



# Governance Gazette

the newsletter of Brookdale Governance

February 2007

## Chair's message

There are times when I am asked why I choose to participate in Governance. As many of us know, Governance involves a lot of work, and sometimes we'd all rather be doing something else, something more entertaining or more relaxing. Today, I found my answer to this question when I read over the reports in this issue of the Gazette. When I see the contributions to the college made by all of the Standing and College-Wide Committees, I am re-energized and recommitted to this collegial decision-making process. The work that all of you do to find solutions, solve problems, and create a vision for Brookdale inspires me and makes me proud to be a part of Governance.

For our first Forum of the semester, we will see the work of three committees that are doing an exemplary job of helping the College address critical issues. Academic Standards looks at how Brookdale can be more accessible to students whose experience outside a classroom may translate to academic credit. General Education guides us through the process of achieving compliance with new state guidelines for General Education. And College Life gives us a vision of how our campus community can do our share as global citizens by going green.

Margaret Mead said it best: *"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."* Governance gives us that opportunity here at Brookdale.

Kathy Vasile  
Governance Chair

## February 6—FORUM MEETING

11:45 in NAVESINK I

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

### Agenda

1. Standing Committee Reports
2. Discussion on the Green Initiative Charge led by Roseanne Alvarez and Cari Gigliotti, co-chairs of the College Life Committee.
3. Academic Standards presentation on Guidelines for Earning Academic Credits by Non-Traditional Methods led by co-chairs Donna Flinn and Brian McKeon.
4. Discussion of the General Regulation led by Gail Harrigan and Shay Delcuria, co-chairs of the General Education Committee.

## ISSUES

### Governance Election Process to Begin

The election process for positions in Governance will begin the first week in February. The first step is to hold nominations and then elections for the position of Vice-Chair and for the open positions on the Steering Committee.

The position of Vice-Chair is a critical one – the Vice-Chair represents a constituency different from that of the previous Vice-Chair. This year we must elect either a **staff** or **administrator** as Vice-Chair. The Vice-Chair serves for one year and becomes the Chair the following year. The nomination can come from anyone and self-nominations are encouraged. If you nominate someone else, you should have that person's consent first.

Here are the "job descriptions" for both Vice-Chair and Chair:

#### Responsibilities of the Vice Chair

- Write the Governance Gazette; this is published before each Forum meeting. This involves soliciting reports from Standing Committee Chairs and from any special committees writing reports from each Forum meeting;

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and including the complete text of any recommendations for discussion or vote.

- Serve as primary advisor to the Chair on all matters of Governance.
- Take over the responsibilities of the Chair in the absence of the Chair.
- Meet once a month with the President of the College for discussions of all matters pertaining to Governance.
- Maintain the Steering Committee listserve.
- Candidates for election to Vice-Chair (Chair Elect) must have at least five years of experience at the College.

### Responsibilities of the Chair

- Set up and conduct weekly or biweekly meeting of the Steering Committee during the summer as well as the academic year in order to set the agenda for the coming academic year.
- Supervise the writing of the charges for the Standing Committees.
- Set agendas for all Steering Committee meetings.
- Set agendas, in consultation with the Steering Committee, for all Forum meetings.
- Meet once a month with the President of the College for discussions of all matters pertaining to Governance.
- Act as liaison to the Chairs of the Standing Committees, monitoring progress on charges.
- Advise the President on the establishment of special ad-hoc committees and task forces, where warranted.
- Preside at all Forum meetings.
- Communicate Forum recommendations to the President and engage in appropriate follow-up.
- Communicate the President's actions on Forum recommendations to the appropriate committee and the campus community.
- Write a Chair's Message for the Governance Gazette.

### Compensation

The **staff** or **administrator** member elected to the Vice-Chair position will receive as compensation equivalent to one class section at the adjunct rate each semester.

### Responsibilities of Steering Members

In addition to participating in Steering Committee meetings (which are held year-round) and attending Forums, Steering members do the following:

- Act as a liaison to one of the Standing Committees by attending its meetings and communicating its concerns to Steering
- Share responsibility of one function – maintaining the Governance website, keeping

track of membership, or recruiting students – with another Steering member.

