

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: May 22, 2013

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Tuesday, May 28, 2013**:

- ◆ Recommend approval of the following items, as accepted by the College Senate at its meetings on April 17 and May 1, 2013:
 - ◆ New Policy #7000, Educational Programs, Course and Curriculum, Compliance with Federal Definition of Credit Hour (**Exhibit B-1**)
 - ◆ Policy/Procedure Revisions
 - ◆ Policy #5134, Students, Registration, Classification (**Exhibit B-2**)
 - ◆ Policy #5165, Students, Academic Standards, College Skills Assessment Program (**Exhibit B-3**)
 - ◆ New degree programs
 - ◆ A.A.S. Degree in Respiratory Therapy (**Exhibit B-4**)
 - ◆ A.S. Degree in Respiratory Care (**Exhibit B-5**)
 - ◆ A.S. Degree in Psychosocial Rehabilitation (**Exhibit B-6**)
 - ◆ Degree Program Revisions
 - ◆ A.S. Degree in Computer Science (**Exhibit B-7**)
 - ◆ A.S. Degree in Computer Science, Game Development and Design Option (**Exhibit B-8**)

- ◆ A.S. Degree in Computer Science, Information Systems Option (**Exhibit B-9**)
- ◆ A.S. Degree in Computer Science, Information Technology Option (**Exhibit B-10**)
- ◆ A.S. Degree in General Studies (**Exhibit B-11**)
- ◆ A.A.S. Degree in Computer Science/Information Technology (**Exhibit B-12**)
- ◆ A.A.S. Degree in Technical Studies, Computer Technology Option (**Exhibit B-13**)
- ◆ A.A.S. Degree in Technical Studies, Industrial-Technical Option (**Exhibit B-14**)
- ◆ A.A.S. Degree in American Sign Language, English Interpreting (**Exhibit B-15**)
- ◆ A.A. Degree in Digital Mass Media, Broadcast/Production Option (**Exhibit B-16**)
- ◆ A.A. Degree in Digital Mass Media, Journalism Option (**Exhibit B-17**)
- ◆ A.A. Degree in Liberal Arts (**Exhibit B-18**)

- ◆ Degree Program Termination
 - ◆ A.A.S. Degree in Fire Science (**Exhibit B-19**)

- ◆ New certificate programs
 - ◆ Dental Assisting Certificate of Completion (**Exhibit B-20**)
 - ◆ Dietary Manager Certificate of Completion (**Exhibit B-21**)

- ◆ New Courses
 - ◆ CSIT 109, Information Technology (**Exhibit B-22**)
 - ◆ DANC 145, Dance Appreciation (**Exhibit B-23**)
 - ◆ DANC 161, Modern Dance II (**Exhibit B-24**)
 - ◆ DANC 191, Dance Theatre Workshop I (**Exhibit B-25**)
 - ◆ HIST 230, America and the West after World War II (**Exhibit B-26**)
 - ◆ HIST 251, Study Abroad Seminar: Battlefields of the World Wars (**Exhibit B-27**)

- ◆ Revised Courses
 - ◆ ACCT 161, Principles of Accounting I (**Exhibit B-28**)
 - ◆ ACCT 162, Principles of Accounting II (**Exhibit B-29**)
 - ◆ ASLN 104, Finger Spelling in American Sign Language (**Exhibit B-30**)
 - ◆ BUSN 131, Introduction to Business Administration (**Exhibit B-31**)
 - ◆ BUSN 134, Principles of Marketing (**Exhibit B-32**)
 - ◆ CHEM 181, General Chemistry I (**Exhibit B-33**)
 - ◆ CHEM 182, General Chemistry II (**Exhibit B-34**)
 - ◆ DANC 160, Modern Dance I (**Exhibit B-35**)
 - ◆ ECON 152, Microeconomics Principles (**Exhibit B-36**)

- ♦ ENGL 091, Reading and Writing I (**Exhibit B-37**)
- ♦ ENGL 095, Reading and Writing II (**Exhibit B-38**)
- ♦ ENGL 142, The History and Grammar of English (**Exhibit B-39**)
- ♦ ENGL 151, English I (**Exhibit B-40**)
- ♦ ENGL 152, English II (**Exhibit B-41**)
- ♦ ENVI 259, Field Experience/Practicum (**Exhibit B-42**)
- ♦ PSYC 172, General Psychology (**Exhibit B-43**)
- ♦ PSYC 173, Child Psychology (**Exhibit B-44**)
- ♦ SOCI 181, Introduction to Sociology (**Exhibit B-45**)
- ♦ THTR 195, Theatre Appreciation (**Exhibit B-46**)
- ♦ THTR 181, Theatre Workshop I (**Exhibit B-47**)

EXHIBIT B-1

EDUCATIONAL PROGRAMS
COURSE AND CURRICULUM
Compliance with Federal Definition of
Credit Hour #7000

POLICY

In accord with Federal regulations, Ocean County College defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

- 1. not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent of work over a different amount of time, or*
- 2. at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution, including laboratory work, internships, studio art, applied music, and other academic work leading to the award of credit hours.
(<http://ifap.ed.gov/dpccletters/attachments/GEN1106.pdf>)*

This credit hour policy applies to all courses that award academic credit (i.e. any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, lecture, online, hybrid, internship, and laboratory methods of instruction. Whether the classroom schedules are highly structured (as in lectures and labs) or less structured (as in internships, studio art, and applied music), Ocean County College courses have clear learning objectives, expected outcomes, and workload expectations that meet the standards set forth above.

Ocean County College adheres to the Carnegie unit for contact time (750 minutes for each credit awarded). For a standard three-credit hour course, 2250 minutes of instruction are required regardless of the term in which the course is offered. The College's Academic Calendar, prepared 18 months in advance of a planned academic year, supports this definition of contact time. This Calendar is maintained by the Academic Affairs Office and appears in various College publications (such as the College catalog and student handbook) and on the College website (<http://www.ocean.edu/admissions/registration/calendar.htm>).

Adopted: May 28, 2013

EXHIBIT B-2

POLICY

Students are classified into one of the following categories:

- a. A degree student is one who has matriculated in a specific degree **or certificate** curriculum and may be either full- or part-time.
- b. A non-degree student is **a first time student who has not matriculated in a specific degree or certificate curriculum** and may be a part-time student only **take up to 3 classes (or 11 credits) before declaring a degree program. The non-degree/non-matriculating student is responsible for filing a Change of Curriculum form to the Registration and Records office to officially declare their degree or certificate curriculum choice.**
- c. **A visiting student is a student who is currently enrolled at another institution with no plans of earning a degree or certificate from Ocean County College. Visiting students must provide a current valid school ID card or unofficial transcripts from their current college/university.**
- d. **A personal enrichment student is a student who is taking courses for personal enrichment only and does not plan to matriculate in a specific degree or certificate curriculum.**
- e. **All students in categories a and b above must adhere to all College policies, procedures, and practices regarding prerequisites and testing.**
- f. **Any personal enrichment student wishing to exceed the eleven credit limit must obtain the approval of the Vice President of Academic Affairs or designee. A personal enrichment student deciding to change to a degree- or certificate-seeking student must file with the Registration and Records Office and obtain an approved Change of Curriculum form signed by the Vice President of Academic Affairs or designee.**
- g. A semester schedule of 12 or more credit hours constitutes full-time enrollment.
- h. A semester schedule of 11 or less credit hours constitutes part-time enrollment.
- i. Students who have earned 30 or more credit hours are classified as sophomores and those who have earned less than that number are classified as freshmen.

ADOPTED: August 26, 1968
Revised: November 27, 1972
Revised: August 27, 1979
Revised: February 26, 2001
Revised: May 28, 2013

REVIEWED: April 23, 1991

EXHIBIT B-3

POLICY

All full-time degree seeking students shall be administered the College Skills are required to demonstrate college-level proficiency in English and Mathematics, specifically Elementary Algebra by taking the Accuplacer Placement Test. All full-time students must take the Placement Test prior to registering for their first semester. Part-time students must take the Placement Test before registering for an English or Mathematics course or before registering for their twelfth credit. Exemptions may be granted to students in accordance with college procedure. Any student who takes the Placement Test may take one (and only one) retest.

Students identified as needing skill development must enroll in the appropriate developmental course(s) or the Developmental Studies program. Students who do not pass the appropriate course(s) will be subject to academic restrictions.

ADOPTED: August 24, 1981

Revised: June 27, 1983

Revised: January 25, 1988

Revised: January 28, 1991

Revised: March 24, 1997

Revised: December 1, 2008

Revised: May 28, 2013

EXHIBIT B-4

RESPIRATORY THERAPY – AAS Degree Program – Effective Catalog Year 2014-2015

The AAS in Respiratory Therapy (like the AS in Respiratory Care) is a cooperative program offered through Ocean County College in conjunction with the University of Medicine and Dentistry of New Jersey-School of Health Related Professions (UMDNJ-SHRP). The pre-clinical phase of the curriculum will be conducted at Ocean County College, while clinical course work will be completed at UMDNJ in Stratford, NJ. The earned degree is awarded simultaneously by Ocean County College and UMDNJ.

As of July 1, 2013, UMDNJ will officially become part of Rutgers University as the School of Biomedical and Health Sciences and the program will continue as a cooperative between Rutgers University and OCC.

Program graduates will be eligible for the National Board for Respiratory Care (NBRC) entry-level examinations for the Respiratory Therapy practitioners, and the subsequent therapist level component of the NBRC credentialing process.

This program is distinct from the AS in Respiratory Care. The two degrees are not transferable to each other.

Respiratory Therapy – AAS – Respiratory South - UMDNJ at Stratford

Ocean County College is allotted a maximum of three student spaces annually in the AAS program, so student selection is based on the GPA of the required first year (pre-clinical) courses. The number of seats is dependent on available clinical placements. Additionally, some courses in this program are web-enhanced so participating students are required to have access to the internet.

Admissions Requirements

Acceptance to the Respiratory Therapy course sequence is competitive and requires a special application for admission. To be considered for admission, all Ocean County College first year courses must be completed by the end of June for fall admission. (All classes must be completed and appear on an Ocean County College transcript for an application to UMDNJ to be considered.) A minimum of a 2.75 GPA is required for admission.

To apply for the AAS in Respiratory Therapy students must:

- Be a resident of Ocean County
- Hold a High School Diploma or G.E.D. (transcript submission required).
- Demonstrate completion of all remedial work as determined by the Accuplacer Test.
- Demonstrate completion of High School level algebra and biology (with a grade of C or better) or equivalent college coursework.
- completion of Anatomy and Physiology I and II, Microbiology and Chemistry with a minimum grade of "B" is required before application will be processed.
- GPAs calculated based on ALL pre-professional course work completed. Multiple attempts at classes will be counted into the overall GPA which must be a minimum of 2.75 or higher prior to the start of the professional phase.

- Completed all required general education course work with a grade of "C" or above in the following courses, unless otherwise noted:

ENGL 151 English I	3 credits
ENGL 152 English II	3 credits
PSYC 172 General Psychology	3 credits
PHIL 192 Contemporary Ethical Issues	3 credits
MATH 156 Introduction to Statistics	3 credits
¹ BIOL 130 Anatomy and Physiology I	4 credits
¹ BIOL 131 Anatomy and Physiology II	4 credits
¹ BIOL 232 Microbiology	4 credits
¹ CHEM 180 – Introduction to Chemistry	4 credits
Any elective	3 credits
Total Credits	34

¹Science courses must be completed with a "B" or higher.

Program Objectives

Graduates of this program should be able to:

- Assess a patient's cardiopulmonary status;
- Perform case management of patients with cardiopulmonary and related diseases;
- Initiate and conduct prescribed pulmonary rehabilitation;
- Provide patient, family, and community respiratory health education;
- Participate in life-support activities.

Degree Requirements

Pre-professional general education requirements 34 credits as follows:

ENGL 151 English I	3 credits
ENGL 152 English II	3 credits
PSYC 172 General Psychology	3 credits
PHIL 192 Contemporary Ethical Issues	3 credits
MATH 156 Introduction to Statistics	3 credits
BIOL 130 Anatomy and Physiology I	4 credits
BIOL 131 Anatomy and Physiology II	4 credits
BIOL 232 Microbiology	4 credits
CHEM 180 – Introduction to Chemistry	4 credits
Any elective	3 credits
Total Credits	34

UMDNJ courses as follows:

RSTS2100	Fundamentals of Respiratory Care	5
RSTS2199	Clinical Practice I	2
IDST 2250	Dynamics of Healthcare in Society	2

RSTS2120	Cardiopulmonary Pharmacology	2
RSTS2130	Cardiopulmonary Physiology	3
RSTS2250	Mechanical Ventilation	4
RSTS2299	Clinical Practice II	2
RSTS2260	Cardiopulmonary Evaluation	3
RSTS2270	Pediatric/Neonatal Respiratory Care	2
RSTS2280	Cardiopulmonary Disease	2
RSTS2370	Long Term, Home and Rehabilitative Care	3
RSTS2399	Clinical Practice III	3
	UMDNJ Total	33
	Total Program Credits	67

Respiratory Therapy Program Sequence

The following is an example of how this degree can be completed. This sequence is based on satisfaction of all Basic Skill requirements and pre-requisites. An individual's sequence may vary; please see your advisor for options and to monitor your progress. Students must satisfy specific requirements in order to be admitted to this program. This degree may take longer than two years to complete. All general education courses must be taken prior to starting clinical courses.

OCC Courses --

Code	Title	Credits
ENGL 151	English I	3
MATH 156	Introduction to Statistics	3
PSYC 172	General Psychology	3
BIOL 130	Anatomy and Physiology I	4
Semester credits		13
Semester 2		
ENGL 152	English II	3
PHIL 192	Contemporary Ethical Issues	3
BIOL 131	Anatomy and Physiology II	4
_____	Elective	3
Semester Credits		13
Semester 3		
CHEM 180	Introduction to Chemistry	4
BIOL 232	Microbiology	4
Semester Credits		8
Total OCC Credits		34

UMDNJ		Credits
Courses:		
Fall Semester		
RSTS 2100	Fundamentals of Respiratory Care	5
RSTS 2199	Clinical Practice I	2
IDST 2250	Dynamics of Healthcare in Society	2
RSTS 2120	Cardiopulmonary Pharmacology	2
RSTS 2130	Cardiopulmonary Physiology	3
Semester Total		14
Spring Semester		
RSTS 2250	Mechanical Ventilation	4
RSTS 2299	Clinical Practice II	2
RSTS 2260	Cardiopulmonary Evaluation	3
RSTS 2270	Pediatric/Neonatal Respiratory Care	2
RSTS 2280	Cardiopulmonary Disease	2
Semester Total		13
Summer Semester		
RSTS 2370	Long Term, Home and Rehabilitative Care	3
RSTS 2399	Clinical Practice III	3
Semester Total		6
Total UMDNJ Credits		33
Total Program Credits		67

For more information, please contact the Respiratory Therapy Program South at 856-566-2891, or send an e-mail to shrp-resp@umdnj.edu. Program Director, Charlyn K. Moellers.

EXHIBIT B-5

RESPIRATORY CARE – AS Degree Program – Effective Catalog Year 2014-2015

The AS in Respiratory Care (like the AAS in Respiratory Therapy) is a cooperative program offered through Ocean County College in conjunction with the University of Medicine and Dentistry of New Jersey-School of Health Related Professions (UMDNJ-SHRP). The pre-clinical phase of the curriculum will be conducted at Ocean County College, while clinical course work will be completed at UMDNJ in Newark, NJ. The earned degree is awarded simultaneously by Ocean County College and UMDNJ.

As of July 1, 2013, UMDNJ will officially become part of Rutgers University as the School of Biomedical and Health Sciences and the program will continue as a cooperative between Rutgers University and OCC.

Program graduates will be eligible for the National Board for Respiratory Care (NBRC) entry-level examinations for the Respiratory Therapy practitioners, and the subsequent therapist level component of the NBRC credentialing process.

This program is distinct from the AAS in Respiratory Therapy. The two degrees are not transferrable to each other.

Respiratory Care – AS – Respiratory North - UMDNJ Newark Campus

Admission to this program is competitive, and candidates are selected by each participating college from those meeting the minimum standards below. Students must inform Ocean County College of their intention to apply for the program **before December 31st each year**; all documentation must be **submitted to UMDNJ by February 15th** of each year for Fall admission.

Admissions Requirements

Applicants to the Respiratory Care Program-North must:

- Be a resident of Ocean County.
- hold a high school diploma or GED certificate (transcript submission required) and meet all admission requirements of the participating community college to which they apply
- have completed high school courses in algebra, biology, and chemistry or equivalent college coursework
- demonstrate the following sciences courses were taken *within five years prior* to admission in the program: Anatomy and Physiology I and II, Microbiology and Chemistry. Courses older than five years may not be accepted.
- complete certification in Basic Life Support *for Healthcare Providers* before starting their respiratory care.

- complete at least ***37 credits** of general education and science course work while maintaining a "C" grade or better in all pre-requisites and a GPA of at least a 2.75.

Program Goals

Graduates of this program should be:

- prepared to become therapists in the field of respiratory care.
- able to apply scientific knowledge to practical problems of respiratory care
- able to become qualified professionals who will assume primary responsibility for all respiratory care modalities, including supervision of respiratory therapy technicians.
- prepared to work in a variety of clinical settings and specialty areas such as, such as pediatrics and neonatal, management and education.
- qualified to provide care in patients' homes, rehabilitation centers, nursing homes and other health care facilities.

Degree Requirements

Pre-professional general education requirements, ***37 credits** as follows:

Code	Title	Credits
BIOL 130	Anatomy & Physiology I	4
BIOL 131	Anatomy & Physiology II	4
ENGL 151	English I	3
ENGL 152	English II	3
MATH 156	Introduction to Statistics	3
CHEM 180	Introduction to Chemistry	4
PSYC 172	General Psychology	3
BIOL 232	Microbiology	4
GHUM	Humanities Gen Ed (GHUM)	3
GHUM or GSOC	Humanities or Social Science Gen Ed (GHUM or GSOC)	3
GTEC	Technology Gen Ed Course (GTEC)	3
Total General Education Pre-Requisite Credits:		37

***Note: 32 of the 37 credits must be completed at OCC**

Respiratory Care at UMDNJ

Code	Title	Credits
RSTN2000	Core Concepts of Respiratory Care	2
RSTN2100	Fundamentals of Respiratory Care	4

RSTN2231	Applied Cardiopulmonary Pathophysiology I	3
RSTN2220	Cardiopulmonary Pharmacology	3
RSTN2189	Clinical Practice I	1
RSTN2250	Principles Ventilatory Support	5
RSTN2232	Applied Cardiopulmonary Pathophysiology II	2
RSTN2255	Pediatric and /Neonatal Respiratory Care	3
RSTN2230	Cardiopulmonary Evaluation	3
RSTN2289	Clinical Practice II	2
RSTN2340	Patient Management in Critical Care	3
RSTN2370	Long-Term, Home and Rehabilitative Care	3
RSTN2389	Clinical Practice III	3
	UMDNJ Total	37
	Total Program Credits	74

Respiratory Care Program Sequence

The following sequence is an example of how this degree can be completed. This sequence is based on satisfaction of all Basic Skills requirements and pre-requisites. An individual's sequence at OCC may vary. See your advisor for options and to monitor your progress. Students must satisfy specific requirements in order to be admitted to this program. The degree may take longer than two years to complete. All general education courses must be taken prior to starting the clinical sequence. See below.

