

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: December 1, 2010

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, December 6 2010:**

1. Recommend approval of the following items as accepted by the College Senate at its meeting on November 3, 2010:
 - a. Revised Courses
 - 1) EDUC 175, Introduction to Teaching (**Exhibit B-1**)
 - 2) EDUC 178, Introduction to the Education of Exceptional Students (**Exhibit B-2**)
 - 3) HONR 293, Independent Study (**Exhibit B-3**)
 - b. Revised Degree Program
 - 1) A.A.S. Degree in Computer Science/Information Technology (**Exhibit B-4**)
 - c. Change from 2-3 credits to 3 credits in the "OCC Requirement," which students fulfill by selecting a course from the list of approved General Education courses or ACAD 155 or any HEHP course
 - d. Changes in Course Status to Obsolete, as of October 1, 2010 (**Exhibit B-5**)

EXHIBIT B-1

OCEAN COUNTY COLLEGE
 OFFICIAL COURSE DESCRIPTION
 SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

1. COURSE NUMBER AND TITLE: EDUC-175: Introduction to Teaching
2. SEMESTER HOURS: 3 CONTACT HOURS: (2 + 2)
 Lecture Lab

3. CATALOG DESCRIPTION

Survey of the historical, social, political, philosophical, cultural, legal, and economic forces that shape the American public K-12 school system, including teaching as a profession, current issues in educational reform, and the challenges of information technology and diversity.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0
 DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: vocational non-vocational

6. JUSTIFICATION

- a. Describe the need for this course

This course is required for students ~~majoring in the Teaching Assistant/Child Care AS degree program~~ *enrolled in the Certificate of Completion in Teacher Aide*. The information provided in this course is required by certification guidelines.

- b. Relationship to courses within the College

- i. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement? yes no

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

- | | | |
|--|---|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Social Science | <input type="checkbox"/> History |
| <input type="checkbox"/> Humanities | <input type="checkbox"/> Lab Science | <input type="checkbox"/> Science (Non-Lab) |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Technology | <input type="checkbox"/> Diversity |

- 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(s):
AS in Teaching Assistant/Child Care
Certificate of Completion in Teacher Aide
 Elective

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, 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 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. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input checked="" type="checkbox"/> 4. Technological Competency/Info Literacy | <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Analyze the historical and political influences on schooling in the United States.
- b. Display knowledge of governmental bodies that influence education.
- c. Formulate a personal philosophy of education.
- d. Explain and understand school and teacher accountability.
- e. Demonstrate awareness of legal issues involving schooling.
- f. Demonstrate comprehension of school funding at the federal, state and local level.
- g. Identify how culture, socialization, ethnocentrism, and cultural relativism affect teachers, students, and schools in the U.S.
- h. Witness and reflect upon the teaching of veteran teachers in a variety of settings.
- i. Identify language and literacy concepts as they relate to students from many cultures and language backgrounds.
- j. Design instructional lesson plans that incorporate all learning domains.
- k. Learn the fundamentals of classroom management.
- l. Demonstrate the ability to incorporate technology into instructional lessons.
- m. Demonstrate comprehension of what is required to become a teacher in the State of New Jersey.

8. METHODS OF INSTRUCTION

- a. Lecture and discussion
- b. Field experiences (~~electronic~~ *electronic and/or paper* portfolio and log)
- c. Creation and delivery of lesson plans

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

- Choosing to Teach
- Students Today
- America's Teachers
- Today's Schools
- The Teaching Profession
- Understanding Student Learning
- Developing Curriculum.
- Using Effective Teaching Strategies
- Integrating Technology
- Historical Influences on Education
- Philosophical Foundations of Education
- Societal Influences on Schools
- Legal Issues in Education
- School Governance and Finance
- The First Years of Teaching

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, research assignments, and an ~~electronic-based~~ *electronic and/or paper* student portfolio that includes logs of field experiences are 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 & 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: October 2004, August 2006

Board of Trustees Approval Date: January 28, 2008

EXHIBIT B-2

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

1. COURSE NUMBER AND TITLE: EDUC -178: Introduction to the Education of the Exceptional Student
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION

For students preparing for a career in working with children or in human services. Topics will include the etiology and nature of physical, sensory, motor, mental and emotional exceptionalities, legislation concerned with exceptional individuals, the role of parent organizations, diagnosis of educational needs, the role of the Child Study Team, prescriptive teaching and field survey of educational programs for exceptional children pre-school through secondary school age.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: vocational non-vocational

6. Justification:

- a. Describe the need for this course.

