

# ***EXHIBIT B***



**BOARD OF TRUSTEES**  
**Bylaw, Policy, and Curriculum Committee Agenda Items**

**To:** Board of Trustees  
**From:** Office of the President  
**Date:** March 18, 2009

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, March 23, 2009**:

1. Recommend approval of items accepted by the College Senate on December 3, 2008, and February 18, 2009:
  - a. New degree program:
    - 1) A.S. Degree in Public Service (**Exhibit B-1**)
  - b. Revised degree program:
    - 1) A.A. Degree in Liberal Arts – Honors Option (**Exhibit B-2**)
  - c. New certificate programs:
    - 1) Personal Training Certificate of Proficiency (**Exhibit B-3**)
    - 2) Physical Therapy Aide Certificate of Proficiency (**Exhibit B-4**)
    - 3) Sports Management Certificate of Proficiency (**Exhibit B-5**)
  - d. New courses:
    - 1) CRIM 170, Introduction to Homeland Security (**Exhibit B-6**)
    - 2) HIST 181, World Civilizations I (**Exhibit B-7**)
    - 3) PHAR 101, Pharmacology Principles and Calculations (**Exhibit B-8**)

e. Revised courses:

- 1) COMM 152, Media Writing II (**Exhibit B-9**)
- 2) PSYC 172, General Psychology (**Exhibit B-10**)

f. Obsolete course:

- 1) ENGL 010, Fundamentals of Reading and Study I
- 2) ENGL 011, Fundamentals of Reading and Study II
- 3) ENGL 020, English Fundamentals I
- 4) ENGL 021, English Fundamentals II

***EXHIBIT B-1***



## **BOARD OF TRUSTEES**

### **RESOLUTION**

**WHEREAS**, Ocean County College desires to offer a new **Associate in Science degree program in Public Service**; and

**WHEREAS**, the Board of Trustees declares that this new program is within the institution's mission; and

**WHEREAS**, this new program is not unduly duplicative of other programs offered by New Jersey community colleges; and

**WHEREAS**, the operation of this new program is not unduly expensive;

**NOW, THEREFORE, BE IT RESOLVED** that the Ocean County College Board of Trustees, at its meeting on March 23, 2009, approved the Associate in Science degree program in Public Service.

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Linda L. Novak  
Secretary

*Approved: February 23, 2009*

**PUBLIC SERVICE - A.S. Degree Program - Effective Catalog Year 2009-2010**

The Associate in Science (A.S.) degree program allows students to successfully complete a program of study in one of several areas of public service. Program graduates may transfer to a four year school and/or directly enter the workforce.

**FIRST SEMESTER**

ENGL 151	English I	3 cr.
_____	Math Gen Ed Requirement	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
PSYC 172	General Psychology	3 cr.
_____	Public Service Elective	<u>3 cr.</u>
		15 cr.

**SECOND SEMESTER**

ENGL 152	English II	3 cr.
_____	Humanities Gen Ed Requirement	3 cr.
_____	Public Service Elective	3 cr.
_____	Public Service Elective	3 cr.
_____	Public Service Elective	3 cr.
_____	Any course from the list of Approved General Education Courses	<u>3 cr.</u>
		18 cr.

**THIRD SEMESTER**

_____	Lab Science Gen Ed Requirement	4 cr.
_____	OCC Requirement: ACAD 155 or any HEHP course or any course from the list of Approved General Education Courses	2-3 cr.
_____	Public Service Elective	3 cr.
_____	Public Service Elective	3 cr.
_____	Public Service Elective	<u>3 cr.</u>
		15-16 cr.

**FOURTH SEMESTER**

CSIT 110	Computer Literacy	3 cr.
HSRV 292	Field Experience	3 cr.
_____	Public Service Elective	3 cr.
_____	Public Service Elective	3 cr.
_____	Social Science Gen Ed Requirement	3 cr.
_____	Elective (to meet 64 cr. requirement)	<u>0-1 cr.</u>
		15-16 cr.

**TOTAL CREDITS 64**

## **PUBLIC SERVICE ELECTIVES**

Students may choose electives based on personal interest and/or transfer needs.

### **ADDICTIONS COUNSELING**

ALDC 101	Addictions Counseling I
ALDC 102	Addictions Counseling II
ALDC 103	Addictions Counseling III
ALDC 104	Addictions Counseling IV

### **CHILD CARE**

ARTS 174	Creative Arts for Children
AHEC 130	Early Childhood Health, Nutrition, and Safety
EDUC 175	Introduction to Teaching
EDUC 177	School and Community
EDUC 241	Children's Literature
EDUC 245	Language Arts in School Curriculum
PSYC 173	Child Psychology

### **DEVELOPMENTAL DISABILITY ASSISTANT**

EDUC 178	Introduction to Education of Exceptional Children
EDUC 279	Curriculum Development in Early Childhood Education
PSYC 174	Personality Theory
PSYC 274	Social Psychology
PSYC 275	Educational Psychology

### **FIRE SCIENCE**

FIRE 151	Principles of Fire Protection
FIRE 152	Fire Service Construction Principles
FIRE 153	Fire Department Organization and Management
FIRE 154	Fire Fighting Tactics and Strategy
FIRE 155	Hazardous Materials Incident Analysis
FIRE 251	Fire Service Hydraulics
FIRE 254	Elements of Arson Investigation
FIRE 255	Fire Prevention and Inspection I
FIRE 256	Fire Prevention and Inspection II

### **HUMAN SERVICES**

HSRV 191	Human Services as a Social Institution
HSRV 200	Gerontology: The Study of Aging
HSRV 201	Economics of Aging
HSRV 204	Counseling Older Adults and Their Families
HSRV 206	Aging and Health
HSRV 291	Principles of Social Work
PSYC 274	Social Psychology
PSYC 276	Adult Psychology
SOCI 181	Introduction to Sociology
SOCI 182	Death and Dying
SOCI 231	Social Problems

### **MUNICIPAL ADMINISTRATION**

CVET 123	Surveying I
CVET 124	Surveying II
ENGR 191	AutoCAD 2-D Graphics I
ENGR 192	AutoCAD 2-D Graphics II
POLI 185	Principles of Public Administration

### **PUBLIC ADMINISTRATION / GOVERNMENT**

POLI 183	Introduction to Political Science
POLI 185	Principles of Public Administration
POLI 261	American Federal Government
POLI 262	American State and Local Government
POLI 263	Introduction to International Relations
POLI 183	Women and American Politics

***EXHIBIT B-2***

## AA IN LIBERAL ARTS HONORS OPTION

The AA in Liberal Arts offers an Honors Option to qualified students interested in pursuing an individualized program of advanced study. A student may begin the program either as an entering freshman in the two-year program or as a participant in the Honors Sophomore Option after having completed 30 credits (26 credits for part-time students). The Honors Option is an academically enriched program designed for highly motivated students with above-average achievement records who desire a baccalaureate-level experience while preparing to transfer to a four-year college or professional school. Scholarships may be available.

