement, but also encourages the four Phi Theta Kappa hallmarks of Scholarship, Leadership, Service, and Fellowship through club-sponsored activities and programs including regional and national workshops and conferences. The chapter office is located in the Clubs and Organizations Room in the Student Life Center, room SLC 109. (732) 224-2427.

### *HONOR SOCIETIES*

**Psi Beta** is the National Honor Society in Psychology for two year colleges. It was founded in 1981 to recognize the scholastic achievements of students in Psychology. The Brookdale Chapter was established in 2002 and has been recognized as the 2005 Wadsworth Publishers Outstanding Psi Beta Chapter. Psi Beta is open to students from many different majors who have at least a 3.16 GPA, have completed 12 credits at Brookdale, and have at least a B average in Psychology. Being a member provides opportunities for leadership, participation in research projects, attendance at regional conferences, special lectures, programs and much more. Upon graduation Brookdale Psi Beta members are distinguished by special mention in the program and the opportunity to wear identifying cords or stoles. Contact Prof. Joel Morgovsky, Advisor: [jmorgovsky@brookdalecc.edu](mailto:jmorgovsky@brookdalecc.edu), 732-224-2846

**New Jersey Collegiate Business Administration Association Honors Society** is a Statewide organization which is sponsored by two-and four-year colleges with business programs. This society recognizes annually exceptional scholastic achievement based on GPA. Only the top 1% of students in Brookdale's Business Administration program are eligible. For more information contact the Business Department at 732-224-2894.

**Lambda Epsilon Chi (LEX)** is a nationally known academic honor society for paralegal students. Sponsored by the American Association for Paralegal Education (AAfPE), the society offers students national scholarship opportunities; participation in regional, state, and local conferences; and networking opportunities with other legal professionals. Candidates for membership in LEX must have completed at least 40 credits (60 credit program) and have achieved a GPA of 3.5 or higher in 2/3 of legal specialty courses. Contact the Legal Studies Department, 732-224-2337 for more information.

**Lambda Nu** is the national honor society for Radiologic and imaging sciences. To qualify as a member, students must be admitted to the Radiologic Technology program, maintain a 3.0 on a 4.0 scale in professional courses, enroll as full-time student for at least one semester, and demonstrate commitment to the profession of Radiologic Technology through professional organizations.

### *HONORS*

The academic honors curriculum consists of both interdisciplinary seminars and honors sections of general education courses. Students wishing to graduate from Brookdale with honors designation on their diplomas and transcripts must take four honors courses, at least one of which must be an interdisciplinary seminar, and maintain a Grade Point Average of 3.5.

To qualify for honors courses directly after graduating from high school, students must fill out an application and meet two of the following requirements: SAT combined score of over 1100 (out of 1600), or 1650 (out of 2400); high school GPA of at least 3.5 (out of 4.0) or 90% (out of 100%); graduation in the top 20% of their class; and recommendation by a Brookdale counselor or faculty member. All others must meet one of the following requirements: a GPA of 3.5 or more after completing 12 credits at Brookdale; or a GPA of 3.5 at a previous college.

Honors students may substitute one honors-committee-approved study abroad, service-learning or independent study course for one honors section of a general education course (but not a seminar). Honors courses are designed to provide students with in-depth study of the subject matter in an environment which encourages considerable student-to-student interaction and development of general research skills. Honors sections of general education courses are easily transferable to four-year institutions; the transferability of seminars varies with the receiving institution. Brookdale has a transfer agreement with Monmouth University enabling graduates of the Honors Program to transfer their Honors courses to meet the freshman and sophomore year requirements of the Monmouth University Honors School.

Students wishing admission to honors courses will need to have counselor approval and a background which indicates high academic achievement and promise. To contact an Honors Committee members see <http://www.brookdalecc.edu/pages/807.asp>.

### *STUDENT CONCERNS*

Students who have questions or concerns about any issue at Brookdale Community College are encouraged to resolve those issues through appropriate channels.

General concerns about a wide range of issues should be directed to the office of Student Affairs and Support Services. Concerns should be identified, in writing, with any appropriate supporting documentation. If necessary, a meeting will be scheduled to discuss the issues in more detail and the Director of Student Affairs and Support Services will render a decision.

Specific concerns related to faculty members must first be discussed with the professor involved to try and reach an amicable solution. If that is not satisfactory, students must meet with the department chairperson followed by the Academic Division Dean if necessary.

Students appealing a grade in a class must follow a detailed and prescribed process (see p. 30). The paperwork for this process is available in the Division Office, the Office of the Dean of Academic Affairs and on the Academic Affairs web site. Select **Academics** from [www.brookdalecc.edu](http://www.brookdalecc.edu) and then **Dean of Academic Affairs**.

### *STUDENT CLUBS AND ORGANIZATIONS*

Students enrolled at Brookdale are automatically a member of the Associated Students of Brookdale Community College, and can participate in the College's activities program.

The College has many clubs and organizations that supplement the classroom experiences, as well as special interest groups. Each group is supervised by a Student Life Coordinator and a Brookdale faculty/staff advisor who is appointed annually by the Office of Student Life and Activities.

For further information, please contact the Office of Student Life and Activities, Ext. 2390.

### *STUDY ABROAD – INTERNATIONAL CENTER*

Through the International Center, students in any academic discipline can apply to study in any of more than 80 different programs in 30 countries around the world during the spring, fall or summer terms. The International Center located in MAC 114 handles international admissions, pre-arrival services, orientation and on-going immigration and cultural advising. The International Center also sponsors international and intercultural events which include films, lectures, excursions, an international food exchange and festival. Brookdale also offers an Associate's degree with an emphasis on International Studies. For information contact the International Center at ext. 2799 or the website <http://international.brookdalecc.edu>.

### *FAST START*

High school students may take advantage of Brookdale's *Fast Start Program*. Selected Brookdale credit courses are open to high school and home schooled students who meet specific criteria. For further information about Brookdale's Fast Start program and a listing of tuition and fees, email the Recruitment Office at [recruitment@brookdalecc.edu](mailto:recruitment@brookdalecc.edu).

### *TECH PREP*

High school juniors and seniors in select high school courses may take advantage of Brookdale's "Technology Preparation" program. These courses integrate first semester college course work into the high school course. For information on the Tech Prep program contact Donna Cuddy at X2574.

### *DUAL ENROLLMENT*

High school juniors and seniors may take advantage of Brookdale's Dual Enrollment Program. Selected Brookdale credit courses will be open to high school juniors and seniors at the Brookdale Lincroft campus, Higher Education Centers, or at their high school. The Dual Enrollment Program allows students to complete up to 12 Brookdale credits during their senior year of high school. These credits may be used toward high school and/or college requirements. Contact Donna Cuddy, Transfer Resources, ext. 2574, for further information.

### *NJ STARS*

The NJ STARS program provides two years of free tuition (and limited fees) for full-time community college students who graduated in the top 20% of their New Jersey high school class. For more information contact the Financial Aid Office at X2361 or go to <http://financialaid.brookdalecc.edu>

## FACILITIES AND SERVICES

### *CHILD CARE FACILITY*

The Children's Learning Center located on Brookdale's main campus in front of parking lot #4 is a licensed Quality Care Center which offers child care to students, staff and the community. The Center is a learning lab for the Education and Nursing students on campus. Care is provided to children from 3 months to 5 years of age. It is open five days a week from 7 AM to 6 PM. Tuition is based on a monthly rate and Brookdale students receive a discounted fee. Call the Center at 732-224-2306 for a list of fees and more information.

### *COMMON SERVICES/MAILROOM*

The Common Services/Receiving & Mail Center is located near Parking Lot 8 - first building on the right. The Receiving & Mail Center offers folding, envelope stuffing (inserting), sealing, metering, packaging and computer-generated mail processing. Also, customized discount bulk mailing service for certain types of mail.

Hours of operation are 8 AM to 4:30 PM, Monday through Friday, with the following schedule in effect year round:

- On the main campus - internal and outgoing mail, pick up and delivery: twice daily (AM & PM)
- Off campus sites - internal and outgoing mail, departs daily at 8:15 AM to the Eastern Monmouth at Neptune, Long Branch, Northern Monmouth at Hazlet, the Campus at Wall, and the Western Monmouth. (Sandy Hook on Mondays and Wednesdays only.)

Common Services (732) 224-2293 (on campus, ext. 2293)

Receiving (732) 224-2292 (on campus, ext. 2292)

Mail Center (732) 224-2294 (ext. 2294)

Inventory Control (732) 224-2291 (ext. 2291)

### *COPYING AND PRINT SHOP*

Photocopy machines are located in the Division Offices. An "access code" is needed to use the machines and can be obtained from Division Office staff. Multiple copy requests should be submitted to the Department Secretary to send to the Print Shop. (Copy machines are available for student use in the Library and on the first floor of the Student Life Center at the cost of ten cents per copy). The Print Shop can produce materials in many different sizes and ink colors. For information on the Print Shop contact their info line at ext. 2455

### *FACILITIES USAGE*

Many of Brookdale's facilities and recreational opportunities are available for faculty participation. Our tennis courts, indoor and outdoor basketball courts, and an indoor track are available on-campus. Furthermore, faculty are given the opportunity to improve their health and well-being by making use of the College's Fitness Lab located in the Fitness Center at Parking Lot No. 4. By paying a minimal fee and meeting medical criteria, you make take advantage of treadmills, free weights, and other equipment. See <http://www.brookdalecc.edu/staff/fitness/> or call ext. 2562 for more information.

In addition, many off campus activities are also available. Call the Athletic Office at ext. 2376 or the Fitness Lab at ext. 2562 for information on on-campus activities, and the Office of Student Life and Activities at ext. 2390 for information on off-campus events. Rooms around campus are

available by reservation for special meetings and events (sometimes with a rental fee) by calling the Scheduling Office ext. 2216 or visit the Scheduling Office web site via select **Scheduling Office** from **Quicklinks** on the Brookdale home page.

### *FOOD FACILITIES – DINING SERVICES*

The “Jersey Blues Dining Room” located in the Student Life Center is Brookdale’s main cafeteria where breakfast, lunch, and dinner are available, as well as snacks and hot and cold drinks. The Dining Room is open year round (hours subject to change during semester breaks and summer). There is also a small “café” offering snacks and drinks on the second floor of Larrison Hall. In addition, assorted vending machines are located throughout the campus and Higher Education Centers for students and staff. Candy, snacks and beverages are also available in the College Store located in the Student Life Center. The hours of operation for the Student Life Center and Larrison Hall are Monday-Thursday, 7:30 AM to 7:00 PM and 7:30 AM to 2:00 PM on Fridays. If you need additional information about Dining Services, including Catering Services, call X2502.

Food and drink are prohibited in all classrooms, labs, and the Library.

### *IDENTIFICATION CARDS*

Each Brookdale student must have a BCC I.D. card whether full- or part-time. Without one, a student cannot borrow a book from the Library, use recreation facilities, get student discounts on tickets, purchase tickets, gain free entry to student events, or use the computer labs or the Testing Center. A Brookdale Student I.D. card is obtained in the lower level of the Warner Student Life Center, ID and Arcade Room. Students must bring their registration forms with them and another form of photo identification to obtain a Brookdale student identification card. Current term students must have their old I.D. cards activated at the Student Activities Office. Questions call 732-224-3403.

### *INSTRUCTIONAL SUPPLIES*

Instructional supplies such as dry erase markers, erasers, pens, paper, etc. can be obtained from the Division Office. (Students can obtain their supplies from the College Store.)

### *LOST AND FOUND*

If you’ve lost something, check it out with the College Police, ext. 2352, or visit the station in front of the Brookdale Print Shop in Parking Lot #8.

### *PARKING*

Parking permits are not utilized at Brookdale and parking spots are available for both staff and students on a first-come, first-served basis. Every parking lot has several spots that are reserved for the handicapped. (Motor vehicles parked in a handicapped space must display a valid permit. The Police Department will issue a temporary handicapped permit upon receipt of a doctor’s certification.) There is a visitor’s lot adjacent to lot #5. There is always adequate parking in lot #1 on the north side of campus.

## SECURITY/EMERGENCIES

### *MEDICAL EMERGENCIES*

In the event of a medical emergency on campus, **dial 911 for College Police.**

The College Nurse is located in MAC 112 and can be reached at ext. 3290.

The College maintains Automated External Defibrillators in the following College locations:

- College Police Department (911)
- School Nurse (ext. 3290, MAC 112)
- Robert J. Collins Arena – Office Area (Ext. 2377)
- Fitness Center – Main Office (Ext. 2562)

### *COLLEGE POLICE*

The Brookdale Community College Police Department operates 24 hours a day, 365 days a year. It is a unique law enforcement agency designed specifically to serve the needs of the college community. Brookdale police officers receive the same police academy training and have the same authority as any New Jersey municipal police officer. Brookdale Police have full arrest powers, and enforce criminal and traffic statutes as well as college policies and regulations.