This course is required for students majoring in the ~~Teaching Assistant/Child Care AS degree program~~ *enrolled in the Certificate of Completion in Teacher Aide*. The information provided in this course is required by certification guidelines.

- b. Relationship to courses within the College:

- i. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement? yes no

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

Communication Social Science History
 Humanities Lab Science Science (Non-Lab)
 Mathematics Technology Diversity

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(s):
AS in Teaching Assistant/Child Care
Certificate of Completion in Teacher Aide
- Elective

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, 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 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:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. Communication – Written and Oral <input checked="" type="checkbox"/> 2. <i>Quantitative Knowledge and Skills</i> <input type="checkbox"/> 3. Scientific Knowledge and Reasoning <input checked="" type="checkbox"/> 4. Technological Competency/Info Literacy <input type="checkbox"/> 5. Society and Human Behavior | <ul style="list-style-type: none"> <input type="checkbox"/> 6. Humanistic Perspective <input type="checkbox"/> 7. Historical Perspective <input type="checkbox"/> 8. Global and Cultural Awareness <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |
|---|---|

7. SPECIFIC COURSE LEARNING OBJECTIVES:

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

- a. Outline the characteristics of exceptional children and identify inter-individual and intra-individual differences.
- b. Describe the causes and contributory factors of each area of exception.
- c. Discuss the role of the parent and siblings in the adjustment of the exceptional child in school, home, and community.
- d. Outline the manner in which legislation and court decisions have shaped special education programs.
- e. Enumerate the types of learning environments being used today for exceptional students.
- f. Outline the steps involved in the assessment process.
- g. Describe educational adaptations in learning environment, skills, and content that need to be considered for each area of exceptionality.

- h. Discuss adulthood and lifespan issues for exceptional individuals including the transition from school to work.
- i. Describe the effect of preschool intervention on the later performance of the exceptional child.
- j. Discuss the special needs of exceptional children in the school and community.

8. METHODS OF INSTRUCTION:

This course will consist of lecture and demonstration, video presentations, individual and group activities.

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. Who are *E* exceptional *C* children?
- b. History of Special Education
- c. Role of Parents
- d. State and Federal Legislation
- e. ~~Mentally Retarded~~ *Intellectual Disability*
- f. Developmentally Disabled
- g. Behaviorally Disabled
- h. Attention Deficit ~~Disability~~ *Disorder* (ADD)
- i. Communication ~~Handicapped~~ *Disorder*
- j. ~~Auditorily Impaired~~ *Auditory Impairment*
- k. Learning Disabilities
 - l. Visually Impaired
 - m. Multiply Handicapped
 - n. Orthopedically Handicapped
 - o. Gifted

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~~
Assorted written exercises and various quizzes

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: October, 2004; August, 2006
 Board of Trustees Approval Date: November 5, 2007

EXHIBIT B-3

- Program-specific requirement for the following degree program(s):
AA in Liberal Arts: Honors Option
- Elective

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
- i. This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ii. 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 type="checkbox"/> 4. Ethical Judgment | <input 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. Establish a creative and focused topic area for independent research.
- b. Write a coherent research proposal.
- c. Follow a workable timeline for project research and completion.
- d. Work collaboratively with a faculty advisor and the Honors Committee.
- e. Demonstrate competent research and writing skills.
- f. Present the project research, analysis, and/or application in a well organized, appropriately-documented written paper.
- g. Showcase the project results in an oral presentation at a campus symposium or a regional conference.
- h. Demonstrate a strong commitment to scholarship and self-directed learning.

