



# Governance Gazette

*the newsletter of Brookdale Governance*

**March 2008**

## *Chair's Message*

The Diversity Council is scheduled for a discussion on the work completed by the committee to develop cultural competence across the College. It includes a set of strategies to develop an environment that celebrates diversity. It redefines the committee's role as a change agent and resource for the college community. I hope you had a chance to look at the blueprint on-line and will join us at the Forum for their first discussion.

This issue of the Gazette also includes Steering's report on the proposed changes to standing committee membership. Major changes since our last discussion include a faculty-at-large and academic dean position to each committee. I urge each and every one of you to take a few moments to review the report and attend the Forum to participate in discussion.

Elections for Steering committee positions are complete. The next step in the process is to elect available positions on all standing committees. Please consider nominating your self or your colleagues. The strength of the Governance structure is based on active participation of all members of the college community.

See you at the Forum!

*Maria Fernandez*

Governance Chair




**March 11**

**FORUM MEETING**

**11:45 in Twin Lights I & II**

**also on Bluesnet and broadcast to  
Western Monmouth Campus**

### **Agenda**

1.  **VOTE!** Credit-to-Clock Hour Ratio
2. Diversity Council – Blueprint for Diversity  
*Sondra Cannon, Co-chair*
3.  **VOTE!** Course Deletion Process
4. Steering – Ex-Officio Membership  
*Maria Fernandez, Chair*
5.  **VOTE!** General Education Regulation
6. Professional Development – Blueprint for  
Programming and Resource Allocation  
*Greg Liano and Marianne Drake, Co-chairs*

## **ISSUES**

### **DIVERSITY COUNCIL**

The Steering Committee assigned the following charges for the 2007-08 academic year:

- 1) Create a functional definition of diversity at Brookdale;
- 2) Develop a diversity philosophy that reflects the College's Vision, Values, Mission and Goals;
- 3) Develop a plan which flows from the diversity philosophy that serves as a comprehensive blueprint to address issues of diversity and equity in programs, services and community, as well as facilitating a climate of civility, tolerance and mutual respect.

We are recommending that diversity at Brookdale Community College be defined using these statements.

*Diversity encompasses a complex mosaic of many cultures, ages, beliefs and identities. Valuing Diversity seeks to identify similarities and connectedness concurrently with promulgating an understanding and respect for the different intellectual*

traditions and social perspectives among the many diverse groups that comprise our society and the multicultural global community.

Our recommendation for the second charge for a diversity philosophy includes the following:

*Brookdale's commitment to diversity is based on the premise that the future development of this society is contingent upon positive interaction, change and growth involving individuals of all backgrounds. We believe our role is to serve as change agents/role models in that process.*

At Brookdale Community College we affirm that:

*BCC is a learning-centered community where student experiences prepare them for work and life in a diverse society.*

*BCC is a respectful and inclusive institution, which values differences in all people, not only in thought and point of view but also in ability status, age, culture, ethnicity, gender, race, religion, and sexual orientation.*

*BCC is an integral part of our communities and as such, BCC's administration, faculty, staff and students mirror the diversity of Monmouth County and Central New Jersey.*

*BCC reflects the richness of the diversity of Monmouth County and Central New Jersey in its internal and external communications, college life, curriculum and student services.*

*BCC employees – administration, faculty and staff – reflect our diverse community and we encourage personal growth and advancement in hiring policies, practices and professional development.*

Finally, in developing a diversity blueprint the Council identified six target areas as our focus.

1. General Awareness & Education (overall campus community & stakeholders)
2. Hiring, Promotion, & Reclassification
3. Communication
4. Equality of Service/Quality of Service/Extracurricular
5. Diversity in Curriculum
6. Funding for Diversity Initiatives

We ask that you visit the Brookdale homepage > Diversity Commitment in the Community Interest section to view the entire blueprint entitled “**Diversity Council Report Jan '08.**” Using the blueprint as a catalyst for growth and change, members of the Council will be conducting out-reach throughout the campus community. We will be holding *Brookdale Conversations* within all departments to incorporate as many ideas as possible in moving the plan forward.

The Diversity Council's next regular meeting for the 2007-08 Academic Year will be held at **11:45AM on Tuesday March 25, 2008 MAC 212.** We invite anyone interested in entering the on-going dialogue to join us. If you are unable to come to the meeting and want to share an agenda item,

please contact the Co-chair Sondra Cannon x2695  
scannon@brookdalecc.edu.