The following OCC courses are taken as pre-requisites prior to admission at UMDNJ:

Semester 1

Code	Title	Credits
ENGL 151	English I	3
MATH 156	Introduction to Statistics	3
PSYC 172	General Psychology	3
BIOL 130	Anatomy and Physiology I	4
_____	Humanities Gen Ed requirement	3

Semester credits 16

Semester 2

ENGL 152	English II	3
_____	Social Science or Humanities Gen Ed Requirement	3
_____	Technology Gen Ed Requirement	3
BIOL 131	Anatomy and Physiology II	4

Semester Credits 13

Semester 3

CHEM 180	Introduction to Chemistry	4
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BIOL 232	Microbiology	4
	Semester Credits	8
	Total OCC Credits	37

UMDNJ-SHRP Courses - Full Time Study**FALL SEMESTER**

RSTN2000	Core Concepts of Respiratory Care	2
RSTN2100	Fundamentals of Respiratory Care	4
RSTN2231	Applied Cardiopulmonary Pathophysiology I	3
RSTN2220	Cardiopulmonary Pharmacology	3
RSTN2189	Clinical Practice I	1
	Semester Credits	13

SPRING SEMESTER

RSTN2250	Principles Ventilatory Support	5
RSTN2232	Applied Cardiopulmonary Pathophysiology II	2
RSTN2255	Pediatric and /Neonatal Respiratory Care	3
RSTN2230	Cardiopulmonary Evaluation	3
RSTN2289	Clinical Practice II	2
	Semester Credits	15

SUMMER SEMESTER

RSTN2340	Patient Management in Critical Care	3
RSTN2370	Long-Term, Home and Rehabilitative Care	3
RSTN2389	Clinical Practice III	3
	Semester Credits	9
	UMDNJ Total	37
	Total Program Credits	74

For further information please contact the program office at UMDNJ at (973) 972-5503 or e-mail RSTNOR@umdnj.edu. Program Director, Narciso Rodriguez.

EXHIBIT B-6

PSYCHOSOCIAL REHABILITATION – AS Degree Program – Effective Catalog Year 2014-2015

A joint Associate of Science Degree in Psychosocial Rehabilitation is offered in cooperation with the School of Health Related Professions (SHRP) at the University of Medicine and Dentistry of New Jersey (UMDNJ). A degree is awarded simultaneously by Ocean County College and UMDNJ. As of July 1, 2013, UMDNJ will officially become part of Rutgers University as the School of Biomedical and Health Sciences and the program will continue as a cooperative between Rutgers University and OCC.

Psychiatric rehabilitation practitioners provide services and supports to people with severe mental illnesses and other disabilities, empowering them to manage their illnesses and live rewarding and productive lives in the community. Psychosocial rehabilitation practitioners assist people in obtaining the skills, support and resources they will need to achieve success and satisfaction in their social, vocational, educational and independent living environments. The overall goals of this field are promotion of recovery, community integration, and improved quality of life for people coping with psychiatric disabilities. There are ample career opportunities for PSR practitioners in a variety of rehabilitation programs and community mental health settings. The knowledge and skills of the PSR practitioner qualify him/her to provide supportive counseling, case management services, and vocational rehabilitation interventions. The practitioner is also prepared to facilitate skills training groups as well as psycho-education and support groups.

To meet the demand for qualified professionals in this area, UMDNJ's School of Health Related Professions (SHRP) now offers a full psychiatric rehabilitation career ladder-from the associate's through the Ph.D. degree. This program will provide you with the basic skills and rehabilitation techniques to begin your career. As part of the program, you will complete two semesters of fieldwork at a community service agency.

Students will complete 34 pre-professional general education credits at Ocean County College, and 30 Psychosocial Rehabilitation credits through the UMDNJ SHRP Scotch Plains or Stratford campus. This course of study can be completed on either a full or part-time basis.

ADMISSION REQUIREMENTS

To apply for admission to the Psychosocial Rehabilitation program at UMDNJ students must:

- be a matriculated student at Ocean County College
- be a current resident of Ocean County
- show completion of all 34 general education credits required prior to the start of the professional course work. (Note: 32 of the 34 general education credits must be completed at OCC)
- hold a High School Diploma or equivalent
- submit all Official College Transcripts to UMDNJ

- submit New Jersey College Basic Skills Test Scores and show evidence of the completion of all basic skills courses
- have a minimum GPA of 2.0 for college-level courses

Program Objectives

- to train paraprofessionals and professionals to competently promote recovery and community integration for those with psychiatric disabilities.
- to facilitate improving the quality of life for people coping with psychiatric disabilities across a wide variety of social service and community agency settings
- to open career opportunities in the field for competently trained and qualified paraprofessionals.

DEGREE REQUIREMENTS

Pre-professional general education requirements 34 credits as follows:

ENGL 151 English I	3 credits
ENGL 152 English II	3 credits
Humanities – Any GHUM course	3 credits
PSYC 172 General Psychology	3 credits.
CSIT 110 Computer Literacy OR	
CSIT 123 Integrated Office Software OR	3 credits
INFO 110 Library Research & Information Literacy	
Mathematics – MATH 156 (Intro to Statistics) or Higher	3 credits
Lab Science (BIOL 114 or BIOL 161 or BIOL 130 Recommended)	4 credits
SOCI 181 – Intro to Sociology	3 credits
Any General Education Course(s) from the approved General Education course list	6 credits
Elective	3 credits

Psychosocial Rehabilitation and Treatment Program at UMDNJ 30 Credits

PSRT 1101 - Introduction to Principles of Psychosocial Rehabilitation	3 Credits
PSRT 1102 - Communication Techniques for Interviewing and Counseling	3 Credits
PSRT 1103 - Introduction to Group Dynamics and Process	3 Credits
PSRT 1204 - Clinical Principles in Psychosocial Rehabilitation and Treatment	3 Credits
PSRT 1019 - Clinical Practicum in Psychosocial Rehabilitation I	6 Credits
PSRT 2121 - Community Resource Management	3 Credits
PSRT 2019 - Clinical Practicum in Psychosocial Rehabilitation II	6 Credits
PSRT 2231 - Emerging Topics in Psychosocial Rehabilitation and Treatment	3 Credits

64 credits total**Psychosocial Rehabilitation Program Sequence –**

The following sequence is an example of how this degree can be completed. This sequence is based on satisfaction of all Basic Skills requirements and pre-requisites. An individual's sequence at OCC may vary. See your counselor for options and to monitor your progress. Students must satisfy specific requirements in order to be admitted to this program. This degree may take longer than two years to complete. All general education courses must be taken prior to starting clinical courses. See below.

The following OCC courses are taken as prerequisites prior to admission at UMDNJ:

Code	Course	Credits
Semester 1		
ENGL 151	English I	3
MATH 156	Introduction to Statistics or higher	3
PSYC 172	General Psychology	3
_____	Humanities Gen Ed Requirement	3
_____	Lab Science (BIOL 114, 161, or 130 recommended)	4
		16 cr.
Semester 2		
ENGL 152	English II	3
SOCI 181	Introduction to Sociology	3
CSIT 110, 123 or INFO 110	Tech Requirement	3
_____	Gen Ed Elective(s)	6

_____ Elective

3
18 cr.

Career studies courses taken at UMDNJ

Psychosocial Rehabilitation and Treatment Program at UMDNJ

PSRT 1101 - Introduction to Principles of Psychosocial Rehabilitation	3
PSRT 1102 - Communication Techniques for Interviewing and Counseling	3
PSRT 1103 - Introduction to Group Dynamics and Process	3
PSRT 1204 - Clinical Principles in Psychosocial Rehabilitation and Treatment	3
PSRT 1019 - Clinical Practicum in Psychosocial Rehabilitation I	6
PSRT 2121 - Community Resource Management	3
PSRT 2019 - Clinical Practicum in Psychosocial Rehabilitation II	6
PSRT 2231 - Emerging Topics in Psychosocial Rehabilitation and Treatment	3
	30 cr.

Total 64 cr

For more information contact Nora Barrett, Program Director UMDNJ-School of Health Related Professions, 908-889-2431, barretnm@umdnj.edu

EXHIBIT B-7

The program outlined here will prepare students for transfer to a four-year college to obtain a Bachelor of Science degree in computer science. The curriculum follows the model provided by the Association of Computing Machinery and the Institute of Electrical and Electronics Engineers Computer Society in order to assure maximum transferability. Upon graduation, students can expect to transfer to a four-year college with junior status. Effective problem solving is central to good programming; this curriculum provides the necessary foundation. The software development process (composing and coordinating components of a program) requires that students construct algorithms for problem solving with appropriate documentation. This curriculum has been designed to address these needs in preparing the student for a future in computer science. The department recommends the following minimal criteria for prospective students in the Computer Science A.S. 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 165	Programming I	4 cr.
MATH 265	Calculus I	4 cr.
ENGL 151	English I	3 cr.
_____	Social Science Gen Ed Requirement	3 cr.
_____	Humanities Gen Ed Requirement	<u>3 cr.</u>
		17 cr.

SECOND SEMESTER

CSIT 166	Programming II	4 cr.
CSIT 176	Computer Organization & Architecture	3 cr.
MATH 266	Calculus II	4 cr.
ENGL 152	English II	3 cr.
_____	Social Science Gen Ed Requirement	<u>3 cr.</u>
		17 cr.

THIRD SEMESTER

CSIT 265	Data Structures and Analysis	4 cr.
MATH 267	Calculus III	4 cr.
PHYS 281	General Physics I	4 cr.
_____	Humanities Gen Ed Requirement	<u>3 cr.</u>
		15 cr.

FOURTH SEMESTER

_____	Computer Science Elective (CSIT 126 or higher)	3 cr.
MATH 270	Discrete Mathematics	3 cr.
PHYS 282	General Physics II	4 cr.
_____	Elective	2 cr.
_____	OCC Requirement: Any course from the	<u>3 cr.</u>
_____	List of Approved General Education	
_____	Courses or ACAD 155 or any HEHP	
_____	Course <i>Elective (to meet required 64 cr.)</i>	<u>3 cr.</u>
		15 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.

Kean-Ocean students need COMM 154 as a general elective

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: February 28, 2011

Board of Trustees Approval Date: February 25, 2013

EXHIBIT B-8

The program outlined here will prepare students for transfer to a four-year college to obtain a Bachelor of Science degree in computer game design. The curriculum follows the model provided by the Association of Computing Machinery and the Institute of Electrical and Electronics Engineers Computer Society to assure maximum transferability. Upon graduation, students can expect to transfer to a four-year college with junior status. Effective problem solving is central to good game design and development. The software development process (composing and coordinating components of a program) requires that students construct algorithms for problem solving with appropriate documentation. This curriculum has been designed to prepare the student to work as a team and solve complex computer programming problems. The department recommends the following minimal criteria for prospective students in the Computer Game Development and Design option:

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 165	Programming I	4 cr.
ENGL 151	English I	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
CSIT 115	Introduction To Computer Game Development	<u>3 cr.</u>
		16 cr.

SECOND SEMESTER

CSIT 166	Programming II	4 cr.
CSIT 176	Computer Organization & Architecture	3 cr.
ENGL 152	English II	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	<u>3 cr.</u>
		16 cr.

THIRD SEMESTER

CSIT 265	Data Structures and Analysis	4 cr.
MATH 265	Calculus I	4 cr.
BIOL 161, or CHEM 181 or PHYS 281	Lab Science Gen Ed Requirement	4 cr.
BUSN 134 or BUSN 271	Principles of Marketing or Principles of Management	<u>3 cr.</u>
		15 cr.

FOURTH SEMESTER

CSIT 213	Database Management	3 cr.
CSIT 173	Game Programming with Open GL	3 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course <i>Elective (to meet required 64 cr.)</i>	<u>3 cr.</u>
BIOL 162, or CHEM 182 or PHYS 282	Lab Science Gen Ed Requirement (continue original science sequence)	4 cr.
MATH 266	Calculus II	<u>4 cr.</u>
		17 cr.

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval Date: August 28, 2006

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: February 28, 2011

Board of Trustees Approval Date: February 25, 2013

EXHIBIT B-9

COMPUTER SCIENCE - A.S. Degree Program - Information Systems Option – Effective Catalog Year 2014-2015

The program outlined here will prepare students for transfer to a four-year college to obtain a Bachelor of Science degree in computer information systems. The curriculum follows the model provided by the Association of Computing Machinery, Computing Machinery, the Institute of Electrical and Electronics Engineers Computer Society and the Association for Information Systems professional society in order to assure maximum transferability. Upon graduation, students can expect to transfer to a four-year college with junior status. Effective problem solving is central to good development of applications of computer and communications technology; this curriculum provides the necessary foundation. The software development process (composing and coordinating components of a program) requires that students construct algorithms for problem solving with appropriate documentation. This curriculum has been designed to address these needs in preparing the student for a future in computer applications oriented fields that combine computing, developing applications and understanding how people, organizations, and society use them. The department recommends the following minimal criteria for prospective students in the Information Systems option:

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 165	Programming I	4 cr.
MATH 265	Calculus I	4 cr.
ENGL 151	English I	3 cr.
_____	Social Science Gen Ed Requirement	3 cr.
_____	Humanities Gen Ed Requirement	<u>3 cr.</u>
		17 cr.

SECOND SEMESTER

CSIT 166	Programming II	4 cr.
CSIT 176	Computer Organization & Architecture	3 cr.
MATH 266	Calculus II	4 cr.
ENGL 152	English II	3 cr.
_____	Social Science Gen Ed Requirement	<u>3 cr.</u>
		17 cr.

THIRD SEMESTER

CSIT 265	Data Structures and Analysis	4 cr.
MATH 267	Calculus III	4 cr.
BIOL 161, or CHEM 181 or PHYS 281	Lab Science Gen Ed Requirement	4 cr.
_____	Humanities Gen Ed Requirement	<u>3 cr.</u>
		15 cr.

FOURTH SEMESTER

CSIT 213	Database Management	3 cr.
MATH 270	Discrete Mathematics	3 cr.
BIOL 162 or CHEM 182 or PHYS 282	Lab Science Gen Ed Requirement (continue original science sequence)	4 cr.
_____	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP	3 cr.
_____	Electives (to meet required 64 cr.)	<u>2 cr. 5 cr.</u>
		15 cr.

TOTAL CREDITS 64

Note: cr. (credit) = semester credit hour

Kean-Ocean students need COMM 154 as a general elective

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

Board of Trustees Approval Date: May 4, 2004

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: February 28, 2011

Board of Trustees Approval Date: February 25, 2013

EXHIBIT B-10

COMPUTER SCIENCE - A.S. Degree Program – Information Technology Option – Effective Catalog Year 2014-2015

The program outlined here will prepare students for transfer to a four-year college to obtain a Bachelor of Science degree in computer information systems. The curriculum follows the model provided by the Association of Computing Machinery and the Institute of Electrical and Electronics Engineers Computer Society in order to assure maximum transferability. Upon graduation, students can expect to transfer to a four-year college with junior status. The field of information technology is interdisciplinary, with applications to all aspects of the economy. Information technologists need a balance of software and hardware applications with concentration in specific courses. Effective problem solving is central to this degree; this curriculum provides the necessary foundation. The software development process (composing and coordinating components 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. The department recommends the following minimal criteria for prospective students in the Information Technology option:

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 165	Programming I	4 cr.
ENGL 151	English I	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	OCC Requirement: Any course from the	3 cr.
	List of Approved General Education	
	Courses or ACAD 155 or any HEHP	
	Course Elective (to meet required 64 cr.)	3 cr.
	Humanities Gen Ed Requirement	<u>3 cr.</u>
		16 cr.

SECOND SEMESTER

CSIT 166	Programming II	4 cr.
CSIT 176	Computer Organization & Architecture	3 cr.
MATH 265	Calculus I	4 cr.
ENGL 152	English II	3 cr.
	Social Science Gen Ed Requirement	<u>3 cr.</u>
		17 cr.

THIRD SEMESTER

CSIT 265	Data Structures and Algorithm Analysis	4 cr.
MATH 266	Calculus II	4 cr.
BIOL 161, CHEM 181 or PHYS 281	Lab Science Gen Ed Requirement	4 cr.
	Humanities Gen Ed Requirement	<u>3 cr.</u>
		15 cr.

FOURTH SEMESTER

CSIT 213	Database Management	3 cr.
	Elective (to meet required 64 cr.)*	9 cr.
BIOL 162, CHEM 182 or PHYS 282	Lab Science Gen Ed (continue original science sequence)	<u>4 cr.</u>
		16 cr.

TOTAL CREDITS 64

* Students should select electives relevant to the Bachelor's Degree concentration
Kean-Ocean students need COMM 154 and MATH 270 as general electives
Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval Date: May 4, 2004
Board of Trustees Approval Date: September 24, 2007
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: February 28, 2011
Board of Trustees Approval Date: February 25, 2013

EXHIBIT B-11

GENERAL STUDIES – A.S. Degree Program - Effective Catalog Year 2011-2012 2014-15

This degree is for those students who wish to explore career fields or to build an individualized program to meet special career needs by drawing from components of existing career programs.

Students may plan either transfer or career programs to meet the requirements for the Associate in Science degree by completing:

- a. At least 18 hours beyond college core curriculum from one college department.
- b. A minimum of 30 hours of general education courses.
- c. Sufficient additional hours to meet the general requirements for the degree as outlined in the section on degrees

GENERAL EDUCATION CORE REQUIREMENTS

COMMUNICATIONS 6 cr.
English I / English II

HUMANITIES 3 cr.
One (1) Humanities course selected from the
list of Approved General Education Courses

SOCIAL SCIENCE 3 cr.
One (1) Social Science course selected from the
list of Approved General Education Courses

ADDITIONAL HUMANITIES OR SOCIAL SCIENCE CREDIT 3 cr.
One (1) Humanities or Social Science course selected from
the list of Approved General Education Courses

MATHEMATICS – SCIENCE – TECHNOLOGY 9 cr.
Students must select at least one math course, one lab science
course, and one technology course* from the list of Approved
General Education Courses.
* Students may attempt to “test out” of the technology requirement.
If they succeed, they must take an additional course(s) in
math, science, or technology from the List of Approved General
Education Courses.