8. METHODS OF INSTRUCTION

- a. Relevant reading and research assignments.
- b. Appropriate preliminary writing assignments, e.g. reflective journals or annotated bibliographies.
- c. Visual and aural learning activities appropriate to the arts.
- d. Travel beyond the classroom: visits to libraries, museums, historical sites, studios, performances, as indicated by the specific project topic.
- e. Instructor-student conferences.
- f. Computer composing, revising, and editing of paper drafts.
- g. Student written, oral, and multi-media presentations or performances.

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

Text: An appropriate text, reading list, and media materials will be identified. Contact the Honors Coordinator for current adoptions.

The technology needs are those to enhance instruction: access to computers in a classroom equipped with projection equipment and media presentation tools (audio/visual to include DVD, CD, and VHS)

10. TENTATIVE TOPICAL OUTLINE

- a. The student presents a draft project proposal to the faculty advisor for appraisal and revision as needed.
- b. The faculty advisor creates a set of project evaluation criteria and forwards the revised proposal, with attached evaluation criteria, to the Honors Committee.
- c. The Honors Committee reviews the proposal and evaluation criteria, provides input, and informs the student of revisions as needed.
- d. The student revises and resubmits the proposal as needed.
- e. After Committee approval, the student, in collaboration with the faculty advisor, conducts research, analyzes data, and writes the paper, making periodic progress reports to the faculty advisor.
- f. The student presents the final paper to the faculty advisor and the Honors Committee.
- g. Following approval by the advisor and the Committee, the student presents the completed research project at a symposium or conference.

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

~~A grade of A, B+, B, C+, or C is required to earn graduation credit for the Honors Liberal Arts Associate in Arts Degree.~~

12. NUMBER OF PAPERS AND EXAMINATIONS

- a. The student will be required to adhere to a regular meeting schedule with the faculty advisor and to all due dates for completion of project stages.
- b. The student will submit an acceptable final paper based on the project research no later than the last week of the semester.
- c. The length of the report will be determined by the faculty advisor and the Honors Committee.

- d. Following review and approval by the advisor and the Committee, the student will present the research project results at a symposium or conference.
- e. To receive Honors course credit, the minimum passing grade for the project is C.

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
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#3 Catalog Description	#10 Tentative Topical Outline
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#6 Justification	
#7 Course Objectives	

EXHIBIT B-4

COMPUTER SCIENCE/INFORMATION TECHNOLOGY - A.A.S. Degree Program – Effective Catalog Year 2011-2012

This career program prepares students for entry-level positions in a multitude of computer-related jobs. Both computer scientists and information technologists need a balance of software and hardware applications with specific courses emphasizing effective problem solving. The software development process, (composing and coordinating component of a program) requires that students construct algorithms for problem solving with appropriate documentation. This curriculum has been designed to prepare the student to meet the future needs of integration, design, deployment, and management of computing, resources and services. A graduate of the program will have a firm understanding of modern programming practices and related skills in computer information technology. The department recommends the following minimal criteria for prospective students in the Computer Science/Information Technology program:

1. High school diploma or equivalent
2. Cumulative high school grade point average of C or above
3. Ranked in top half of high school graduating class
4. No developmental studies requirement

FIRST SEMESTER

CSIT 160 or CSIT 171	Introduction to Visual Basic or Computer Programming I (C++)	3 cr.
CSIT 140	Introduction to Computer Organization	3 cr.
ENGL 151	English I	3 cr.
MATH 151 or MATH 171 or MATH 181 or higher	A Survey of Mathematics or Finite Mathematics or Introduction to Probability	3 cr.
_____	Social Science Gen Ed Requirement	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

CSIT 161 or CSIT 172	Advanced Visual Basic or Computer Programming II (C++)	3 cr.
ENGL 152	English II	3 cr.
_____	Lab Science Gen Ed Requirement	4 cr.
_____	Computer Science Electives*	<u>6 cr.</u>
		16 cr.

THIRD SEMESTER

_____	Computer Science Electives*	6 cr.
COMM 154	Fundamentals of Public Speaking	3 cr.
_____	Social Science or Humanities Gen Ed Requirement (to meet required 64 cr.)	<u>6-7 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 213	Database Management	3 cr.
_____	Computer Science Electives*	6 cr.
_____	Business Studies Elective	3 cr.
_____	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	2-3 cr.
INTR 290	Internship I**	<u>3 cr.</u>
		17-18 cr.