The primary goals of the Honors program are to:

- ◆ Permit intensive study in liberal arts and science areas focusing on the student's particular areas of interest.
- ◆ Afford a variety of academic experiences including seminar, independent study, and nontraditional classroom environments supported by related extracurricular activities.
- ◆ Permit independent inquiry into areas of special interest.
- ◆ Encourage an integrated vision of the interrelationships between individual academic areas.
- ◆ Foster a learning community encompassing both students and faculty.

The two-year program for entering first-time students and the one-year program for sophomores are described below.

### Honors Two-Year Program

Entering first-year students who (1) graduated in the top 20% of their high school class and (2) have a minimum combined SAT score of 1100 are encouraged to contact the Honors Program Coordinator. The Honors Program Committee will grant the final approval for entrance into the Honors Program.

#### Requirements for Graduation:

- Liberal Arts A.A. degree requirements.
- Successful completion of all required Honors sections and seminars.
- Minimum load of 16 credit hours per semester with schedule approval by the Honors Committee.
- Completion and presentation of an Independent Study Project.
- Maintenance of a minimum 3.0 cumulative grade point average (GPA) with no more than one Course withdrawal (W).
- Adherence to all two-year program guidelines.

### Honors Two-Year Program of Study – Possible Semester Schedule

<b>FIRST SEMESTER</b>		
ENGL 151	English I Honors	3 cr.
	Humanities Gen Ed Requirement	3 cr.
MATH 171 or higher	Mathematics Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
HIST 171	Western Civilization I Honors	3 cr.
HONR 150	Honors Experience I	<u>1 cr.</u>
		16 cr.
<b>SECOND SEMESTER</b>		
ENGL 152	English II Honors	3 cr.
	Computer Literacy/Elective	3 cr.
	<b>Diversity Gen Ed Requirement</b>	<b>3 cr.</b>

MATH 171 or higher	Mathematics Gen Ed Requirement	3 cr.
<hr/>	Social Science Gen Ed Requirement	3 cr.
HIST 172	Western Civilization II Honors	3 cr.
HONR 250	Honors Experience II	<u>1 cr.</u>
		16 cr.
 THIRD SEMESTER		
HUMN 297	Honors Topics in the Humanities	3 cr.
HONR 293	Honors Independent Study	3 cr.
COMM 154	Communications	3 cr.
BIOL 161, CHEM 181 or PHYS 171	Lab Science Gen Ed Requirement	4 cr.
<hr/>	Humanities Gen Ed Requirement	<u>3 cr.</u>
		16 cr.
 FOURTH SEMESTER		
HONR 292	Honors Seminar II	3 cr.
<hr/>	Humanities Gen Ed Requirement	3 cr.
<hr/>	<del>Diversity Gen Ed Requirement</del>	<del>3 cr.</del>
<hr/>	OCC Requirement: ACAD 155 or any HEHP course or any course from the list of Approved General Education Courses)	2-3 cr.
<hr/>	Math-Science-Technology Gen Ed Requirement	3-4 cr.
<hr/>	Elective (to meet required 64 cr.)	0-4 cr. <u>3-5 cr.</u>
		16 cr.

TOTAL CREDITS 64 --65

### Honors Sophomore Program

The Honors Program also offers a Sophomore Option open to both full and part time students who meet the following criteria:

- Completion of a minimum of 30 cr. toward graduation requirements, or 26 for part-time students, with no more than one course withdrawal.
- Completion of ENGL 151 and ENGL 152, with a grade of B or higher.
- A minimum 3.5 cumulative GPA.

Interested students are invited to submit an application to the Honors Coordinator.

### Requirements for Graduation:

- Liberal Arts A.A. degree requirements.
- Completion of both Honors Seminar courses with a minimum grade of "B."
- **Scheduled *Schedule*** approval by the Honors Committee.
- Completion and presentation of an Independent study Project with a grade of B or higher.
- Maintenance of a minimum 3.4 cumulative grade point average (GPA) with a maximum of one course withdrawal (W) after entering the Sophomore Option program.
- Adherence to all Sophomore Option guidelines.

Board of Trustees Approval Date: March 27, 2006

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 10, 2007

Board of Trustees Approval Date: December 1, 2008

***EXHIBIT B-3***



## BOARD OF TRUSTEES

### RESOLUTION

WHEREAS, Ocean County College desires to offer a new **Certificate of Proficiency in Personal Training**; and

WHEREAS, the Certificate of Proficiency in Personal Training prepares students for employment in the fitness industry; and

WHEREAS, students completing this certificate program will become eligible for National Council on Strength and Fitness Personal Training certification; and

WHEREAS, the credits from this certificate program may be applied toward an associate degree;

WHEREAS, this certificate program consists of 30-31 credits, 7 of which are in general education;

**NOW, THEREFORE, BE IT RESOLVED that the Ocean County College Board of Trustees, at its meeting on March 23, 2009, approved the Personal Training Certificate of Proficiency.**

*March 23, 2009*

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Linda L. Novak  
Secretary

## New Certificate Program Proposal

### PERSONAL TRAINING – Certificate of Proficiency – Effective Catalog Year 2009-2010

The Personal Training certificate program prepares students for employment in the fitness industry. Students seeking employment will also become eligible to apply for National Council on Strength and Fitness Personal Training certification. Students may apply credits earned in the certificate program toward an associate degree.

ENGL 151	English I	3 cr.
BIOL 130	Anatomy and Physiology I	4cr.
HEHP 110 or HEHP 225	Applied Modern Health or Contemporary Health	2-3 cr.
PSYC 172	General Psychology	3 cr.
HEHP 252	Nutrition for Fitness and Sport	3 cr.
HEHP 160	Community First Aid and Safety	3 cr.
HEHP 239	Strength and Conditioning Physiology	3 cr.
HEHP 228	Care and Prevention of Athletic Injuries	3 cr.
HEHP 266	Principles of Exercise Prescription	3 cr.
HEHP 267	Sports Management	<u>3 cr.</u>

TOTAL CREDITS: 30-31

[When notifying the Commission on Higher Education about this new certificate program, the Classification of Instructional Programs (CIP) code for the program is 51.0913.]