### **IMPORTANT PHONE NUMBERS:**

**ON CAMPUS -- DIAL 911 OR 222 FOR AN EMERGENCY SITUATION FROM ANY CAMPUS PHONE**

**NON-EMERGENCIES – DIAL 2352.**

**OFF-CAMPUS – DIAL 911 or (732) 842-1950 FOR EMERGENCIES**

**NON-EMERGENCIES – (732) 224-2352.**

There are 22 campus-wide emergency phones located on the Lincroft campus. Exterior phones are identified by their blue lights. Open the door, pick up the receiver, and the police are automatically notified of your location, whether a message is transmitted or not.

The Police Station is on Alumni Road on the north end of campus near Parking Lot #8.

### *FIRE PROCEDURES*

In the event of a fire, **notify the College Police by dialing 911 and give exact location of the fire.** Pull one of the fire alarm boxes located at various points in both on and off-campus facilities.

If the fire alarm sounds, the instructor is responsible for immediately evacuating his/her class from the building. Staff members should assist in the evacuation of students and other staff members. **DO NOT USE ELEVATORS.**

### *EVACUATION PROCEDURES*

**DO NOT USE ELEVATORS.** If necessary, use an alternate exit if the nearest exit is inaccessible.

In classrooms, the instructor is responsible for immediately evacuating his/her class from the building and ensuring that classroom door(s) are closed upon exiting.

In Science laboratories, Learning Assistant/instructors should ensure that all Bunsen burners and/or other open flames are turned off and gas jets are closed before leaving the room and closing the lab door.

Occupants of offices should make sure that doors are shut as they leave. In large offices occupied by many individuals, the department head or supervisor should ensure that all doors are closed.

Once outside, evacuees should stand a minimum of three hundred (300) feet from the building. If possible, department heads and faculty should verbally advise employees, students, and other evacuated individuals to gather and remain at the suggested assembly area for the building. Parking lots and roadways may be used by emergency response vehicles and must not be used as an assembly area.

#### *EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES*

Individuals with physical disabilities may remain in a building during an emergency evacuation condition only if they are non-ambulatory, or when elevator assistance is essential for their evacuation, and they are located either above or below the ground floor. All other persons with disabilities should evacuate the building in an emergency evacuation condition. Elevators must not be used during an emergency evacuation condition unless use is authorized by an appropriate emergency responder (.e.g., Police, Fire, etc.) If necessary, individuals who are sight impaired should seek assistance from any of the buildings occupants.

If evacuation is necessary, follow the procedure below:

- If on the ground floor, exit by normal means to the suggested external Assembly Area.
- If above or below the ground floor, seek a safe location/room, preferably one with a window, communication device, and a solid door.
- If possible, dial 911 (or have someone call for you) to contact the College Police Dispatcher and advise that you are a person with a physical disability (identify the disability) and are in need of rescue assistance from an emergency responder. Provide your building, floor and room number, and telephone number from which the call is being placed. If it is safe to do so, remain by the phone. The dispatcher will periodically contact the individual to keep them informed.
- If a telephone is not readily accessible, have someone advise an emergency responder of your specific location.
- In one of the buildings on the main campus (MAC, CAR, MAN, MAS) buildings it may be feasible to move horizontally to a section of the building not affected by the emergency.

COLLEGE POLICE WILL ISSUE A VERBAL "ALL CLEAR" VIA BULLHORN INDICATING THAT IT IS SAFE TO REENTER THE BUILDING.

#### *CRISIS INTERVENTION (COUNSELING)*

Students in need of crisis intervention for emotional/psychological events or substance use or abuse should contact the College's Counseling Department: 2555, 2586, 2505, or 2338. Appendix P is a Risk Management chart that gives information on crisis level and action to be taken.

#### *SEXUAL HARASSMENT*

All complaints and/or incidents of discrimination, including sexual harassment, shall be referred to the Diversity Management Officer for investigation and resolution. If complaints or incidents arise which appear to involve employee misconduct and/or competence, the Diversity Management Officer and the Dean of Human Resources shall collaborate to conduct a joint investigation. The Diversity Management Officer shall at all times remain principally responsible for determining the validity of complaints of discrimination.

The Human Resources Department website contains information on the internal procedures for complaints alleging discrimination, harassment, or hostile environment in the workplace or educational programs at <http://brookdalecc.edu/staff/hr/divmgt1.htm>.

#### *TEXT ALERTS*

Brookdale employees and students may sign up to receive emergency TEXT messages. To register select the **Opt-In Text Alert** on the Brookdale home page [www.brookdalecc.edu](http://www.brookdalecc.edu).

## LOCATIONS AND DIRECTIONS TO BCC CAMPUSES

**TO: Lincroft Campus**

**Brookdale Community College**  
765 Newman Springs Road  
Lincroft, New Jersey 07738  
732-842-1900

From North or South Jersey, use the Garden State Parkway. ***If you are coming from North Jersey be sure to take the "Local Exits" lanes after the Raritan Toll Plaza, not the "Express" lanes.***

**From Northern New Jersey:** Take Exit 109-Red Bank: at the bottom of the exit ramp, turn right onto Route 520 West (Newman Springs Road). Stay west on Route 520 about two miles; the College entrance is on the left.

**From Southern New Jersey:** Use Exit 109-Red Bank, and merge to the far left at the bottom of the Exit ramp. Make a left onto Route 520 West (Newman Springs Road). Stay west on Route 520 about two miles; the College entrance is on the left.

**From Western New Jersey.** From Hightstown take Route 33 East heading towards Freehold. Exit at "Route 33 East Freehold" and bear right after the exit ramp. Continue to the major intersection of Routes 33 and 9. Follow signs for Route 33 East. At first traffic light, make a left onto West Main Street (Route 537). Continue east on 537 until it intersects with Route 34. Turn left onto **Route 34 North**. At the next traffic light, turn right onto **Phalanx Road**; stay on Phalanx about 3 miles. The entrance to Brookdale will be on the left after crossing the Swimming River Reservoir bridge.

**From Route 18 North:** Exit at 15A-Wayside Road. Follow to Route 537 to Laird Road to right on Phalanx Road where you will see the college Entrance on the left after the Reservoir.

**From Route 18 South:** Use the Route 520 East exit and follow to the College.

**TO:**

***Eastern Monmouth Higher Education Center at Neptune***  
60 Neptune Boulevard  
Neptune, NJ 07753  
732-774-3363

**To Lincroft from Neptune:** Turn left onto Neptune Boulevard when leaving the Center, and turn right at the first stoplight onto Route 33 West. Continue to the Garden State Parkway North entrance. Take the GSP to Exit 109. After leaving the Parkway bear left at the light onto Newman Springs Road (Route 520). Continue through the town of Lincroft (past four traffic lights). About ½ mile farther, the entrance to the College will be on the left.

**From Lincroft to Neptune:** When leaving campus from the main entrance, make a right onto Newman Springs Road. Continue straight on Newman Springs Road (Route 520) until you reach the entrance to the Garden State Parkway South (after the fourth light). Proceed south on the Parkway and exit at Exit 100, following signs for Route 33 East. Follow Route 33 East to Neptune Boulevard (the first light after Jersey Shore University Medical Center). Turn left onto Neptune Boulevard, and the Center is on your right, opposite the Neptune High School.

TO: **Long Branch Learning Center**  
Broadway and Third Avenue  
Long Branch, NJ  
Phone: 732-229-8440

**From the Garden State Parkway, North or South:** Take Exit 105- Route 36 East. Stay on 36 East until the right hand turn onto Broadway (approx. 3 miles). Take Broadway approximately 2 miles all the way through until the McDonald's on your left. The Center is the next building on the corner of Third and Broadway; parking in the rear.

TO: **Northern Monmouth Higher Education Center at Hazlet**  
One Crown Plaza  
Hazlet, NJ 07730  
Phone: 732-787-0019

**To Lincroft from Northern Monmouth:** Exit the Center going south (left) on Union Avenue, then make a left onto Highway 35 South. Turn right at the light onto South Laurel Avenue and continue on approximately 2.5 miles; turn right onto Red Hill Road; go about one mile and turn left onto Crawford's Corner Everett Road. Continue on approximately 2 miles and turn left onto Newman Springs Road (Route 520); go 1.5 miles and see the College on your right.

**To Northern Monmouth from Lincroft:** When leaving campus from the main entrance, make a left onto Newman Springs Road (Route 520) and go approximately 1.5 miles and turn right onto Crawford's Corner-Everett Road. Continue on for almost 2 miles bearing right onto Red Hill Road. Turn left onto Van Schoick Road going approximately 2.5 miles and turn left onto Highway 35 North. Stay right and make a right turn onto Union Avenue. Go approximately 2/10<sup>th</sup> of a mile and make a right turn onto Crown Plaza. The Center is the first building on the left.

TO: **Wall Higher Education Center and  
NJ Coastal Communiversity**  
800 Monmouth Boulevard  
Wall, NJ 07719  
Phone: 732-280-7090

**From Lincroft to Wall:** Using the Phalanx Road exit turn right out of campus on to Phalanx. Take Phalanx Road to Route 34. Turn left on to Route 34 South. Follow Route 34 South to Route 18 South. Take Route 18 South and exit at 7A. Continue for approximately ½ mile until you come to the Stop sign. Make a right at the Stop sign on to Marconi Road. Proceed for ¼ mile making a right on to Monmouth Boulevard. Travel ¼ mile and make a left into the Center.

**From Route 18 South:** Take Route 18 South to Exit 7A. Make a right turn at the stop sign onto Marconi Road. Proceed for 1/4 mile and make a right turn onto Monmouth Boulevard. Travel 1/4 mile and make a left turn into the campus. Parking is on your right, behind the building.

**From New Jersey Garden State Parkway:** Exit New Jersey Garden State Parkway at Exit 98. Take NJ Route 138 (US Route 195) East to Route 18 North to Exit 6C. Make a right turn onto Monmouth Boulevard. Stay on Monmouth Boulevard, going straight at the stop sign (Belmar Blvd.). Continue on Monmouth Boulevard for 1/4 mile and make a right turn at the gate near the Brookdale Communiversity sign. Parking and main entrance is on the south side of the building.

**From Route 195:** Take Route 195 to Route 18 North to Exit 6C. Make a right turn onto Monmouth Boulevard. Stay on Monmouth Boulevard, going straight at the stop sign (Belmar

Boulevard). Continue on Monmouth Boulevard for 1/4 mile and make a right turn into the campus. Parking is on your right, behind the building.

TO: **Western Monmouth Higher Education Center**  
3680 Route 9 South  
Freehold, NJ  
Phone: 732-625-7006

The Western Monmouth Higher Education Center is located on Route 9 South just south of the Freehold Raceway Mall and CR 537 (West Main Street).

**To Lincroft from Freehold:** Take Route 537 East to State Highway 34. At the intersection of Route 537 and Highway 34, make a left. At the next light, make a right and you are on Phalanx Road. Continue on Phalanx until you come to the College entrance on the left.

**To Freehold from Lincroft:** Exit campus on Newman Springs Road, make a right and continue to the first traffic light. Make a right and you are on Phalanx. Continue on Phalanx until you come to Highway 34. Make a left at the light. Go to the next traffic light and make a right onto Route 537. Continue on Route 537 West to Freehold. Proceed through the center of town until you reach Highway 9. Proceed on Highway 9 South for ¼ mile. Center is on your right in the Bank of America/Freehold Colonial Campus complex.

**From the North:** Take GSP to Exit 123 - Route 9 South. Travel Route 9 South approximately 8 miles. The Center is about one mile past the exit for the Freehold Raceway Mall.

**From the South:** Take GSP to Exit 98 and follow signs for I-195 West. Take I-195 West to Exit 28B - Route 9 North. Travel Route 9 North and take the “jughandle” turn on the right just past Schanck Road; it goes directly into the Center parking lot.