The Steering Committee urges all of you to think carefully about the Vice-Chair position and all the available positions on the Steering Committee. Consider nominating yourself or someone you know. Nominees should have a good overview of the college and believe strongly in the Governance process.

Once the Vice-Chair and Steering elections have been completed, nominations and elections will be held for all the open positions on the Standing Committees. Once again, think about nominating people with a strong commitment to Governance who are interested in working on college-wide issues.

Nomination forms will be sent out via email and will be available at Division Offices – look for them!

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## College Life Committee Green Initiative

### I. Green Initiative: Charge, Context, and Explanation

Based upon round table discussions that were initiated during the Governance Retreat held last Spring (2006) and previous charges and recommendations addressing quality of life issues at the College, it was brought to light that the College community was ready and willing to embark on a mission to explore the possibility of “going green”. Dr. Burnham and the Steering Committee supported the idea of working towards becoming an environmentally sustainable campus and recommended the Green Initiative as the second charge to the College Life committee for 2006-7.

Specifically, the committee should:

1. **Identify how Brookdale is addressing environmental issues/concerns.**
2. **Recommend initiatives that:**
  - a. **address the immediate concerns of recycling and storm drain pollution**
  - b. **promote an institutional culture that fosters a sustainable green campus.**

According to the explanation provided for the charge:

**“Environmental issues have always been important to the college community. The College Life Committee’s previous recommendations regarding environmental issues, such as smoking on campus, have had very positive results. Other environmental issues need attention, such as the impact of storm water runoff on the reservoir and meeting our recycling responsibilities. There are actions that we as an entire college**

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**community can take to mitigate these and other issues. The most effective change will result from awareness, behavioral changes, and action.”**

As we are all well-aware, Brookdale is experiencing unprecedented growth in a multitude of areas from student enrollment to the physical expansion of our educational spaces both on Lincroft and out to our Higher Education Centers. Hand in hand with this expansion comes an inevitable increase in resource use and expenditure from increased energy consumption and water usage to the physical consumption of material goods. These critical concerns are both explicit, visible realities we face as we walk by litter and debris and are confronted with contaminated and overflowing recycling bins, as well as “invisible” but equally pressing concerns, with wasted resources and waste materials contaminating our sources of water and our community. As members of the global community, we must take steps to ensure that our expansion does not come at the expense of the environment. The goal is to find ways to become more environmentally sustainable recognizing that we will be continuously challenged by both economic and societal constraints.

## **II. Process & Procedures: Contextualizing and Addressing the Charge**

The members of the College Life Committee met on Tuesday, January 30, 2007 for the first time this semester to address the Green Initiative Charge.

The committee was interested in discussing the context under which the recycling and stormwater drainage aspects of the charge were initiated. Executive Vice President, Lou Goetting met with the committee and discussed the origins of the more specific aspects of the charge (Storm Drain Pollution and Recycling) and how promoting a culture of environmental awareness at the college can lead to positive behavioral changes of campus community members.

### **A. Storm Drain Pollution**

Richard Frank, Executive Director of Facilities Planning and Engineering, explained the responsibilities of the college to meet the State of NJ’s new Municipal Stormwater Regulation mandates. The objective of the mandate is to curb the amount of **non-point source pollution** that is entering New Jersey waterways. As precipitation falls, it flows over land surfaces picking up wastes and contaminants from a multitude of different sources (from litter left on the ground, to oil and other automotive fluids that leaked from vehicles, to cigarette butts, to fecal matter left by wildlife). The polluted water eventually winds up ‘running off’ the land and flowing directly into water bodies, like our own Swimming River located adjacent to the Lincroft campus, or flowing into storm drains which then empty out untreated into water bodies. Because it is so difficult to pinpoint the precise sources of the contaminants, we refer to them as “non-point” sources of pollution.