TOTAL CREDITS 64

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

*Any CSIT course (CSIT 115 or higher) including those recommended in the areas of interest below. Students are not required to select a specific area of interest to complete this degree.

**Or Department Approved Course

APPLICATION

Recommended Programming Sequence (CSIT 160/CSIT 161)

SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 123	Integrated Office Software	3 cr.
CSIT 126	Intermediate Spreadsheets and Database	3 cr.
CSIT 133	Web Development Fundamentals	3 cr.
CSIT 232	Server Programming for the Web	3 cr.
CSIT 115	Introduction to Computer Game Development	3 cr.
CSIT 144	UNIX	3 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

BUSN 131	Introduction to Business Administration	3 cr.
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COMPUTER GAME DEVELOPMENT

Recommended Programming Sequence (CSIT 171/CSIT 172)

SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 115	Introduction to Computer Game Development	3 cr.
CSIT 131	Multimedia for the Web	3 cr.
CSIT 133	Web Development Fundamentals	3 cr.
CSIT 173	Game Programming with OpenGL	3 cr.
CSIT 231	Dynamic Flash and Scripting Programming	3 s.h
	Elements for Web Pages	
CSIT 144	UNIX	3 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

BUSN 134	Principles of Marketing	3 cr.
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SUGGESTED FINE ARTS ELECTIVES

ARTS 159	Visual Literacy	3 cr.
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NETWORKING

Recommended Programming Sequence (CSIT 171/CSIT 172)

SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 126	Intermediate Spreadsheets and Database	3 cr.
CSIT 184	Networking Essentials	3 cr.
CSIT 144	UNIX	3 cr.
CSIT 174	Computer Systems	3 cr.
CSIT 133	Web Development Fundamentals	3 cr.
CSIT 232	Server Programming for the Web	3 cr.
CSIT 281	Network Management	3 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

BUSN 131	Introduction to Business Administration	3 cr.
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PROGRAMMING

Recommended Programming Sequence (CSIT 171/CSIT 172)

SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 144	UNIX	3 cr.
CSIT 173	Game Programming with OpenGL	3 cr.
CSIT 174	Computer Systems	3 cr.
CSIT 212	Systems Analysis	3 cr.
CSIT 231	Dynamic Flash and Scripting Programming	3 s.h
	Elements for Web Pages	
CSIT 232	Server Programming for the Web	3 cr.
CSIT 260	Application Programming in C++	3 cr.
CSIT 270	Programming in Java	3 cr.
CSIT 271	Data Structures and Algorithm Analysis	3 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

ACCT 161	Principles of Accounting	3 cr.
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WEB DESIGN

Recommended Programming Sequence (CSIT 171/CSIT 172)

SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 126	Intermediate Spreadsheets and Database	3 cr.
CSIT 130	Web Site Design	3 cr.
CSIT 131	Multimedia for the Web	3 cr.
CSIT 133	Web Development Fundamentals	3 cr.
CSIT 231	Dynamic Flash and Scripting Programming	3 cr.
	Elements for Web Pages	
CSIT 232	Server Programming for the Web	3 cr.
CSIT 270	Programming in Java	3 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

BUSN 134	Principles of Marketing	3 cr.
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SUGGESTED FINE ARTS ELECTIVES

ARTS 159	Visual Literacy	3 cr.
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SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 115	<i>Introduction to Computer Game Development</i>	3 cr.
CSIT 123	<i>Integrated Office Software</i>	3 cr.
CSIT 126	<i>Intermediate Spreadsheets and Database</i>	3 cr.
CSIT 130	<i>Web Site Design</i>	3 cr.
CSIT 131	<i>Multimedia for the Web</i>	3 cr.
CSIT 133	<i>Web Development Fundamentals</i>	3 cr.
CSIT 144	<i>UNIX</i>	3 cr.
CSIT 173	<i>Game Programming with OpenGL</i>	3 cr.
CSIT 174	<i>Computer Systems</i>	3 cr.
CSIT 184	<i>Networking Essentials</i>	3 cr.
CSIT 212	<i>Systems Analysis</i>	3 cr.
CSIT 231	<i>Dynamic Flash and Scripting Programming Elements for Web Pages</i>	3 cr.
CSIT 232	<i>Server Programming for the Web</i>	3 cr.
CSIT 260	<i>Application Programming in C++</i>	3 cr.
CSIT 270	<i>Programming in Java</i>	3 cr.
CSIT 271	<i>Data Structures and Algorithm Analysis</i>	3 cr.
CSIT 281	<i>Network Management</i>	3 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