## APPENDIX A

### BROOKDALE COMMUNITY COLLEGE PAY SCHEDULE 2008-2009 ACADEMIC YEAR

<u>PAY DATE</u>	<u>DAY OF PAY</u>	<u>TYPE OF PAY/TERM</u>	<u>PAPERWORK DUE DATE</u>	<u>LENGTH OF TERM</u>
9/15/2008	MONDAY	REGULAR PAY	9/5/2008	
9/30/2008	TUESDAY	REGULAR PAY	9/19/2008	
10/15/2008	WEDNESDAY	REGULAR PAY	10/3/2008	
10/31/2008	FRIDAY	REGULAR PAY	10/17/2008	
		1st Half Fall-08		09/04/08-12/20/08
11/14/2008	FRIDAY	REGULAR PAY	11/5/2008	
		1st Half Fall 10-08		10/09/08-12/20/08
11/26/2008	WEDNESDAY	REGULAR PAY	11/17/2008	
12/15/2008	MONDAY	REGULAR PAY	12/5/2008	
12/23/2008	TUESDAY	REGULAR PAY	12/15/2008	
		2nd Half Fall-08		09/04/08-12/20/08
		2nd Half Fall 10-08		10/09/08-12/20/08
1/15/2009	THURSDAY	REGULAR PAY	1/5/2009	
1/30/2009	FRIDAY	REGULAR PAY	1/16/2009	
		WINTERIM 09		01/05/09-01/16/09
2/13/2009	FRIDAY	REGULAR PAY	2/5/2009	
2/27/2009	FRIDAY	REGULAR PAY	2/19/2009	
3/13/2009	FRIDAY	REGULAR PAY	3/5/2009	
		1st Half Spring 09		01/19/09-05/12/09
3/31/2009	TUESDAY	REGULAR PAY	3/19/2009	
		1st Half Spring 10 09		02/18/09-05/05/09
4/15/2009	WEDNESDAY	REGULAR PAY	4/3/2009	

4/30/2009		THURSDAY		REGULAR PAY	4/17/2009	
5/15/2009		FRIDAY		REGULAR PAY	5/5/2009	
				2nd Half Spring 09		01/19/09-05/12/09
				2nd half Spring 10 09		02/18/09-05/05/09
5/29/2009		FRIDAY		REGULAR PAY	5/19/2009	
6/15/2009		MONDAY		REGULAR PAY	6/5/2009	
				1st Half of Summer 1-09 (6 wks)		05/18/09-06/30/09
6/30/2009		TUESDAY		REGULAR PAY	6/19/2009	
				Summer 1-09(3 wks)		05/26/09-06/15/09
				2nd Half of Summer 1-09 (6 wks)		05/18/09-06/30/09
7/15/2009		WEDNESDAY		REGULAR PAY	7/2/2009	
				1st Half of Summer 2-09		06/08/09-08/15/09
7/31/2009		FRIDAY		REGULAR PAY	7/17/2009	
				1st Half of Summer 3-09 (6 wks)		07/07/09-08/15/09
8/14/2009		FRIDAY		REGULAR PAY	8/5/2009	
				Summer 3-09 (3 wks)		07/16/09-08/05/09
				2nd Half of Summer 2-09		06/08/09-08/15/09
				2nd Half of Summer 3-09(6 wks)		07/07/09-08/15/09
8/31/2009		MONDAY		REGULAR PAY	8/19/2009	
<b>NOTE:</b>						
<b>THE PAY DATES ARE BASED ON RECEIPT OF ALL PAPERWORK (i.e.TIME SHEETS, ADDITIONAL</b>						
<b>COMPENSATION REQUESTS, OVERTIME, ETC) BY 5:00 PM ON THE DUE DATES NOTED ABOVE.</b>						
<b>PAPERWORK RECEIVED AFTER THE DUE DATES WILL NOT BE PROCESSED UNTIL THE</b>						
<b>NEXT SCHEDULED PAY DATE.</b>						

## **APPENDIX B**

**6.3000R**

### **I. Title of Regulation**

Academic Integrity Code

### **II. Objective of the Regulation**

To provide for the maintenance of academic integrity for the college community.

### **III. Authority**

Bylaws of the Board of Trustees, 1.3034(m)

### **IV. Regulation Statement**

#### **A. Definition**

For the purpose of this code, a student is defined as one who is enrolled at the college at the time of the alleged violation.

A student has an obligation to exhibit honesty and high ethical standards in carrying out academic assignments.

#### **B. Purpose and scope of the Academic Integrity Code**

1. The following statements are adopted for the purpose of providing a set of expectations and at the same time offering the assurance that all students will be accorded fair and objective treatment when violations occur.
2. This code will apply to students engaging in academic activities of any kind or interfering with academic activities of any kind associated with Brookdale Community College.

#### **C. Student Obligations/Academic Violations**

Without limiting the application of the code, a student may be found to have violated this obligation if he/she:

1. Presents for evaluation the ideas, representations, or words of another person or persons, without customary and proper acknowledgment of sources. (Students should consult course syllabus and/or specified writing handbook.)
2. Submits the work of another person in a manner that represents the work as one's own.

3. Knowingly permits one's work to be submitted by another person without the instructor's authorization.
4. Refers to materials or sources, or employs devices not authorized by the instructor during an academic evaluation.
5. Receives or gives assistance during an academic examination from or to another person in a manner not authorized by the instructor.
6. Discusses in any manner the content of an academic examination with another person in a manner not authorized by the instructor.
7. Possesses, buys, sells, obtains, or uses a copy of any material intended to be used as an instrument of academic evaluation from another person in a manner not authorized by the instructor.
8. Acts as a substitute for another person in any academic evaluation process.
9. Utilizes a substitute in any academic evaluation procedure.
10. Practices any form of deceit in an academic evaluation proceeding.
11. Depends on the aid of others in a manner expressly prohibited by the instructor in the research, creation, writing, performance, or publication of work to be submitted for academic credit or evaluation.
12. Provides aid to another person, knowing such aid is expressly prohibited by the instructor in the research, creation, writing, performance, or publication of work to be submitted for academic credit or evaluation.
13. Attempts to influence or change one's academic evaluation or record inappropriately.

#### **D. Process and Discipline Procedures**

The College ensures every individual has the right to a fair and equal process in academic disciplinary matters. These requirements are:

1. When an alleged violation of the academic integrity code occurs, a violation report is generated by staff or faculty observing the incident.
  - a. If generated by staff, form then is sent to course faculty. Student is notified by staff that form will be written and sent to faculty.
  - b. If generated by faculty, within two weeks, the faculty member will: investigate the incident, giving student the opportunity to discuss the alleged violation with the course faculty and advise the student of the charges against

him/her, make a determination about the incident and notify the student as soon as possible but not later than two weeks of that determination. The faculty has the authority to impose the following sanctions:

- a. No credit for assignments.
- b. No credit for tests.
- c. Retest and or assign work to be done over again.
- d. Failing grade in course
- e. Written Reprimand: written warning placed in student's file within Academic Affairs Office for having engaged in misconduct.
- f. Other as determined by faculty or department policy

The outcome will be documented on the violation form. The student will be sent a copy of the form and the Academic Integrity Code. A copy of the form will also be sent to the Dean of Academic Affairs.

2. The student will have two weeks from the date of being notified of the violation to decide whether to appeal the alleged violations or waive the right to an appeal and accept the sanctions imposed. The student will notify the faculty and Dean of Academic Affairs of her/his decision to appeal in writing.
3. If the student chooses to appeal, the Dean of Academic Affairs will make a determination as to the merit of the appeal and will convene the Academic Integrity Committee if necessary. Written notification of the time, place and date of the hearing will be sent to all concerned parties. This committee will be composed of two students, two faculty members, and the Dean of Academic Affairs, who will act as a tie-breaking member. A designated faculty/staff member will assume the role of Dean of Academic Affairs if there exists a specific conflict of interest for the Dean of Academic Affairs in a pending case.
4. At the meeting of the Academic Integrity Appeal, the student and the faculty/staff member have the right to produce witnesses on his/her behalf, to question all witnesses, and to bring counsel of his/her own choosing. Counsel will be allowed to advise the student or students charged, but not speak at the hearing. Any other Brookdale students, faculty, and staff may attend only through invitation by the Dean of Academic Affairs.

Within two weeks after the hearing, the student and faculty will be informed in writing of the Committee's determination of academic code violation. If the committee finds that a violation of the academic code did occur, the outcome determined by the faculty will be upheld. If the committee finds in favor of the appeal, no sanctions will be imposed.

All records of violations of the academic integrity code will be maintained by the Office of the Dean of Academic Affairs and will be destroyed upon the student's graduation or three years from the date of the Committee's recommendation whichever comes first.

## **E. Multiple violations**

1. When more than one documented violation has occurred by the same student, the Dean of Academic Affairs will convene the Academic Integrity Committee. The student will be notified of the charges, the date of the meeting and will receive a copy of the academic integrity code.
  - a. The Dean of Academic Affairs has the responsibility to present all charges against the student. The student will have the same rights to present their case as in Process and Discipline Procedures, step 4.
  - b. Upon the conclusion of this hearing and after deliberation, the Academic Integrity Committee will make a recommendation to the Dean of Academic Affairs based on the preponderance of evidence presented in the hearing verbally or in writing.
  - c. Additional possible sanctions are:
    - (1) Temporary loss of specified College rights and privileges until conditions are met.
    - (2) Suspension may be applied for a given period of time and the term is specified to the student. All suspension actions will be noted in the student's record.\*
    - (3) Expulsion: results in the severance of a student from the College.\*
    - (4) Denial or revocation of degree.\*

\* Any suspension, expulsion, denial or revocation will be at all times subject to the approval of the President of the College.
  - d. The Dean of Academic Affairs will notify the student in writing within one week of the Committee's decision.
  - e. In cases where the Academic Integrity Committee finds in favor of the student, no sanctions will be imposed.
  - f. Documentation of the hearing and recommendations will be maintained by the Office of the Dean of Academic Affairs and will be

destroyed upon the student's graduation or three years from the date of the Committee's recommendation whichever comes first.

2. **Presidential Power:** Any suspension or any expulsion or denial or revocation of degree imposed will be at all times subject to the approval of the President of the College. Nothing in this regulation will be deemed to limit the final authority of the President of the College in all matters relating to violations of the Student Academic Integrity Code and the imposition of discipline therefore, whether by way of probation, suspension, or expulsion.

Fall 2005

**APPENDIX C**

**ACADEMIC INTEGRITY CODE REPORT (AICR)**

STUDENT: \_\_\_\_\_ STUDENT ID. \_\_\_\_\_

COURSE CODE: \_\_\_\_\_ SECTION: \_\_\_\_\_ TERM/YEAR \_\_\_\_\_

COURSE FACULTY MEMBER: \_\_\_\_\_

**STEP 1: NATURE OF THE ACADEMIC INTEGRITY VIOLATION:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reported by: \_\_\_\_\_ Date: \_\_\_\_\_

**The student and the Dean of Academic Affairs will receive copy of the report.**

**Faculty** \_\_\_\_\_ **Staff** \_\_\_\_\_

If generated by a staff member a copy of the AICR will be sent to the course faculty.

**STEP 2: Meet with course faculty member. (Within two weeks of violation)**

**OUTCOME AND RATIONALE:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_ a. No credit for assignments.
- \_\_\_\_\_ b. No credit for tests.
- \_\_\_\_\_ c. Retest and or assign work to be done over again.
- \_\_\_\_\_ d. Failing grade in course.
- \_\_\_\_\_ e. Written Reprimand: written warning placed in student's file within Academic Affairs Office for having engaged in misconduct.
- \_\_\_\_\_ f. Other as determined by faculty or department policy

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The Dean of Academic Affairs and the student will receive a copy of the ACIR.**

**STEP 3:** (within two weeks after completion of Step 2)

The student will decide whether to appeal the penalties or accept them.

Student comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ I accept the penalties      \_\_\_\_\_ I will appeal the penalties

**By appealing the sanctions I agree to discuss the details of the alleged violation with the members of the Academic Integrity Committee**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The Dean of Academic Affairs and the Faculty member will receive a copy of the AICR.**

THIS PORTION WILL BE FILLED OUT BY OFFICE OF DEAN OF ACADEMIC AFFAIRS

**STEP 4:** Recommendation of Dean:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Academic Integrity Process Completed OR  
\_\_\_\_\_ Convene Academic Integrity Appeal Committee

Dean signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date of letter of notification to student: \_\_\_\_\_

Date Academic Integrity Committee Convenes (if recommended by the Dean of Academic Affairs) \_\_\_\_\_

Recommendation of Committee: \_\_\_\_\_  
\_\_\_\_\_

Date of letter of notification to participants: \_\_\_\_\_

Dean signature: \_\_\_\_\_ Date: \_\_\_\_\_

ALL Academic Integrity records will be kept in the Office of the Dean of Academic Affairs

## **APPENDIX D**

# **STUDENT BEHAVIOR IN A LEARNING CENTERED ENVIRONMENT**

### **STUDENT CONDUCT CODE**

For the purpose of this code, a **student is defined as one who is currently enrolled as a registered credit student at the College.**

#### **Purpose and Scope of the Student Conduct Code**

1. The following statements comprising the Student Conduct Code are adopted for the purpose of providing a precise set of expectations and at the same time offering the assurance that all students will be accorded fair and objective treatment when violations occur.
2. These standards of conduct will apply to students engaging in activities on the campus, or at any of the Brookdale College off-campus centers, as well as to student organizations sponsoring approved off-campus functions.
3. When a student is convicted of a violation of one or more of the laws in the community, state, or nation, the College will not request special consideration for that individual because of his/her status as a student. However, the College will cooperate fully, however, with law enforcement agencies and with other agencies in any appropriate program for the rehabilitation of the student.

#### **Student's Rights and Responsibilities**

1. Students and student organizations may examine and discuss questions of interest to them and may express opinions publicly and privately. They may support causes by orderly means which do not disrupt the regular and essential operations of the College.
2. It is the responsibility of all students of the College to adhere to the letter and spirit of this statement and duly enacted college policies, rules and regulations. Students shall not violate or attempt to violate any duly promulgated and approved college policy, rule or regulation.

#### **Process and Disciplinary Procedures**

It has been recognized that due process in higher education disciplinary matters does not parallel the requirements of due process in a court of law. The College shall attempt to handle disciplinary matters privately, informally and expeditiously before resorting to formalized procedures or the use of outside agencies. However, the College ensures that the rudimentary requirements of due process in academic disciplinary matters will be implemented. These requirements are:

1. Written notification of charges and possible penalties within a reasonable time period;.
2. The opportunity to have a hearing or to waive the right to a hearing and accepting the penalties imposed;.
3. The opportunity to have a discussion to clarify evidence and/or view of an incident before an initial determination is made by a hearing officer;.
4. Written notification of the time, place and date of the hearing at least three working days in advance.
5. The opportunity to present evidence and witnesses;.