ADDITIONAL GENERAL EDUCATION CREDIT 6 cr.
(From list of Approved General Education Courses)

~~OCEAN COUNTY COLLEGE REQUIREMENT 3 cr.~~
~~Any course from the List of Approved General Education Courses or~~
~~ACAD 155 or any HEHP course~~

DEPARTMENT CONCENTRATION 18 cr.
To satisfy the Department Concentration, students must earn 18 credits
from one of several areas. Those areas and the related course prefixes
are listed below:

Humanities	ARBC, ARTS, ASLN, CHIN, COMM, COPH, DANC, COEM, ENGL, FILM, FREN, GRMN, COCG, GREK, HEBR, HIST, HONR, HUMN, ITAL, LATN, MUSC, PHIL, RUSS, SPAN, THTR
Math	MATH
Science	BIOL, CHEM, ENVI, PHYS, SCIE
Social Science	ACAD, ALDC, ANTH, CRIM, ECON, EDUC, FIRE, GEOG, HLSC, HSRV, POLI, PSYC, SOCI
Health and Physical Education	HEHP
Business	BUSN, ACCT, LAAW, ECON, CSIT
Computer Science	CSIT

ELECTIVE COURSES (to total 64 or more cr.)

~~13~~ 16 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.

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: December 6, 2010

Board of Trustees Approval Date: April 25, 2011 – Sent to the Board as an FYI

EXHIBIT B-12

**COMPUTER SCIENCE/INFORMATION TECHNOLOGY - A.A.S. Degree Program –
Effective Catalog Year 2014-2015**

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 165	Programming I	4 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.
_____	Humanities Gen Ed Requirement	3 cr.
_____	Social Science Gen Ed Requirement	<u>3 cr.</u> 16 cr.

SECOND SEMESTER

CSIT 166	Programming II	4 cr.
CSIT 176	Computer Organization & Architecture	3 cr.
ENGL 152	English II	3 cr.
_____	Computer Science Electives*	<u>6 cr.</u> 16 cr.

THIRD SEMESTER

_____	Computer Science Electives*	6 cr.
_____	Lab Science Gen Ed Requirement	4 cr.
COMM 154	Fundamentals of Public Speaking	3 cr.
_____	Social Science or Humanities Gen Ed Requirement	<u>3 cr.</u> 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	3 cr.
_____	Electives (to meet required 64 cr.)	<u>4 cr.</u> 16 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.

SUGGESTED COMPUTER SCIENCE ELECTIVES

CSIT 115	Introduction to Computer Game Development	3 cr.
CSIT 123	Integrated Office Software	3 cr.
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 144	UNIX	3 cr.
CSIT 173	Game Programming with OpenGL	3 cr.
CSIT 184	Networking Essentials	3 cr.
CSIT 212	Systems Analysis	3 cr.
CSIT 231	Dynamic Flash and Scripting Programming Elements for Web Pages	3 cr.
CSIT 232	Server Programming for the Web	3 cr.
CSIT 265	Data Structures Analysis	4 cr.

SUGGESTED BUSINESS STUDIES ELECTIVES

ACCT 161	Principles of Accounting	3 cr.
BUSN 131	Introduction to Business Administration	3 cr.
BUSN 134	Principles of Marketing	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
 Board of Trustees Approval Date: December 6, 2010
 Board of Trustees Approval Date: February 28, 2011
 Board of Trustees Approval Date: February 25, 2013

EXHIBIT B-13

TECHNICAL STUDIES A.A.S. Degree Program – Computer Technology Option – Effective Catalog Year 2013-2014

The AAS in Technical Studies degree program is designed to provide students the opportunity to apply their work experience to earning an associate degree in applied science. Students can earn credit for their work experience while they prepare for career advancement. Up to 20 credits may be awarded for work experience, including military experience, trade/proprietary school preparation, apprenticeship programs, and on-the-job-training.

First Semester

ENGL 151	English I	3 cr.
Math 156	Introduction to Statistics	3 cr.
CSIT 110	Computer Literacy	3 cr.
_____	Computer Technology Option Electives	<u>6 cr.</u>
		15 cr.

Second Semester

ENGL 152	English II	3 cr.
_____	Humanities Gen Ed Requirement	3 cr.
_____	Social Science Gen Ed Requirement	3 cr.
_____	Computer Technology Option Electives	<u>6 cr.</u>
		15 cr.

Third Semester

_____	OCC Requirement: Any course from the	3 cr.
_____	List of Approved General Education	
_____	Courses or ACAD 155 or any HEHP	
_____	Course	
_____	Social Science Gen Ed Requirement	3 cr.
_____	Lab Science Gen Ed Requirement	4 cr.
_____	Computer Technology Option electives	<u>6-9 cr.</u>
		16 cr.

Fourth Semester

_____	Professional Core Transfer Credits	
	Awarded for Work Experience OR	
	Computer Technology Option Electives	up to 20 cr.

Total Credits 66

Note: cr. (credit) = semester credit hour

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

Computer Technology Option Electives

Students may select from the following list or equivalent courses per appropriate approval.

CSIT 115: Intro to Computer Game Dev
 CSIT 123: Integrated Office Software
 CSIT 126: Inter Spreadsheet and Database
 CSIT 131: Multimedia for Web

CSIT 133: Web Develop Fundamentals
CSIT 160: Introduction to Visual Basic
CSIT 165: Programming I
CSIT 184: Networking Essentials
ECON 151: Macroeconomics Principles
ECON 152: Microeconomics Principles
ECON 153: Contemporary Econ Issues

Board of Trustees Approval Date: November 7, 2005
NJ Presidents Council Approval: April 17, 2006
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: December 6, 2010
Board of Trustees Approval Date: January 28, 2013

EXHIBIT B-14

TECHNICAL STUDIES - A.A.S. Degree Program – Industrial/Technical Option – Effective Catalog Year 2013-2014

The AAS in Technical Studies degree program is designed to provide students the opportunity to apply their work experience to earning an associate degree in applied science. Students can earn credit for their work experience while they prepare for career advancement. Up to 20 credits may be awarded for work experience, including military experience, trade/proprietary school preparation, apprenticeship programs, and on-the-job-training.

First Semester

ENGL 151	English I	3 cr.
Math 151	Survey of Mathematics	3 cr.
CSIT 110	Computer Literacy	3 cr.
_____	Industrial/Technical Option Electives	<u>6 cr.</u>
		15 cr.

Second Semester

ENGL 152	English II	3 cr.
_____	Humanities Gen Ed Requirement	3 cr.
_____	Social Science Gen Ed Requirement	3 cr.
_____	Industrial/Technical Option Electives	<u>6 cr.</u>
		15 cr.

Third Semester

_____	OCC Requirement: Any course from the	3 cr.
_____	List of Approved General Education	
_____	Courses or ACAD 155 or any HEHP	
_____	Course	
_____	Social Science Gen Ed Requirement	3 cr.
_____	Lab Science Gen Ed Requirement	4 cr.
_____	Industrial/Technical Option Electives	<u>6-9 cr.</u>
		16 cr.

Fourth Semester

_____	Professional Core Transfer Credits	
	Awarded for Work Experience OR	
	Industrial/Technical Option Electives	up to 20 cr.

TOTAL CREDITS: 66

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval Date: November 7, 2005

NJ Presidents Council Approval: April 17, 2006

Industrial/Technical Option Electives

Students may select courses from the following list or equivalent courses per appropriate approval.

CHEM 180: Introductory Chemistry
CSIT 115: Introduction to Computer Game Development
CSIT 123: Integrated Office Software
CSIT 160: Introduction to Visual Basic
ECON 151: Macroeconomics Principles
ECON 152: Microeconomics Principles
ECON 153: Contemporary Economic Issues
ENGR 181 Graphics for Engineers I
ENGR 191: AutoCAD 2-D Basic I
ENGR 192: AutoCAD 2-D Basic II
ENGR 198: AutoDesk Inventor
ENGR 221: Engineering Statics
ENGR 222: Engineering Dynamics
ENGR 225: Design of Material Structures
PHYS 171: General Physics I
PHYS 172: General Physics II

Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: December 6, 2010
Board of Trustees Approval Date: January 28, 2013

EXHIBIT B-15

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETING - A.A.S. Degree Program

- Effective Catalog Year 2014-2012-2014-2015

The AAS in American Sign Language-English Interpreting program prepares students to interpret English into ASL and ASL into English. The program promotes American Sign Language skills, an understanding of deaf culture, knowledge of the interpreter's role and responsibility, theoretical skills in interpreting, and practical experience in interactive settings. Various settings in which the interpreter works are examined in addition to ethical decision making in relation to the role of the interpreter.

This program attracts applicants coming from various backgrounds: (a) graduates of two and four year ASL programs, (b) individuals with no degree but with prior knowledge and skills in ASL, and (c) beginning students. All program applicants will be tested to determine their proficiency in Basic ASL I and II. Those who do not pass will need to take one or both of the basic courses, depending on their scores. Upon completion of the basic course(s), the students will be re-tested to determine their readiness to enter the AAS in American Sign Language-English Interpreting program.

FIRST SEMESTER

ASLN 104	<i>Fingerspelling in American Sign Language</i>	3 cr.
ASLN 105	Deaf Culture and History	3 cr.
ASLN 110	Intermediate American Sign Language I	4 cr.
ENGL 151	English I	3 cr.
	MATH Gen-Ed Requirement	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
		16 cr.

SECOND SEMESTER

ASLN 115	ASL Syntax and Grammar	3 cr.
ASLN 120	Interpreting Theory I	3 cr.
ASLN 155	Intermediate American Sign Language II	4 cr.
ASLN 160	ASL-English Translation Studies	3 cr.
ENGL152	English II	3 cr.
		16 cr.

THIRD SEMESTER

ASLN 220	Interpreting Theory II	3 cr.
ASLN 230	ASL – English Interpreting	3 cr.
ASLN 225	Deaf-Blind Interpreting	3 cr.
ASLN 235	English-ASL Interpreting	3 cr.
	Lab Science Gen Ed Requirement	4 cr.
		16 cr.

FOURTH SEMESTER

ASLN 260	Interactive Interpreting	5 cr.
EDUC178	Intro to the Ed of Exceptional Students	3 cr.
	OCC Requirement: Any course from the	3 cr.
	List of Approved General Education	
	Courses or ACAD 155 or any HEHP Course	
	MATH Gen Ed Requirement	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
		17 cr.

TOTAL CREDITS 65

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval: November 7, 2005
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: January 25, 2010
Board of Trustees Approval Date: December 6, 2010

EXHIBIT B - 15

EXHIBIT B-16

DIGITAL MASS MEDIA - A.A. Degree Program – Broadcast/Production Option – Effective Catalog Year 2012-2013-2014-2015

The A.A. degree in Digital Mass Media offers students the first two years of courses and fieldwork which allow students to transfer into a baccalaureate program or to seek immediate employment. The program prepares for a variety of production or writing positions at newspapers and magazines (print and online), radio and television stations (and their associated Web sites), cable systems, video production companies and other production facilities. The program also prepares students for careers as publicity writers for public relations firms, advertising agencies, businesses, and organizations. The curriculum gives students hands-on writing, production, and programming experience at the College radio station, television station, video editing/post production lab, literary magazine, and the print and online versions of the college newspaper. Students also gain experience in blogs, podcasts and other new media used by both professional and citizen journalists.

FIRST SEMESTER

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
	History Gen Ed Requirement ***	3 cr.
COEM 120	Television Studio Production	3 cr.
COMM 151	Media Writing I	3 cr.
COMM154	Fundamentals of Public Speaking	<u>3 cr.</u>
		18 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
	Math or Lab Science or Technology Gen Ed Requirement	3 cr.
	Humanities Gen Ed Requirement [†]	3 cr.
COEM 220	Television Location Production	3 cr.
	Social Science Gen Ed Requirement [†]	<u>3 cr.</u>
		15 cr.

THIRD SEMESTER

	History Gen Ed Requirement ***	3 cr.
	Humanities Gen Ed Requirement [†]	3 cr.
	Lab Science Gen Ed Requirement	4 cr.
COEM 224	Video Editing and Post Production	3 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	
	Diversity Gen Ed Requirement [†]	<u>3 cr.</u>
		16 cr.

FOURTH SEMESTER

	Technology Gen Ed Requirement **	0-3 cr.
	Humanities Gen Ed Requirement [†]	3 cr.
	Social Science Gen Ed Requirement [†]	3 cr.
COEM 284	Broadcast News Production	3 cr.
COMM 172	Communication Law	3 cr.
	Elective (to meet required 64 credits)	<u>0-3 cr.</u>
		15 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.

* One Humanities or Social Science requirement must be chosen from the Diversity category in the list of Approved General Education Courses. *If this requirement has been satisfied by another Humanities or Social Science course in the Diversity category, the student must take three additional credits from the List of General Education courses.*

** Students who demonstrate proficiency must take additional general education credits in math, lab science, or technology from the List of Approved General Education Courses.

*** Selection should be based upon the requirements of the four-year transfer institution.

Board of Trustees Approval Date: August 27, 2007
Board of Trustees Approval Date: November 5, 2007
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: January 25, 2010
Board of Trustees Approval Date: December 6, 2010
Board of Trustees Approval Date: August 22, 2011

EXHIBIT B - 16

EXHIBIT B-17

DIGITAL MASS MEDIA - A.A. Degree Program – Journalism Option – Effective Catalog Year 2012-2013 2014-2015

The A.A. degree in Digital Mass Media offers students the first two years of courses and fieldwork which allow students to transfer into a baccalaureate program or to seek immediate employment. The program prepares for a variety of production or writing positions at newspapers and magazines (print and online), radio and television stations (and their associated Web sites), cable systems, video production companies and other production facilities. The program also prepares students for careers as publicity writers for public relations firms, advertising agencies, businesses, and organizations. The curriculum gives students hands-on writing, production, and programming experience at the College radio station, television station, video editing/post production lab, literary magazine, and the print and online versions of the college newspaper. Students also gain experience in blogs, podcasts and other new media used by both professional and citizen journalists.

FIRST SEMESTER

ENGL 151	English I	3 cr.
_____	Math Gen Ed Requirement	3 cr.
_____	History Gen Ed Requirement ***	3 cr.
COMM 151	Media Writing I	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
COMM 281	Mass Communications	<u>3 cr.</u>
		18 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
_____	Math or Lab Science or Technology Gen Ed Requirement	3 cr.
_____	Humanities Gen Ed Requirement *	3 cr.
COMM 152	Media Writing II	3 cr.
COEM 220	Television Location Production	3 cr.
_____	Social Science Gen Ed Requirement *	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

_____	History Gen Ed Requirement ***	3 cr.
_____	Humanities Gen Ed Requirement *	3 cr.
_____	Lab Science Gen Ed Requirement	4 cr.
COMM 172	Communication Law	3 cr.
_____	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	
_____	Diversity Gen Ed Requirement*	<u>3 cr.</u>
		16 cr.

FOURTH SEMESTER

_____	Technology Gen Ed Requirement	0-3 cr.
_____	Humanities Gen Ed Requirement *	3 cr.
_____	Social Science Gen Ed Requirement *	3 cr.
COEM 284	Broadcast News Production	3 cr.
_____	Elective (to meet required 64 credits)	<u>0-3 cr.</u>
		12 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.

* One Humanities or Social Science requirement must be chosen from the Diversity category in the list of Approved General Education Courses. *If this requirement has been satisfied by another Humanities or Social Science course in the Diversity category, the student must take three additional credits from the List of General Education courses.*

** Students who demonstrate proficiency must take additional general education credits in math, lab science, or technology from the List of Approved General Education Courses.

*** Selection should be based upon the requirements of the four-year institution.

Board of Trustees Approval Date: September 26, 2005

Board of Trustees Approval Date: May 22, 2006

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: November 5, 2007
Board of Trustees Approval Date: January 28, 2008
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: January 25, 2010
Board of Trustees Approval Date: December 6, 2010
Board of Trustees Approval Date: August 22, 2011

EXHIBIT B - 17

EXHIBIT B-18

LIBERAL ARTS - A.A. Degree Program – Effective Catalog Year 2013-2014 2014-2015

The Associate in Arts (A.A.) degree in Liberal Arts is designed for students planning to transfer to a four-year college or university. The degree program includes 45 credits of General Education courses plus elective courses for a minimum total of 64 credits. General Education courses must be selected from the official list of Approved General Education Courses. When selecting electives, students may take courses that interest them. The Liberal Arts degree can include no more than 6 credits of business courses.

GENERAL EDUCATION CORE REQUIREMENTS

COMMUNICATIONS 9 cr.

ENGL 151: English I

ENGL 152: English II

COMM 154: Introduction to Public Speaking

HISTORY 6 cr.

Two (2) History courses selected from the
List of Approved General Education Courses

HUMANITIES 9 cr.

Three (3) Humanities courses selected from the
List of Approved General Education Courses

DIVERSITY 3 cr.

One (1) Diversity course selected from the
List of Approved General Education Courses
(May count as another general education requirement) —

***If this requirement has been satisfied by another Humanities
or Social Science course in the Diversity category, the student
must take 3 additional credits from the List of General Education
Courses.***

SOCIAL SCIENCE 6 cr.

Two (2) Social Science courses selected from the
List of Approved General Education Courses

MATHEMATICS – SCIENCE – TECHNOLOGY 12 cr.

Students must select one math course, one lab science course,
and one technology course* and complete the 12 cr. requirement
with any additional math, science, or technology course from the
list of Approved General Education Courses.

* Students may attempt to "test out" of the technology
requirement. If they succeed, they must take an additional
course(s) in math, science, or technology from the List of
Approved General Education Courses.

~~OCEAN COUNTY COLLEGE REQUIREMENT~~ 3 cr.

~~Any course from the List of Approved General Education Courses
or ACAD 155 or any HEHP course~~

ELECTIVE COURSES (to total 64 or more cr.)

46-19 cr.

TOTAL CREDITS: 64 cr.