***EXHIBIT B-4***



## **BOARD OF TRUSTEES**

### **RESOLUTION**

WHEREAS, Ocean County College desires to offer a new **Certificate of Proficiency in Physical Therapy Aide**; and

WHEREAS, the Certificate of Proficiency in Physical Therapy Aide prepares students for employment in the field of physical therapy; and

WHEREAS, students completing this certificate program will work in private physical therapy facilities, hospital-based facilities, and occupational therapy and recreational therapy centers; and

WHEREAS, the credits from this certificate program may be applied toward an associate degree;

WHEREAS, this certificate program consists of 30-31 credits, 7 of which are in general education;

**NOW, THEREFORE, BE IT RESOLVED that the Ocean County College Board of Trustees, at its meeting on March 23, 2009, approved the Physical Therapy Aide Certificate of Proficiency.**

*March 23, 2009*

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Linda L. Novak  
Secretary

## New Certificate Program Proposal

### PHYSICAL THERAPY AIDE – Certificate of Proficiency – Effective Catalog Year 2009-2010

The Physical Therapy Aide certificate program prepares students for employment in the field of physical therapy. Employment settings may include private physical therapy facilities, hospital based facilities, occupational therapy and recreational therapy centers. Students may apply credits earned in the certificate program toward an associate degree.

ENGL 151	English I	3cr.
BIOL 130	Anatomy and Physiology I	4cr.
HEHP 110	Applied Modern Health	
Or HEHP 225	Contemporary Health	2-3 cr.
AHMT 110	Medical Terminology	3cr.
HEHP 228	Care and Prevention of Athletic Injuries	3cr.
HEHP 238	Management and Rehabilitation of Athletic Injuries	3cr.
HEHP 160	Community First Aid and Safety	3cr.
HEHP 239	Strength and Conditioning Physiology	3cr.
HEHP 265	Kinesiology	3cr.
HEHP 290	Internship I	<u>3cr.</u>
		30-31 cr.

[When notifying the Commission on Higher Education about this new certificate program, the Classification of Instructional Programs (CIP) code for the program is 51.0806.]

***EXHIBIT B-5***



## **BOARD OF TRUSTEES**

### **RESOLUTION**

WHEREAS, Ocean County College desires to offer a new **Certificate of Proficiency in Sports Management**; and

WHEREAS, the Certificate of Proficiency in Sports Management provides students with the comprehensive skills needed for entry-level employment in sports management; and

WHEREAS, students completing this certificate program will work in sport camps, golf courses, YMCA's, and minor league sports stadiums; and

WHEREAS, the credits from this certificate program may be applied toward an associate degree;

WHEREAS, this certificate program consists of 32-33 credits, 6 of which are in general education;

**NOW, THEREFORE, BE IT RESOLVED that the Ocean County College Board of Trustees, at its meeting on March 23, 2009, approved the Sports Management Certificate of Proficiency.**

*March 23, 2009*

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Linda L. Novak  
Secretary

## New Certificate Program Proposal

### SPORTS MANAGEMENT – Certificate of Proficiency – Effective Catalog Year 2009-2010

The Sports Management certificate program is designed to provide students with the comprehensive skills needed for entry level employment. Employment settings may include sport camps, golf courses, YMCA, and minor league sports stadiums. Students may apply credits earned in the certificate program toward an associate degree.

ENGL 151	English I	3cr.
MATH 156	Introduction to Statistics	3cr.
HEHP 110	Applied Modern Health	
Or HEHP 225	Contemporary Health	2-3 cr.
BUSN 131	Introduction to Business Administration	3cr.
BUSN 134	Principals of Marketing	3cr.
CSIT 123	Integrated Office Software	3cr.
PSYC 172	General Psychology	3cr.
HEHP 239	Strength and Condition Physiology	3cr.
HEHP 238	Management and Rehabilitation of Athletic Injuries	3cr.
HEHP 267	Sports Management	3cr.
HEHP 290	Internship I	<u>3cr.</u>

Total Credits - 32-33

[When notifying the Commission on Higher Education about this new certificate program, the Classification of Instructional Programs (CIP) code for the program is 51.9999.]

***EXHIBIT B-6***

OCEAN COUNTY COLLEGE  
COURSE PROPOSAL  
DEPARTMENT OF SOCIAL SCIENCE,  
EDUCATION AND PUBLIC SERVICE

1. COURSE NUMBER AND TITLE: CRIM 170: Introduction to Homeland Security
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION:

This course considers some of the challenges of maintaining the safety and security of citizens, key assets, and critical infrastructure in a democratic society. Analyses of past and present efforts to strike a balance between individual rights and the prevention and control of subversive acts and terrorism shall be undertaken.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0  
DIFFERENTIAL FUNDING CATEGORY: A  
COURSE TYPE FOR PERKINS REPORTING: \_\_\_ vocational  X  non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

A greater focus upon national security grew from the events of September 11, 2001. The realization that terrorism could exact such a terrible toll within our borders stirred a collective concern of the vulnerabilities that a free society presents to those who seek to do us harm. This course looks to foster an understanding of the influences that lead to extremist views and terrorist activities. It offers a dialogue from which one may better understand, prevent, and survive terrorist behavior. The course also presents an overview of the nation's attempts to meet the threats posed by other man-made and natural disasters. Additionally, this instruction highlights the importance of the rapidly growing security industry as a possible field of employment. Moreover, as an elective, this course would offer students an alternative course offering within the criminal justice program. Finally, this course serves as a starting point from which a concentration of related courses in disaster planning, response, recovery, mitigation and emergency management can be developed.

- b. Relationship to courses within the College:

- i. Does this course satisfy a general education requirement? \_\_\_ yes  X  no  
If yes, mark with an "x" the appropriate category below.

\_\_\_ Communication \_\_\_ Social Science \_\_\_ Lab Science \_\_\_ Math

Humanities

[for A.A. in Liberal Arts only:  Group A  Group B]

ii. If the course does not satisfy a general education requirement, which of the following does it satisfy?