6. Written notification of findings and sanctions or penalties imposed based on a preponderance of evidence presented verbally or in writing; and.
7. Written notification of an appeal process.

### **Standards of Conduct**

1. Student conduct, which interferes with the philosophical platform of the College, is not acceptable.
2. An individual who enrolls at the College can rightfully expect that the faculty and administration will exercise the authority of the College to regulate student conduct whenever the educational process, the health and welfare of the student body as a whole, and or the property of the College are judged to be jeopardized by the action of an individual student or group of students.

### **Violations**

The following offenses could be determined to be minor or major offenses at the discretion of the hearing officer.

1. Disregard for the property and rights of others including the right to be free from verbal abuse or harassment. Engagement in any abusive or demeaning conduct or obscene gestures directed toward another individual or group of individuals which has the effect of creating a hostile environment or impedes the right or privileges of other members of the College Community.
2. Physical abuse or threats thereof against any person or persons, or other conduct which threatens or endangers the health or safety of any such person or persons.
3. Theft, larceny, embezzlement, fraud, or the temporary taking of the property of another or possession of stolen goods without permission.
4. Unauthorized occupation, unauthorized entry or unauthorized use of any college College facility or College-related facilities or premises.
5. Unauthorized use or possession on the campus of firearms, ammunition, explosives, fireworks, or other dangerous weapons, substances, or materials.
6. Illegal manufacture, sale, possession or use of any scheduled drug, such as narcotics, barbiturates, central nervous systems stimulants, marijuana, sedatives, tranquilizers, hallucinogens, and/or similar drugs and/or chemicals.
7. Vandalism, malicious destruction, damage, defacing, or misuse of College, public or private property, including library materials and all computers.
8. Obstruction or disruption of teaching, learning, research, administration, discipline procedures or other College authorized event. Disruptions of teaching and learning include tardiness, offensive language or behavior, noise and improper use of personal communication devices (eg.) cell phones, headphones, pagers, palm pilots, and laptops.).
9. Obstructing or restraining the passage of any person at an exit or entrance to the College campus or property, or preventing or attempting to prevent by force or violence or by threats thereof, the entrance or exit of any person to or from said property or campus without the authorization of the administration of the College.
10. Setting a fire on the campus or campus-related premises without proper authority. Inappropriate use of any combustible or chemical or flammable substance which may present a fire hazard, annoyance, threat, or danger to property or person and/or persons on College premises.
11. Falsification, or alteration or withholding information related to academic records/documents.
12. Furnishing false information to a college College employee with intent to deceive.

13. Failure to meet any college-related financial obligations.
14. Unauthorized use, possession, or alteration of fire fighting equipment, safety devices, College police Police property, or other emergency or safety equipment.
15. The intentional making of a false report of a bomb, fire, or other emergency in any building, structure, or facility on College premises or College-related premises by means of activating a fire alarm or in any other manner.
16. Disorderly conduct, including rioting, inciting to riot, or assembly to riot.
17. Participating in hazing.
18. Failure to present student identification to a College employee in response to a request.
19. Possession or consumption of alcoholic beverages in any form on college College premises or College-related premises, except in those areas of the College premises, or College-related premises where the President or his/her designee has authorized the serving of legal beverages, subject to prescribed regulations.
20. Violation of any published policies, rules and/or regulations promulgated by an official College office.
21. Interference with performance of duties of any College employee.
22. Theft, sale, and/or possession of stolen books.
23. Failure of a student to respond to any written communication in connection with an alleged violation of the Student Conduct codeCode.
24. Malfeasance in or misuse of elective or appointive office in a student organization which is injurious to the welfare of the College.
25. Failure to abide by, or violation of, any sanction imposed by the Dean of enrollment Enrollment Planning Development and Student Affairs, Executive Vice President, for Educational/Student and Outreach Services, the President and/or Board of Trustees.
26. Engaging in any form of gambling while on College premises or at functions sponsored by the College.
27. Misrepresentation of oneself or of an organization to be an agent of the College.
28. Any other violation of existing local, state, or federal law.

### **Sanctions**

The following sanctions can may be applied either singularly or in any combination as appears appropriate to the circumstances of the each case:

1. Verbal Reprimand: vVerbal admonition against further violations.
2. Written Reprimand: wWritten warning placed in student's file for having engaged in misconduct.
3. Restitution: tThe obligation to replace or pay for property damaged to compensate for losses incurred or to provide a campus service as a result of a violation.
4. Conditional Probation: Temporary loss of College rights and privileges until specified conditions are met, such as letters of apology, and/or doctors releases, etc. are received.

5. Disciplinary Probation: Loss of participation in College-related activities for a specified period of time. May also contain conditions to be met in order to be removed from probation.
6. Fine: Monetary sum imposed as a penalty for an offense.
7. Community Service: Assigned community service work to fit a particular violation.
8. Suspension: Exclusion from all or specified classes and other College-related activities for a specified period of time.
9. Expulsion: Permanent dismissal from classes and college-related activities.
10. Summary (Temporary) Suspension: Exclusion for all or specified classes and other College-related activities until due process can be completed. May be used by the Dean of Enrollment Planning Development and Student Affairs in the event of a threat of safety to the student or College community or if a student refuses to respond to a summons to appear before the Director of Student Life and Activities or his/her designee.

### **Enforcement**

1. Initial Action. Any student or group of students violating the Student Conduct Code by committing a prohibited act or acts as aforesaid will be referred to the Director of Student Life and Activities for disciplinary measures in accordance with the provisions hereof. Any student, faculty or staff member may file a complaint.
2. Minor offenses. In the case of all minor offenses, as deemed by Director of Student Life and Activities, not to constitute acts which would result in suspension or expulsion of the student(s) or students, the Director of Student Life and Activities may determine disciplinary actions as in G. stated in Sanctions, numbers one (1) through seven (7) of this code. The Director of Student Life and Activities will: investigate the incident, notify the student of the incident and advise the student of the charges against him/her; hear the student's comments about the incident, if when possible; make a determination about the case and notify the student in a reasonable amount of time of that determination; and; notify the student of the appeal procedures if when necessary. Any student can may appeal a minor offense as stated in I of the. Appeals Section.
3. Major Offenses. In any case in which the violation is of such a nature that in the opinion of the Director of Student Life and Activities suspension or expulsion from the College could be imposed, the Director of Student Life and Activities will not recommend disciplinary action except upon the following procedures:
  - a. A Student Conduct Committee will be appointed to hear all cases, which could result in suspension or expulsion. This committee will be composed of three (3) students and two (2) representatives of the College staff from a designated group of faculty, staff and students. A training program for potential Student Conduct Committee members will be held in September of each Fall Term.
  - b. In such cases, the Director or Assistant Director of Student Life and Activities or his/her designee, acting as a non-voting member of the Student Conduct Committee will arrange with the student the time and place of a meeting of the Student Conduct Committee, which said notice will advise the student of the charges against him/her; the student's right to cross examine witnesses against him/her; the student's right to produce witnesses on his or /her behalf; and to select the counsel of his/her own choosing. Counsel will be allowed to advise the student or students charged, but not to speak at the hearing. Other Brookdale students, faculty, and staff are not invited to Student Conduct Committee hearings and may only attend through invitation by the Director of Student Life and Activities. The Student Conduct Committee will be convened as soon as possible in proximity to time of incident.
  - c. The Director of Student Life and Activities at the meeting of said committee will present all charges against the student.
  - d. The Student Conduct Committee will proceed at such meeting to hear the charges against such said student, to hear witnesses against and for the student, and in general, will conduct a hearing consistent with the principles of due process. Offenses by more than one student in the same case will be heard

all at once by one Student Conduct Committee. One Student Conduct Committee will hear offenses by more than one (1) student in the same case all at once.

- e. Upon the conclusion of such hearing and after deliberation, the Student Conduct Committee will make recommendation to the Director of Student Life and Activities based on the preponderance of evidence presented in the hearing verbally and/or in writing.
- f. The Director of Student Life and Activities will notify the student within 24 hours of the determination made.
- g. The Assistant Director of Student Life Affairs and Activities Support Services will assume the role of the Director of Student Life and Activities as stated within this code if there exists a specific conflict of interest in any pending case.
- h. A taped record will be made of Student Conduct Committee Hearings.
- i. Outcomes and offenses may be publicized in the campus newspaper without alluding to names of individuals involved.

### **Appeals**

- 1. Any student, faculty, or staff member may appeal a decision of the Director of Student Life and Activities or Student Conduct Committee by notice in writing filed with the Dean of Enrollment Planning and Student Affairs within five working days after notice of the Student Conduct Committee decision.
- 2. The Dean of Enrollment Planning Development and Student Affairs upon the filing of such appeal, will review the proceeding in the matter and either (a) affirm the decision of the Student Conduct Committee, or (b) make alterations to the decision of the Student Conduct Committee, or (c) convene an appeal committee.
- 3. In the event the Dean of Enrollment Development and Student Affairs affirms the decision of the Student Conduct Committee, the Dean of Enrollment Planning Development and Student Affairs will advise the student in writing within three working days of the decision.
- 1.4. In the event the Dean of Enrollment Planning Development and Student Affairs on any appeal filed with him/her will determine to convene an appeal committee, the following procedure will prevail:
  - a. The Dean of Enrollment Planning Development and Student Affairs will appoint an appeal committee consisting of three students and two representatives of the College faculty/staff.
  - b. The Dean of Enrollment Planning Development and Student Affairs will convene such committee, give notice to the student appellant of the time and place of the meeting of said committee to hear the appeal, and will preside over the hearing.
  - c. The appeal committee, after hearing the matter, may take action:
    - (1) Affirming the decision of the Student Conduct Committee;
    - (2) Altering decision of Student Conduct Committee; or
    - (3) Rendering a new decision.
  - d. The Dean of Enrollment Planning Development and Student Affairs will advise the student in writing within one working day of the decision of the appeal committee.

**Suspension**

Suspension of a student will be invoked when more serious violations of the disciplinary code occur or when the conditions of disciplinary probation are disregarded. Suspension is carried out only on the basis of the recommendation of the Student Conduct Committee and with the approval of the Dean of Enrollment Planning Development and Student Affairs. Suspension is applied for a given period of time, and the term is specified to the student. A student suspended from the College forfeits all rights and privileges of a student, including all college-related or college sponsored functions. All suspension actions will be noted in the student's record.

Any student may be summarily suspended by the Director of Student Life and Activities for a period not to exceed ten (10) College working days during which the Student Conduct Committee will convene. In the event of any appeal of the Student Conduct Committee decision, the Director of Student Life and Activities may suspend a student or continue any previous suspension until the disposition of the appeal.

**Expulsion**

Expulsion will be invoked with where extreme violations of the disciplinary code occur or when suspensions have been issued to a student and may result in the severance of a student from the College with the approval of the Dean of Enrollment Planning Development and Student Affairs.

**Presidential Power**

Any suspension or any expulsion imposed will be at all times subject to the approval of the President of the College. Nothing in these regulations will be deemed to limit the final authority of the President of the College in all matters relating to violations of the Student Conduct Code and the imposition of discipline.

**APPENDIX E**

Semester: **08FA**

**A L E R T**

TO: INSTRUCTOR or RECIPIENT

FROM: Disability Services Office

RE: **Student Name** ID#:

This student is giving notification of his/her disability and is entitled only to the accommodations listed below unless the integrity of the course is jeopardized.

**List of Accommodations**

This student has been informed that before accommodations can be provided, it is his/her responsibility to discuss accommodation arrangements with the instructor or recipient. If you have any questions please call me at X2729.

**INSTRUCTOR / RECIPIENT:**

- 1. Upon receipt, have the student sign and date this form.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

- 2. Please check the accommodations above to indicate which the student used in your course.

THIS FORM MUST BE SIGNED BY THE INSTRUCTOR/RECIPIENT AND RETURNED TO DISABILITY SERVICES AT THE END OF THE SEMESTER. THANK YOU IN ADVANCE FOR YOUR COOPERATION.

Instructor/Recipient Signature \_\_\_\_\_

Course/Section \_\_\_\_\_

## APPENDIX F

### *Plagiarism-Busting Assignment Tips*

The following are suggestions for structuring assignments to make it more difficult for students to plagiarize. These suggestions may not stop a determined plagiarizer, but they should help with most students. While not all of these tips will work for all classes, hopefully some will prove useful to you.

#### *Focus on the Writing Process*

Although this demands the largest time-commitment from faculty, it's probably the most effective strategy. Helping students to work through the writing process will create better papers and should make plagiarism a more difficult and less necessary option.

Some ways to help the process:

- **Calendars:** One of the biggest problems is students putting off research. To help with this, attach a calendar or timeline with the assignment that lets students know where they should be in their research week-by-week. This will help them to manage their time, so last minute panic-plagiarism doesn't occur.
- **The Weekly Paper Update:** Allow class time for discussion of papers and possible problems. This could be done as the Weekly Paper Update. Students volunteer questions, and you can ask random students about their research and any interesting things they're discovering, etc. A sort of informal oral quiz, it can be emphasized that this counts toward the grade, so be prepared.
- **The Writing Lab:** Inform students about the free tutoring and help available at the Writing Lab. Although they don't proofread papers for students, they can help with all aspects of the writing process from generating ideas and outlining to citing sources and editing. Students can make appointments by clicking TutorTrac on the English department's web page.