Note: cr. (credit) = semester credit hour

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

SPECIFIC AREAS OF INTEREST AVAILABLE TO AA IN LIBERAL ARTS STUDENTS

The Liberal Arts degree does not require an academic major. While attending OCC, students may begin to explore specific areas of interest that they may pursue at a four-year institution. Areas of interest include the following:

ECONOMICS
EDUCATION
ENGLISH
EXERCISE SCIENCE / SPORTS MEDICINE / SPORTS MANAGEMENT
FILM STUDIES
FINE ARTS
HEALTH AND HUMAN PERFORMANCE
HISTORY
LANGUAGES
MATHEMATICS
MIDDLE EASTERN STUDIES
MUSIC
POLITICAL SCIENCE
PSYCHOLOGY
SOCIAL SCIENCE
SOCIOLOGY
SPEECH AND THEATER
WOMEN'S STUDIES

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: January 25, 2010

Board of Trustees Approval Date: November 8, 2010

Board of Trustees Approval Date: December 6, 2010

Board of Trustees Approval Date: August 27, 2012

EXHIBIT B-19



BOARD OF TRUSTEES

RESOLUTION

WHEREAS, Ocean County College desires to terminate its A.A.S. Degree in Fire Science;
and

WHEREAS, after a comprehensive review, it was found that, over the years, this program
suffered from chronically low enrollments and few graduates; and

WHEREAS, courses included in this program will remain active as long as enrollment
supports them;

NOW, THEREFORE, BE IT RESOLVED that the Ocean County College Board of
Trustees, at its meeting on May 28, 2013, terminates its A.A.S. Degree in
Fire Science.

Carl V. Thulin, Jr.,
Chair

Adopted: May 28, 2013

TO BE TERMINATED: FIRE SCIENCE - A.A.S. Degree Program – Effective Catalog Year 2014-2015

This program offers a wide variety of opportunities for volunteers and paid members of fire service seeking to upgrade their skills and for students wishing to pursue a career in fire science. Graduates may find opportunities in the insurance field (fire scene investigator, safety inspector, arson investigator), in industry (fire fighter, fire safety inspector), in municipal departments (fire fighter with officer qualifications, code prevention inspector, code enforcement officer) or in the federal service (fire fighter/fire officer, fire education/training specialist).

FIRST SEMESTER

ENGL 151	English I	3 cr.
PSYC 172	General Psychology	3 cr.
MATH 165 or	College Algebra or	3-5 cr.
— MATH 191	Precalculus	
FIRE 151	Principles of Fire Protection	3 cr.
CHEM 180 or	Introductory Chemistry or	4 cr.
— SCIE 105*	Forensic Science	
		16-18 cr.

*Only with approval of the Dean of the School of Social Science and Human Services

SECOND SEMESTER

ENGL 152	English II	3 cr.
FIRE 152	Fire Service Construction Principles	3 cr.
FIRE 153	Fire Department Organization	3 cr.
	and Management	
FIRE 154	Fire Fighting Tactics and Strategy	3 cr.
FIRE 155	Hazardous Materials Incident Analysis	3 cr.
		15 cr.

THIRD SEMESTER

COMM 154	Fundamentals of Public Speaking	3 cr.
FIRE 251	Fire Service Hydraulics	3 cr.
FIRE 255	Fire Prevention and Inspection I	3 cr.
	OCC Requirement: Any course from the	3 cr.
	List of Approved General Education	
	Courses or ACAD 155 or any HEHP	
	Course	
	Computer Science Elective	3 cr.
	Humanities Gen Ed Requirement	3 cr.
		18 cr.

FOURTH SEMESTER

POLI 162	State and Local Government	3 cr.
FIRE 256	Fire Prevention and Inspection II	3 cr.
FIRE 254	Elements of Arson Investigation	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	Elective (to meet required 64 cr.)	1-3 cr.
		13-15 cr.

Note: cr. (credit) – semester credit hour

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

————— TOTAL CREDITS 64

Board of Trustees Approval Date: May 29, 2007

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: December 7, 2009

Board of Trustees Approval Date: December 6, 2010

EXHIBIT B-20

DENTAL ASSISTING – Certificate of Completion – Effective Catalog Year 2014-2015

Ocean County College has entered into a partnership with the University of Medicine and Dentistry of New Jersey (UMDNJ) allowing students to obtain a joint certificate in Dental Assisting upon program completion. As of July 1, 2013, UMDNJ will officially become part of Rutgers University as the School of Biomedical and Health Sciences and the program will continue as a cooperative between Rutgers University and OCC.

After completing the general education core at Ocean County College, the Dental Assisting Program at UMDNJ is a ten month certificate program. Enrollment is limited to 20 students who commence their studies in January under the professional leadership of the faculty of the UMDNJ-School of Health Related Professions (SHRP). Faculty of the UMDNJ-New Jersey Dental School also provides instruction in the program. Dental Assisting students have access to the most modern equipment and treatment facilities at the UMDNJ-New Jersey Dental School as well as at the SHRP-Scotch Plains Dental Suite.

The UMDNJ Dental Assisting Program prepares the student for work as a valuable member of the dental health care team and for diverse career opportunities. In order to expose students to the most modern equipment and advanced treatment techniques, the facilities of the UMDNJ-New Jersey Dental School and the SHRP Scotch Plains Dental Suite are utilized. Prospective dental assisting students must possess manual dexterity, good vision, and optimal oral and personal hygiene habits.

Goals of the Program

Upon completion of the program, the student will be able to perform the following functions:

- Assist the dentist in all phases of patient treatment
- Sterilize instruments
- Prepare treatment rooms
- Provide patient education and nutritional counseling
- Arrange and confirm appointments
- Prepare dental insurance claims
- Expose, process, and mount radiographs
- Perform a variety of intra-oral expanded functions
- Fabricate mouth guards
- Work as members of the dental health team
- Perform basic laboratory procedures
- Select and transfer instruments to the dentist

Students seeking this certificate must be a resident of Ocean County, complete ten (10) credits in general education at Ocean County College with a grade of "C" or higher and complete all general education coursework prior to beginning Dental Assisting course work in January at UMDNJ. No transfer credits can be considered for this program.

Dental Assisting applicants may apply directly to SHRP Office of Enrollment Services for Admission to the Program. **The application deadline is April 1st, annually.**

General Education Requirements	Credits
*BIOL 130 – Anatomy & Physiology I	4
ENGL 151 – English I	3
PSYC 172 - General Psychology	3

*Students must complete BIOL 130, with a grade of “C” or higher, prior to the start of the Dental Assisting coursework in January; additionally, BIOL 130 must be completed within the five years prior to beginning the Dental assisting coursework.

10 credits in general education at OCC

23 credits Dental Assisting at UMDNJ, Scotch Plains.

33 credits total

For more information, contact Dr. Carolyn Breen, Program Director at UMDNJ, 732.889.2504, breen@umdnj.edu.

EXHIBIT B-21

DIETARY MANAGER - Certificate of Completion – Effective Catalog Year 2014-2015

A Dietary Manager Certificate Program is now being offered to Ocean County College students in cooperation with the School of Health Related Professions (SHRP) at the University of Medicine and Dentistry of New Jersey (UMDNJ). This certificate is awarded jointly by Ocean County College and UMDNJ. As of July 1, 2013 UMDNJ will officially become part of Rutgers University, and the program will continue as a cooperative between Rutgers University and OCC.

The Dietary Manager Certificate Program is a ten month full time program combining traditional in person classroom work, and hands on clinical experience. Students can enroll into the program through UMDNJ-SHRP, when all prerequisites have been met through Ocean County College.

The classes will be held in traditional classroom format at the Newark campus. Students will do their clinical experience at University Hospital, Newark, NJ in the Food and Nutrition Services Department.

Why major in Dietary Management?

Accredited by the Dietary Management Association (DMA), the Dietary Manager program will empower graduates to run medical nutrition and general food service establishments. Dietary Managers act as supervisors or managers over long-term care facilities, assisted living, small hospitals, schools, military, and other non-commercial settings and are an important part of the nutrition care team. Dietary Managers can hire dietary workers, purchase food, supervise preparation, distribution, and clean up of meals, snacks, and supplements. They are also responsible for food safety and for selecting foods that conform with diet prescriptions.

Goals of the Program

The goal of the program is to prepare students to become certified dietary managers (CDM) who are competent in food service management and the nutrition issues in food and dietary services. The objectives of this program are:

- to prepare students to examine meal service systems for health care environments and delivery systems
- to expose students to a broad overview of human resource management
- to provide students a basic understanding of nutrition concepts and techniques for individuals in healthcare environment
- to train students to understand and retain comprehensive food safety knowledge on all aspects of handling food, from receiving and storage to preparing and serving

Accreditation

The DMA program has been approved by the Dietary Managers Association, www.dmaonline.org

Admission

Students must be a resident of Ocean County, and complete all pre-requisite courses through Ocean County College. Prior to being admitted into the 10-month professional sequence at UMDNJ, students will be required to complete the following pre-requisite courses at Ocean County College (17 credits):

MATH 156 – Intro to Statistics – 3 credits

BIOL 130 - Anatomy and Physiology I – 4 credits

BIOL 131 - Anatomy and Physiology II – 4 credits

PSYC 172 – General Psychology – 3 credits

ENGL 151 - English I – 3 credits

17 credits General Education at OCC

15 credits in Professional Studies at UMDNJ

32 credits total

Students must have a grade point average of 2.75 in general education courses before starting the professional phase.

For course requirements for graduation, please click on the following link:

<http://coursecatalog.umdj.edu/>

For more information, please contact Pamela Rothpletz-Puglia, Program Director at rothplpm@umdj.edu

EXHIBIT B-22

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1 / OFFICIAL COURSE DESCRIPTION
SCHOOL OF MATHEMATICS, SCIENCE AND TECHNOLOGY

1. COURSE NUMBER AND TITLE: CSIT 109: Information Technology
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

This course provides students with an overview of the fundamental concepts, skills, and capabilities of information technology. The course will focus on the primary concepts of human-computer interface, the basics of networking, the World Wide Web, digitizing information and multimedia, principles of computer operation, privacy and digital security, database fundamentals and computational logic. Practical emphasis will be placed on the effective and efficient use of information technologies within the scope of utilizing social media applications, the impact of the globalization of informational technologies, and the development of critical thinking and problem solving skills appropriate for the workplace. A student cannot earn credit for both CSIT 110 and CSIT 109.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 22 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Students in career majors need to understand the importance and impact of social media and human-computer interaction. It is important to utilize these technologies within the management of information technology and in the development of critical thinking and problem solving skills appropriate for the workplace. This course is required at many two and four year institutions as a core course in Information Technology and Informatics.

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? X yes no

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

 Communication Social Science History
 Humanities Lab Science Science (Non-Lab)
 Mathematics X Technology Diversity
 Information Literacy Ethical Reasoning/Action

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

 X Program-specific requirement for the following degree program(s):
AAS Business – Web Based Technology Option
 X Elective in AAS Computer Science/Information Technology and
In AS Computer Science – Information Technology Option

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
Bergen CC	Introduction to Information Technology	INF101	3	
Union CC	Introduction to Information Systems	CIS 101	3	
CC of Morris	Introduction To Data Processing	CMP 110	3	
Passaic CC	Information Technology Fundamentals and Applications	CIS 107	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 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	Elective Credit – No title given (3 cr.)	Elective credit for Applied Arts and Science only. Will not transfer to other programs.		
Kean University	CPS1031 – Intro to Computers (3 cr.)	Gen Ed - Math		
Monmouth University	IT-100 Information Technology (3 cr.)	Gen Ed – Technological Literacy		
Richard Stockton College	Elective Credit – No Title given (3 cr.)	Computer Science & Info Literacy Elective		
Rowan University			X	
Rutgers – New Brunswick	Restrictive free elective credit (3 cr.)	Liberal Arts Major – Technical 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 vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College:

This course addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
- iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
- v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

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 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) Identify the role of computers as an integral part of an information system.
- b) Describe the various components of a computer system.
- c) Describe the operations and functions of hardware components including CPU, input devices, output devices, and storage.
- d) Demonstrate basic familiarity with Windows, MAC and Tablet Operating Systems.
- e) Demonstrate the ability to utilize basic word processing, spreadsheet and database software in Business/Web Marketing applications.
- f) Demonstrate the ability to utilize basic graphic editing and video editing software in Business/Web Marketing applications.
- g) Demonstrate the ability to use social media applications for communication and collaboration in the global marketplace.
- h) Demonstrate the ability to understand and write within the context of the web using text, graphics and video in Business/Web marketing applications.
- i) Discuss the social, cultural, philosophical, ethical, legal, public policy and economic issues related to using information technologies in the workplace.
- j) Discuss security, privacy, and ethics involved in protecting hardware, software, and electronic data.
- k) Identify issues related to information intelligence and ways to protect and/or exploit information assets.

8. METHODS OF INSTRUCTION

Class lecture, discussion, demonstrations, lab assignments and online presentations.

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

No additional technology needs or human resource needs.

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

10. TENTATIVE TOPICAL OUTLINE

A) Overview

- 1) Components of an Information System
 - a) Categories of Computers
 - b) Computer Architecture

- c) Software: System
- B) Introduction to Operating Systems
 - 1) Basic Functions of an Operating System
 - 2) Types of Operating Systems
 - 3) Windows
 - 4) MAC
 - 5) Tablets
- C) Production Software for Business/Web Marketing
 - 1) Word processing
 - a) Formatting
 - b) Editing
 - c) Layout
 - d) Application
 - e) Web-based
 - 2) Spreadsheets
 - a) Formulas
 - b) Formatting
 - c) Functions
 - d) Charting
 - e) Application
 - f) Web-based
 - 3) Database
 - a) Anatomy
 - b) Operations
 - c) Special Purpose Databases
 - d) Implications on Privacy and the Marketplace
 - 4) Graphic Editing Software
 - a) Basic Editing Tools
 - b) Application
 - c) Web-based Sharing
 - 5) Video
 - a) Basic Editing Tools
 - b) Application
 - c) Web-based Sharing
- D) Communications and Networks
 - 1) Communication Systems
 - 2) Mobile Internet
 - 3) Networks
 - a) Types
 - b) Sharing Information

- c) Organizational Networks
 - d) Configuration
 - e) Security
- 4) Virtual Communities
 - a) Social Communities
 - b) Social Publishing
 - c) Commerce
 - d) Entertainment
- E) Writing for the Web
 - 1) Text based – Blogs, Tweets
 - 2) Graphic with Text
 - 3) Adding Video
- F) Privacy, Security and Ethics
 - 1) Privacy
 - a) Legislation
 - b) Software Surveillance
 - c) Information Privacy
 - d) Social Engineering
 - 2) Computer Security
 - a) Hardware Failure
 - b) Cybercrime
 - c) Security Suites
 - 3) Data Security
 - a) Redundancy
 - b) Backup
 - c) Encryption
 - 4) Information Security
 - a) Mobile Devices
 - b) Social Networks
 - c) Cloud Computing
 - 5) Ethics
 - a) Copyright and Digital Rights Management
 - b) Fair use and piracy
 - c) Plagiarism
 - d) Censorship

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 20 minor projects, labs and/or self assessment (homework) assignments, a minimum of 4 major projects, and a minimum of 2 exams and/or skills assessment.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date:

EXHIBIT B-23

OCEAN COUNTY COLLEGE
NEW COURSE PROPOSAL - OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: DANC 145: Dance Appreciation
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course is an introductory study of dance as an art form. It surveys the development of dance from primitive and ancient times to 20th and 21st century dance theatre. Students will recognize the impact of culture, religion and politics on diverse dance forms. Through selected readings and viewings of filmed and/or live dance, students will develop heightened perceptions and understanding of dance. The course examines dance as a vital art form through study of its history, aesthetic elements, and communicative power.

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

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course helps students to gain an understanding of dance as an art form and to cultivate a lifelong interest in dance.

Awareness and appreciation of the arts are integral parts of a liberal arts education. Perhaps the "liveliest" of the arts due to its physicality, dance has the potential to attract, stimulate and awaken student interest in the arts. Dance provides visual and intellectual input plus a kinesthetic response in viewers that links them to the dance experience. The design elements of dance as a continuous "moving sculpture" and its use of music and theatrics, make dance a unique and total arts experience.

- 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
☐ Information Literacy ☐ Ethical Reasoning/Action

- 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):

☐ 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
Raritan Valley CC	Dance Appreciation	DANC 110	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 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	Elective Credit (3 cr.)			
Georgian Court University			X	
Richard Stockton College	ARTPEC: (3 cr.)	Gen Ed: Arts		
Monmouth University	DA101: Dance Appreciation (3 cr.)	Gen Ed: Aesthetics		

Kean University	PEDX1003: Physical Ed Free Elective (3 cr.)	Gen Ed: Health & Physical Education		
Rowan University	ARTG01075: Arts Elective (3 cr.)	Gen Ed: Arts		

- 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 type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Identify and discuss essential societal forces that have influenced the development of dance forms.
- b. Describe and evaluate dance as a communicative art form and a means of personal expression and cultural awareness.
- c. Describe the salient features of major dance styles citing several specific examples.
- d. Analyze dance, demonstrating ability to observe with a critical eye.
- e. Correlate choreographic meaning to current personal, social, or political issues.
- f. Identify, define, and/or describe major terms, events, and artists of dance history.

8. METHODS OF INSTRUCTION

Lecture, videos, selected readings, discussion.