Program-specific requirement for the following degree program:

  x   Elective requirement

iii. Does this course satisfy the diversity requirement?  yes   x   no

[The diversity requirement is defined as “any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought.”]

If yes, please explain:

iv. Does this course satisfy the computer literacy requirement?

yes   x   no

c. Related courses in other institutions:

- i. List any comparable course(s) by completing the table below. Insert “None” if there are no comparable courses.
- ii. No comparable courses were identified among the institutions identified below. This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
Brookdale	Counter-terrorism	CRJU-236-001RL	3	Subtopic in proposed course
Atlantic/Cape	None			
Burlington	Introduction to Private Security	CRJ 218 Introduction to Private Security		Subtopic in proposed course
Mercer CC	None			
Middlesex	None			
Essex	None			

iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code,	Transfer Category	Will NOT	Unable to

	Title, and Credits	(Major, General Ed., or Elective)	Transfer (Place an "x" in box)	Determine Status (Place "U" in box)
Rutgers – New Brunswick	FE 200 Level (3)	General Elective		
Georgian Court University	CJ 398 Selected Topics in Homeland Security (3)	Criminal Justice Elective		
Richard Stockton College	CJ398, Selected Courses in Criminal Justice (3)	Criminal Justice Elective		
Monmouth University	FE 001 (3)	Free Elective		
Kean University			X	
Rowan University		Gen. Ed. Elective		
Other				

iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of the contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).

v. If not transferable to any institution, explain.

d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College:

This course supports OCC's academic mission of "improving the transfer/career qualifications of its graduates." While other community colleges offer courses that address more specific topics within the homeland security construct, this course presents a general introductory approach to learning about the various elements that are essential to keeping our nation secure. In addition, this course will provide students the opportunity to familiarize themselves with the many career fields available in this relatively new endeavor.

With regard to the college's academic commitment to "Developing informed and engaged citizens," this course identifies behaviors and suggests actions that one can undertake to enhance one's well-being in the event of an emergency. This practical knowledge can help guide students towards an action orientation leading to better preparedness at the individual level. Such an approach embodies the college's attempt to empower students to "transform information into knowledge and knowledge into action."

As indicated above, OCC would be at the forefront of offering this introductory level course. In preparing this proposal it was learned that many four-year institutions are planning to begin similar courses of study in homeland security.

- e. Mark with an "x" the General Education goal(s) addressed by this course:

<input checked="" type="checkbox"/> 1. Independent Thinking	<input checked="" type="checkbox"/> 5. Science & Social Science	<input checked="" type="checkbox"/> 9. Global Perspective
<input type="checkbox"/> 2. Communication	<input type="checkbox"/> 6. Aesthetic Appreciation	<input type="checkbox"/> 10. Health & Well Being
<input checked="" type="checkbox"/> 3. Problem Solving	<input checked="" type="checkbox"/> 7. Historical Consciousness	<input checked="" type="checkbox"/> 11. Civic Responsibility
<input type="checkbox"/> 4. Ethical Judgment	<input checked="" type="checkbox"/> 8. Diversity	<input type="checkbox"/> 12. Technology
		<input checked="" type="checkbox"/> 13. Lifelong Learning

#### 7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Describe the philosophy of homeland security.
- b. Discuss various public policies relative to homeland security.
- c. Describe the unique challenges and characteristics of homeland security.
- d. Identify the various relationships among agencies responsible for securing the homeland.
- e. Identify various characteristics of domestic and international terrorism.
- f. Discuss the Constitutional limitations on providing security.
- g. Identify various terrorist operations and tactics.
- h. Describe the structure of the Department of Homeland Security.
- i. Compare and contrast incident management and emergency management.
- j. Discuss current and future issues in homeland security.

#### 8. METHODS OF INSTRUCTION:

This course will consist of lecture, conference, audio, video, and PowerPoint© presentations, and will require individual and group activities.

Students will be required to complete writing assignments, a research proposal, and a research paper.

#### 9. INSTRUCTIONAL MATERIALS/TECHNOLOGY NEEDS/HUMAN RESOURCE NEEDS (PRESENTLY EMPLOYED VS. NEW FACULTY):

- a. Text: An appropriate text will be selected. Contact the department for current adoptions.
- b. Other instructional materials include articles, videos, audio files, and internet resources. (Appropriate textbooks will be selected. Please contact the department for current adoptions.)
- c. Technology needs. No additional resources required.

- d. New faculty. The course can be conducted with current faculty. The offering of additional courses related to homeland security is currently under consideration.

10. TENTATIVE TOPICAL OUTLINE:

- a. The American tradition of homeland security
- b. The rise of modern terrorism
- c. The birth of modern homeland security
- d. The mind of the terrorist
- e. Al-Qaeda and other Islamic groups
- f. Trans-national dimensions of terrorism
- g. Domestic terrorism
- h. Terrorist operations and tactics
- i. Weapons of mass destruction
- j. Cyber-terrorism and cyber-security
- k. Homeland security, the governmental response
- l. America's national strategies
- m. Domestic antiterrorism and counterterrorism
- n. Critical infrastructure protection and key assets
- o. Incident management and emergency management
- p. Business preparedness, continuity and recovery
- q. Public awareness and preparedness
- r. The future of homeland security

11. GRADE DETERMINANTS:

The final grade in the course will be the cumulative grade based on the following letter grades or their numerical equivalents for the course assignments and examinations:

A	Excellent	C	Average	I	Incomplete
B+	Very Good	D	Below Average	W	Withdrawn
B	Good	F	Failure	R	Audit
C+	Above Average	P	Passing	NC	No Credit

12. NUMBER OF PAPERS AND EXAMINATIONS:

- Two major examinations
- Four quizzes
- One research proposal
- One research paper

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval

#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Corequisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

***EXHIBIT B-7***



- i. Does this course satisfy a general education requirement for the Liberal Arts degree?      yes      no

If yes, mark with an "x" the appropriate category below.

Communication      Social Science      Lab Science  
 Humanities (If applicable:  Group A      Group B)  
 Mathematics      *History*

- ii. Does this course satisfy the diversity requirement to the AA in Liberal Arts degree?      yes      no

If yes, please explain:

This course satisfies the diversity requirement in that it fosters inquiry into non-European cultural accomplishments in India, Asia Minor, the Middle East, Africa, Oceania, Latin America and the impact of these accomplishments on the West.

[The diversity requirement is defined as "any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought."]