More specifically, require one or a combination of the following:

- A topic statement, theme, or working thesis a week or two after the paper is assigned
- An annotated working bibliography half way to the due date. This will help students not only to gather and evaluate the usefulness of sources but also to learn ahead of time how to construct a works cited or bibliography page, a task students often find confusing and with which they need help.
- An outline two weeks before the due date.
- Three different introductions with the student's critique of each one submitted one to two weeks before the paper's due.
- A first draft of the paper to be revised for a final grade.

Lastly,

- If possible, allow time to work on the paper in class.
- Avoid assigning the paper at the end of the semester when students are swamped and more prone to panic-plagiarism.

### ***Tailor Assignment Questions to Encourage Original Research***

- Clarify the terminology of an assignment. Often students are confused about the differences between analyzing, reporting, synthesizing, evaluating, etc. Discuss the assignment and clarify exactly what these words mean, so that students understand what is expected of them and are less likely to plagiarize as a result of confusion.
- Avoid assignments that are very general. For example, pick a topic that interested you this semester and write a paper on it. The more specific the assignment is the easier it is for students to begin and the less likely they will find papers about it on the internet.
- Incorporate primary research or experience into the assignment.
- As Jamie McKenzie in "The New Plagiarism: Seven Antidotes to Prevent Highway Robbery in an Electronic Age" writes, avoid assignments that only require a "gathering of facts" or "other people's ideas." Instead, create assignments that require students to draw conclusions or develop their own ideas. "If students can not find the answers but must make the answers," she writes, "they are less apt to pass off other's ideas as their own" (<http://www.fno.org/may98/cov98may.html>).
- Assign paper topics that require students to connect two or more ideas. For example, explain a current event by applying theories discussed in class.
- Make the assignment particular to the class. For example, one educational psychology professor had students analyze the motivational properties of the class (Tom Rocklin, "Downloadable Term Papers: What's a Prof. to Do?" <http://www.web-miner.com/plagiarism>).
- Tie the assignment to current events.

### ***Incorporate Plagiarism Obstacles***

- Assign a paper of less than 6 pages, which is the standard minimum for paper mills like the Evil House of Cheat (Gary M. Galles, "Copy These Strategies to Stop Plagiarism by Students," [www.chron.com](http://www.chron.com)).
- Require references to specific sources, for example, a required course book.
- Require a certain number of different types of sources, for example, two books, two journals, one newspaper, one online database.
- Incorporate in-class work such as mini-essays, progress reports, questions or problems stemming from research that need answers, rough outlines of ideas, anything that shows the students' progress and research activity (York University's "Creating Courses that Encourage Academic Integrity," <http://www.yorku.ca/academicintegrity/creatingcoursesabs.htm>).
- Follow the written assignment with oral presentations and/or a Q&A.
- Assign a "Process Essay" due with the paper where students describe their writing processes, any problems with research, where they found their sources, what they learned, etc.
- Require that research notes and Xeroxes be turned in with the paper. Additionally, you could ask students to highlight sections that were used.
- Explain to students about Turnitin.com and how you will be using it.
- Assign in-class writing so you have some familiarity with a student's writing style and diction and can identify a paper that is an unusual departure from it.

## *Useful Websites on Writing and Academic Integrity*

**Guides for Students on Writing and Developing Papers** (All of these sites can be easily accessed by going to the English department's web page and clicking On-Line Resources.)

- **Purdue University's Online Writing Lab:** A great site, easy-to-use, fun. It has it all: lessons, hand-outs, quizzes, course materials, and self-teaching workshops on all aspects of writing including grammar, ESL, how to develop a paper, avoiding plagiarism and professional writing.
- **Hacker Handbook Resources:** Another on-line guide to writing with a good discussion of plagiarism. Click on the Research Room and find downloadable checklists that will help students organize their writing processes and avoid plagiarism.
- **Modern Language Association:** The website supporting the MLA documentation style for the humanities (which is the style that is taught in writing classes) has a good FAQ page and also explains how to cite electronic sources.
- **APA Online:** The APA website for the social and behavioral sciences also has a good FAQ page and updated advice on citing from electronic sources.

### **Helpful Faculty Sites about Plagiarism**

- **Dalhousie University's Plagiarism and Intellectual Honesty Website:** Explains techniques for identifying and preventing plagiarism and advice on designing plagiarism-free assignments. Has helpful links to articles and other websites. (<http://plagiarism.dal.ca/faculty/index.html>)
- **Tools for Teaching** by Barbara Gross Davis: A textbook that offers chapters online, the wide-ranging Academic Dishonesty chapter discusses numerous strategies including classroom and assignment tips and testing strategies. (<http://teaching.berkeley.edu/bgd/prevent.html>)
- **"The New Plagiarism: Seven Antidotes to Prevent Highway Robbery in an Electronic Age"** by Jamie McKenzie: A short article that approaches the problem by discussing different levels of research, the ways they lend themselves to plagiarism, and how the types of questions assigned for papers can circumvent the problem. Gives good examples of different types of assignment questions. (<http://www.fno.org/may98/cov98may.html>)

### **Other Useful Sites**

- **Turnitin.com:** A new "plagiarism prevention system" that allows faculty to submit student papers for review against the "publicly accessible internet", published works, and an archive of student papers. Originality reports are sent identifying "unoriginal material".
- **The Center for Academic Integrity:** Founded by Donald McCabe at Duke University, the site offers research, links, fellowship opportunities, conference info., online resources, membership, an academic integrity assessment guide for institutions, and more. ([www.academicintegrity.org](http://www.academicintegrity.org))
- **Plagiarism** by Sharon Stoerger: A site with a wealth of annotated links for faculty and students. Offers case studies, detection tools, examples, resources, and more. (<http://www.web-miner.com/plagiarism>)

# Plagiarism: What It Is and How To Avoid It

Students know they shouldn't cheat, that writing a test's answers on their hands is wrong. However, there are other kinds of cheating that you may or may not be aware of. One of these is plagiarism, and in recent years, it's been on the rise.

There are many reasons why students may cheat— fear, laziness, panic. However, a lot of plagiarism is done unintentionally because students don't understand the rules for using source material. Therefore, what follows is a guide to what plagiarism is, ways to avoid it, and FAQs.

## What is Plagiarism?

Plagiarism is the passing off of someone else's words, work, or ideas as your own. Some of the following ways are more intentional than others, but **all** are considered plagiarism:

- Buying or downloading a paper off the internet
- Turning in another student's work (with or without his or her knowledge)
- Submitting a paper written for you
- Cutting and pasting sections of documents to create or add to a paper
- Using someone else's exact words without appropriate quotation marks and acknowledgement
- Using someone else's ideas even if written in your own words without acknowledgement
- Changing just a few words of a quote and pretending it's your writing
- Faking sources or citations

## How Can I Avoid It?

The simplest way to avoid it is by understanding when you need to identify source material. **All** of the following require appropriate citations:

- When you use someone's words, ideas, or work (for ex. surveys, charts, images, etc.) from a book, magazine, newspaper, website, e-mail, song, movie, television show, letter, advertisement, or any other medium
- When you copy the exact words from a source, even if only a few words
- When you incorporate information from an interview
- When you repeat something from a lecture, speech, or performance

## How Do I Document Sources?

Depending upon what you are studying, there are different guidelines for how you should document a source. You'll learn these guidelines in your writing classes. However, you will always need to do at least the following two things:

- Put quotation marks around words or sentences that are someone else's
- After a quote, summary, or paraphrase (when you rewrite the author's idea in your own words), identify the author and source.

## Frequently Asked Questions

- **What happens if I plagiarize?** Plagiarism is a serious offense. It's a form of stealing and cheating and is expressly prohibited by the Academic Integrity and Student Codes. Depending upon the circumstances, plagiarism can result in failing the assignment, the class, a written warning being placed in a student's file, suspension or expulsion from the college.
- **Is it plagiarism if I turn in a paper written for another class?** This is a tricky question. Most professors would answer yes, so the best idea is to speak with both professors to see if it is okay with them.
- **Information from the internet isn't like books and magazines. I don't need to document it, do I?** Working with the internet can be confusing, but the simplest way to think of it is that information there is published just like a book. You must document anything from it with quotation marks, identification of the source, and an entry on your bibliographic page just like you would with a book.
- **Does everything need to be documented? What if it's my idea or something everyone knows?** No. Everything does not need to be documented. When writing a paper, you will have your own ideas, experiences, and arguments, and these do not need to be documented because they come from you.

Also, there's information that is well known either by the average reader or by readers in a specific field. This is called **common knowledge**. For example, the earth is round. Everyone knows this. It is common knowledge, so it does not need to be documented even if you read it somewhere.

- **I've never learned any of this. How can I find out more about it?** Many students have not had to do research and document sources before, so don't worry if it's all new to you. Your writing classes will teach you how to work with sources and document them correctly.
- **I already have a paper due. Is there anywhere I can get help now?** Yes. Brookdale's Writing Labs offer free workshops and tutoring sessions with faculty who can help you not only with writing a research paper but also with grammar, getting ideas organized, and the whole writing process. For more information and to make an appointment, go to the English department's web page and click on **TutorTrac**.
- **Are there any websites that can help me?** There are numerous websites offering guidance, and Brookdale's English department has links to several helpful sites. Go to the English department's web page and click **On-Line Resources** for the links.

## **APPENDIX G**

# Student Learning Outcomes Plan 2008-2009 Initiatives

### FOR EACH DIVISION

1. Review/ Revise Course and Program Learning Outcomes.
2. New programs will be at Level 2.
3. Existing programs progress to the next level.
4. In disciplines without a program, progress to the next level with courses.

- 
- 
- ✓ **Review**
  - ✓ **Revise**
  - ✓ **Progress**
- 
- 

## Evaluation of Student Learning Outcomes Assessment

The cycle of assessment will continue so that the College community is engaged in an ongoing process of assessment. Assessment activities will be shared through written and oral reports and should lead to campus wide discussions on teaching and learning, mission and institutional effectiveness. The process itself will be critiqued and modified annually.

Assessment activities will be included in departmental goals and will be reported as part of the mid-year report. Outcomes of the assessment activities will be reported in departmental annual reports.

# 2008-2009 Assessment Calendar

## **JULY 1 - AUGUST 15**

Each Academic Division Dean meets with the Dean of Academic Affairs and the Administrator of Assessment to identify student learning assessment projects for the 08-09 academic year.

## **SEPTEMBER 15**

Each Academic Division Dean finalizes assessment project plans for the 08-09 academic year and submits plan to the Dean of Academic Affairs.

## **DECEMBER 20**

Complete all Fall term data collection for 08-09 assessment projects.

## **JANUARY 6 - 20 (Faculty Day)**

Complete Fall term data analysis and review of assessment status for departmental plan mid-year report.

## **FEBRUARY 1 - 14**

Academic Division Deans meet with Dean of Academic Affairs to review mid-year report.

## **MAY 12**

Complete all Spring term data collection for 08-09 assessment projects.

## **MAY 13 - 30**

Complete Spring term data analysis and review of assessment status for departmental plan mid-year report.

## **MAY 30**

Academic Division Deans submit completed 08-09 assessment projects on PAFS and CAFS to the Dean of Academic Affairs.

## APPENDIX H

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**Code:**

**Title:**

**Division:**

**Department:**

**Course Description:**

**Prerequisites:**

**Prerequisites or Corequisites:**

**Corequisites:**

**Credits:**

**Lecture Credits:**

**Lab/Studio Credits:**

**Lab/Studio Hours:**

---

**REQUIRED MATERIALS:**

**ADDITIONAL TIME REQUIREMENTS:**

(Identify open lab or other lab requirements)

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- Bullet course learning outcomes
- Also identify which, if any, core competencies are met by each course learning outcome.

**UNIT LEARNING OUTCOME:**

e.g. apply, analyze, evaluate, create, etc.

(Supplemental unit information such as topics could follow the unit outcome statement.)

**GRADING STANDARD:**

**DEPARTMENT POLICIES:**

**COLLEGE POLICIES:**

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the **STUDENT HANDBOOK AND BCC CATALOG.**

**NOTIFICATION FOR STUDENTS WITH DISABILITIES:**

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

**ADDITIONAL SUPPORT/LABS:**

## Syllabus Instructions For Syllabus Template

Purpose: The Syllabus Glossary describes the information to be included on the course syllabus template.

**CODE:, TITLE:** - as listed in the catalog

**DIVISION:, DEPARTMENT:** – identify the division and department that offers that course.

**COURSE DESCRIPTION:** – as listed in the catalog. Details of what a course description should contain is listed in the Curriculum Handbook.

**PREREQUISITES:** - List any prerequisites for the course. Prerequisites are stated at the end of the course description in the catalog.

**COREQUISITES:** - List any corequisites for the course. Corequisites are stated at the end of the course description in the catalog.