Rich discussed the numerous steps that are currently being undertaken by Facilities to mitigate the problem including (1) decreasing the size of the storm drain inlets to limit the size of litter waste that can enter; (2) inspections of our maintenance areas to ensure that contaminants and other wastes are not leaking onto the ground surfaces (3) ensuring that the 7 existing outfall pipes that lead to the Swimming River are secure (4) stabilizing the earth surrounding the water body to limit the amount of soil erosion and suppress sedimentation rates. Additionally, Facilities is working in collaboration with Brookdale’s student environmental club on campus, Brookdale Community Waterwatch, who will be painting the storm drains in an effort to bring awareness to the campus community of the dangers associated with allowing wastes to enter our storm drains. All of these measures will undoubtedly be successful in mitigating the problem but only to an extent.

It is apparent that there is a strong correlation between the increased number of people entering our campus each day (faculty, staff, administrators, students and visitors from the community), and the increased amount of trash that defaces our campus grounds. The committee plans to work towards solutions to the litter problem on campus which will positively impact Brookdale’s ability to meet the mandates set forth by the State’s Stormwater Regulation.

### **B. Recycling**

Lou Goetting explained the fundamental problems with the current state of recycling at the college. He stated that a large percentage of the recyclable waste stream is not truly being recycled. One of the major reasons is that our recycling receptacles are contaminated with commingled trash, because members of the campus community are placing regular, non-recyclable trash into recycling containers. When this happens, the custodial staff is unable to properly dispose of the recyclable materials, and the whole contents of the bin are placed into the regular trash stream.

Richard Frank and Meisha McGeorge, a student involved with the Brookdale Waterwatch Club on campus and Phi Theta Kappa, have been working in conjunction with James Brown of the Monmouth County Recycling Department to come up with a feasible plan to address the problem of recycling on campus. Their efforts have already been seen as new recycling bins are appearing around campus. Keep your eyes open for some changes to the lids on many of the standard tall recycling bins. Mixed paper bins with slim slotted openings and can/bottle recycling bins with small round openings will be put in place over the next few months in an attempt to curb the contamination of our recyclable waste stream. The College Life Committee will be working closely with the students involved in the project to work towards ensuring that the portion of our waste stream that can be recycled is being dealt with according to NJ State Law. In fact, the open dialog, efforts and collaboration fostered between Facilities and our students speaks directly to some of the core strategies we believe

will be essential to addressing the second item of our charge.

### **C. Promoting an Environmentally Sustainable Institutional Culture**

The committee discussed that our goal to achieve a more environmentally sustainable Brookdale can be initiated by a number of approaches including (but certainly not limited to):

- educating the Brookdale community about environmental issues
- promoting the conservation of resources. (It may be possible to offset the increased energy use caused by our expansion, by making wise behavioral changes that result in the conservation of energy throughout the Lincroft campus and our Higher Education Centers.)
- investigating methods to increase energy efficiency
- exploring alternative sources of energy

The committee will be moving forward in its efforts to collect data on past and current initiatives and strategies utilized by other higher education institutions throughout NJ and the nation; we are not alone in these efforts, and have a multitude of examples, models and resources to consider in our work to complete the charge. What is clear, however, is that what we are charged with does not, and cannot simply end with the rhetoric of regulatory language; we are being charged with what amounts to initiating a paradigm shift in the way we operate and manage our institution. In being charged to help “promote an institutional culture that fosters a sustainable green campus,” we are being asked to help engage and communicate the conversations and actual initiatives which have occurred and are occurring at the College in order to create a collaborative space for new ideas, conversations and actions which will help change both the cultural and the physical climates of Brookdale. Consequently, the continuing efforts made by this committee to “Go Green” will require the participation and commitment of all members of our campus community. Brookdale has, traditionally, been viewed as a benchmark standard of how things should be done at the 2-year college level. Our efforts to promote an environmentally sustainable campus may be, in the future, looked at as a model which other schools may view for inspiration. Your role in making Brookdale a model for environmentally sustainable campuses is vital. The College Life Committee needs your input to set us on the path to “going green”.

### **III. Initial Questions for the College Community**

1. What have you been thinking about in terms of waste/energy/litter or “going green”?

2. What would a Brookdale “institutional culture that fosters a sustainable green campus” look like? act like? “think” like?