## STEERING COMMITTEE

### PROPOSED MEMBERSHIP CHANGES TO STANDING COMMITTEES OF GOVERNANCE

This report includes proposed membership changes to all the standing committees, as well as changes in academic division names. Changes to the membership include the addition of a faculty-at-large position to all committees and Academic Deans as liaisons to Educational Services. Additions to the membership are identified in **bold** and deletions are identified by ~~strickethrough~~ text.

### STANDING COMMITTEE MEMBERSHIP

#### 1. Academic Council

*Ex officio:*

Dean of Academic Affairs

A member of the Basic Skills Coordinating Team

#### **Associate Registrar**

**Rationale: Position title change (was Assistant Registrar)**

Director of Transfer Resources

Representative of the General Education Committee

Representative of the Honors Committee

#### **Academic Dean**

*A & E:* One representative

*Faculty:*

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, the Library and two from Student Development.

#### **One Faculty-at-Large**

**Rationale: Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.**

*Staff:*

One member-at-large and one Learning Assistant

*Students:* Two representatives

Liaison from the Steering Committee

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## 2. Academic Standards Committee

*Ex officio:*

Executive VP for Educational/Student and Outreach Services

~~Testing Center Manager~~

**Rationale:** To make the position available as a resource to all standing committees as needed.

Registrar

A member of the Basic Skills Coordinating Team

~~Recruitment Representative.~~

**Rationale:** To make the position available as a resource to all standing committees as needed.

### Academic Dean

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, the Library and two from Student Development

### Academic Dean

#### One Faculty-at-Large

**Rationale:** Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.

*Staff:* Two Learning Assistants

*Students:* Two representatives

Liaison from the Steering Committee.

## 3. College Life Committee

*Ex officio:*

Associate Director of Student Life and Activities–

~~Executive Director of Outreach, Business and Community Development~~

**Rationale:** Position was moved to Academic Council

**Director – Community Service, Marketing & Program Development**

Executive Director of Auxiliary Services

Executive Director of Facilities Planning

~~Representative of Marketing Services~~

**Rationale:** Replaced by Executive Director of Marketing Services.

**Executive Dir. Marketing Services**

**Rationale:** Position replaces deleted position above.

~~Diversity Management Officer~~

**Rationale:** Position moved to Diversity Council.

**Assistant Director of Athletics**

**Rationale:** Strong community involvement is valuable to the committee.

~~Representative of Diversity Council~~

~~Chief of Police~~

**Rationale:** To make the position available to be a resource to all standing committees as needed.

~~Director of Disability Services~~

**Rationale:** Position moved to Diversity Council.

**HEC Administrator**

**Rationale:** Representation from HECs needed based on charges from previous years.

**Assistant to Executive VP for Administration, Operations, and Technology Services**

**Rationale:** Implementation of committee recommendations directly impacts this department.

### Academic Dean

*Staff:* Two representatives

A & E: Two representatives

*Faculty:*

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, the Library and Student Development

#### One Faculty-at-Large

**Rationale:** Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.

*Students:* Four representatives

Liaison from the Steering Committee.

## 4. Diversity Council **New Committee**

*Ex-officio:*

**V.P. of Development, Governmental, and Community Relations**

**Rationale:** Strong community involvement is valuable to the committee.

**Director Community Outreach**

**Rationale:** Strong community involvement is valuable to the committee.

**Diversity Management Admin**

**Dir. Disability Services, Exec.**

**Rationale:** The position advocates for a specific group included in legal definitions of diverse populations

**Dir. Holocaust Center**

**College Relations Representative**

**Rationale:** Implementation of Committee activities and recommendations directly impact this department.

**HEC Administrator**

**Rationale:** To ensure inclusion of every campus and HEC.

**Student Life and Activities Admin.**

**Rationale:** to ensure connectivity to the student body

**Academic Dean**

*A & E:* Two representatives

**Faculty:** One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, the Library and Student Development

**One Faculty-at-Large**

**Rationale:** Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.

*Staff:* Two representatives

*Students:* Two representatives

Liaison from the Steering Committee.