**CREDITS:** – total number of college credits approved

**LECTURE CREDITS:** – number of credits earned from lecture component of class

**LAB/STUDIO CREDITS:** – number of credits earned from lab or studio portion of the class if applicable to course.

A scheduled lab/studio is defined as a time when a course-specific learning activity is assigned, attendance is monitored and instruction is available.

**LAB/STUDIO HOURS:** – number of required lab hours per week if applicable to course.

The minimum time for 1 credit of scheduled lab/studio is 30 hours per semester. The maximum time for 1 credit of scheduled lab/studio should be 45 hours per semester.

**CLINICAL/FIELD/WORK EXPERIENCE:** - number of required hours per week if applicable to the course.

The minimum time for 1 credit of clinical/field/work experience should be 45 hours per semester. The maximum time for 1 credit of clinical/field/work experience should be 75 hours, except where mandated by external (licensing) agencies, or transfer agreements.

**REQUIRED MATERIALS:** – text books, periodicals, and equipment students will be required to have to complete the course.

**ADDITIONAL TIME REQUIREMENTS:** - open lab or other activities that the student is expected to do or attend on their own (outside of homework).

**COURSE LEARNING OUTCOMES:** - clearly articulated statements of what students will be able to do after completing the course, could be the demonstration of skills or behaviors learned in the course. Bloom's Taxonomy may be helpful with the wording. Indicate in parentheses any of the core competencies that are met and assessed by each course learning outcome. For example English 122 might write:

**“Students will:**

- **Use writing and research skills to explore ideas and solve problems (Communication).**
- **Write and revise convincing papers using data to support an assertion or position (Critical Thinking and Information Literacy).”**

**UNIT LEARNING OUTCOME:**— articulated statement of what students will be able to do or know after the completion of the unit. It could be the demonstration of skills or behaviors learned in the unit.

**GRADING STANDARDS:** - Inform students of the grading system on the first day of class. Do not list the detail point value of each test, paper, attendance component, etc., if all faculty do not use the same method. In the case where grading policies vary, provide the specific section requirements and assessment weightings in an instructor addendum.

**DEPARTMENT POLICIES:** - Policies required by the department may include safety procedures, laboratory rules, cheating policies, etc.

**COLLEGE POLICIES:** - Use the following statement on the template:

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the **STUDENT HANDBOOK AND BCC CATALOG.**

Notification for Students with Disabilities: - Use the following statement on the template:

**NOTIFICATION FOR STUDENTS WITH DISABILITIES:**

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Disabilities Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

**ADDITIONAL SUPPORT/LABS:** - Identify where students will be able to obtain instructor addendum, Learning Assistant location, hours, phone number, email. Identify lab location, hours, phone number if applicable. Identify department secretary office

location, hours and phone number when applicable. List support materials and their location. If this includes library materials, appropriate librarian should be consulted.

Instructor addendum will contain specific information about specific class schedule and assignments, instructor information, grading policy, etc. See Faculty Handbook (<http://www.brookdalecc.edu/pages/163.asp>).

## APPENDIX I

<p>You need to go to the Brookdale Web Page <a href="http://www.brookdalecc.edu">www.brookdalecc.edu</a> Click on WebAdvisor</p>	
<p><b>Select Faculty.</b></p> <p>You are then asked to <b>enter</b> your <b>USER ID and PASSWORD.</b></p> <p>USER ID = your 7 digit employee number. PASSWORD = last 7 digits of your Social Security Number (unless you reset/changed your password).</p>	



WebAdvisor for Faculty Menu will contain the following:

- User Account information
- Important Dates
  - \* Final Grading Schedule/Instructions
  - \* Monitoring Schedule/Instructions
- Faculty Information
  - \* FERPA Notification Statement
  - \* Search for Sections
  - \* Class Roster
  - \* Student Monitoring Roster
  - \* Final Grading Roster
  - \* My Class Schedule

Below is a sample:

<b>Class Schedule</b>	<a href="#">top of page</a>   <a href="#">bottom of page</a>
-----------------------	--

Your class schedule will display the class section name, class title, meeting days and times, building and room location, and start and end dates. Click [here](#) to view a sample class schedule. The links that are available within your class schedule are described in the table shown below:

Hyperlink	Click on this link to...	Additional Info
 print schedule	create a printer friendly version of your schedule.	A new web browser window will open.
 download schedule	download your schedule into an Excel worksheet.	A new web browser window will open. Click on the "File" menu and select the "Save As..." option.





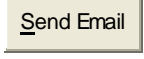
		Be sure to name your file and change the "Save as type" to the Microsoft Excel Workbook format(*.xls).
Class	access the active student roster.	
Location	access Brookdale's online campus virtual tour.	A new web browser window will open.

## Class Roster

[top of page](#) | [bottom of page](#)

Your class roster will display the "Counselor" view by default. There are five different views you can display. Use the drop-down menu (as shown below) to select the view, then click on the Go button. A description of each view is shown in the table below. The links that are available within your class roster are described in the second table shown below:

View: <input type="text" value="Counselor"/> <input type="button" value="Go"/>		
View	Use this view to...	Additional Info
Counselor	display, print and/or download the students' name, colleague ID, home phone number, and counselor's name.	This is the default view.
Address	display, print and/or download the students' name, colleague ID, home phone number, and home address.	
Course Status	display, print and/or download the students' name, colleague ID, pass/audit flag, course status, and course credits.	
E-mail Address	display, print and/or download the students' name, colleague ID, home phone number, and Brookdale e-mail address.	
Comprehensive	display, print and/or download the students' name, colleague ID, counselor's name, home address, home phone number, Brookdale e-mail address, pass/audit flag, course status, and course credits.	
Hyperlink	Click on this link to...	Additional Info

 < return to schedule	return to your schedule to select another class.	
 e-mail class	send an e-mail message to all students in the class.	E-mail addresses will be automatically entered into the BCC (blind carbon copy) field.
 print view	create a printer friendly version of the roster.	A new web browser window will open.
 download view	download the roster into an Excel worksheet.	A new web browser window will open. Click on the "File" menu and select the "Save As..." option. Be sure to name your file and change the "Save as type" to the Microsoft Excel Workbook format(*.xls).
	send an e-mail message to one or multiple students in the class.	You must click the checkbox to the left of the student name. E-mail addresses will be automatically entered into the BCC (blind carbon copy) field.
Name	display a comprehensive view for the student.	A new web browser window will open.
Counselor	e-mail the student's counselor.	The e-mail address will be automatically entered into the TO field.
E-mail Address	e-mail the student.	The e-mail address will be automatically entered into the TO field

## APPENDIX J

### E-MAIL & ON-LINE RESOURCES

Technology has dramatically altered the way students' access and process data. It is important to understand the options that are available to students and how to use these various tools.

#### Student E-Mail

All students are assigned a Brookdale E-Mail address upon registration. They will receive critical information such as grade and graduation notices and registration announcements. It is vital for students to regularly check their Brookdale E-Mail. If a student routinely uses a different E-Mail address the student should forward his/her Brookdale E-Mail to that address.

Students receive a letter which explains how to use Brookdale E-Mail and provides their login and password. To review the process:

The student should go to [www.brookdalecc.edu](http://www.brookdalecc.edu) and click on "Web E-Mail." **If the student knows his/her username and password, click "Students enter here."** Student should enter name which is everything before "@mail.brookdalecc.edu" and password. The student is now ready to begin using E-Mail.

**If student doesn't know logon or password, the student should select "Students can lookup student e-mail username and password here." See sample below:**



## L Student E-Mail Lookup

- Your **STUDENT ID NUMBER** can be found on your class schedule, registration statement or on your Brookdale ID card (issued after 2001).
- Your password is the **last 7 digits of your social security number**.
- If you still cannot determine your student ID number, please contact the Registrar's Office in person, with personal identification, and it will be provided to you.

<b>7 Digit Student ID Number</b>	<input type="text"/>
<b>Last 7 Digits of Social Security Number</b>	<input type="text"/>
<input type="button" value="Lookup Student E-Mail"/>	

[Student E-Mail Login](#)

[WebAdvisor Welcome Screen](#)

[Brookdale Home Page](#)

If the student has any questions or difficulty accessing or using your Brookdale E-Mail contact the Information Technology Help Desk in the Bankier Library or call them at 732-224- 2632.

### **Academic Information On-line**

Students can now access academic information through the web. Grades, GPA, class schedule and account information are a few examples. In addition, students can check for open courses, register (based on eligibility requirements), and pay for courses online. This is the only the student can access grades unless a hard copy is requested from the Registrar.

The student should go to [www.brookdalecc.edu](http://www.brookdalecc.edu) and click **WebAdvisor** and then **Students**

This brings the student to a screen where he/she can click on the appropriate resource he/she would like to view.

Once the student has clicked the item, the student will be asked to enter a logon and password. The logon is the 7-digit Student ID number (found on Student ID card or any registration material) and the password is the last 7 digits of the social security number.

You will then have access to the appropriate information.

## APPENDIX K

Follow the procedure steps shown in the table below to enter Student Monitoring Codes.

Step	Procedure	Additional Info
1.	Start Internet Explorer or Netscape Communicator.  <b>NOTE:</b> WebAdvisor will operate effectively with the Netscape Navigator or Microsoft Internet Explorer browsers on PCs or Macintoshes.	For best results the browsers should be Release 4.x level or later. While Internet Explorer Release 4.x functions satisfactorily on Macintosh platforms, you will achieve a more aesthetic appearance with Release 5. WebAdvisor has been installed on other platforms, such as X Windows, but it has not been rigorously tested on these platforms and the results may be problematical.
2.	You need to go to the WebAdvisor Main Menu web page located at <b>www.brookdalecc.edu</b>	
3.	Click on the link for <b>WebAdvisor, Select the link for Faculty.</b>	
4.	You are then asked to <b>enter your USER ID and PASSWORD.</b>  USER ID = your 7 digit employee number. PASSWORD = last 7 digits of your Social Security Number (unless you reset/changed your password).	If your data is not accepted, enter it again, just in case you made a typographical error. If the error occurs a second time, you will need to contact the HELP desk at x4357. Correction of this problem will be done as quickly as possible, but it may not be immediate.
5.	Click on the link for <b>Grading and Student Monitoring.</b>	
6.	Click on the down arrow, select <b>Student Monitoring Roster,</b> and click <b>Submit.</b>	
7.	Click the down arrow, select the term for which you will be entering monitoring system codes, and click <b>Get My Schedule</b>	
8.	You will now see a list of your classes for the term you selected. To enter monitoring codes for a particular class, <b>click directly on the class you want,</b> and you will be brought to the Student Monitoring Roster for that class. You must scroll up and down using the scroll bar on the right of the screen to view the entire roster.	<b>NOTE:</b> Notice the fields "M1, M2, M3, M4 and M5". The appropriate monitoring grade box will be available with a drop down list of choices. For example, Week One of Monitoring will display a drop down for M1 only; Week Two for Monitoring will display a drop down for M2 only; and so on.
9.	For each student you wish to give a monitoring code, click on the drop down box next to their student id, and enter the appropriate monitoring code as follows:  <b>BCC Monitoring Code Legend</b>  <b>111</b> - Never Attended  <b>222</b> - Erratic Attendance and/or Excessive Absences (refer to departmental guidelines)  <b>333</b> - Difficulty With Subject Matter and/or Assignments Not	

	<ul style="list-style-type: none"> <li>- Current</li> <li><b>444</b> Stopped Attending (Date Last Attended required)</li> <li>-</li> </ul>	
10.	<p><b>If you enter a code of 444 (Stopped Attending), you will be required to enter the Date Last Attended.</b> If a student has never attended, you must enter the date of the first day of the term. A calendar icon is provided next to the Date Last Attended field for your convenience.</p>	
11.	<p>When all data has been entered, check for accuracy. Click the <b>Update Monitoring Codes</b> button at the bottom of the window. Any errors will be reported at this time for you to correct. <b>All codes will be updated that did not receive an error.</b> If applicable, fix your errors and click on <b>Update Monitoring Codes</b> again. When you have successfully entered the monitoring codes for this section you will receive the following message:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>All monitoring codes have been updated!</b>  <b>Click the button below to view the updated monitoring codes</b></p> </div>	
12.	<p>At this point click on <b>Return to 04FA Schedule</b> to return to your list of classes for the term.</p>	
13.	<p>If you need to enter Monitoring Codes for students in other classes, repeat Monitoring Code Entry procedure beginning with #8 in these instructions</p>	
14.	<p>When you have finished all of the sections that you plan to enter, you may want to print or download your monitoring codes. When you are viewing the roster, you can either click <b>Print View</b> or <b>Download View</b> into Excel for any of your class rosters. Detailed instructions are located under the HELP link on the top of the WebAdvisor screen</p>	
15.	<p>When you are finished, click <b>Log Out</b> located at the top of the screen</p>	

**WARNING:** The application will automatically log you out if you do nothing for 15 minutes. If this happens you will need to log in again.

## *APPENDIX L*

Letter sent to students who never attended the course – Monitoring Grade 111
--

Date

«FirstName» «LastName»  
«Address1»  
«City», «State» «PostalCode»

Dear «FirstName»:

Brookdale Community College prides itself on providing high quality student-centered services. Our academic monitoring system, which alerts you to possible problems in your class progress, is just one of the ways we support you as a learner.