- iii. Does this course satisfy a general education requirement for other Associate degrees?      yes      no

If yes, mark and "x" with an appropriate category below.

Communication      Social Science      Lab Science  
 Humanities      Mathematics      *History*

- iv. If the course does not satisfy a general education requirement, which of the following does it satisfy:

Program-specific requirement for the following degree program:

\_\_\_\_\_

Elective

- v. Does this course satisfy the computer literacy requirement?      yes      no

c. Related courses in other institutions

[Note: The two charts below need to be completed when submitting a new course proposal. They do not need to be completed for most course revisions, unless an Official Course Description is so old that the course's transferability needs to be reconsidered, as in the case of obsolete courses which may be reactivated.]

- i. List any comparable course(s) at other community colleges by completing the table below. Insert "None" if there are no comparable courses.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Brookdale	World Civil. I	HIST 105	3	

- ii. If "None" was inserted, please explain.

- iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on the NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University	HI 111 Western Civ	Distribution Core GE Elective		
Kean University				Not Yet Evaluated
Monmouth University	HS 101 Western Civ	History Gen Ed		
Richard Stockton College	HISTEC	History / Humanities Gen Ed		
Rowan University	HIST105120	History / Humanities / Global Gen Ed		
Rutgers – New Brunswick	HO1506110	Diversity / Global / Humanities / Social Science Gen Ed		

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four year institution, or (b) an e-mail from the contact person (attach to this proposal).

- v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College.

World Civilization I satisfies the Academic Master Plan's expectations of creating "Intentional Learners" by focusing on skills which promote an individual's preparedness to communicate, relate, and work in a world that increasingly relies on collaboration with other cultures. It also fosters an understanding of other countries' economic, political, social and cultural history, thus helping students to make sound historical comparisons and ethical decisions. That is empowerment. That is what this course strives to achieve.

e. Mark with an "x" the General Education goal(s) addressed by this course:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input checked="" type="checkbox"/> 5. Science & Social Science | <input checked="" type="checkbox"/> 9. Global Perspective |
| <input type="checkbox"/> 2. Communication                   | <input type="checkbox"/> 6. Aesthetic Appreciation              | <input type="checkbox"/> 10. Health & Well Being          |
| <input checked="" type="checkbox"/> 3. Problem Solving      | <input checked="" type="checkbox"/> 7. Historical Consciousness | <input type="checkbox"/> 11. Civic Responsibility         |
| <input type="checkbox"/> 4. Ethical Judgment                | <input checked="" type="checkbox"/> 8. Diversity                | <input type="checkbox"/> 12. Lifelong Learning            |

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who complete this course will be able to:

- a. Read primary and secondary historical sources in a critical manner and with an understanding of the validity, potential bias, type of audience and context.
- b. Demonstrate a basic knowledge of the major civilizations and use historical inquiry as a means of thinking about human nature and diversity.
- c. Evaluate the impact of important historical personalities, events, and concepts in world history.
- d. Discuss important encounters and interactions of peoples within a broad historical and global context.
- e. Apply reading and writing to demonstrate an understanding of the subject matter covered in the course.

## 8. Methods of Instruction:

- Lectures and computer assisted instruction using video presentation and student response
- Directed discussion
- Small group discussion and resolution of problems
- Collective practical application of learned material through writing individually

## 9. Instructional Materials

An appropriate textbook will be selected. Please contact the department for current adoptions.

#### 10. TENTATIVE TOPICAL OUTLINE:

- a. Introduction to the Course
- b. The Global Past Before History
- c. First Phase Cultures: Mesopotamia and Egypt
- d. First Phase Cultures: India and China
- e. First Phase Cultures: The Americas
- f. Persia and the Early Hebrews
- g. Classical India and China
- h. Classical Greece
- i. The Roman Republic and Empire
- j. Cross Cultural Exchanges: Europe and Asia
- k. Late Roman Empire and Byzantium
- l. The Rise and Spread of Islam
- m. East Asian Empire: Dynastic China
- n. India and the Indian Ocean Basin
- o. Christianity's Foundations and Medieval Europe
- p. Sub-Saharan Africa
- q. High Middle Ages in Western Europe
- r. The Americas and Oceania
- s. Cross Cultural Interaction
- t. Encounter, Discovery and the Columbian Exchange

#### 11. GRADE DETERMINANTS

The final grade in the course will be the cumulative grade based on the following letter grades or their numerical equivalents for the course assignments and examinations:

A Excellent	C Average	I Incomplete
B+ Very Good	D Below Average	W Withdrawn
B Good	F Failure	R Audit
C+ Above Average	P Passing	NC No Credit

#### 12. NUMBER OF PAPERS AND EXAMINATIONS

A minimum of three major examinations and one major written assignment will be required.

#### APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Corequisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

***EXHIBIT B-8***

OCEAN COUNTY COLLEGE  
COURSE PROPOSAL  
DEPARTMENT OF SCIENCE, ENGINEERING,  
HEALTH SCIENCES AND HUMAN PERFORMANCE

1. COURSE NUMBER AND TITLE: PHAR 101: Pharmacology Principles and Calculations

2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab

3. CATALOG DESCRIPTION

This course will introduce the pharmacological approach to medication dosage and calculations. The course will introduce how to interpret doctors' orders, and the student will obtain formulas to analyze and successfully calculate medication orders. The importance of application and safe medication administration will be stressed throughout the course.

4. PREREQUISITES: MATH 165 with a grade of "C" or better  
COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 Course Fee Code: 2 DIFFERENTIAL FUNDING  
CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING:  vocational  non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This Pharmacology Principles and Calculations course will provide a systematic, organized approach to solving problems associated with safe medication administration. It will focus on multiple mathematical formulas with the use of dimensional analysis, enable students to conceptualize and convert with greater accuracy, and, thus, promote consistency in medication dosage calculations.

Pharmacology will be discussed and related to the individual systems. This pharmacological approach will increase the student's knowledge of the therapeutic management and side effects of medications. The nurse's role in the application of safe medication administration related to the care of patients of all ages in multiple settings will be discussed. Cultural diversity will be discussed related to disease and medication administration. Because confidence and accuracy in drug dosage calculation continues to be a problem for nursing students, all efforts should be made to implement and evaluate strategies that could eliminate this deficiency.

b. Relationship to courses within the College:

i. Does this course satisfy a general education requirement? \_\_\_ yes X no  
 If yes, mark with an "x" the appropriate category below.