The following questions were provided by Steering in their construction of the charge:

1. What are some ways to educate the college community about these issues?
2. How might faculty, staff, and administrators play a role in creating an environmentally sensitive college? How might students be involved in this process?
  1. Service-Learning
  2. Student organizations
3. How might we involve all college constituencies (including visitors) in maintaining these initiatives once they are implemented?

### **Keep the conversation going:**

The College Life Committee meets at 11:45 am in MAC-204 every other Tuesday and welcomes all members of the College community to attend. Please feel free to contact the co-chairs by phone or via email at [collegelife@brookdalecc.edu](mailto:collegelife@brookdalecc.edu).

Cari Gigliotti (ext. 2805) & Roseanne Alvarez (ext. 2684)

## **Academic Standards Guidelines for Earning Academic Credits by Non-Traditional Methods**

Since our October Forum presentation, our committee has continued to work on our first charge by conducting and studying a survey focused on the non-traditional methods of earning credit at the college. We had a total of 49 respondents, and at least one respondent from 18 different academic departments. Respondents from ten different departments said they give credit for a course either by exam, portfolio or a combination of the two. Respondents from eleven different departments said there was no CLEP exam for their courses or that they did not know if there was a CLEP exam or not.

In response to our survey results and some further research, we have been working on the third part of our first charge by drafting the following guidelines to be presented at the next Forum on February 6:

### **Guidelines for Earning Academic Credits by Non-Traditional Methods**

1. It is the policy of the college to award credit for competencies achieved through means other than formal college courses. However, students should recognize that responsibility for demonstrating college-level competencies rests with them.

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

In addition, we have created the following list of recommendations for the college in regard to non-traditional means of earning academic credit which will also be presented at the Forum on February 6:

#### **Recommendations for the College**

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

#### C. Governance:

3. Update paragraph in catalog to include Credit by Assessment.
4. Revise Transfer Credit Regulation 6.1003R.
3. Revise Exam Regulation 5.0014R.

## **General Education General Education Regulation**

The committee is revising the current General Education regulation in order to meet the new state council standards adopted in late December. The goal is to have these changes ready for the academic year beginning Fall 2008. A subcommittee met to review and revise the regulation. The larger committee reviewed and approved the changes at the 1/31 meeting. These recommendations are being reviewed with the Interim Dean for Academic Affairs, the Executive Vice President for Educational Services, and President Burnham, to ensure the language follows the state guidelines. Last minute changes to the proposed regulation are still being made. A copy of the proposed regulation will be available at the Forum next Tuesday. We are hopeful members will provide input on the revised regulation that will guide General Education course distribution in the near future.

## **REPORTS**

### **Report on the December 5 Forum**

Kathy Vasile, Chair of Governance, welcomed everyone to the Forum and reminded them of the Presidential Forum Scheduled for Dec. 19 at 11:45 am, and the Governance retreat January 25<sup>th</sup>.

The Forum continued with committee reports from Academic Council, Institutional Planning, Professional Development, Honors, Diversity Council, General Education and Basic Skills.

The next item on the agenda was the vote on the College Website Regulation presented by the College Life Committee. The regulation was approved by a vote of 91 for, 3 against and 9 abstentions.

The next item on the agenda was the presentation by Bernice Eng and Greg Liano, co-chairs of Professional Development. They indicated the committee is working on creating a database of the expenditure of professional development funds. The college provides \$42,000.00 a year for faculty and staff as follows:

Staff	- \$8,000
Faculty	- \$27,000
A&E	- \$7,000
Total	- \$42,000

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**PDC Faculty Funding 2002-2006 (Approved Dollars)**

Social Sciences	15,798
English	14,439
Math/Science	14,062
Health Sciences	13,764
Arts/Communication	7,975
Counseling	4,763
Business/Computer Science	2,980
Library	2,952
Science/Technologies	1,758

Additional funds are available from Division Offices, EVP Office, Human Resources and grants when available. Presenters indicated the application process for professional development funds can be difficult and the Professional Development Operations and Resource Guide are outdated. Based on the information gathered the committee made the following recommendations:

- Revise Professional Development application form
- Research possibility of submitting PDC applications online
- Simplify application process
- Stress the importance of applicants notifying PDC when approved funds are not used
- Research possibility of centralizing funding or revising the funding model
- Revise PDC subcommittee reports to collect detailed data
- Advertise availability of PDC funding
- Update Professional Development Operations and Resource Guide 2003-2004.