**Please be advised that your instructor in «Class» has indicated that you have never attended the class. Under our current grading system, you must officially withdraw from a ENTER TERM class in the Registration Office by ENTER DATE to avoid a possible failing grade (*F*). There are no longer any refunds. Although a withdrawal grade (*W*) does not affect your grade point average, it may affect your Financial Aid status. Before withdrawing from any class, you should consult with your counselor or the Financial Aid Office.**

Please also be advised, if «Class» is a prerequisite for a course you intend to take in the future, receiving an *F* grade in this course will not satisfy the prerequisite. In addition, receiving a *D* grade in this course will not satisfy prerequisites requiring a grade of *C* or better. **Thus, course enrollment in future terms may be affected due to the potential of not meeting prerequisite requirements.**

I strongly recommend that you contact your instructor and/or counselor (student development specialist) as soon as possible to address this matter.

Sincerely,

Office of Admission, Registration & Records

Date:

«FirstName» «LastName»  
«Address1»  
«City», «State» «PostalCode»

Dear «FirstName»:

Brookdale Community College prides itself on providing high quality student-centered services. Our academic monitoring system, which alerts you to possible problems in your class progress, is just one of the ways we support you as a learner.

Please be advised that your instructor in «Class» has indicated that your class attendance is erratic. Under our current grading system, poor performance in a class could result in a D or F grade that could adversely affect your grade point average.

I strongly recommend that you contact your instructor and/or counselor (student development specialist) as soon as possible to address this matter. If you decide with your counselor that it is best to drop this class, you must officially complete the drop process in the Registration Office. **Please note that the last date for withdrawing from a course in Fall 2007 is Friday, November 30, 2007.** There are no longer any refunds. If you are receiving Financial Aid, you must call that office to discuss the effect of a withdrawal on your aid package.

Please also be advised, if «Class» is a prerequisite for a course you intend to take in the future, receiving an *F* grade in this course will not satisfy the prerequisite. In addition, receiving a *D* grade in this course will not satisfy prerequisites requiring a grade of *C* or better. **Thus, course enrollment in future terms may be affected due to the potential of not meeting prerequisite requirements.**

Sincerely,

Office of Admission, Registration & Records

**Letter sent to students who are having difficulty with subject matter and/or assignments not current  
Monitoring Grade - 333**

Date:

«FirstName» «LastName»  
«Address1»  
«City», «State» «PostalCode»

Dear «FirstName»:

Brookdale Community College prides itself on providing high quality student-centered services. Our academic monitoring system, which alerts you to possible problems in your class progress, is just one of the ways we support you as a learner.

Please be advised that your instructor in «Class» has indicated that you are having some difficulty with the course work and/or keeping your assignments up to date. Under our current grading system, poor performance in a class could result in a D or F grade that could adversely affect your grade point average.

I strongly recommend that you contact your instructor and/or counselor (student development specialist) as soon as possible to address this matter. If you decide with your counselor that it is best to drop this class you must officially complete the drop process in the Registration Office. **Please note that the last date for withdrawing from a course in ENTER TERM is ENTER DATE.** There are no longer any refunds. If you are receiving Financial Aid, you must call that office to discuss the effect of a withdrawal on your aid package.

Please also be advised, if «Class» is a prerequisite for a course you intend to take in the future, receiving an *F* grade in this course will not satisfy the prerequisite. In addition, receiving a *D* grade in this course will not satisfy prerequisites requiring a grade of *C* or better. **Thus, course enrollment in future terms may be affected due to the potential of not meeting prerequisite requirements.**

Sincerely,

Office of Admission, Registration & Records

Date:

«FirstName» «LastName»  
«Address 1»  
«City», «State» «PostalCode»

Dear «FirstName»:

Brookdale Community College prides itself on providing high quality student-centered services. Our academic monitoring system, which alerts you to possible problems in your class progress, is just one of the ways we support you as a learner.

**Please be advised that your instructor in «Class» has indicated that you have stopped attending the class. Under our current grading system, you must officially withdraw from a ENTER TERM class in the Registration Office by ENTER DATE to avoid a possible failing grade (F).** There are no longer any refunds. Although a withdrawal grade (W) does not affect your grade point average, it may affect your Financial Aid status. Before withdrawing from any class, you should consult with your counselor or the Financial Aid Office.

Please also be advised, if «Class» is a prerequisite for a course you intend to take in the future, receiving an *F* grade in this course will not satisfy the prerequisite. In addition, receiving a *D* grade in this course will not satisfy prerequisites requiring a grade of *C* or better. **Thus, course enrollment in future terms may be affected due to the potential of not meeting prerequisite requirements.**

I strongly recommend that you contact your instructor and/or counselor (student development specialist) as soon as possible to address this matter.

Sincerely,

Office of Admission, Registration & Records

## APPENDIX M

### Final Grading Entry Procedure

[top of page](#) | [bottom of page](#)

Follow the procedure steps shown in the table below to enter Final Grades.

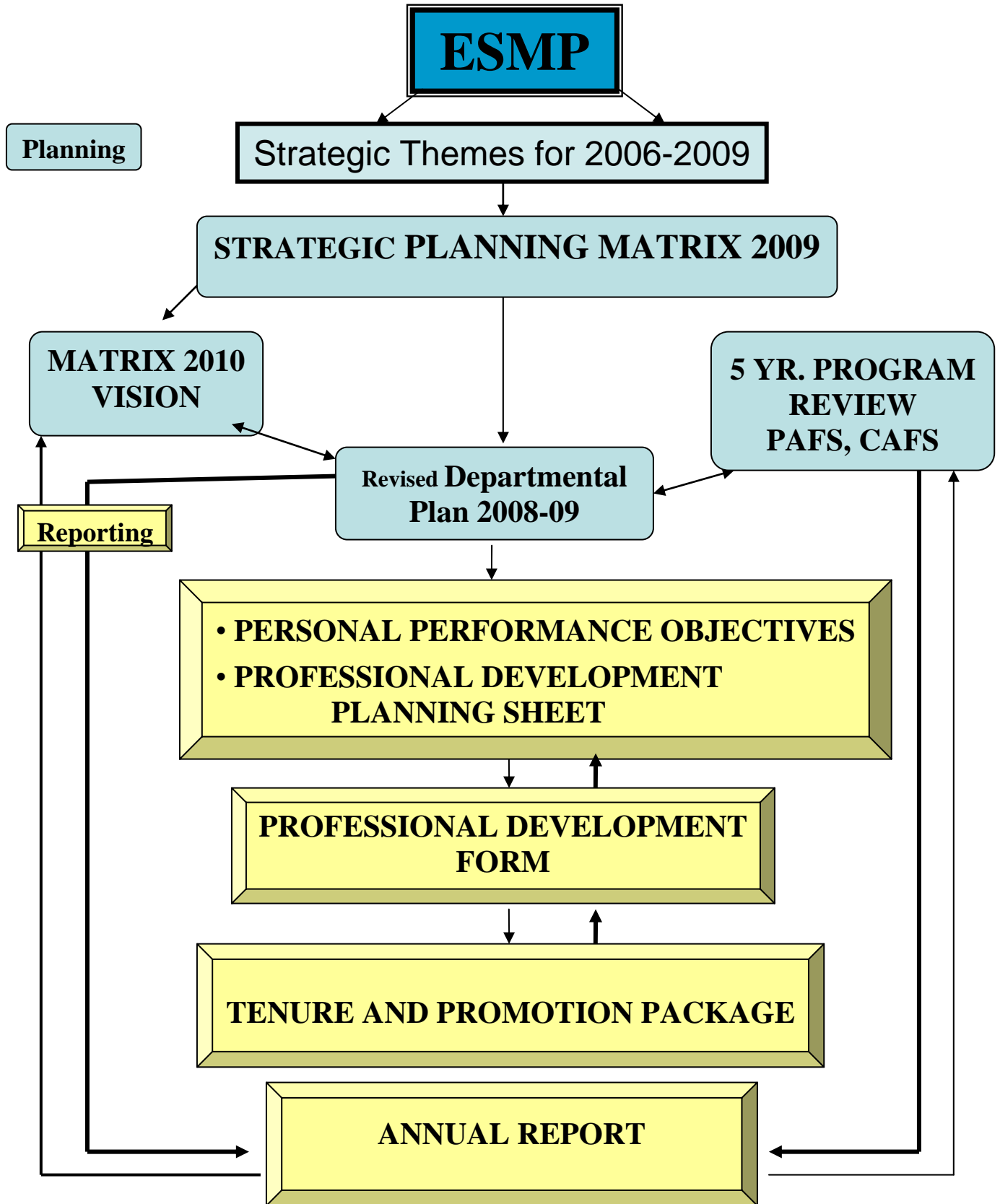
Step	Procedure	Additional Info
1.	Start Internet Explorer or Netscape Communicator.  <b>NOTE:</b> WebAdvisor will operate effectively with the Netscape Navigator or Microsoft Internet Explorer browsers on PCs or Macintoshes.	For best results the browsers should be Release 4.x level or later. While Internet Explorer Release 4.x functions satisfactorily on Macintosh platforms, you will achieve a more aesthetic appearance with Release 5. WebAdvisor has been installed on other platforms, such as X Windows, but it has not been rigorously tested on these platforms and the results may be problematical.
2.	You need to go to the WebAdvisor Main Menu web page, located at <a href="http://www.brookdalecc.edu">www.brookdalecc.edu</a>	
3.	Click on the link for <b>WebAdvisor, Select Faculty</b> .	
4.	You are then asked to <b>enter</b> your <b>USER ID and PASSWORD</b> .  USER ID = your 7 digit employee number. PASSWORD = last 7 digits of your Social Security Number (unless you reset/changed your password).	If your data is not accepted, enter it again, just in case you made a typographical error. If the error occurs a second time, you will need to contact the HELP desk at x4357. Correction of this problem will be done as quickly as possible, but it may not be immediate.
5.	Click on the link for <b>Grading and Student Monitoring</b> .	
6.	Click on the down arrow, select <b>Final Grading Roster</b> , and click <b>Submit</b> .	
7.	Click the down arrow, select the term for which you will be entering monitoring system codes, and click <b>Get My Schedule</b>	
8.	You will now see a list of your classes for the term you selected. To enter final grading for a particular class, <b>click directly on the class you want</b> , and you will be brought to the Final Grading Roster for that class. You must scroll up and down using the scroll bar on the right of the screen to view the entire roster.	<p><b>Please be aware of the following fields on the Final Grading Roster and their meanings:</b></p> <ul style="list-style-type: none"> <li>• <i>Fields M1, M2, M3, M4 and M5</i> - If applicable, these fields will display monitoring code(s) that you entered for the student for Weeks 1 - 5 (M1 - M5).</li> <li>• <i>Transcript Grade</i> - If you entered a Final Grade, and the Final Grade was verified by the Registrar's Office, you will see the grade listed in this field. This is the grade that will appear on the student's transcript.</li> <li>• <i>Date Last Attended</i> - If a student had a monitoring code of 444 (Stopped Attending), the date you entered as the last date of attendance will automatically appear here (and can be changed). <b>If you enter a grade of F or NC, you are required to enter the Date Last Attended.</b> If a student has never attended, you must enter the date of the first day of the term. A calendar icon is provided next to the Date Last Attended</li> </ul>

		field for your convenience.
9.	<p>To enter a final grade for a student click on the drop down box next to their student id and choose the appropriate grade:</p> <p style="text-align: center;"><b>BCC Grade Legend</b></p> <p style="text-align: center;"> <b>A -</b> Excellent  <b>B+</b> Very good  <b>B -</b> Good  <b>C+</b> Satisfactory Plus  <b>C -</b> Satisfactory  <b>D -</b> Marginal Unsatisfactory  <b>F -</b> Unsatisfactory  <b>INC -</b> Incomplete  <b>AUD -</b> Audit  <b>P -</b> Pass  <b>NC -</b> No Credit </p>	Faculty can not enter a grade of <b>AUD</b> . The system will populate this grade automatically for students that officially signed up to audit the class. Faculty will be able to enter <b>P or NC</b> grades only for those students who are taking the class as Pass/No Credit.
10.	Again, <b>If you enter a final grade of "F" or "NC" you will be required to enter the Date Last Attended.</b> A calendar icon is provided next to the Date Last Attended field for you convenience.	
11.	<p>When all data has been entered, check for accuracy. Click the <b>Update Grades</b> button at the bottom of the window. Any errors will be reported at this time for you to correct. <b>All grades will be updated that did not receive an error.</b> If applicable, fix your errors and click on <b>Update Grades</b> again. When you have successfully entered the final grades for this section you will receive the following message:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>All grades have been updated!</b>  <b>Click the button below to view the updated grades</b></p> </div>	
12.	At this point click on <b>Return to 04FA Schedule</b> to return to your list of classes for the term.	
13.	If you need to enter Final Grades for students in other classes, repeat Final Grading Entry procedure beginning with #8 in these instructions	
14.	When you have finished all of the sections that you plan to enter, you may want to print or download your final grades. When you are viewing the roster, you can either click <b>Print View</b> or <b>Download View</b> into Excel for any of your class rosters. Detailed instructions are located under the HELP link on the top of the WebAdvisor screen	
5.	When you are finished, click <b>Log Out</b> located at the top of the screen	

**WARNING:** The application will automatically log you out if you do nothing for 15 minutes. If this happens you will need to log in again.