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. What is dance? Dance as a unique form of communication
- b. Dance in society
- c. State of the art: Overview of genres and styles of dance, including new trends
- d. Dance criticism—How to look at dance
- e. Relation of dance to other arts
- f. Dance as ritual and sacred dance (India, Africa, American Indian)
- g. Culture-specific dance (ancient Greece, Flamenco, world folk dances)
- h. Classical dance (ballet, 16th century to present)
- i. Modern and post-modern dance (20th century-present)
- j. Jazz and tap dance
- k. Dance in popular culture—the theatre, movies, television, videos
- l. Review of Dance “greats:” Performances/performers/choreographers
- m. Examinations

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or “For Information Only.” This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date:

EXHIBIT B-24

OCEAN COUNTY COLLEGE
NEW COURSE PROPOSAL - OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: DANC-161: Modern Dance II
2. SEMESTER HOURS: 3 CONTACT HOURS: (2 + 2)
Lecture Lab
3. CATALOG DESCRIPTION

This is a continuation and expansion of Modern Dance I with an emphasis on the history of modern dance and its major techniques. Dance skills will be developed through more intricate dance combinations, increased use of balance, strength and flexibility and refinement of details of stage performance. Emphasis is on technique development and creative expression. Improvisation will lead to the creation and structuring of dance phrases. Injury prevention methods and recent trends in modern dance will be examined. Students will explore their own movement style, learn and rehearse technical choreography and have opportunities to perform in the bi-annual Ocean County College dance concerts.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course allows students to practice the technique and discipline of modern dance, to use dance as a form of creative expression, and to acquire a comprehensive knowledge of recent developments in dance.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

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

 x Program-specific requirement for the following degree program(s):
 A.A. Performing Arts – Dance 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
Brookdale CC	Modern Dance II	DANC122	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 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	07203124: Modern Dance II (3 cr.)	Major / elective		
Georgian Court University	No title given (3 cr.)	Gen Ed: Physical Ed Graduation Req.		
Richard Stockton College	ARTP2100: Elementary / Intermediate Dance (3 cr.)	Gen Ed: Arts		
Monmouth University	DA001: 100- level dance	Gen Ed: Aesthetics		

	course (3 cr.)			
Kean University	PED1101: Beginning Modern Dance I (3 cr.)	Gen Ed: Health & Physical Education		
Rowan University	THD08237: Modern Dance II (3 cr.)	Major / 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 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 type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Develop increased flexibility, strength, balance, and rhythmic accuracy needed for modern dance movement.
- b. Develop more nuanced use of the torso (contractions, arches, etc.) and larger range of leg and arm movement.
- c. Demonstrate proper use of weight and momentum in relation to gravity.
- d. Exhibit knowledge of injury prevention using appropriate alignment, balance, and coordination.

- e. Demonstrate ability to move in space with awareness of self and others.
- f. Demonstrate use of the body as an instrument of expression in structured improvisations.
- g. Integrate mind and body to effectively link the intention behind movement with its actual performance.
- h. Create and structure dance phrases, manipulating time, space and energy.
- i. Describe characteristics of major modern styles and current trends in modern dance.

8. METHODS OF INSTRUCTION

Lecture

Demonstration

Modern dance exercises on the floor and standing

Locomotor and dance combinations

Improvisation

Viewing and discussion of dance films and reports

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. Instruct students in modern dance technique each class session: warm up, floor and standing exercises, locomotor movement, and longer, more intricate dance combinations.
- b. Introduce anatomical principles and relaxation techniques which promote injury prevention.
- c. Exhibit ways to structure dance phrases using movement concepts, with class dance combinations as examples.
- d. Guide students to improvise and further explore the movement concepts of time, space and energy, culminating in the creation of short dance phrases.
- e. Expose students to dance as an expressive, communicative art form through films, discussion, and readings emphasizing the major modern styles and recent trends in modern dance.

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date:

EXHIBIT B-25

OCEAN COUNTY COLLEGE
NEW COURSE PROPOSAL - OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: DANC 191: Dance Theatre Workshop I
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 0 + 3)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:

Dance Theatre Workshop is a learning-by-doing process. Practical experience is gained by participating in Ocean County College dance concerts or musicals. Students develop skills in their area of interest such as budgeting, ticketing, programming, costuming, lighting, sound, performing and/or presenting choreography. This exposes students to various career paths in the arts.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. Justification

- a. Describe the need for this course.

This course provides practical experience for students in every aspect of the creation of a theatrical dance production.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):
A.A. Performing Arts - Dance 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
County College of Morris	Dance Theatre Workshop	DAN 135	1	

- 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	07206361: Production Study (1 cr.)	Major / elective		
Georgian Court University			X	
Richard Stockton College	ARTPEC: Performing Arts Elective (1 cr.)	Gen Ed: Arts		
Monmouth University	DA001: 100- level dance course (1 cr.)	Gen Ed: Aesthetics		
Kean University	PEDX1003: Physical Education Free Elective (1 cr.)	Gen Ed: Health & Physical Education		
Rowan University	INTR99070: free elective	Elective credit		

- 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. Communication – Written and Oral | <input checked="" 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 type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Develop experience in dance theatre production.
- b. Research and develop specific production techniques.
- c. Acquire understanding of terminology and skills relevant to the production goal.
- d. Demonstrate a systematic approach and create a plan of action to achieve a chosen dance production goal. Document work accomplished to show progress.
- e. Engage in opportunities for experimentation in dance theatre production.
- f. Carry out and perform actual production tasks (such as lighting, costuming, publicity, budgeting, programming, performance and/or presentation of choreography).
- g. Critique personal contribution to the production.

8. METHODS OF INSTRUCTION

Laboratory and conferences

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. Conference between instructor and student to determine student's area of interest and experience.
- b. The establishment of student projects to fit the needs of production and the needs of the student.
- c. Repeated consultations with the student to determine an approach to his/her task, to check the student's progress, and to suggest materials and means to enhance his/her contribution to the dance theatre production.
- d. Review of student's acquisition and understanding of terminology and skills appropriate to the chosen production task (such as lighting, costuming, design, publicity, budgeting, programming, performance and/or presentation of choreography).
- e. Assessment by student, reviewed in conference with instructor, of the completed production project. This includes self-critique and suggestions for improved outcomes.

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 REVISED COURSE PROPOSALS

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

EXHIBIT B-26

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? x yes no

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

 Communication Social Science x History
 x Humanities Lab Science Science (Non-Lab)
 Mathematics Technology Diversity
 x Information Literacy x Ethical Reasoning/Action

- 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):

 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
Bergen CC	History of the 20 th C Since WWII	HIS 114	3	
Middlesex CC	History of the 20 th C	HIS 256	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 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	No code or title given – 3 c.	Elective credit		
Kean University	HISTEX 1003: History Free Elective – 3 cr.	Elective credit		
Monmouth University	HS001: 100-level History course – 3 cr.	Elective credit		
Richard Stockton College	HISTEC: History Studies Elective – 3 cr.	Gen Ed: Historical Consciousness / Humanities		
Rowan University	HIST 05075: History Gen Ed	Gen Ed: History, Humanities, & Language		
Rutgers – New Brunswick	Elective Credit: No title given – 3 cr.	Elective credit		

- 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:

One of the goals of the Academic Master Plan is to "produce globally competent citizens through course and program development" (VIII.E). This course accomplishes this goal by integrating modern American history and modern western history.

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

- | | |
|--|---|
| <input type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" 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. Read primary and secondary sources, identify bias and slant, and use critical thinking to develop their own views and interpretations.
- b. Analyze the basic historical patterns and trends in the United States and Europe since 1945.

- c. Discuss the impact of historical figures, key events, and causal factors behind those key events in the U.S. & Europe since 1945.
- d. Explain the importance of global interactions in the post-WWII and modern world.
- e. Write historical analyses and develop cogent and clear theses utilizing sound historical argumentation.
- f. Identify sources of international tensions impacting the U.S., Europe, and the world today.
- g. Discuss and identify key dimensions of global geography.
- h. Develop information literacy skills by engaging in library or Internet research, synthesizing sources, and Chicago Style documentation.
- i. Engage in ethical reasoning by analyzing and evaluating issues based on considerations of virtue, values, beliefs, rights, and/or obligations.

8. METHODS OF INSTRUCTION

Instruction will consist of:

- lecture & audio-visually enhanced instruction
- directed student/class discussion
- directed readings and oral presentation of readings
- essays, book reviews, final exam
- projects outside the classroom (i.e. – museum visits, attending campus lecturers, oral history interviews, etc.)

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

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

10. TENTATIVE TOPICAL OUTLINE

1. The Cold War (two weeks)
2. Europe Since 1945 (two weeks)
3. The US & the USSR Since 1945 (one week)
4. The American Presidency Since 1945 (two weeks)
5. The Korean and Vietnam Wars (two weeks)
6. American Cultural/Social History Since 1945 (one week)
7. America & the Middle East Since 1945 (one week)
8. The Gulf War, Iraq, & Afghanistan (one week)
9. The US & China Since 1945 (one week)
10. The US & Japan Since 1945 (one week)
11. The US & the Third World Since 1945 (one week)

*NOTE: The time allocations indicated above are flexible and to be determined by the professor.

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

- The written assignment(s) will foster information literacy by requiring students to engage in library or Internet research, synthesizing sources, and using Chicago Style documentation.
- The written assignment(s) will foster critical thinking and ethical reasoning by requiring students to analyze and evaluate issues based on considerations of virtue, values, beliefs, rights, and/or obligations.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

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

Board of Trustees Approval Date:

EXHIBIT B-27

OCEAN COUNTY COLLEGE
NEW COURSE PROPOSAL - OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: HIST 251: Study Abroad Seminar:
Battlefields of the World Wars
2. SEMESTER HOURS: 3 CONTACT HOURS: (2 + 2)
Lecture Lab
3. CATALOG DESCRIPTION

This study abroad seminar focuses on the World War I battlefield of Verdun and the World War II battlefields of Normandy. It will combine classroom lecture and research paper writing with onsite visits to the museums, beaches and fortifications of Verdun and Normandy. As students walk these beaches and fields, they will gain a deeper and richer understanding of the events that happened there in 1916 and 1944, respectively. Students taking this course will engage in critical thinking, historical analysis, and experiential learning.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Current classes in History generally run at or near capacity and students consistently ask for additional courses in this subject. OCC conducts travel seminars to foreign cultures worldwide but currently does not provide an opportunity for students to study major battles which occurred in Europe during WWI and WWII. This course provides an opportunity for students to "walk the fields" and to study historical events of WWI and WWII as they explore the Battle of Verdun and the invasion beaches of D-Day at Normandy.

- 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
☐ Information Literacy ☐ Ethical Reasoning/Action

- 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):
☒ Elective

- c. Related courses in other institutions

This course is comparable to other study abroad opportunities offered at NJ community colleges. This course is expected to transfer as a free elective to baccalaureate 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
None				

- 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)
Georgian Court University				
Kean University				
Monmouth University				

Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

- 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 study abroad seminar is consistent with the following goal/objective in the Academic Master Plan for 2012-2016:

Goal III: Integrative, Multi-Disciplinary Learning Experiences within and beyond the Classroom - Objective f: Develop course offerings that reinforce the values inherent in cultural diversity and global perspective.

- 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 checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" 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 checked="" 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. Develop an understanding of the concepts, theories and fundamental principles of modern warfare.
 - i. Explain the basic principles, concepts and methods of trench warfare.
 - ii. Identify social and ecological effects of war, using past and present wars in America, Europe, and the Middle East as examples.
 - iii. Evaluate warfare in WWI and WWII by analyzing the strategies and tactics used in each.
 - iv. Discern why the approaches taken in WWI and WWII were so different.
 - v. Identify social, political, and cultural changes in Europe, and the United Kingdom as a result of war.
- b. Develop an historical consciousness, including the ability to reflect thoughtfully and accurately about historical and contemporary issues of local and national importance.
 - i. Discover cross-cultural conflicts and influences that lead to both WWI and WWII.

- ii. Describe the cultural, social, and political, ideas, and beliefs of Military groups, both in the past and present.
 - iii. Present differing interpretations in evaluating the past and present warfare.
 - iv. Identify historical events and movements that are directly relevant to understanding the contemporary world.
- c. Develop a perspective on problems and issues that lead to warfare, and explore alternative solutions which are morally, socially, economically, politically and ecologically sound.

8. METHODS OF INSTRUCTION

This is a Travel Seminar. There will be several introductory sessions before departure which will include background lectures on the two battlefields to be studied, assigned readings, and practical information on the travel experience. There will be formal and informal onsite lectures during the tour, both by the instructor and by local battlefield guides where possible.

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

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

10. TENTATIVE TOPICAL OUTLINE

For each battle, the events leading up to and during will be explored in depth, including diplomatic clashes, geographic and ecological setting, and the various alliances and treaties. Students will be introduced to the string of events that lead to WWI and WWII. Finally, students will study the political, social, and economic alliances and counterbalances formed in Europe and later in the United States, pre and post war.

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

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

Students will be required to participate in on-site learning experiences and exercises and to complete a daily battlefield journal while traveling. Subsequently, each student will complete a 15 page research paper on a related war topic (with prior instructor approval of topic).

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date:

EXHIBIT B-28

- This course starts with the accounting cycle of a service operation. It continues with topics concerning merchandising operations; inventory; cash; receivables; and the acquisition, allocation, and disposal of property, plant, equipment, natural resources and intangible assets.

- COURSE TYPE FOR PERKINS REPORTING:

6. JUSTIFICATION

- Students in any business curriculum need to understand accounting because it is the language of business. This is the first course in accounting.

- 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?

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

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

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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. (5) Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- | | |
|---|---|
| <input 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. ~~Prepare financial statements including single step income statement and unclassified balance sheet.~~ *Prepare financial statements (single step income statement, owner's equity and the balance sheet)*
 - b. ~~Record transactions in the general journal.~~ *Record transactions in a general journal and the General Ledger.*
 - c. Journalize adjusting entries.
 - d. Prepare a 10-column worksheet.
 - e. Prepare a classified balance sheet.
 - f. ~~Journalize closing entries.~~ *Journalize closing entries and the post-closing balance.*
 - g. Compute inventory values using both periodic and perpetual systems.
 - h. Prepare a multiple-step income statement.
 - i. Evaluate an internal control system.
 - j. Record transactions in special journals.
 - k. ~~Reconcile cash accounts.~~ *Reconcile bank statements.*
 - l. Recognize, value and record the collection of receivables.
 - m. Recognize, value and record the disposal of ~~intangible assets, natural resources, and property, plant and equipment.~~ *assets, resources, property, etc.*
 - n. ~~Evaluate a business situation to determine the ethical issues.~~ *Record accumulated depreciation, amortization, and depletion allowance.*
 - o. ~~Use a computerized accounting system to solve accounting problems.~~
- ## 8. METHODS OF INSTRUCTION: Lecture, computer applications and group discussions.

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

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

10. TENTATIVE TOPICAL OUTLINE:

- The accounting equation
- Financial statement preparation
- Ethics of business organizations
- Record business transactions in the general journal
- Post transactions
- Preparation of a trial balance
- Preparation of adjusting entries
- Preparation of a 10-column worksheet
- Preparation of closing entries
- Preparation of a classified balance sheet
- Account for merchandising operations using both periodic and perpetual inventory systems
- Preparation of a multiple-step income statement
- Determine inventory values using FIFO, LIFO and average cost
- Lower of cost or market inventory valuation technique
- Record accounting information in special journals and subsidiary ledgers
- Principles of internal control
- Reconciliation of a checking account
- Account for a petty cash fund
- Record, value and collect accounts and notes receivable
- Acquisition, allocation and disposal of property, plant, equipment, natural resources and intangible assets

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum

Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006; March 8, 2006

Board of Trustees Approval Date: December 11, 2006

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-29

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

1. COURSE NUMBER AND TITLE: ACCT-162: Principles of Accounting II

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

3. CATALOG DESCRIPTION:

Continuation of ACCT 161. The formation, operation, and dissolution of partnerships; accounting for stock transactions; dividends; long-term liabilities; investments; statement of cash flows; analysis of financial statements; cost-volume-profit analysis; and budgeting.

4. PREREQUISITES: ACCT-161 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 30 COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

a. Describe the need for this course.

Students in any business curriculum need to understand the language of business and this is the second course in the language of business – accounting.

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
<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Reasoning/Action	

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):
Business Associate in Applied Science Accounting 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) 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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- c. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|--|---|
| <input 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 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. Explain the various accounting concepts, principles and assumptions.~~
 - ~~b. Record transactions for a partnership.~~
 - ~~c. Record transactions for a corporation.~~
 - ~~d. Prepare journal entries to record long-term liabilities.~~
 - ~~e. Recognize the accounting practices for investments.~~
 - ~~f. Prepare a statement of cash flows.~~
 - ~~g. Compare financial statements using horizontal, vertical and ratio analysis.~~
 - ~~h. Formulate Cost-Volume-Profit relationships.~~
 - ~~i. Prepare budgets.~~
 - ~~j. Use a computerized accounting system to solve accounting problems.~~
 - ~~k. Evaluate a business situation to determine ethical issues.~~
- A. Record transactions for a partnership.*
 - B. Examine a corporation's capital structure: paid-in capital, retained earnings and treasury stock.*
 - C. Evaluate the impact of financial stockholder incentives on corporate financial statements: cash dividends, stock dividends and stock splits.*
 - D. Evaluate alternate sources of corporate financing: debt versus equity.*
 - E. Prepare journal entries to record long-term liabilities such as bonds, commercial loans and leases.*
 - F. Recognize the accounting practices for investments.*
 - G. Prepare a statement of cash flows.*
 - H. Compare financial statements using horizontal, vertical, and ratio analysis.*
 - I. Formulate cost-volume-profit relationships.*

J. Prepare budgets.

8. METHODS OF INSTRUCTION:

Lecture, computer applications, and group discussions.

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

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

10. TENTATIVE TOPICAL OUTLINE:

- a. Accounting assumptions, principles and constraints
- b. Formation of a partnership
- c. Allocation of partnership income
- d. Admission and withdrawal of a partner
- e. Liquidation of a partnership
- f. Issuance of common and preferred stock
- g. Purchase of treasury stock
- h. Declaration of dividends
- i. Retained earnings
- j. Earnings per share
- k. Accounting for bonds and mortgages payable
- l. Investments in stock and debt instruments using cost and equity methods
- m. Statement of cash flows
- n. Financial statement analysis
- o. Income statement with irregular items
- p. Cost behavior analysis
- q. CVP income statement
- r. Breakeven analysis
- s. Budgeting

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

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

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006;

March 8, 2006

Board of Trustees Approval Date: December 11, 2006

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-30

OCEAN COUNTY COLLEGE
OFFICAL COURSE DESCRIPTION
~~DEPARTMENT OF HUMANITIES, FINE ARTS AND MEDIA STUDIES~~
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ~~COMM-106~~ : *ASLN 104: Fingerspelling in American Sign Language*
2. SEMESTER HOURS: 3 s.h. CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

This course is designed to advance students on the skill development of hand configuration, basic word patterns, rhythm, comprehension of finger spelled words, phrases, and numbers. Students will identify various linguistical structures of ASL including the parameters (i.e. hand shape, location, movement) of signs. Additionally, students will use various linguistical structures of ASL including the parameters (i.e. hand shape, location, movement) of signs.

4. PREREQUISITES: None CO-REQUISITES: ~~None~~ *ASLN 105 & ASLN 110*
5. MAXIMUM CLASS SIZE: 16 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Demonstrated demand. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 each give rights to the deaf to equal access of communication. The field of sign language interpreting is rapidly expanding. This expansion, in turn, has increased job opportunities. Qualified Interpreters for the Deaf are employed by public and private agencies or institutions within education, social services, rehabilitation, medicine, mental health, criminal justice, business, and the arts, especially the theater.