The last presentation of the forum on Student Government was led by Torina Armstrong and Pat Dillon co-chairs of Student Development. The committee developed a list of opportunities students have to provide input and identified the department that manages the resource, the number of students that participate and how is the input used. The Student Development Committee will be meeting with the student Life Board to solicit feedback from its members about the current structure and ways to improve it. The committee will also examine existing student government models at other institutions.

### **Report on the January 25th Mid-Year Governance Retreat**

Kathy Vasile, Chair of Governance, welcomed participants to the Governance Mid-Year retreat. She reminded everyone about the upcoming elections for the Vice-Chair of Governance and introduced Dr. Burnham who commended everyone present for their hard work on Governance. He noted that Academic Council has reviewed an outstanding number of curriculum changes and new programs. He commended everyone involved in Governance for a productive first part of the year. President Burnham also reminded participants of the upcoming challenge of aligning the college general education requirements with the state recommendations. He finished his introduction by wishing participants a productive day.

The President's remarks were followed by committee reports from Institutional Planning, Academic Council, Academic Standards, College Life, Student Development, Professional Development, Honors, Basic Skills, Diversity Council and General Education.

The retreat continued with Kathy Vasile's introduction of the agenda for the retreat. The agenda was to review the Governance Constitution and identify areas where our practice needs improvement or is not accurately reflected and needs change and/or updating, such as ex-officio members and the Governance calendar.

Participants made suggestions about extending the Governance schedule, reviewing the voting process to include HECS faculty, increasing space where the Forum is held, clarifying the role of division representatives, reviewing standing committee membership after CALM recommendations are implemented, increasing student participation, and exploring the possibility of using e-vote for the Forum.

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## **STANDING COMMITTEE NEWS**

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### **Academic Council**

**[MAN 108]**

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

Council approved the following new program/option/certificates:

- revision to the Computer Science AS degree.
- revisions to the Computer Science AAS in programming.
- NEW: Computer Science Program AAS, Web Site Development option
- revision to Computer Science Web Master Certificate
- NEW: Math/Science AS, Environmental and Earth Sciences Option
- NEW: program announcement for Electric Utility Technology AAS Program

The following course changes have been approved by Academic Council.

- New Course
  - EDEC 199
  - Fitness: Personal Training
  - Fitness Yoga II
  - Psyc Empowerment Skills Work I and II
- Course changes for the following.

All computer science courses are changing from 4 credits to 3 credits. Some courses are changing the prerequisite of COMP 132 to the new Programming I course.

- COMP 116 Introduction to Digital Programming
- COMP 132 Structured Programming Using C++
- COMP 140 Designing/Developing Web Sites
- COMP 145 Introduction to UNIX
- COMP 166 Web Design Using HTML
- COMP 185 Programming in Visual Basic.NET
- COMP 233 Object Oriented Programming Using C++
- COMP 267 Client Side Using JavaScript
- COMP 268 Server Side Scripting
- COMP 135 Computer Architecture using Assembly Language
- COMP 137 Programming for Engineers
- COMP 225 Operating Systems Technology
- COMP 228 Data Structures
- Course Deletions
  - COMP 165 Introduction to Oracle

### **Institutional Planning and Effectiveness** [MAN 205]

The Institutional Planning and Effectiveness Committee is gearing up to present its first draft of the 2009 Matrix to the Forum on February 20. Discussion has focused on trying to make the Matrix even more relevant to teaching and learning. In addition, the committee has wrestled with the concepts of strategic vs. tactical planning. Strategic planning sets the directions while tactical planning charts the roadmap. Since tactical plans are often easier to identify with, there is a tendency to want to make the Matrix too tactical. Making the Matrix both strategic and user-friendly is a major part of the continuing discussion of the Committee.

This will be the first of a number of presentations over the next few months. The Committee will return in March to discuss the Planning, Assessment, and Budgeting Calendar. We will also be presenting a new approach to the Major Indicators of Institutional Effectiveness in May.