**5. Institutional Planning and Effectiveness Committee**

*Ex-officio:*

~~V.P. of Development and Governmental Relations~~

**Rationale:** Position moved to Diversity Council.

~~Executive Director of Planning, Assessment and Research~~

~~VP for Finance and Business Services~~

**Replaced with Accounting Director**

~~Assistant to EVP of Educational Services~~

**Dean of Enrollment Development and Student Affairs**

**Rationale:** There wasn't a position that represented student services on this committee.

~~Executive Director of Marketing Services~~

**Rationale:** Position moved to College Life.

~~Executive Director, Information Technology Services~~

~~Executive Assistant to the President~~

~~Assistant to Executive VP for Administration, Operations, and Technology Services~~

**Rationale:** Position moved to College Life.

**Executive VP for Admin, Op & Tech Svcs**

**Rationale:** Position to replace above position and makes decisions on/provides funding.

~~Dean of Human Resources~~

**Rationale:** Moved to Professional Development Committee.

~~VP for Outreach, Business, and Community Development~~

**Dean of Communiversity and HEC's**

**Rationale:** Position responsible for overall planning for Branch campus and all HECs.

**Academic Dean**

*A & E:* Two representatives

*Faculty:*

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, the Library and Student Development

**One Faculty-at-Large**

**Rationale:** Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.

*Staff:* Two representatives

*Students:* One representative

Liaison from the Steering Committee.

**6. Professional Development Committee**

*Ex-officio:*

~~Staff Development Specialist~~

**Rationale:** Position no longer exists at BCC.

~~Dean of Instructional Technology~~

**Rationale:** Position no longer exists at BCC.

**Director of Teaching and Learning Center**

**Rationale:** Replaces Dean of Instructional Tech position above.

**Dean of Human Resources**

**Rationale:** Position responsible for professional development campus wide.

**Director of Grants and Institutional Development**

**Rationale:** Expertise with external funding resources.

### Academic Dean

*A & E:*

One representative from Administration/Operations, Educational/Student and Outreach Services, and Planning and Development

Two at-large representatives

*Faculty:*

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, the Library and Student Development

### One Faculty-at-Large

**Rationale:** Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.

*Staff:*

One representative each from Administration/Operations and Educational Services

Two at-large representatives

*Police:* One representative

Liaison from the Steering Committee.

## 7. Student Development Committee

*Ex-officio:*

~~Dean of Enrollment Management and Student Affairs~~

**Rationale:** Position moved to IPEC. Student services representation still on committee with other ex-officio positions.

Director of Student Affairs and Support Services

Director of Recruitment Services

~~Director of Experiential Learning~~

**Rationale:** Position reports to Director of Student Development Services, so area is covered. The position will now be available as a resource to all standing committees as needed.

~~Director of EOF~~

**Rationale:** Position reports to Director of Student Development Services, so area is covered. The position will now be available as a resource to all standing committees as needed.

~~Director of Financial Aid~~

**Rationale:** The position will now be available as a resource to all standing committees as needed.

A member of the Basic Skills Coordinating Team

**Dir. of Student Services HEC**

**Rationale:** New position at Brookdale. Responsible for student services at the HECs.

**Dir. Student Development Services**

**Administrative Assistant, Registration**

**Rationale:** With the Dean of Enrollment Management & Student Affairs position moved to IPEC, representation was needed from the Registrar's Office, as input from this area has been directly tied to the charges in the last five years.

### Academic Dean

*A & E:* One representative

*Faculty:*

One faculty from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education and two from Student Development

### One Faculty-at-Large

**Rationale:** Position added to maintain faculty representation at the same level prior to the reorganization of the academic divisions.

*Staff:* Two representatives

*Students:* Four representatives

Liaison from the Steering Committee.

The members of the Steering Committee are:

Maria Fernandez	Phyllis Shafer
Avis McMillon	Linda Mass
Erik Johanson	Brent Costleigh
Louise Horgan	Susan Kenney
Joseph Lormel	Earl Teasley
Jennifer Wright	

Please send all questions, comments and suggestions to:

Maria Fernandez  
[mfernandez@brookdalecc.edu](mailto:mfernandez@brookdalecc.edu)  
Ext. 2227

Thank you,  
Steering Committee of Governance

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## PROFESSIONAL DEVELOPMENT

### Professional Development Committee Charge for Blueprint:

Develop a comprehensive blueprint with Human Resources for professional development programming and resource allocation which ensures that institutional needs are met.