- 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
☐ Information Literacy ☐ Ethical Reasoning/Action

- 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:
AAS in American Sign Language-English Interpreting
☐ 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

This program, and within it, this course meets the following Ocean County College strategic initiatives: To provide education and training in demand occupations in response to changing labor needs; and to provide special programs and other academically advanced learning opportunities for qualified students. It also fulfills the college's expressed mission to use "innovative teaching methods to reach an increasingly diverse population."

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

- | | | |
|--|--|---|
| <input 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 type="checkbox"/> 3. Problem Solving | <input 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. Technology |
| | | <input type="checkbox"/> 13. Lifelong Learning |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

~~Students will learn strategies of basic phonetic elements of fingerspelling. Students will also develop expressive skills and receptive skills while learning various components of fingerspelling such as word patterns, rhythm, hand configuration, and fingerspelled loan signs.~~

- a. *Demonstrate skill in using basic phonetic elements of fingerspelling.*
- b. *Demonstrate expressive and receptive skills using various components of fingerspelling such as word patterns, rhythm, hand configuration, and fingerspelled loan signs.*
- c. *Demonstrate skill using the American Sign Language numbering system.*
- d. *Students will identify various linguistical structures of ASL including the parameters (i.e. hand shape, location, movement) of signs.*
- e. *Students will use various linguistical structures of ASL including the parameters (i.e. hand shape, location, movement) of signs.*

8. METHODS OF INSTRUCTION

Students will engage in fingerspelling drills within the classroom. Videotapes will be introduced to the student which will include exercises for development of expressive and receptive skills. Class will be conducted without voicing

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. Lessons will be presented weekly
- b. Students will have weekly fingerspelling drills
- c. Students will be tested weekly
- d. Students will participate in group activities

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

EXHIBIT B-31

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

1. COURSE NUMBER AND TITLE: BUSN-131: Introduction to Business Administration
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION:

A thorough survey of the activities that make up the field of business. Emphasis is placed on such topics as ownership, management, organization, purchasing, marketing, production, personnel, finance/accounting and government regulations. Industry's societal responsibilities relating to pollution, minorities and ethical practices are explored.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 2 (applies to home study only)
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Students enrolled in several business options will enroll in this required survey and foundation course. Other students elect to take this course for their personal interest or for career exploration.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):

Business A.A.S. and A.S.
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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|--|---|
| <input 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 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:

- a. ~~Understand the concepts, principles, and operation of the private enterprise system (capitalism) and compare it to other economic systems.~~
- b. ~~Examine types of businesses that comprise the business scene, the roles they play, the strengths they have, and their similarities and differences.~~
- c. ~~Evaluate the impact of global markets and international competition on the U.S. economy.~~
- d. ~~Compare sole proprietorships, partnerships, and corporations as legal forms of business ownership; their characteristics; the processes involved in creating them; and their advantages and disadvantages.~~
- e. ~~Recognize the need for management in business organizations and the role of management in developing an organizational structure, acquiring human resources, and creating a supportive work environment.~~
- f. ~~Describe the production function, its purposes, elements, and processes.~~
- g. ~~Examine the marketing function and to describe the concepts and processes involved in designing product strategy, promotional strategy, distribution strategy, and pricing strategy.~~
- h. ~~Develop an awareness of how the international environment affects business.~~
- i. ~~Develop an awareness of how government decisions can influence the business environment.~~
- j. ~~Understand the concept of work ethics.~~
- k. ~~Develop an awareness of factors which would enhance leadership abilities.~~
- l. ~~Understand the relationship between expectations of consumers and the responsibilities of producers.~~
- m. ~~Understand the unique nature and dynamics of the American private enterprise system.~~
- n. ~~Understand the personal obligation of business owners/managers to the community.~~

- o. Creatively explore concepts and question established ideas.
- p. Realize that learning is a lifetime activity.

- A. *Define the business environment, the factors of production, and profit/nonprofit organizations.*
- B. *Define Economics. Discuss key economic indicators. Define the function of the Federal Reserve and the definition of money.*
- C. *Analyze what business must do to meet the global business challenge. Evaluate the forces that affect trading in the global market.*
- D. *Describe components relating to the free trade movement/capitalism and the trend toward mixed economies.*
- E. *Analyze the role of American business in influencing ethical behavior and social responsibility.*
- F. *Identify the skills necessary for creating and delivering effective business communication in the workplace.*
- G. *Describe the characteristics of the four basic forms of business ownership.*
- H. *Outline the advantages and disadvantages of business franchises.*
- I. *Explain the importance of entrepreneurship and small business to the wealth of the American economy.*
- J. *Describe the importance of financial information and accounting.*
- K. *Discuss the communication process of marketing required to build profitable customer connections. Define marketing and describe the four P's of marketing.*
- L. *Describe the four factors of management and managerial leadership.*
- M. *Explain the importance of Human Resource Management and describe current issues in managing and motivating employees.*
- N. *Apply the principles of budgeting, building sufficient savings, and using credit wisely.*

8. METHODS OF INSTRUCTION:

Lectures/discussions facilitated by overhead projection.
 Case studies, including video presentations.
 Business publications (newspapers, magazines.)
 Internet / business research assignments.

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

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

10. TENTATIVE TOPICAL OUTLINE:

- Chapter 1: Exploring the World of Business
- Chapter 2: Being Ethical and Socially Responsible.
- Chapter 3: Exploring Global Business
- Chapter 4: Navigating the World of e-Business
- Chapter 5: Choosing a Form of Business Ownership

Chapter 6:	Small Business, Entrepreneurship and Franchises
Chapter 7:	Understanding the Management Process
Chapter 8:	Creating a Flexible Organization
Chapter 9:	Producing Quality Goods and Services
Chapter 10:	Attracting and Retaining the Best Employees
Chapter 11:	Motivating and Satisfying Employees
Chapter 12:	Enhancing Union-Management Relations
Chapter 13:	Building Customer Relationships Through Effective Marketing
Chapter 14:	Creating and Pricing Products That Satisfy Customers
Chapter 15:	Wholesaling, Retailing, and Physical Distribution
Chapter 16:	Developing Integrated Marketing Communications
Chapter 17:	Acquiring, Organizing, and Using Information
Chapter 18:	Using Accounting Information
Chapter 19:	Understanding Money, Banking, and Credit
Chapter 20:	Mastering Financial Management
Chapter 21:	Understanding Securities Markets and Investments

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code /

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

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004;
Feb. 28, 2006; March 8, 2006

Board of Trustees Approval Date: December 11, 2006

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-32

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

1. COURSE NUMBER AND TITLE: BUSN 134: Principles of Marketing
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION:

A comprehensive study of the functions and institutions involved in the flow of goods and services from production to consumption. Topics included are: marketing environment and process; consumer behavior; distribution; industrial users; retailing innovations; wholesaling practices; product planning; packaging; selling; advertising; sales promotion; and pricing.

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

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Students in most business programs must complete this course. Other students interested in marketing, sales, or advertising will elect to take this course.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):
AAS in Business – Marketing 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) 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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- 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 checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Define marketing and describe how it has evolved in the United States.~~
 - ~~b. Explain the marketing concept and its importance in marketing.~~
 - ~~c. Analyze how external macroenvironmental forces affect an organization's marketing.~~
 - ~~d. Define the consumer market and describe the nature of its geographical distribution.~~
 - ~~e. Identify the major consumer demographics and their significance for marketers.~~
 - ~~f. Discuss the social, psychological, and situational influences that impact the consumer buying decision process.~~
 - ~~g. Discuss the nature and scope of the business market.~~
 - ~~h. Define price and relate the concept of value to it.~~
 - ~~i. Explain the importance of middlemen and distribution channels.~~
 - ~~j. Identify the four parts of the promotion mix and describe the distinct features of each part.~~
- A: Understand Discuss the foundation of marketing as a process and how it impacts the success of a business.*
 - B: Describe the four competing philosophies of marketing and the skills used to compose the process in an ethical manner.*
 - C: Identify the four essential elements used to compose the marketing mix and their impact on strategic planning for an organization.*
 - D: Explain the elements of a marketing plan and the importance to conduct a situation analysis for a project.*
 - E: Understand Discuss the function of market research in correlation to the marketing environment, and effective decision making.*

- F: ~~Understand~~ Discuss the importance of global marketing and the effect of multinational firms on the world economy.*
- G: Explain how the components of consumer behavior, market segmentation and target markets essential to marketer.*
- H: Define product concepts and explain how promotional strategies are used to achieve the competitive advantage.*
- J: Describe the correlation between economic concepts and price determination.*
- K: Explain in impact of the use of technology driven marketing and social media*

8. METHODS OF INSTRUCTION:

Methods of instruction may include lectures, use of transparencies, use of videos, structured group discussions, and student presentations to the class.

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

Transparencies, videos, marketing articles and cases.
An appropriate text will be selected. Contact the department for current adoptions.

10. TENTATIVE TOPICAL OUTLINE:

- a. An Overview of Strategic Marketing.
- b. The Marketing Environment.
- c. Marketing Research and Information Systems
- d. Target Markets: Segmentation and Evaluation.
- e. Consumer Buying Behavior.
- f. Business Markets and Buying Behavior.
- g. Product Concepts.
- h. Developing and Managing Products.
- i. Branding and Packaging.
- j. Services Marketing.
- k. Marketing Channels and Supply Chain Management.
- l. Wholesaling and Physical Distribution.
- m. Retailing and Direct Marketing
- n. Integrated Marketing Communications.
- o. Advertising and Public Relations.
- p. Personal Selling and Sales Promotion.
- q. Pricing Concepts.
- r. Setting Prices.

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006; March 8, 2006

Board of Trustees Approval Date: April 23, 2007

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-33

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF MATHEMATICS, SCIENCE AND TECHNOLOGY

1. COURSE NUMBER AND TITLE: CHEM-181 General Chemistry I
2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 2)
Lecture Lab
3. CATALOG DESCRIPTION

This course, intended for science majors, is the first course of a two-course sequence. Course topics include stoichiometry, inorganic nomenclature, solutions, gas laws, thermochemistry, atomic structure, and chemical bonding. The laboratory work includes basic laboratory techniques and is intended to support lecture topics. It is highly recommended that students who enroll in this course have completed high school Chemistry and high school Algebra II.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 24 COURSE FEE CODE: 5
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course

This course is required for bachelor-level degree programs in science, engineering, and in many health-related pre-professional disciplines.

- 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 checked="" type="checkbox"/> Lab Science | <input type="checkbox"/> Science (Non-Lab) |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Technology | <input type="checkbox"/> Diversity |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):

____ 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

This course addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- 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 type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" 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. ~~Define important chemical terms that are the basis of all chemistry.~~
- b. ~~Describe the most important organizational device in chemistry, the periodic table.~~
- c. ~~Delineate the formulas, names, and properties of basic atoms, molecules and ions.~~
- d. ~~Discuss the principles of chemical reactivity with respect to balancing chemical equations.~~
- e. ~~Describe the properties of compounds in aqueous solution.~~
- f. ~~Discuss and quantitate the energy involved in chemical processes.~~
- g. ~~Outline the current theories of arrangement of electrons in atoms and their application to electromagnetic radiation.~~
- h. ~~Predict the properties and behavior of elements and electron configuration based upon their arrangement in the periodic table.~~
- i. ~~Discuss how the electrons of atoms in a molecule participate in chemical bonding.~~
- j. ~~Describe the properties and major theories of chemical bonding.~~

- k. — Derive and illustrate the three-dimensional structure of simple molecules.
- l. — Describe the experimental basis of the gas laws.

- a. Define the following chemical terms:
 - 1. Atom
 - 2. Molecule
 - 3. Ion
 - 4. Electrolyte
 - 5. Nonelectrolyte
- b. Describe the organization of the periodic table to include:
 - 1. Groups
 - 2. Alkali metals
 - 3. Alkaline earth metals
 - 4. Halogens
 - 5. Noble gases
 - 6. Periods
 - 7. Location of metals
 - 8. Location of nonmetals
 - 9. Location of metalloids.
- c. If given a systematic name for an inorganic compound, write the chemical formula; if given the formula, write the systematic name.
- d. Balance chemical equations by the inspection method.
- e. Describe the dissolving process in terms of separation of cations from anions and subsequent solvation by water.
- f. List strong acids.
- g. Describe the energy changes that occur in chemical processes to include the following terms:
 - 1. Endothermic reactions
 - 2. Exothermic reactions
 - 3. Heat transfer occurring when a hot metal is added to cold water.
- h. Given an electron configuration and a periodic table, identify the atom.
- i. State the number of valence electrons for main group elements.
- j. State the speed of light in units of meters per second.
- k. Provide the formula for the relationship between speed of light (c), wavelength (λ) and frequency (ν).
- l. Describe chemical bonding in terms of:
 - 1. Number of electrons involved in a covalent bond
 - 2. Difference between ionic and covalent bonding.
 - 3. Types of atoms involved in ionic and covalent bonding.
 - 4. How electronegativity differences affect polarity of molecules.
- m. Given a formula for a simple covalent molecule, use VSEPR theory to predict the molecule's shape.
- n. State the hybridization of atoms in simple molecules.
- o. Interpret the ideal gas law: $PV = nRT$.
- p. State the five (5) concepts of the Kinetic-Molecular Theory.

8. METHODS OF INSTRUCTION

Lecture/Discussion/Laboratory Experimentation

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.

Technology: Computers with Microsoft Excel.

10. TENTATIVE TOPICAL OUTLINE

- a. Matter & Measurement
- b. Atoms and Elements
- c. Molecules, Ions & Compounds
- d. Molecules, Ions & Compounds
- e. Chemical Equations & Stoichiometry
- f. Reactions in Aqueous Solution
- g. Energy and Chemical Reactions
- h. Atomic Structure
- i. Atomic Electron Configuration
- j. Bonding and Molecular Structure
- k. Orbital Hybridization
- L. Gases and Their Properties

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 Exams

Final Exam

Weekly written formal Lab reports

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

Board of Trustees Approval Date: November 5, 2007
Board of Trustees Approval Date: September 22, 2008
Board of Trustees Approval Date: March 26, 2012
PLT Approval of Form: May 22, 2012

EXHIBIT B-34

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF MATHEMATICS, SCIENCE AND TECHNOLOGY

1. COURSE NUMBER AND TITLE: CHEM-182 General Chemistry II
2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 2)
Lecture Lab
3. CATALOG DESCRIPTION

This course intended for science majors, is the second of a two-course sequence. Course topics include colligative properties, chemical equilibrium, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and nuclear chemistry. The laboratory work involves analytical and spectrophotometric techniques relating to lecture topics.

4. PREREQUISITES: CHEM 181 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 24 COURSE FEE CODE: 5
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course

This course is required for bachelor-level degree programs in science, engineering, and in many health-related pre-professional disciplines.

- 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 checked="" type="checkbox"/> Lab Science | <input type="checkbox"/> Science (Non-Lab) |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Technology | <input type="checkbox"/> Diversity |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):

___ 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

This course addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- 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 type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" 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. ~~Discuss the properties of liquids and solids as related to gases through the interaction of intermolecular forces.~~
- b. ~~Describe the properties of solutions with intimate mixtures of gases, liquids, and solids.~~
- c. ~~Examine the rates of chemical processes and the factors controlling these rates.~~
- d. ~~Describe the kinetics of chemical reactions at equilibrium.~~
- e. ~~Describe chemical reactions at equilibrium related to reactions involving acids and bases in water.~~
- f. ~~Examine chemical reactions at equilibrium related to reactions leading to insoluble salts.~~

- ~~g. Describe the role of thermodynamics related to control of chemical reaction.~~
- ~~h. Describe, identify, and balance all reduction-oxidation reactions pertaining to a voltaic cell.~~
- ~~i. Classify and discuss the transition elements and their compounds.~~
- ~~j. Describe the changes in the nucleus of an atom as related to nuclear reactions.~~

a. *Define each of the following terms:*

- *Exothermic processes*
- *Endothermic processes*
- *Colligative properties*
- *Entropy*
- *Three laws of thermodynamics*
- *Electrode*
- *Oxidation*
- *Reduction*
- *Inner transition element*

b. *List actions that would increase the rate of a chemical reaction.*

c. *Given a table of reactant concentrations and rate data, determine the corresponding rate law.*

d. *Given the half-life equation and a radioisotope's half-life, calculate the rate constant.*

e. *Given a chemical system at equilibrium:*

- *Determine the effect of adding a common ion*
- *Calculate the concentration of species in solution.*

f. *Describe how intermolecular forces affect a solution's heat of vaporization.*

g. *Describe the effect of solution concentration on:*

- *Freezing point*
- *Boiling point*
- *Osmotic pressure.*

h. *Given an acid's molar concentration, calculate the solution's pH.*

i. *Describe how the pH scale is affected by acid concentration.*

j. *List the properties of the transition metals including:*

- *Ability to form colored compounds*
- *Ability to form complex ions*
- *Possessing multiple oxidation states*
- *Tendency to form paramagnetic and diamagnetic compounds.*

k. *State how a nuclear reaction's rate is persistent.*

l. *Given a nuclear equation and its mode of decay, determine the identity of the daughter nuclide.*

8. METHODS OF INSTRUCTION

Lecture/Lab

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.

Technology: Computers with internet capability, Excel, Molecular Modeling

Presently employed Faculty with a Masters degree in Chemistry can teach this course.

10. TENTATIVE TOPICAL OUTLINE

- a. Intermolecular Forces, Liquids & Solids
- b. Solutions & Their Behavior
- c. Chemical Kinetics
- d. Chemical Equilibria
- e. Chemistry of Acids & Bases
- f. Aqueous Equilibria
- g. Entropy & Free Energy
- h. Electron Transfer Reactions
- i. Chemistry of Transition Elements
- J. Nuclear Chemistry

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 Exams

Final Exam

Weekly written formal Lab reports

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: September 22, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-35

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: DANC-160: Modern Dance I
2. SEMESTER HOURS: 3 CONTACT HOURS: (2 + 2)
Lecture Lab
3. CATALOG DESCRIPTION

~~This course introduces modern ballet dance technique, integrating the techniques of modern dance and classical ballet to train the torso and extremities simultaneously. It provides a comprehensive dance foundation by familiarizing students with basic technique, including warm-up exercises and performance of basic dance combinations in class. Recommended for dance and fine arts-oriented students, actors for more efficient stage movement, athletes for development of flexibility and coordination, and students with a general interest in dance. Students will study the history of modern dance and its major techniques as well as the anatomical principles underlying proper technique. They will perform warm-up, correct alignment, and basic modern dance combinations. Students will also begin to develop creativity and personal movement style through structured improvisation and exploration of time, space, and force.~~

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course allows students to be both aware of and to practice the technique and discipline of modern dance and to acquire a comprehensive knowledge of recent developments in dance.