\_\_\_ Communication \_\_\_ Social Science \_\_\_ Lab Science  
 \_\_\_ Mathematics \_\_\_ Humanities

ii. Does this course satisfy a Group A or Group B Humanities/Literature requirement for the AA in Liberal Arts Degrees? \_\_\_ yes X no

If yes, mark with an "x" the appropriate category.  
 \_\_\_ Group A or \_\_\_ Group B

iii. If the course does not satisfy a general education requirement, which of the following does it satisfy:

\_\_\_ Program-specific requirement for the following degree program:

X Elective

iv. Does this course satisfy the diversity requirement for the AA in Liberal Arts degree? \_\_\_ yes X no

[The diversity requirement is defined as "any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in nonwestern history and thought."]

If "yes" please explain.

v. Does this course satisfy the computer literacy requirement? \_\_\_ yes X no

c. Related courses in other institutions:

[NOTE: The two chars below need to be computed when submitting a new course proposal. They do not need to be completed for most course revisions, unless an Official Course Description is so old that the course's transferability needs to be reconsidered, as in the case of an obsolete course which may be reactivated.]

i. List any comparable course(s) by completing the table below. Insert "None" if there are no comparable courses.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number Of Credits	Comments

Burlington County College	Pharmacology Essentials	NUR 127	3	
THE COLLEGE of NEW JERSEY	Pharmacological Interventions	NUR 200	1	

ii. If "None" was inserted, please explain.

This medication Dosage Calculation course is a course singling out the recognition of "how to" interpret doctor's orders and accurately calculate conversions between systems with applications of safe medication administration. Presently higher educational institutions incorporate these concepts but do not offer a single focused course on medication dosage calculations.

iii. Complete the table below. The institutions listed comprise the top six institutions queried on NJ Transfer by OCC students.

Transferability of Proposed Course				
Institution	Course Title And credits	Transfer Category (Major, General Ed., Or Elective)	Will NOT Transfer (Place an "x" in Box)	Unable to Determine Status (Place "U" in Box)
Rutgers – New Brunswick		Elective Restricted		
Georgian Court University		Elective		
Richard Stockton College		Elective (BSN Major Only)		
Monmouth University			X	
Kean University	NURSX1003	Elective		
Rowan University	INTR99081	Elective		

iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).

v. If not transferable to any institution, explain.

d. Consistency with the mission, Academic Master Plan, and strategic initiatives of the College:

- This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
- This course is consistent with the following goals of the college as expressed in the Academic Master Plan:

- ❖ Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
- ❖ Establish a shared commitment to high and meaningful educational and ethical standards.
- ❖ Prepare students for successful transfer to other educational institutions.
- ❖ Prepare students for a rewarding life marked by personal growth and life-long learning.

e. Mark with an "x" the General Education goal(s) addressed by this course:

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input checked="" type="checkbox"/> 5. Science & Social Science | <input type="checkbox"/> 9. Global Perspective               |
| <input checked="" type="checkbox"/> 2. Communication        | <input checked="" type="checkbox"/> 6. Aesthetic Appreciation   | <input checked="" type="checkbox"/> 10. Health & Well Being  |
| <input checked="" type="checkbox"/> 3. Problem Solving      | <input type="checkbox"/> 7. Historical Consciousness            | <input checked="" type="checkbox"/> 11. Civic Responsibility |
| <input checked="" type="checkbox"/> 4. Ethical Judgment     | <input checked="" type="checkbox"/> 8. Diversity                | <input checked="" type="checkbox"/> 12. Technology           |
|   |   | <input checked="" type="checkbox"/> 13. Lifelong Learning    |

#### 7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Enhance their study of pharmacology and nursing.
- b. Identify mechanism of action and drug effects.
- c. Identify indications of medication use
- d. Identify side effects and adverse reactions
- e. Describe medication interactions with multi-systems
- f. Identify the abbreviations related to physician's orders and systems of medications
- g. Identify the differences between the three name systems; apothecaric, household, and metric.
- h. Interpret doctor's orders.
- i. Interpret drug labels
- j. Calculate the conversation between the systems of medications
- k. Identify the six rights to medication administration.
- l. Calculate the dosages between the systems with different routes of medications.
- m. Identify the procedure of reconstitution of medications; i.e. liquids, injectables, enterals.
- n. Recognize and calculate weight-based medications for pediatrics.
- o. Identify IV flow rate
- p. Calculate mls./hour and gtt./min.
- q. Calculate IV medications
- r. Titrate and calculate IV medications based on condition, lab results, and weight.

#### 8. METHOD OF INSTRUCTION:

Large group lecture, hands on calculation practice, discussion, and computer assistant CD ROM.

9. INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (Presently Employed vs. New Faculty)

An appropriate text will be selected. Please contact the department for current adoptions.

10. TENTATIVE TOPICAL OUTLINE:

- a. Orientation and Introduction to Pharmacology related to Body Systems and Abbreviations as well as Medication Dosage and Calculations
- b. Introducing Systems, Household Apothecaric and Metric
- c. Interpreting Drug Labels and Doctor's Orders
- d. Introducing Calculation of Conversion between the Systems
- e. Calculating Dosages between the Systems with Different Routes of Medications.
- f. Reconstruction of Medications (i.e., liquids, injectables, enterals including gastrointestinal medications).
- g. Introduction to Pediatric Calculations
- h. IV Fluid Calculations, including hypertonic, hypotonic and isotonic solutions including respiratory medications and neuro medications.
- i. IV Medication Administration (Titration) including heparin and cardiac medications.

11. GRADE DETERMINANTS

The final grade in the course will be the cumulative grade based on the following letter grades or their numerical equivalents for the course assignments and examinations:

A	Excellent	C	Average	I	Incomplete
B+	Very Good	D	Below Average	W	Withdrawn
B	Good	F	Failure	R	Audit
C+	Above Average	P	Passing	NC	No Credit

12. NUMBER OF PAPERS AND EXAMINATIONS:

A minimum of three major examinations and one major written assignment, or the equivalent.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#7 Course Objectives
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials

#4 Prerequisites & Co- requisites	#10 Tentative Topic Outline
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#11 Grade Determinants
#6 Justification	#12 Number of Papers and Examinations

***EXHIBIT B-9***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
DEPARTMENT OF HUMANITIES, FINE ARTS AND MEDIA STUDIES

1. COURSE NUMBER AND TITLE: COMM-152: Media Writing II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION:

Media Writing II is designed to give the student in-depth experience in covering specialized areas of reporting. The course will further develop the skills taught in COMM 151, with special emphasis on developing interviewing skills and the ability to practice detailed, interpretative, investigative and, possibly, team reporting. Feature writing will be introduced, as will the copy-flow functions of the newsroom. Sensitivity and speed in editing and headline writing will be developed.