The blueprint is being developed by the Professional Development Committee and the Dean of Human Resources, Pat Sensi. The five parts of the Blueprint for Professional Development are:

- Part I - Needs Assessment
- Part II - Delivery Mechanisms
- Part III - Focused Content Areas
- Part IV - Process Recommendations
- Part V - Resource Allocation

### Acknowledgements

- Leadership Development Committee
- American Association of Community Colleges (AACC)
- Institute for Community College Development (ICCD)
- Characteristics of Excellence
- Dr. Burnham's Whitepaper on Professional Development

### Part I - Needs Assessment

- AACC and ICCD Models
- Individual Professional Development Plans
- Strategic Plans ( Matrix, ESMP, ITSP)
- Annual PDC Survey

### Part II- Delivery Mechanisms

- On campus programs
- Webinars
- Individualized professional development plans
- Non-credit professional development classes
- Experiential learning
- Sabbaticals
- Research
- Cross-functional committees
- Cross-training
- Mentoring
- Conferences
- On-line learning
- Credit classes
- Degree/Certificate programs
- Membership and leadership roles in professional organizations
- Participation in leadership programs
- Service to the Department, Division, College

### Part III - Focused Content Areas

#### Universal Proficiencies

- Communication Skills
- Collaboration Skills
- Professionalism
- Ethics
- Technology
- Institutional Knowledge
- Assessment

#### Organizational Integrity

- Valuing Employees
- Student Success
- Strategic Planning
- Culture and Climate
- Managing Change

#### Leadership Development

- Enrollment Management
- Marketing and Public Relations
- Budget and Finance
- Entrepreneurship
- Fundraising and Foundations
- External Boards
- Community Integration
- Influencing Legislative Action

### Part IV - Process Recommendations

- Employees establish portfolios, documenting evidence of professional growth
- Implement cascading goal development as an organizational standard
- Establish annual professional development goals for all employees
- Provide formal ongoing development for all groups of employees, including supervisors and adjuncts
- Provide public forums for employees to present their scholarly and creative achievements
- Expand TLC workshops
- Establish Professional Development Committee as a Marketing client
- Add Professional Development Committee website to homepage quick links
- Create an icon on the College Bi-Monthly Calendar to identify all professional development events listed
- Create a Professional & Organizational Development Center in HR
- Continue collaboration and coordination of professional development activities among various College offices.
- Reexamine the role of the Professional Development Committee in terms of a college-wide professional development plan

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## Part V – Resource Allocation

This part of the blueprint is to be developed based on further development of Parts I-IV and using data collected from the first part of the Professional Development Committee's charge:

- Identify all professional development expenditures for the entire college.
- This was reported in our first Forum Discussion in fall 2007.

### VOTE REPORTS

**The Academic Standards Committee** is charged with establishing standards for credit-to-clock hour ratios which will enable the college to comply with external mandates and provide consistency in educational offerings. The charge states that the Committee should:

1. Identify current credit- to- clock hour ratios for lecture, lab/studio, and field experience/work experience in all disciplines.
2. Recommend the appropriate BCC standards to be applied across the college informed by state and federal guidelines.

The Committee has drafted the following recommendations:

1. Academic Standards recommends that each course clearly specify what the clock- hour- to- credit ratio is in the catalog.
2. Departments should ensure that the course schedule, catalog, and syllabus are consistent in the allocation of lecture, studio/lab, and clinical/field/work experience hours.

For the next two recommendations a **scheduled lab/studio** is defined as a time when a course-specific learning activity is assigned, attendance is monitored, and instruction is available.

3. Credit should be given only for a **scheduled lab/studio** hour. There should be no credit given for open (i.e., optional, drop-in, tutoring, and study sessions) lab/studio time.
4. The minimum time for 1 credit of **scheduled lab/studio** should be 30 hours per semester. The maximum time for 1 credit of **scheduled lab/studio** should be 45 hours per semester.

5. The minimum time for 1 credit of clinical/field experience should be 45 hours per semester.
6. The minimum time for 1 credit of work experience should be 75 hours per semester.
7. The maximum time for 1 credit of clinical/field/work experience should be 75 hours except where mandated by external (licensing) agencies(for example, the National League for Nursing Accreditation Commission for the Nursing program and NATEF for the Automotive Technology GM and Toyota programs) or transfer agreements.