- 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) |

☐ Mathematics ☐ Technology ☐ Diversity
☐ Information Literacy ☐ Ethical Reasoning/Action

- 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):
A.A. Performing Arts - Dance 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.
- ◆ 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 type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Develop flexibility, and strength and balance needed for modern ballet dance movement.
- b. ~~Display the basic physical elements of modern movement and ballet.~~ *Use and move the torso (contractions, arches, etc.) in shapes specific to modern dance technique, with basic range of leg and arm movement.*
- c. ~~Develop fuller torso movement (contractions, arches, etc.) along with range of leg and arm movement, thereby developing the body as an instrument of expression.~~ *Demonstrate awareness and use of the body as an instrument of expression through varied uses of time, space and force.*
- d. ~~Demonstrate awareness of "dimension" in dance by working in several spatial areas (floor, floor to standing, off the floor, etc.) each of which dictates its own kind of~~

~~movement.~~ *Define dance vocabulary relevant to modern technique and demonstrate knowledge of modern dance pioneers.*

- e. ~~Acquire vocabulary relevant to Modern Ballet and ballet barre respectively. Identify the basic anatomical principles underlying alignment and modern technique.~~

8. METHODS OF INSTRUCTION

Lecture

Demonstration

~~Barre~~ Modern dance exercises on the floor and standing

Locomotor and dance combinations

Viewing and discussion of dance films and reports

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. Instruct students in basic modern ballet dance technique: warm up, floor and standing stretches, ~~ballet barre exercises, across the floor~~ locomotor movement including elevation steps, and basic dance combinations. ~~, including steps of elevation (allegro work).~~
- b. ~~Teach~~ Introduce fundamental dance vocabulary.
- c. ~~Apprise students of the difference and relationship between modern ballet and classical ballet.~~ *Explain basic anatomical principles underlying correct alignment and dance movement.*
- d. ~~Instruct students in the anatomy of the human body in relation to the movements it is required to execute in dance.~~ *students in the basic movement concepts of time, space and force through discussion and structured improvisations. Guide students to explore their ability to express concepts through movement.*
- e. Expose students to dance as a communicative art form through films, discussion, readings, and dance movement in class, thereby increasing their understanding of dance as a performing art.

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

EXHIBIT B-36

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

1. COURSE NUMBER AND TITLE: ECON-152: Microeconomic Principles
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION:

An intensive study of supply and demand analysis. Theories and principles of market behavior are examined and applied to economic issues related to production, consumption and distribution.

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

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Students in several business programs will complete this required course. Other students interested in economics, finance, or money management will enroll in this course.

- 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 checked="" 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):

☐ 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 addresses the College's vision, mission, and Academic Master Plan by

- (1) Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- (2) Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- (3) Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
- (4) Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
- (5) Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

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

- | | |
|--|---|
| <input 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 checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

- a. Describe the basic concepts of the price elasticity coefficient for demand and supply (elastic, inelastic, and unit elastic); illustrate the affect of time on the price elasticity of supply.
- b. Analyze the concepts of utility, marginal utility, the law of diminishing marginal utility and how they relate to price elasticity of demand.
- c. Compare and contrast the fixed and variable costs; summarize the marginal-cost concepts and the law of diminishing marginal returns concept.
- d. Compare and contrast the four basic market models: pure competition, pure monopoly, monopolistic competition, and oligopoly.
- e. Describe the components of anti-trust laws (Sherman, Clayton, FTC, etc.), the three major anti-trust cases (U.S. Steel, Alcoa, and Dupont Cellophane), and the three types of mergers: horizontal, vertical, and conglomerate.
- f. Identify the basic concepts involving Poverty: the distribution of income in the United States and the Lorenz Curve (graphic representation of that distribution); the major causes of income inequality; the social insurance programs and public-assistance programs.
- ~~g. Describe the basic terms and concepts used in regard to labor unions.~~
- ~~h. Identify the basic concepts of the Balance of Payments and International Trade/Agreements; exchange rate systems and the depreciation/appreciation of currency.~~

- G. Identify the Explain basic facts concerning the health care industry: problems connected with rising health care costs and insurance coverage; characteristics; increased demand; role of physicians; basic reform proposals; fundamentals of the National Health Insurance; explain how insurance company deductibles, co-payments, and preferred provider organizations might help contain health care costs.*
- H. Understand Describe the legal and illegal immigration of people (workers) to the United States from abroad, including what motivates an individual to migrate, the factors influencing the decision to migrate, the potential impact immigration can have on wage rates, efficiency, and output, and how immigration can affect income shares.*
- I. Discuss the concept of international trade and protectionism: important facts about world trade; how international specialization based on comparative advantage can mutually benefit participating nations; supply and demand analysis to help understand prices and quantities of imports and exports; the economic impact of trade barriers with arguments for protectionism; the costs of protectionism and some continuing international trade controversies.*

8. METHODS OF INSTRUCTION:

Methods will include: Lecture/discussion, Internet assignments, and current events.

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

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

10. TENTATIVE TOPICAL OUTLINE:

Unit One

- Chapter 3 Individual Markets: Demand & Supply
- Chapter 7 Demand & Supply: Elasticity and Government-Set Prices
- Chapter 8 Consumer Behavior and Utility Maximization
- Chapter 9 The Costs of Production

Unit Two

- Chapter 10 Pure Competition
- Chapter 11 Pure Monopoly
- Chapter 12 Monopolistic Competition and Oligopoly
- Chapter 13 Technology, R & D, and Efficiency

Unit Three

- Chapter 19 Antitrust, Regulation, and Industrial Policy
- Chapter 20 Agriculture: Economics and Policy
- Chapter 21 Income Inequality and Poverty
- Chapter 22 Labor Market Issues: Unionism, Discrimination, and Immigration

Unit Four

- Chapter 23 The Economics of Health Care
 Chapter 24 International Trade
 Chapter 25 Exchange Rates, Balance of Payments/Trade Deficits

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:

Students will be required to complete four exams on textbook material and ten (10) Internet based assignments.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006; March 8, 2006

Board of Trustees Approval Date: December 11, 2006

Board of Trustees Approval Date: September 24, 2007
Board of Trustees Approval Date: March 26, 2012
PLT Approval of Form: May 22, 2012

EXHIBIT B-37

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF ENGLISH AND LITERATURE

EXHIBIT B - 37

1. COURSE NUMBER AND TITLE: ENGL 091: Reading and Writing I
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

This course is required for students whose placement test results indicate they need to develop their reading and writing skills before beginning college-level coursework. While some attention will be paid to improving study skills, the focus in this course is on improving students' vocabulary and reading comprehension as a means for improving their ability to express ideas in writing. The course recognizes the organic connection between reading and writing: students will read a text and then write about it as preparation for the kinds of reading and writing they will do in their other college courses. A minimum grade of C must be earned to progress to the next course in the composition sequence. ENGL 091 replaces ENGL 010 and ENGL 020. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Placement Test Scores COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: None
DIFFERENTIAL FUNDING CATEGORY: C

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course is needed to help many open-admission students, including returning students, ESL students, and learning disabled students, progress toward the level of reading and writing proficiency required for college-level coursework. ENGL 091 replaces ENGL 010 and ENGL 020.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

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

 x Program-specific requirement for the following degree program(s):
Developmental Education
 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
Bergen CCC	Developmental. Skills & Practicum I	EBS 014-015;	5 (3+2)	Linked courses, each taught by a single instructor. Reading and writing are fully integrated into both class and lab sessions.
	Developmental. Skills & Practicum II	EBS 016-017;	5 (3+2)	
	Developmental. Skills & Practicum III	EBS 023-024	5 (3+2)	
Hudson CCC	Basic Reading I/ Basic Writing I	RDG 071 ENG 071	6 (3+3)	Linked courses, each taught by a single instructor. Reading and writing are fully integrated into both class and lab sessions.
	Basic Reading I/ Basic Writing II	RDG 072 ENG 072	6 (3+3)	
	Basic Reading I/ Basic Writing III	RDG 073 ENG 073	6 (3+3)	
Middlesex CC	Reading Skills for College / Writing Skills for College I	ENG 009 RDG 009	8 (4+4)	Some sections are taught as learning communities, often by a single instructor.
	Reading Skills for College / Writing Skills for College I	ENG 010 RDG 011	6 (3+3)	
Out of state community				

colleges:				
Community College of Philadelphia	Fundamentals of Reading/ Basic Writing Skills	ENG 089 ENG 097	6 (3+3)	Linked courses, each taught by a single instructor. Reading and writing are fully integrated in both class and lab sessions.
	Reading Improvement/ Fundamentals of Writing	ENG 099 ENG 098	6 (3+3)	
Massachusetts Bay CC	Introduction to Language	LN 090	(3+4)	A reading/writing course, in spite of the title.
	College Writing	WR 100	4 (3 +1)	
Manchester (CT) CC	Foundations for College Study/ Reading and Writing	English 066	6	
	Introduction to College Reading and Writing	English 093	3	
Dean College (MA)	Developmental Reading and Writing	ENG 097	3	

- 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	Unable to Determine Status (Place "U" in box)

			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.

Developmental course credits are not transferable.

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

This course helps prepare students to become intentional learners, who will be able to “effectively communicate orally...and in writing,” appreciate “the diversity of the human imagination and the variety of its expressions across...cultures,” “interpret and evaluate information from a variety of sources,” “demonstrate intellectual agility and the ability to manage change,” and “transform information into knowledge.”

- 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 type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Recognize the importance of proficient reading and writing to diverse career paths.~~
- ~~b. Read college-level material with improving comprehension.~~
- ~~c. Understand and correctly use a wider vocabulary.~~
- ~~d. Summarize textual materials accurately in oral discussion and in writing.~~

- ~~e. Respond to others' spoken or written perspectives with increasing critical capability.~~
 - ~~f. Write coherent personal and analytical responses to texts.~~
 - ~~g. Demonstrate basic information literacy.~~
 - ~~h. Demonstrate improved study skills and attitudes (purposeful reading, note-taking, assignment planning, time management, test-taking, etc.).~~
 - ~~i. Use language confidently as a tool for reflection and for the expression of thoughts about their individual life situations and experiences.~~
- a. Develop an outline for a writing assignment.*
 - b. Write coherent, unified, and well organized short paragraphs following an outline.*
 - c. Accurately and clearly identify thesis and supporting details from course readings and writings.*
 - d. Demonstrate the ability to use college-level vocabulary.*
 - e. Recognize and use standard sentence structure, grammar, and punctuation.*
 - f. Use functional editing skills to revise paragraphs.*
 - g. * Read college-level material with improved comprehension.*
 - h. * Respond to others' spoken or written perspectives with increasing critical capability.*
 - i. * Demonstrate improved study skills and attitudes (purposeful reading, note-taking, assignment planning, time management, test-taking, etc.).*

*Note: * The skills noted with an asterisk will be assessed through classroom assignments rather than through the institutional assessment of this course.*

8. METHODS OF INSTRUCTION

- a. Lecture, discussion, and small-group work in fundamental language and reading skills, the writing process, and information literacy.
- b. Reading assignments from the textbook, a sustained fiction or non-fiction work, current periodicals, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries, single-paragraph or short-essay analytic compositions, and collaborative reading and writing projects (a minimum of 2000 words of finished writing).
- d. Instructor-student conferences.
- e. Use of appropriate instructional media in the class or lab setting.
- f. Case studies or other real world situations.
- g. Guest speakers.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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. Technology: A dedicated computer lab supports independent student work in literature classes. Classroom projectors are used regularly by instructors to demonstrate useful techniques of literary interpretation, composition, and research to students.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

10. TENTATIVE TOPICAL OUTLINE

The following reading and writing proficiencies should be taught in an integrated manner whenever possible.

Reading:

- a. Study skills: listening; note-taking; outlining; keeping a notebook; studying; time-management; test-taking
- b. Vocabulary skills: spelling; prefixes-roots-suffixes; etymologies; context study
- c. Comprehension: Cloze procedure; thesis and development; paragraph patterns; SQ3R technique
- d. Flexibility: surveying; skimming; scanning
- e. Reading college texts: headings; tables and charts; specialized vocabulary; content notes; annotating text chapters; using chapter study questions; preparing for chapter tests
- f. Basic information literacy: books; periodicals; reference materials; Internet resources
- g. Reading for pleasure: personal and aesthetic benefits

Writing:

- a. Audience awareness
- b. Effective topic sentences
- c. Developing paragraphs: invention strategies; specific supports; paragraph unity
- d. Organizing paragraphs: modes of development; transitions and pronouns; purposeful repetition
- e. Revision, editing, and proofreading strategies
- f. Word and sentence skills (grammar, usage, punctuation, spelling, mechanics)
- g. Writing text summaries and responses
- h. Introductory source use: basic quotations with accompanying in-text citation

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. Paragraphs and/or short essays in various modes will be assigned. Expository writing will be emphasized, and some of the writing should be text-based.
- b. Students will produce a minimum of 2000 words of finished writing during the semester, including 6-10 single and/or multi-paragraph compositions.
- c. Vocabulary, reading comprehension, grammar, or source documentation quizzes may be included in the assessment of student progress.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 10, 2007

Board of Trustees Approval Date: April 28, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-38

- ### 3. CATALOG DESCRIPTION

4. PREREQUISITES (one of the following):

- COREQUISITES:** None

- COURSE TYPE FOR PERKINS REPORTING:

6. JUSTIFICATION

- 1

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

☐ Communication ☐ Social Science ☐ History
☐ Humanities ☐ Lab Science ☐ Science (Non-Lab)
☐ Mathematics ☐ Technology ☐ Diversity
☐ Information Literacy ☐ Ethical Reasoning/Action

- 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):
Developmental Education
☐ 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 helps prepare students to become intentional learners, who will be able to "effectively communicate orally...and in writing," "interpret and evaluate information from a variety of sources," "demonstrate intellectual agility and the ability to manage change," and "transform information into knowledge."

- 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 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. Demonstrate the entry-level reading, writing, and critical thinking skills needed for success in college courses.~~
- ~~b. Use flexible reading strategies to access textual information: preview and survey techniques, vocabulary and contextual study, text annotation, numerical and spatial analysis (for charts and graphs), critical reading, etc.~~
- ~~c. Read and analyze varied forms of written communication, using texts as both information sources and writing models.~~
- ~~d. Recognize and use standard written idiom, sentence structure, grammar, and punctuation.~~
- ~~e. Write summaries and textual analyses of increasing complexity.~~
- ~~f. Produce well-developed, coherent essays through a reflective composing process that includes generating ideas, drafting, revising, and editing.~~
- ~~g. Use word processing as a tool for composing, revising, and editing essays.~~
- ~~h. Conduct basic research; accurately employ MLA documentation procedures.~~

SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will demonstrate the entry level reading, writing, and critical thinking skills needed for success in college courses and

will use a reflective composing process that includes generating ideas, drafting, revising, and editing as indicated in the skills below:

- a. Write expository essays with focused thesis statements and broad introductory paragraphs.*
- b. Develop cohesive body paragraphs with effective topic sentences and specific details and examples drawn from source materials.*
- c. Recognize and use standard written English, including correct sentence structure, grammar, and punctuation.*
- d. Conduct basic research; accurately employ MLA documentation procedures.*
- e. Using source materials, draw inferences that display college level reading and textual analysis skills: preview and survey techniques, vocabulary and contextual study, text annotation, numerical and spatial analysis (for charts and graphs), critical reading, etc.*
- f. * Write summaries and textual analyses of increasing complexity.*
- g. * Use word processing as a tool for composing, revising, and editing essays.*

** The skills noted with an asterisk will be assessed through classroom assignments rather than through the institutional assessment of this course.*

8. METHODS OF INSTRUCTION

- a. Lecture, discussion, and small group work in reading strategies, language skills, the writing process, and information literacy.
- b. Reading assignments from the course textbook, a sustained fiction or non-fiction work, current periodicals, discipline-specific textbook articles, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries and analyses, academic essays, and collaborative reading and writing projects (a minimum of 2500 words of finished writing).
- d. Computer composing, revising, and editing during weekly instructional sessions.
- e. Instructor-student conferences.
- f. Use of appropriate instructional media.
- g. Case studies or other real-world simulations.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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. Technology: This course requires a weekly session on composing, revising, and editing with a computer. Internet Access to academic data bases is required for segments of this instruction.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

10. TENTATIVE TOPICAL OUTLINE

The following reading and writing proficiencies should be taught in an integrated manner whenever possible.

Reading:

- a. Review of study skills: note-taking; annotating; outlining; test-taking.
- b. Vocabulary study: word families; dictionary use; contextual strategies; etc.
- c. Comprehension: previewing texts; main ideas; levels of supporting details; organizational modes; figurative language; reading the different genres.
- d. Reading college textbooks: using chapter study guides; headings, tables, and charts; specialized vocabulary; content notes; annotating chapters; preparing for tests.
- e. Critical reading: fact vs. opinion; drawing inferences; inductive vs. deductive logic; recognizing attitude, tone, and propaganda; patterns of argument; cognitive and metacognitive questioning; appropriate responses to different text genres.
- f. Aesthetic reading: the literary experience.

Writing:

- a. Review of paragraph structure: topic sentence; specific details; paragraph organization.
- b. Written responses to texts: summaries; analyses.
- c. The writing process: generating ideas; drafting; revising; editing.
- d. Writing the essay: personal vs. academic writing; voice and audience; introductory, body, and concluding paragraphs; the thesis statement; modes of essay development.
- e. Coherence: arrangement of details; transitional expressions; purposeful repetition.
- f. Sentence structure and variety; diction; standard grammar and mechanics.
- g. Fundamental research techniques: locating appropriate sources; quoting and paraphrasing; summarizing; MLA documentation.

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. Essays of increasing complexity in various modes will be assigned. Expository writing will be emphasized; some text-based writing is encouraged.
- b. Students will write a minimum of 2500 words during the semester, consisting of a

- minimum of 5 essay assignments, primarily academic in nature, including at least one essay incorporating basic source use and documentation.
- c. Quizzes testing vocabulary, reading comprehension, grammar, or source documentation procedures may be included in the assessment of student progress.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
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#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: December 10, 2007

Board of Trustees Approval Date: April 28, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-39

- This course is an overview of the historical development and grammatical structure of the English language. It will provide intensive study of grammar, usage, and the mechanics of punctuation, capitalization, and spelling. Emphasis will be directed to practical application of traditional grammar rules in oral and written communication. The course will also provide a foundation for an English major and for foreign language or E.S.L. studies. This course may not be substituted for English courses required for O.C.C. degrees.