4. PREREQUISITES: ~~COMM 150~~ **COMM 151** COREQUISITES: None
5. MAXIMUM CLASS SIZE: 26 COURSE FEE CODE: 2  
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting:  vocational  non-vocational

6. Justification

- a. Describe the need for this course.

This course takes students beyond the skills learned in COMM 151 and gives special emphasis to interviewing skills, and the ability to practice in depth reporting in a variety of formats.

- b. Relationship to courses within the College

- i. Does this course satisfy a general education requirement?  yes  no  
If yes, mark with an "x" the appropriate category below.

Communication  Social Science  Lab Science  
 Mathematics  Humanities

- ii. Does this course satisfy a Group A or Group B Humanities/Literature requirement for the AA in Liberal Arts degrees?  yes  no

If yes, mark with an "x" the appropriate category.  Group A  Group B

- iii. If the course does not satisfy a general education requirement, which of the following does it satisfy:

Program-specific requirement for the following degree program:  
AA in Digital Mass Media – Journalism Option

\_\_\_ Elective

iv. Does this course satisfy the diversity requirement for the AA in Liberal Arts degree?

\_\_\_ yes      x no

[The diversity requirement is defined as “any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought.”]

If yes, please explain: \_\_\_\_\_

v. Does this course satisfy the computer literacy requirement? \_\_\_ yes      x no

c. Related courses in other institutions

[NOTE: The two charts below need to be completed when submitting a new course proposal. They do not need to be completed for most course revisions, unless an Official Course Description is so old that the course’s transferability needs to be reconsidered, as in the case of an obsolete course which may be reactivated.]

i. List any comparable course(s) at other community colleges by completing the table below. Insert “None” if there are no comparable courses.

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments

ii. If “None” was inserted, please explain.

iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an “x” in box)	Unable to Determine Status (Place “U” in box)
Rutgers – New Brunswick				
Georgian Court University				

Richard Stockton College				
Monmouth University				
Kean University				
Rowan University				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
  - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College.
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
  - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
    - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
    - Establish a shared commitment to high and meaningful educational and ethical standards.
    - Prepare students for successful transfer to other educational institutions.
    - Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input type="checkbox"/> 5. Science & Social Science | <input type="checkbox"/> 9. Global Perspective     |
| <input checked="" type="checkbox"/> 2. Communication        | <input type="checkbox"/> 6. Aesthetic Appreciation   | <input type="checkbox"/> 10. Health & Well Being   |
| <input checked="" type="checkbox"/> 3. Problem Solving      | <input type="checkbox"/> 7. Historical Consciousness | <input type="checkbox"/> 11. Civic Responsibility  |
| <input checked="" type="checkbox"/> 4. Ethical Judgment     | <input type="checkbox"/> 8. Diversity                | <input checked="" type="checkbox"/> 12. Technology |
|   |  | <input type="checkbox"/> 13. Lifelong Learning     |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Conduct an effective news interview.
- b. Write a detailed, well structured news story.
- c. Make correct use of copy editing symbols.
- d. Make effective use of style guides and other reference materials.
- e. Be able to adapt news story for print production, as well as electronic versions such as radio, TV, and Internet.

## 8. METHODS OF INSTRUCTION

Lectures, demonstrations, writing assignments and presentations, group editorial projects.

## 9. INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (PRESENTLY EMPLOYED VS. NEW FACULTY)

Text: An appropriate text will be selected. Contact the department for current adoptions.

## 10. TENTATIVE TOPICAL OUTLINE

- a. Review of Style, Leads and Body Development
- b. Interviewing
- c. Features
- d. Crime
- e. Courts, Trials, Lawsuits
- f. Government, Politics
- g. Education, Research, Science
- h. Promotion, Publicity
- i. Surveys, Statistics
- j. Depth Reporting, Investigative Reporting
- k. Interpretative Reporting
- l. Team Reporting

## 11. GRADE DETERMINANTS

The final grade in the course will be the cumulative grade based on the following letter grades or their numerical equivalents for the course assignments and examinations:

A	Excellent	C	Average	I	Incomplete
B+	Very Good	D	Below Average	W	Withdrawn
B	Good	F	Failure	R	Audit
C+	Above Average	P	Passing	NC	No Credit

## 12. NUMBER OF PAPERS AND EXAMINATIONS

A minimum of three major examinations and one major written assignment, or the equivalents

## APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Board of Trustees Approval Date: September 22, 2008

***EXHIBIT B-10***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
DEPARTMENT OF SOCIAL SCIENCE, EDUCATION  
AND PUBLIC SERVICE

1. COURSE NUMBER AND TITLE: PSYC-172: General Psychology

2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab

3. CATALOG DESCRIPTION

A study of the behavior of the individual in terms of maturation, learning, emotion, motivation, perception, thinking and individual differences; basic to all other courses in psychology.

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0  
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: \_\_\_ vocational  x  non-vocational

6. JUSTIFICATION

a. Describe the need for this course

This course is a prerequisite to most other psychology courses. It will introduce the student to the study of behavior of heredity, maturation, learning, motivation, emotions, perception, personality, pathology, and socio-cultural influences.

b. Relationship to courses within the College

i. Does this course satisfy a general education requirement?  x  yes \_\_\_ no  
If yes, mark with an "x" the appropriate category below.

\_\_\_ Communication  x  Social Science \_\_\_ Lab Science  
\_\_\_ Mathematics \_\_\_ Humanities

ii. Does this course satisfy a Group A or Group B Humanities/Literature requirement for the AA in Liberal Arts degrees? \_\_\_ yes  x  no

If yes, mark with an "x" the appropriate category.

\_\_\_ Group A \_\_\_ Group B

iii. If the course does not satisfy a general education requirement, which of the following does it satisfy:

\_\_\_ Program-specific requirement for the following degree program:

\_\_\_ Elective

iv. Does this course satisfy the diversity requirement for the AA in Liberal Arts degree?