**Academic Council** reviewed the process for course deletions and recommendations are as follows:

1. Each September, the registrar will generate a list of courses that have not run within a three year period. The time period to consider is three academic years, such as 2005, 2006, and 2007 for a list generated in 2007. The definition of not running is that records show that for any semester; currently Winterim, Spring, Summer I, II, or III, or Fall; the given course did not run. Courses to be excluded from the list are all independent study or special project codes (e.g. NNNN 295)
2. Each course on this list will lead to an inquiry by the faculty member on Academic Council who represents its Division. The faculty member will ascertain the status of the course: whether the department intends to delete it, keep it, or modify it. The report of the status of each course will be recorded in the minutes of Academic Council. It is the responsibility of faculty in each Division to initiate the "Course Deletion" process if the faculty so chooses or to follow through with Registration and Academic Affairs if there is an error in records.
3. In addition, this list of courses should be available to each Program Review and Department Review committee.
4. One outcome of this process is the suggestion that courses that run on a schedule other than every long semester should indicate this in the course description. A Course Description change should be initiated by faculty to indicate this.
5. When a Course Deletion request is submitted, Division Chairs/Deans/Directors are notified so that the impact of this deletion on other disciplines can be considered. Academic Council discusses and votes upon that proposed deletion. The

outcome is recorded in meeting minutes and in the *Governance Gazette*

**The General Education Committee** is asking constituents to vote in favor of the following change to the General Education regulation for the AAS/AFA degree ONLY:

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

**1. Communications (C) - 6 credits to include one Composition (writing) course; the second course may be taken in either Composition or Speech.**

Current language:

1. Communications (C) - 6 credits to include two Composition (writing) courses, may include an additional course in Speech.

## REPORTS

### Report on the February 19 Forum

Pat Dillon, Co-chair of **Student Development** led the first discussion on the committee's charge on the Student Monitoring System. Pat provided background on the Monitoring System and explained the current process. The Committee conducted a survey to determine faculty use of the Monitoring System and presented preliminary results. A comprehensive report will be provided in March. The committee will examine ways to assess monitoring system taking comments from Forum under advisement.

The vote to endorse the **Middle States Self Study Report** passed with 78 in favor, 6 against and 16 abstentions.

**Academic Standards** continued the discussion on establishing standards for credit-to-clock-hour ratios, led by Committee Chair Brian McKeon. The meanings/possible definitions of studio vs. lab vs. lecture and the various discrepancies of such at the college, as well as the differences between open and closed lab settings was discussed. The practices of some other colleges, as well as the minimum and maximum hours that can be assigned to a scheduled lab/studio, clinical/field/work experience were also discussed.

Shay Delcurla and Gail Harrigan, Co-chairs of the General Education Committee announced that the committee is working with departments to ensure that all programs are in compliance with the changes in the General Education regulation for each degree. The updated information will be published in the 08-09 catalog. They presented a proposed change to the Communications requirement in the AAS/AFA degree to permit more flexibility in selection of GE courses in this category. This proposed change will be voted on at the March 11 Forum.

## STANDING COMMITTEE NEWS

### Academic Council

Academic Council has been busy approving the following curriculum matters before the final draft of the 2008-2009 catalog goes to print:

New courses:

- Advanced Public Speaking
- Approaches to Literary Studies

New certificates:

- Medical Coding and Billing academic certificate of achievement

Course changes:

- Comp 268—description and pre-req changes
- BUSI 165—pre-req changes
- ENGL 235
- ENGL 236
- ARCH 131
- ARCH 132

Course Deletions:

- HUDV 115

Program deletions:

- Business program AAS Food Service Management option
- ENGR program deletion of MCSE option

Changes to program options:

- PSYC option changes
- Human services AAS Addiction Studies
- Humanities AA change to Music program options

Program Changes

- Respiratory Therapy program changes
- Nursing program changes
- Dental hygiene changes
- Interior Design changes

### Academic Standards

Academic Standards used input we received at the forum on February 19 to finish our recommendations on the Credit-to-Clock Hour Charge. The committee was also working on the Grading Regulation Charge. The committee has been discussing and researching the introduction of minus grades. It seems that the use of a C minus could cause transfer and prerequisite issues. The committee researched the affect the change of withdrawal date had on the amount of withdrawals. The committee has discussed the idea of changing the last date of withdrawal back to the 2/3 mark of the semester. There has also been discussion of an instructor initiated withdrawal and the consequences. If any of these issues interest you please talk to your division representative or join us March 25 in MAC 203.

## Institutional Planning and Effectiveness

One of IPEC's two ongoing annual charges is to develop, monitor, and assess the Major Indicators of Institutional Effectiveness. These indicators are the most basic and broad but critical measures of the College's fundamental vitality. A Governance Forum presentation in October 2007 showed a streamlined set of indicators and asked for campus feedback. There are four umbrella indicator categories: 1.) Student Success and Progress, 2.) General Education: Quality and Excellence, 3.) Value Added to the Community, and 4.) Access.