**APPENDIX N**

**FY 2009 ACADEMIC PLANNING & REPORTING PROCESS**



# APPENDIX O



## SquirrelMail – WebMail for Nuts Quick Start Guide

### To Log To SquirrelMail

- Type <http://www.brookdalecc.edu> in the address bar of a browser.
- Click Web Based E-Mail.
- Click on Faculty and Staff enter [here](#).
- Enter your username and password.  
Username: first initial plus last name  
Password: your two initials plus voice mail number (ex., jj1234)

### To Read a Message

- Click on the subject of the message to open it.

### To Compose a New Message

- Click Compose on the Toolbar.
- Type the recipient's e-mail address in the To, Cc, and/or Bcc fields.
- Type a description of the message in the large text box.
- Add any attachments.
- Click Send.

### To Add an Attachment

- If you know the path for the file, type it in.
- If not, click Browse to search for the file.
- Click add.

### To Delete an Attachment

- Check the checkbox next to the name of the attachment.
- Click Delete selected attachments.

### To Delete a Message from the Inbox

- Check the checkbox next to the message.
- Click Delete under Transform Selected Messages.

### To Delete an Open Message

- Click Delete on the Toolbar.

### To Reply to a Message

- Open the message.
- Click Reply on the Toolbar.
- Type your reply in the text box.
- Add any attachments.

### To Reply to All Recipients of a Message

- Open the message.
- Click Reply All on the Toolbar.
- Type your reply in the text box.
- Add any attachments
- Click Send.

### To Forward a Message

- Open the message.
- Click Forward on the Toolbar.
- Type the recipient's address in the to field.
- Type your reply in the text box.
- Add any attachments.
- Click Send.

### To Add an Entry to the Address Book

- Click Addresses on the Toolbar.
- Type in Nickname
- Type in the e-mail address.
- Type in the first name.
- Click Add Address.

### To Delete an Entry from the Address Book

- Click Addresses on the Toolbar.
- Check the Checkbox next to the name you want to delete.
- Click Delete selected.

### To Edit an Entry in the Address Book

- Click Addresses on the Toolbar.
- Check the checkbox next to the name you want to edit.
- Click Edit selected.
- Make the necessary changes.
- Click Update addresses.

### To Add Recipients Using the Address Book

- Open the message (replies, forward, or compose).
- Click the Addresses button.
- Check the checkbox next to the recipient and under the column where you want the recipient to go (To, Cc, or

- Click Send.

To Search the Address Book

- Click Search on the Toolbar.
- Enter keywords.
- Click Search.
- To see all names in your address book click List all.

To Create a New Folder

- Click Folders on the Toolbar.
- Type a name of the folder.
- Click Create.

To Rename a Folder

- Click Folders on the Toolbar.
- Use the drop down menu to choose the folder.
- Click Rename.
- Type a name for the folder.
- Click Submit.

To Delete a Folder

- Click Folders on the Toolbar.
- Use the drop down menu to choose the folder.
- Click Delete.

To Customize SquirrelMail

- Click Options on the Toolbar.
- Click on the section you want to customize. (Personal Information, Display Preferences, Message Highlighting, Folder Preferences, Index Order, or Vacation Message)

Bcc).

- Click Use Addresses.

To Add a Signature

- Click Options on the Toolbar.
- Click Personal Information.
- Type the text for your signature in the Signature text box.
- Check the Yes radio button next to the Use Signature under Signature Options.
- Click Submit.

To Add a Vacation Message

- Click Options on the Toolbar.
- Click Vacation Message.
- Type the message in the text box.
- Click Change Message.

To Change a Vacation Message

- Click Options on the Toolbar.
- Click Vacation Message.
- Delete the old message.
- Type the new message in the text box.
- Click Change Message.

To Delete a Vacation Message

- Click Options on the Toolbar.
- Click Vacation Message.
- Click Delete Message.



**BROOKDALE  
COMMUNITY  
COLLEGE**

**Center for Teaching, Learning and  
Technology**

**APPENDIX P**

**RISK ASSESSMENT**

**Student Conduct/Disciplinary Violation**

Student Conduct Violation, i.e. lateness, rudeness, swearing, or distracting behavior  
•Frequent interruptions, i.e. cell phone,

Faculty should address behavior with student before completing an incident report

**ACTION TO BE TAKEN**

1. Complete Incident Report
2. Submit report to Richard Pfeffer or Robert Quinones

**MODERATE RISK (CRISIS)**

Anxiety i.e., break-ups, failed tests, Test anxiety, car problems, pressure from parents

Note: Confidentiality cannot be broken unless the student is a danger to self or others

**ACTION TO BE TAKEN**

- Ask student's permission to Notify all below:
- College Nurse
  - Counseling Office

**HIGH RISK (CRISIS)**

- Suicidal/homicidal ideation
- Physical violence
- Medical emergency
- Drug overdose
- Threatening behavior (verbal/physical)

**ACTION TO BE TAKEN**

- Notify in the order below:
- Campus Police
  - Counseling Office and/or College Nurse

Note: HEC should use local police

# BROOKDALE COMMUNITY COLLEGE CRISIS MANAGEMENT NUMBERS

- **COUNSELING ADMINISTRATORS**

Mary Goldman 732-224-2593  
Joe Caruso 732-224-2189

- **COUNSELING AREAS**

Business 732-224-2555  
Humanities 732-224-2505  
Science 732-224-2586  
Social Science 732-224-2338

- **CAMPUS POLICE**

Non-Emergency (Outside Line) 732-224-2352  
Emergency (Outside Line) 732-224-2222  
(Brookdale Line) 911 or 2222

- **\*\*\*LINCROFT POLICE**

911 from and **OUTSIDE LINE!**

- **HEALTH SERVICES**

Gwendolyn Evans 732-224-2106

- **COLLEGE MENTAL HEALTH CONSULTANT**

Dorothy James 732-224-2761

- **DIRECTOR OF STUDENT DEVELOPMENT SERVICES**

Dr. Stephen Curto 732-224-2318

- **COUNSELING DEPARTMENT CHAIR**

Ellie Horgan 732-224-2689

- **DIRECTOR OF STUDENT AFFAIRS AND SUPPORT SERVICES**

Richard Pfeffer 732-224-2262

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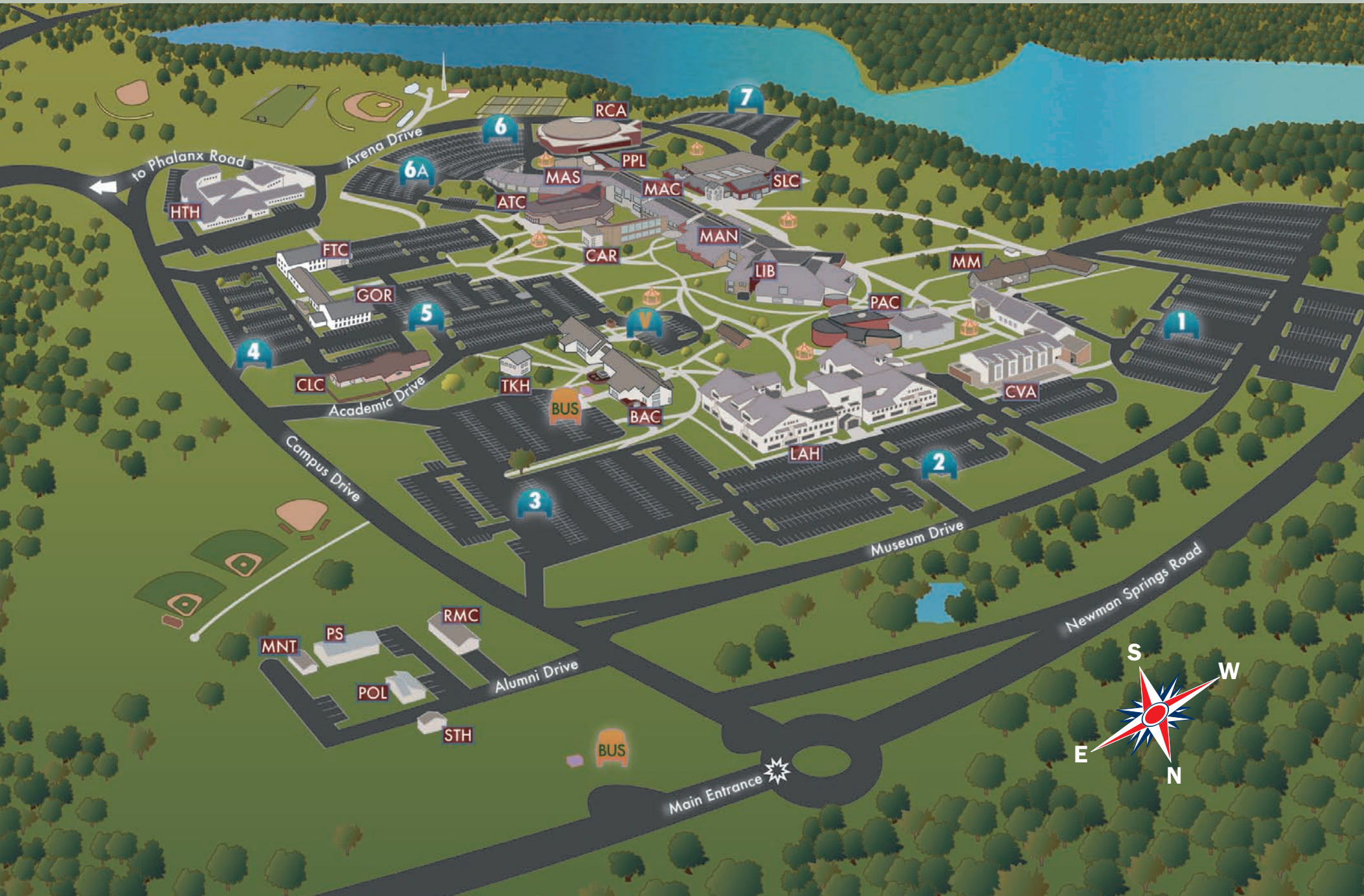
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# BROOKDALE COMMUNITY COLLEGE

## Lincroft Campus Guide



# Legend



Designated Smoking Gazebo



Visitor Parking/Parking Lots



Bus Stop

## **ATC Advanced Technology Center**

90.5 The NIGHT Brookdale Public Radio  
Brookdale Television Studio and Office  
Center for WWII Studies  
Communications Media  
Outreach, Business and Community  
Development

## **AUTO Automotive Technology**

## **BAC Brookdale Administration Center**

Accounting  
Business and Finance  
College Relations  
Design and Production  
College Webmaster  
Exec VP of Admin, Operations and  
Information Tech Services  
Foundation Offices  
Human Resources  
Planning, Assessment and Research  
President's and Executive Offices  
Special Events Planning Office  
Transfer Services

## **CAR Center for Admissions and Registration**

Admissions and Registration  
Cashier, Accounts Receivable  
Counseling Offices  
Educational Opportunity Fund (EOF) Office  
Financial Aid  
Recruitment Services  
Testing Services

## **CLC Children's Learning Center**

Child Care Center

## **CVA Center for the Visual Arts**

## **FTC Fitness Center**

## **GOR Gorman Hall**

Office of Information Technologies

## **HTH High Technology High School**

## **LAH Larrison Hall**

Business & Humanities Division Offices  
The Office of *The Stall* Newspaper  
Reading and Writing Centers

## **LIB Bankier Library**

Distance Education  
Small Business Development Center  
Teaching and Learning Center (TLC)  
Ted Narozanick Center for World War II  
Studies and Conflict Resolution  
Resource Center

## **MAC Main Academic Complex**

Academic Affairs  
Center for Experiential Learning and  
Career Services  
Disability Services  
Enrollment Development Office  
Exec VP of Educational Services  
International Education Center  
Health Services Office  
NJ Coastal Community University  
Scheduling Office  
Student Affairs  
Student Development

## **MAN Main Academic North**

Social Sciences Division Office  
Center for Addiction Studies

## **MNT Maintenance**

## **MAS Main Academic South**

Chemistry, Biology, Microbiology Classrooms  
and Labs  
Physics Labs, Classrooms and Offices  
Radiology Lab  
Math/Sciences and Technologies  
Math Division Office, Classrooms and Lab  
Health Sciences Division Office  
Nursing/Respiratory Therapy Offices/Lab  
Radiology Faculty Offices  
CAD and Technology Classrooms and  
Offices

## **MM Monmouth Museum**

## **PAC Performing Arts Center**

## **POL Wilbur Ray Police Station**

## **PPL Power Plant**

Facilities Management Office

## **PS Printshop**

## **RCA Robert J. Collins Arena**

Department of Athletics and Recreation

## **RMC Receiving & Mail Center**

## **SLC Warner Student Life Center**

Scroll & Pen College Store  
The Paddock Convenience Store  
Jersey Blues Dining Room  
Student Life and Activities Offices  
Student IDs

## **STH Stryker House**

Alumni Association Office

## **TKH Tackman's House**

Holocaust Center  
Service Corps of Retired Executives (SCORE)