### **Professional Development** [MAN 207]

PDC is working on modifying its funding application and process. Resource persons George Fehr, Anne Padulchick, and Joan Rudinski attended our January 30 meeting to

participate in this discussion. Our next task will be updating the Resource Guide, which lists the activities that qualify for PDC funding.

#### **Subcommittees: (\$ figures are rounded)**

**A & E:** Mary Ann Waclawik. \$5000 in funding requests has been approved.

**Faculty:** Nancy Liu and Elaine Olaoye. \$13000 in funding requests has been approved. Phyllis Shafer is taking over Faculty Recognition from Larry Novick.

**Staff:** Lynne Johnson. \$600 in funding requests has been approved.

### **Student Development** [MAN 209]

Student Development continues to work on its "Student Government" charge. We are focusing on three issues: (1) opportunities for student input into the decision-making process at the College; (2) opportunities for student leadership development, and (3) the relationship between the Student Life Board and Governance. Our next committee meeting is February 13<sup>th</sup>, 11:45 AM in MAN209. Please attend the meeting or send comments to co-chairs Torina Armstrong (2559) or Pat Dillon (2871).

## **COLLEGE-WIDE COMMITTEE NEWS**

### **Basic Skills Committee** [LIB 123]

The Basic Skills Committee has recently met with representatives from the Nursing and Radiologic Technology Programs and the Business and Computer Science Division. Faculty members have consistently noted that students need to have better skills in critical reading, critical thinking, and problem solving to succeed in their courses.

A perennial concern expressed by departments and individual faculty is whether instituting basic skills pre-requisite courses will have a negative impact on student enrollment and persistence. Debbie Meyer of Economics reported that her department looked at student outcomes for their courses before instituting basic skills reading and math pre-requisites. While enrollment was impacted the first year, the changes which appeared in the 2002-2003 catalog have yielded better student outcomes in subsequent years.

The Counseling, English, Math and Reading basic skills coordinators discussion with these academic departments may lead to curriculum changes/updates as appropriate. These new insights (on both sides) will stimulate dialogue within and amongst individual academic departments college-wide. We look forward to similar information exchanges with other academic departments in the near future.

We hope to continue these discussions with departments throughout the academic year and will report our findings.

The Basic Skills Committee is also gearing up for our annual Outreach Conference on Friday, March 23<sup>rd</sup> from 8:30 AM to 2:30 PM. The College Community is invited and encouraged to attend.

Our next meeting will be held on Thursday, February 1<sup>st</sup>, 11:45 – 1:15 pm in LIB 123.

### **Diversity Council [MAN 211]**

Currently, the Diversity Council has been focused on completing the charges set forth by the Steering Committee. Members have been conducting surveys within departments to determine critical diversity needs, views on college-wide vs. standing committee status, and potential roles for the Council.

Supporting diversity-related programming continues to be part of the Council's responsibilities. Members are working with activities schedule for Black History Month and Women's History Month.

The Council is pleased to announce the following new members Amy Clark, Instructor – Library; Genyne Applegate, Supervisor – Dining Services; Sheri Stanford, Learning Assistant – English; and Dina Long, Instructor – English. Also joining the Council are student members Victoria Carney and Deanna Spencer.

The Diversity Council's next meeting will be held at **11:45AM** in **MAN 211** on **February 1, 2007** and we welcome all members of the College community to attend. Please contact the Co-chairs with any agenda items you wish to be considered: Avis McMillon x2967 amcmillon@brookdalecc.edu or Sondra Cannon x2695 scannon@brookdalecc.edu

### **Honors Committee [MAC 206]**

All seven Honors courses are running this semester. Currently, 102 students are enrolled in Honors this semester. The first Honors meeting of the semester will be on Thursday, February 1 at 11:45 in MAC 206.

## **IMPORTANT DATES IN FEBRUARY**

**February 13:** Standing Committee Meetings

**February 14:** General Education

**February 20:** Forum

**February 27:** Standing Committee Meetings

**February 28:** General Education

#### **ELECTION DATES:**

**Jan. 29 - Feb. 9** Nominations due for Vice-Chair and Steering Members

**Feb. 12 - Feb.19** Elections of Vice-Chair and Steering members.