ACCT 161	<i>Principles of Accounting</i>	3 cr.
BUSN 131	<i>Introduction to Business Administration</i>	3 cr.
BUSN 134	<i>Principles of Marketing</i>	3 cr.

SUGGESTED FINE ARTS ELECTIVE

ARTS 159	<i>Visual Literacy</i>	3 cr.
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Recommended Programming Sequence

CSIT 171		3 cr.
CSIT 172		3 cr.

Board of Trustees Approval Date: May 29, 2007

Board of Trustees Approval Date: November 5, 2007

Board of Trustees Approval Date: March 7, 2008

Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-5

**Course Status Changes
October 1, 2010**

Course Number	Course Title	Last Term The Course Ran	Last Term The Course Was Offered	Render Obsolete	Render Inactive
School of Language and the Arts					
ENGL 261	Shakespeare Plays II	3 students in 2006 FA; 2 students in 2007 SF5	10SP	x	
ENGL 270	Works of F. Scott Fitzgerald	2006 SF5	07FA, 08SP, 08 Sum, 09 Sum	x	
HONR 294	Honors Independent Study ("part 2")	2001 SP	02SP	x	
COMM 130	Careers in Communication I	11 students in 2005 FA	06FA	x	
COMM 278	Mass Media and the Public Mind	1999 FA	00FA, 05 Sum, 06 Sum	x	
COMM 283	Introduction to Radio	2007 SP	08SP	x	
HIST 170	History of Aviation	never ran	04FA, 06SP, 08SP	x	
SPAN 270	Topics in Hispanic Literature & Film	2001 FA	04SP, 07FA, 08SP, 08FA, 09FA	x	
School of Mathematics, Science, and Technology					
BCET 124	Project Planning & Control	7 students in 2006 SP	Spring of 07, 08, 09, 10	x	
BCET 134	Construction Methods & Pricing for Estimate	7 students in 2007 SP	Spring of 08, 09, 10	x	
CVET 231	Design of Structures	11 students in 2006 FA	08FA	x	
CVET 232	Design of Concrete	11 students in 2007 SP	Spring of 08, 09, 10	x	
CVET 241	Soil Mechanics & Foundations	7 students in 2006 FA	07FA, 08FA	x	
CVET 254	Hydrology & Hydraulics	11 students in 2007 SP	Spring of 08, 09, 10	x	
CVET 256	Land Development & Site Planning	17 students in 2007 SP	Spring of 08, 09, 10	x	
CSIT 281	Network Management	2005 FA	06FA, 07FA	x	
School of Social Science and Human Services					
AHEC 130	Early Childhood Nutrition, Health, & Safety	2002 SP	Not offered after 2002SP	x	
ANTH 235	Urban Anthropology	2005 FA	Not offered after 2005FA	x	
HEHP 255	Nutrition & Health	2006 FA	09FA	x	
HSRV 193	Crisis Intervention	2003 SP	04SP, 05 SP	x	
HSRV 201	The Economics of Aging	2002 SP	Spring of 04, 05, 06	x	
HSRV 204	Counseling Older Adults & Their Families	2002 FA	Fall of 03, 04, 05	x	
HSRV 206	Aging & Health	2002 FA	03FA, 04FA, 06SP	x	
HSRV 292	Field Experience in Social Work	7 st. in 2007SP; 6 st in 2009SP; 4 st. in 2010SP	Last offered in 2010SP	x	
LAAW 110	Introduction to Nurse Paralegal	2004 FA	05SP, 05FA, 06SP, 06FA, 07FA	x	