Each indicator now has a descriptor to define it, accompanying data sources, and lists the College department(s) responsible for following up on that particular indicator. Further details about the Indicators will be presented at Forum in April.

## Student Development

The Student Development Committee continues to work on the Student Monitoring System, which is our second charge of the year. Since our first discussion at Forum (2/19), we have updated our faculty survey to include 104 respondents. Final survey results will be published in the Gazette.

We are currently investigating student monitoring practices at other community colleges, discussing ways to assess the effectiveness of the Brookdale model, and investigating mechanisms to increase awareness of the monitoring program among both students and FT and PT faculty.

# COLLEGE-WIDE COMMITTEE NEWS

## Basic Skills Committee

The Basic Skills Committee is working full-throttle now preparing for **Outreach '08 set for April 11**. All BCC faculty are welcome to attend. **Contact Donna Cuddy at extension 2574** for registration information.

The Basic Skills committee approved the Math Department's announcement of when the new cut-off scores for Basic Skills Algebra courses will take effect. After communication with Arnie Gelfman, Laura Longo, and Kim Toomey, the decision was made to have the new cut-off scores begin on March 1, 2008.

Various **Learning Community initiatives** continue to progress with coordination efforts between Basic Skills, Student Development, EOF, the Registrar, and Recruitment Services. The coordinators and the committee examined recent data supplied by PAR regarding **Student Success in Basic Skills summer classes** and will continue to do so at the next Basic Skills College-wide meeting on March 13, in ATC 218.

In follow-up to the Basic Skills faculty day event in January, the committee is planning **Basic Skills In-Reach roundtables** to take place before the end of the semester for faculty and staff. The Basic Skills chair contacted relevant department and division chairs to inform them of the **pending change of grading being used in ENGL 095** so that any language in the catalog affecting pre-requisite status descriptions could be revised and submitted to Pat Wuelfing in time for the publication deadline.

The Basic Skills committee and the coordinators were visited by Mary Ann Waclawik of OBCD to discuss the feasibility of her office creating an **Accuplacer Preparation course** to be offered to the public. Discussions between relevant parties will continue on this proposal.

The Basic Skills Chair attended the **NADE (National Association for Developmental Education) Conference** in Boston from February 28 to March 1. Plans are in the works to share the results of the conference experience with Basic Skills membership and with all faculty, staff, and administrators at an in-reach TLC roundtable setting. Beth Boylan and Jim Cody will present their research on a **learning community for Health Science students funded through a Brookdale Innovation Grant** on March 13, 2008 at the 2007 Brookdale Innovation Grants Award Recipient Presentations.

## General Education Committee

The committee has worked with Jennifer Wright to incorporate the elements of the General Education regulation into the Brookdale Degree Audit software to help track student progress in completing General Education requirements.

Jayne Edman visited the committee to discuss components of the Middle States report and review with members potential areas for discussion during the upcoming visit.

The General Education portion of the following programs were reviewed and approved: Speech/Communication AA, CADD Technology AAS, Business Administration AA, Business Program AAS, Dental Hygiene AAS, Nursing AAS, Respiratory Therapy AAS, Architecture AS, Engineering AS, and Digital Animation and 3D Design AAS.

The following courses were approved for Ethical Dimension: Philosophy 105 and 115.

At the 2/19/08 Forum the committee presented a proposal to change the Communications requirement in the AAS/AFA degree to permit more flexibility in selection of GE courses in this category. The current regulation requires that two courses in Composition (writing) be taken. The new proposal requires one Composition course and allows the student to choose either a second Composition course or a Speech course to fulfill the requirement. A vote

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will be taken on this change to the regulation at the 3/11/08 Forum.

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**IMPORTANT DATES  
in March and April**

March 11      **FORUM**

March 25      Standing Committees Meet

March 26      Steering Meets

April 1        **FORUM**

April 8        Standing Committees Meet

April 9        Steering Meets

**DO YOU KNOW?**

The Indicators of Institutional Effectiveness serves as an alert system to identify challenges that could hinder effectiveness.

What College document is designed to address the challenges identified by the Indicators?

Be the first caller to ext. 2967 with the correct answer and you will be presented with a \$25 gift card to the College Store at the March 11th Forum.

*Arnie Gelfman was the winner of the challenge question in the February (Volume 2) issue of the Gazette.  
Congratulations Arnie!*