\_\_\_ yes      x no

[The diversity requirement is defined as “any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought.”]

If yes, please explain: \_\_\_\_\_

v. Does this course satisfy the computer literacy requirement?

\_\_\_ yes      x no

c. Related courses in other institutions

[NOTE: The two charts below need to be completed when submitting a new course proposal. They do not need to be completed for most course revisions, unless an Official Course Description is so old that the course’s transferability needs to be reconsidered, as in the case of an obsolete course, which may be reactivated.]

i. List any comparable course(s) by completing the table below. Insert “None” if there are no comparable courses.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments

ii. If “None” was inserted, please explain.

iii. Complete the table below. The institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code,	Transfer Category	Will NOT	Unable to

	Title, and Credits	(Major, General Ed., or Elective)	Transfer (Place an "x" in box)	Determine Status (Place "U" in box)
Rutgers – New Brunswick				
Georgian Court University				
Richard Stockton College				
Monmouth University				
Kean University				
Rowan University				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.

- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College

This course is part of a comprehensive program that contributes to the development of an empowered and informed lifelong learner who will be prepared well for either the successful transfer to a four-year institution of higher education or entrance onto the career ladder of choice. This course will also assist the student to understand and employ problem solving methodologies, evaluate multi-sources of information and manage change.

- e. Mark with an "x" the General Education goal(s) addressed by this course

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input checked="" type="checkbox"/> 5. Science & Social Science | <input checked="" type="checkbox"/> 9. Global Perspective    |
| <input checked="" type="checkbox"/> 2. Communication        | <input type="checkbox"/> 6. Aesthetic Appreciation              | <input type="checkbox"/> 10. Health & Well Being             |
| <input checked="" type="checkbox"/> 3. Problem Solving      | <input checked="" type="checkbox"/> 7. Historical Consciousness | <input checked="" type="checkbox"/> 11. Civic Responsibility |
| <input checked="" type="checkbox"/> 4. Ethical Judgment     | <input checked="" type="checkbox"/> 8. Diversity                | <input checked="" type="checkbox"/> 12. Technology           |
|   |   | <input type="checkbox"/> 13. Lifelong Learning               |

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~a. Use psychological vocabulary.~~
- ~~b. Apply the scientific method to psychology in the formation of hypotheses and the structuring of experimentation.~~
- ~~c. Discuss the history of psychology, including major schools and trends.~~
- ~~d. Discuss the complex interaction of heredity and environment in determining behavior and its development.~~
- ~~e. Describe the structure and function of the nervous system, the physical basis of complex behavior.~~
- ~~f. Describe the human maturation process encompassing sensory, motor, personality and cognitive development.~~
- ~~g. Discuss major learning theories and the physiology of learning.~~
- ~~h. Discuss theories of memory and forgetting and the dynamics of these processes.~~
- ~~i. Describe the organization and measurement of perceptual awareness and factors influencing perception.~~
- ~~j. Discuss major theories of motivation and its relationship to behavior and awareness.~~
- ~~k. Describe the basis of emotional expression and the effect of emotions on behavior.~~
- ~~l. Describe current theories of cognitive processes such as thinking, problems solving, and creativity.~~
- ~~m. Describe psychological tests and measurements, their uses, their limitation.~~
- ~~n. Develop a definition of personality from theoretical positions and research data and study of identifiable personality traits or characteristics.~~
- ~~o. Describe various manifestations of abnormal behavior and its treatment.~~

- a. Acquire and use psychological vocabulary.*
- b. Apply the scientific method in the formation of hypotheses and in the application of various research methods.*
- c. Acquire of basic knowledge of the history of psychology including major schools and trends.*
- d. Comprehend and discuss the complex interaction of heredity and environment in determining behavior and its development.*
- e. Describe the structure and function of the nervous system.*
- f. Comprehend and describe the human maturation process encompassing sensory, motor, personality and cognitive development.*
- g. Compare and contrast the major learning theories.*
- h. Understand and compare/contrast major theories of memory and forgetting.*
- i. Explain the organization and measurement of sensation and perception.*
- j. Understand and discuss the major theories of motivation and the basis of emotional expression.*
- k. Describe the anxiety response and effects of stress on behavior.*
- l. Discuss current theories of cognition that may include thinking, problems solving, creativity, language and consciousness.*
- m. Evaluate various psychological tests and measurements, their uses and their limitations.*
- n. Discuss the major theories of personality.*

- o. *Describe various manifestations of abnormal behavior and their treatment.*
8. METHODS OF INSTRUCTION

Lecture, films, and demonstrations of simple psychological experimentation.

9. INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (PRESENTLY EMPLOYED VS. NEW FACULTY)

Text: An appropriate textbook will be selected. Please contact the Department Office for current adoptions.

10. TENTATIVE TOPICAL OUTLINE

- a. Psychology – The study of behavior
  - Vocabulary
  - The Scientific Method
  - Historical Origins
  - Dimensions of current Psychology
- b. Biological Foundations
  - Heredity
  - Maturation
  - Development
  - Nervous System
- c. The Learning Process
  - Basic Principles of Learning
  - Classical & Instrumental Conditioning
  - Theories of Learning
  - Memory and Forgetting
- d. Perception
  - The Sensory Processes
  - Organization of Perception
- e. Motivation
  - Measurement
  - Drives
  - Acquisition
- f. Emotion
  - Physiology
  - Cognition
  - Feeling
  - Frustration & Conflict

- g. Cognitive Processes
  - Language
  - Thinking
  - Creativity
- h. Tests and Measurements
- i. Personality Theories
  - Typology
  - Traits
- j. Behavior Pathology
  - Normality vs. Abnormality
  - Neuroses
  - Psychoses
  - Psychosomatic Disorders
  - Psychotherapies
- k. Attitudes
  - Formation
  - Prejudice
  - Attitude Change

11. GRADE DETERMINANTS

The final grade in the course will be the cumulative grade based of the following letter grades or their numerical equivalents for the course assignments and examinations

A	Excellent	C	Average	I	Incomplete
B+	Very Good	D	Below Average	W	Withdrawn
B	Good	F	Failure	R	Audit
C+	Above Average	P	Passing	NC	No Credit

12. NUMBER OF PAPERS AND EXAMINATIONS

Two written exercises, a minimum of four quizzes and at least two examinations.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials

#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Revised: September, 2005; September 22, 2006  
Board of Trustees Approval Date: December 10, 2007