- vocational (approved for Perkins funding)
 x non-vocational (not approved for Perkins funding)

This course is intended to offer English majors, business majors, E.S.L. students, and other interested students a grounding in the historical development and grammatical structure of the English language. Present freshman composition courses, which concentrate on expository writing skills, do not incorporate a comprehensive study of grammar, sentence structure, usage, mechanics, or historical development of the language into their syllabi.

- 1

- 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):

 x 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 helps prepare students to become intentional learners, who will be able to "effectively communicate orally...and in writing," appreciate "the diversity of the human imagination and the variety of its expressions across...cultures," "interpret and evaluate information from a variety of sources," "demonstrate intellectual agility," and "transform information into knowledge."

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Learn basic elements of language and be able to identify such elements in context.
- b. Learn and apply traditional conventions of American usage in oral and written communication.
- c. Recognize and utilize appropriate levels of language in academic and professional settings.
- d. Learn to construct clear, correct, and precise sentences based on knowledge of formal grammar and standard-English dialect.
- e. Learn general rules for spelling and punctuation.
- f. Focus on specific problems of usage, i.e., agreement of subject/verb and pronoun/antecedent, modification, improper pronoun reference, sequence of verb tenses, etc.
- g. Increase ability to use language effectively, avoiding careless errors, redundancy, and circumlocution.
- h. Understand the origins and evolution of the English language.

8. METHODS OF INSTRUCTION:

- a. Lecture, discussion, and small-group work in grammatical analysis.
- b. Reading assignments and written exercises from the textbook.
- c. Instructor-student conferences.
- d. Use of appropriate instructional media.
- e. Oral drills.

- f. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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. Technology: A dedicated computer lab supports independent student work in English classes. Classroom projectors are used regularly by instructors to demonstrate useful course information.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

10. TENTATIVE TOPICAL OUTLINE:

Course Outline: Units of Study

- a. Overview of English language origins and history
- b. Elements of the sentence: subject; predicate; objects; complements.
- c. Parts of Speech: nouns and pronouns; verbs; modifiers; conjunctions; prepositions.
- d. Phrases and clauses: prepositional phrases; verbals—participles, gerunds, infinitives; subordinate clauses.
- e. Verb tenses: regular and irregular verbs; verb sequences; voice and mood.
- f. Case: subjective; objective; possessive.
- g. Agreement: subject/verb; pronoun/antecedent.
- h. Syntax: loose and periodic construction; parallelism; subordination and coordination.
- i. Punctuation: end punctuation; semicolon and comma usage; comma splice errors; possessives and plurals; other punctuation.
- j. Spelling and capitalization: prefixes and suffixes; plurals; syllabication; proper nouns; capitalization; dictionary usage.

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:

There will be quizzes and unit tests as determined by the instructor to equal three major examinations. A short research essay on some aspect of the historical evolution or current development of the English language will be assigned.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: 1992; J. Icklan

Jan 2001; K. Bosley

Sept 2006; J. Angona, K. Bosley, G. Perabo

Board of Trustees Approval Date: January 22, 2007

Board of Trustees Approval Date: April 28, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-40

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ENGL-151: ENGLISH I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

Students compose and revise expository essays totaling 3500 words, minimum. Through a series of primarily text-based writing assignments, the course reinforces and stresses the further development of critical reading and thinking, ethical reasoning, the writing process, and information literacy.

4. PREREQUISITES:

Satisfactory placement test score/or successful completion of required developmental courses.

COREQUISITES: None

5. MAXIMUM CLASS SIZE: 22 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

ENGL 151 is the first course in the general education "Communication" sequence that is required for all OCC degree programs.

- 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 checked="" 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 |
| <input checked="" type="checkbox"/> Information Literacy | <input checked="" type="checkbox"/> Ethical Reasoning/Action | |

- 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):

___ 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 helps prepare students to become intentional learners, who will be able to “effectively communicate orally...and in writing,” “interpret and evaluate information from a variety of sources,” “demonstrate intellectual agility and the ability to manage change,” and “transform information into knowledge.”

- 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:

ENGL 151 offers students opportunities to become purposeful, proficient writers and thinkers. In this course, which emphasizes a text-based composing process, students write and revise a series of expository essays of increasing complexity. Instruction and practice in writing and related communication skills develop key academic abilities.

Students who successfully complete this course will be able to demonstrate growth in the following general and specific communication skill areas:

- a. ~~Writing—to consider an essay’s purpose, voice, and audience; to identify and focus an appropriate essay topic; to develop assertions with supporting detail; to build coherent paragraphs; to create a functional essay structure; to respond critically to source readings; to synthesize information from source readings logically; to conduct research honestly and skillfully; to use accurate MLA documentation procedures; and to observe grammatical and mechanical writing conventions.~~
- b. ~~Reading—to comprehend and analyze prose readings at a college level; to develop the skills of annotation, content analysis, and evaluation of the writer’s perspective and evidence.~~
- c. ~~Critical Thinking—to think and to respond to others’ thoughts analytically, as demonstrated in these kinds of text-based writing assignments: to paraphrase an argument from a published essay and explore its implications; to demonstrate an understanding of complex issues discussed from different perspectives in two or three assigned readings; to draw on several challenging texts and evaluate their different perspectives on complex social issues or individual experiences; (by the end of the semester) to synthesize published essays and relevant personal experience in an argument essay which presents a clear logical position, challenges unsubstantiated or illogical claims, and evaluates counter arguments which have partial validity.~~

- d. ~~Ethical Reasoning—to analyze and evaluate issues for making practical choices based on consideration of virtue, values, beliefs, rights, and obligations.~~
- e. ~~Information Literacy—to further develop skills in gathering and analyzing information from a variety of sources, especially the library, the Internet, and other media.~~
- f. ~~Speaking*—to acknowledge the importance of discussion and class participation to development in writing, reading, and critical thinking; to understand useful ways of contributing to discussions and talking about texts; to recognize how to use language appropriately in varying situations.~~
- g. ~~Listening*—to develop active listening practices that use lecture and discussion to generate complex interpretations of texts and gain insight into writing practices; to appreciate and understand diverse points of view, both inside and outside the classroom.~~

~~* These skills will not be addressed in the institutional assessment of this course.~~

- a. *Reading*—to comprehend and analyze prose readings at a college level; to develop the skills of annotation, content analysis, and evaluation of the writer's perspective and evidence.*
 - b. *Speaking*—to acknowledge the importance of discussion and class participation to development in writing, reading, and critical thinking; to understand useful ways of contributing to discussions and talking about texts; to recognize how to use language appropriately in varying situations.*
 - c. *Listening*—to develop active listening practices that use lecture and discussion to generate complex interpretations of texts and gain insight into writing practices; to appreciate and understand diverse points of view, both inside and outside the classroom.*
- * The skills noted above will be assessed through classroom assignments rather than through the institutional assessment of this course.*
- d. *Writing—to consider an essay's purpose, voice, and audience; to identify and focus an appropriate essay topic; to develop assertions with supporting detail; to build coherent paragraphs; to create a functional essay structure; to respond critically to source readings; to synthesize information from source readings logically; to conduct research honestly and skillfully; to use accurate MLA documentation procedures; and to observe grammatical and mechanical writing conventions.*
 - f. *Information Literacy—to further develop skills in gathering and analyzing information from a variety of sources, especially the library, the Internet, and other media.*

- e. *Ethical Reasoning – to analyze and evaluate issues for making practical choices based on consideration of virtue, values, beliefs, rights, and obligations.*

- g. *Critical Thinking—to think and to respond to others' thoughts analytically, as demonstrated in these kinds of text-based writing assignments: to paraphrase an argument from a published essay and explore its implications; to demonstrate an understanding of complex issues discussed from different perspectives in two or three assigned readings; to draw on several challenging texts and evaluate their different perspectives on complex social issues or individual experiences; (by the end of the semester) to synthesize published essays and relevant personal experience in an argument essay which presents a clear logical position, challenges unsubstantiated or illogical claims, and evaluates counter arguments which have partial validity.*

8. METHODS OF INSTRUCTION:

- a. Lecture, discussion, and small group work in college-level language skills, the writing process, and information literacy.
- b. Reading assignments from the textbook, current periodicals, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries and analyses, essays, and collaborative projects (a minimum of 3500 words of finished writing).
- d. Computer composing, revising, and editing (when computer classrooms are available).
- e. Instructor-student writing conferences.
- f. Use of appropriate instructional media.
- g. Case-studies or other real-world simulations.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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. Technology: Laptop computer classrooms and a dedicated computer lab support both classroom instruction and independent student work in ENGL 151. Classroom ceiling projectors are used regularly by instructors to demonstrate to students the composing, revising, and editing stages of the writing process.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

10. TENTATIVE TOPICAL OUTLINE:

- a. Introduction and Course Objectives
- b. Writing Instruction: ENGL 151 is a course that develops a cluster of related communication skills through instruction and practice in the writing process. Since these skills are taught in an integrated manner rather than discretely, a specific course outline is created by each instructor. Students will write 4-6 essays (totaling 3500 words, minimum) of increasing complexity,

including at least one in-class essay and at least one documented essay based on multiple sources. These essays practice a primarily text-based composing process that emphasizes revision. Through the process of planning, writing, and revising essays, students will complete assignments that develop competence in these essential communication skills: writing, reading, critical thinking, information literacy, speaking, and listening.

- c. Content Units: To provide for special interests of students and instructor, short study units of linguistics, mass media, public speaking, etc. may be presented. Extended study of literature is not appropriate to ENGL 151, although limited short fiction or poetry assignments may be used to generate discussion or motivate writing assignments, or serve as a bridge to ENGL 152.

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. In general, essays of increasing complexity in various modes (description, narration, exposition, and argumentation) will be assigned. Expository writing will be emphasized.
- b. Students will write a minimum of 3500 words during the semester, including 4-6 essay assignments.
- c. At least ~~one~~ *three* of the assignments will include library or Internet research, source synthesis, and MLA documentation.
- d. At least one of the assignments will focus on ethical reasoning by requiring students to analyze and evaluate issues for making practical choices based on consideration of virtue, values, beliefs, rights, and obligations.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This

process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: Sept.1977: E. Hoag
 Spring 1985: J. Hubbs (Review)
 Mar. 1989: J. Hubbs
 Mar. 1990: N. Bosley
 Spring 1994: English Faculty, J. Hubbs
 Spring 1997: J. Hubbs, W. Maxymuk, E. Mitchell, G. Perabo
 Spring 2003: J. Hubbs (Review)
 Fall 2004: J. Angona, D. Bordelon, J. Hadley, E. Mitchell, L. Prothers, K. Veselits
 June 2006: J Angona, G. Perabo

Board of Trustees Approval Date: November 6, 2006

Board of Trustees Approval Date: April 28, 2008

Board of Trustees Approval Date: January 25, 2010

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-41

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ENGL-152: English II

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

3. CATALOG DESCRIPTION:

This course introduces students to the study of fiction, poetry, and drama, and requires written assignments (totaling 3500 words, minimum), including at least one documented essay, that build on the writing and research skills developed in ENGL 151. With ENGL 151, this course fulfills the 6-credit graduation requirement in English Communication.

4. PREREQUISITES: ENGL-151 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 24 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

a. Describe the need for this course.

ENGL 152 is the second course in the general education "Communication" sequence that is required for all OCC degree programs.

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
☐ Information Literacy ☐ Ethical Reasoning/Action

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):

☐ 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 helps prepare students to become intentional learners, who will be able to “effectively communicate orally...and in writing,” appreciate “the diversity of the human imagination and the variety of its expressions across...cultures,” “interpret and evaluate information from a variety of sources,” demonstrate intellectual agility and the ability to manage change,” and transform information into knowledge.”

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input checked="" 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 type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Read, analyze, and interpret a selection of literary works in the genres of —fiction, poetry, and drama.~~
- ~~b. Develop further the analytical and writing skills learned in English 151 and apply —them to writing about literature.~~
- ~~c. Frame —and communicate in writing—an interpretation of a literary text.~~
- ~~d. Use basic literary terms to analyze, interpret, and evaluate literature.~~
- ~~e. Assess the meaning and value of the literary experience.~~
- ~~f. Display awareness of and sensitivity to the diverse human perspectives portrayed in —literature.~~
- ~~g. Recognize and evaluate literary primary and secondary source materials.~~
- ~~h. Demonstrate, in at least one documented course essay, evolving skills in —incorporating and documenting literary sources, using MLA parenthetical citation —and works cited —format.~~
- ~~i. Display reading, listening, and speaking skills at a level conducive to the study of —college-level literature.~~

Students who successfully complete this course will read and analyze a variety of literary works in the genres of fiction, poetry, and drama. In so doing, they will assess the meaning and value of the literary experience and display awareness of and sensitivity to the diverse human perspectives in literature.

These students will also further expand the analytical and writing competencies developed in ENGL 151 as they engage in writing about literature and use the skills noted below:

- a. Frame and communicate in writing an interpretation of a literary text.*
- b. Develop clear thesis statements about literary works.*
- c. Display essay structure with coherent body paragraphs.*
- d. Develop assertions by providing supporting details.*

- e. Recognize, evaluate, and use primary and secondary source materials.*
- f. Display standard grammatical English with few writing errors.*
- g. Demonstrate evolving skills in using literary terms to analyze, interpret and evaluate literature.*
- h. Demonstrate competency in using MLA documentation.*
- i. Demonstrate college-level critical thinking skills.*

8. METHODS OF INSTRUCTION:

- a. Lecture, discussion, and small-group work in literary response, interpretation, and analysis.
- b. Reading assignments from the textbook, current periodicals, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, text explications, response essays, analytic essays, research essays, and collaborative projects (a minimum of 3500 words of finished writing).
- d. Instructor-student conferences.
- e. Use of appropriate instructional media, e.g. filmed versions of literary works.
- f. Student readings, performances, or simulations.
- g. Guest readers or speakers.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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. Technology: A dedicated computer lab supports independent student work in ENGL 152. Classroom projectors are used regularly by instructors to demonstrate useful techniques of literary interpretation, composition, and research to students.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

10. TENTATIVE TOPICAL OUTLINE:

The course outline which follows is intended as a general pattern within which each instructor may develop units of study:

- a. Drama: Drama genre considerations and appropriate critical apparatus will be discussed as these apply to the assigned work(s).
- b. Fiction: Assignments in the short story and and/or novel will be discussed in terms of appropriate genre and critical considerations.
- c. Poetry: Students will read enough poems to reflect a range of structure, imagery, style, and intellectual content. Fundamentals of reading poetry as well as appropriate genre and critical considerations will be discussed.
- d. Writing Requirements: Student writing should develop from literary study and

discussion and should reflect appropriate examination and analysis of literary texts. Critical articles might be used to enhance discussions and to provide models for student writing. Some written assignments should be completed in class.

- i. Written essays will total 2500 words (4, 5 or 6 in number).
- ii. In addition, in order to complete the course students will be required to submit a documented critical paper of about 1000 words, presenting information in correct format using MLA style.

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. In general, essays calling for explication, interpretation, and analysis of literary texts will be assigned.
- b. Students will write a minimum of 3500 words during the semester, including 4-6 essay assignments.
- c. At least one of the assignments will include casebook, library, or Internet literary research, source synthesis, and MLA documentation.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
--	--

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

Prepared: Spring 1970: R. Coughlin, E. Hoag

Revised: Spring 1974: E. Hoag

Fall 1977: E. Hoag

1985: J. Hubbs (Review)

1989: J. Hubbs, W. Maxymuk, E. Mitchell, G. Perabo

1997: M.E. Byrne, J. Hubbs

1997: J. Hubbs, W. Maxymuk, E. Mitchell, G. Perabo

2003: J. Hubbs, English Faculty (Review)

June 2006: J. Angona, G. Perabo

Board of Trustees Approval Date: November 6, 2006

Board of Trustees Approval Date: April 28, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-42

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF MATH, SCIENCE AND TECHNOLOGY

1. COURSE NUMBER AND TITLE: ENVI 259: Field Experience/Practicum
2. SEMESTER HOURS: ~~2-3~~ 3 CONTACT HOURS: (1 + 4)
Lecture Lab
3. CATALOG DESCRIPTION

Required of all environmental science majors. This course is intended to provide an off-campus work-study experience that is planned and conducted under the supervision of an environmental science faculty member. Arrangements must be made well in advance before the course is to be taken.

4. PREREQUISITES: Permission of the department dean.
COREQUISITES: None
5. MAXIMUM CLASS SIZE: 10 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course is designed primarily for students majoring in the A.S. in Environmental Science program.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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 Environmental Science

____ 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)
Georgian Court University				
Kean University				
Monmouth University				
Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

- 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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
- iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
- v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

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

- | | |
|--|--|
| <input 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 type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" type="checkbox"/> 5. Society and Human Behavior | <input type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Apply theory to an actual work site.
- b. Practice surveying, blueprint reading, equipment operation, aspects of landfill/water treatment facilities management.
- c. Discuss the policies and regulations that govern permitting of disposal, as well as treatment facilities.

8. METHODS OF INSTRUCTION

- ◆ Discussion of material and instructions presented
- ◆ Field practice

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

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

10. TENTATIVE TOPICAL OUTLINE

This course will run as a practicum during the summer. Students will be expected to become thoroughly familiar with the operation and management of a water treatment, or solid waste treatment facility, or operations of an air quality/monitoring laboratory.

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: September 22, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-43

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

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 (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

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. 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
☐ Information Literacy ☐ Ethical Reasoning/Action

- 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):

____ 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 checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" 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 checked="" 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. Apply the scientific method in the formation of hypotheses and in the application of various research methods.
- b. Comprehend and discuss the complex interaction of heredity and environment in determining behavior and its development.
- c. Describe the structure and function of the nervous system.
- d. Comprehend and describe the human maturation process encompassing sensory, motor, personality and cognitive development.
- e. Compare and contrast the major learning theories.
- f. Understand and compare/contrast major theories of memory and forgetting.
- g. Explain the organization and measurement of sensation and perception.
- h. Understand and discuss the major theories of motivation and the basis of emotional expression.
- i. Describe the anxiety response and effects of stress on behavior.
- j. Discuss current theories of cognition that may include thinking, problem solving, creativity, language and consciousness.
- ~~k. Evaluate various psychological tests and measurements, their uses and their limitations.~~
- k. Discuss the major theories of personality.*

1. 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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: September, 2005; September 22, 2006
 Board of Trustees Approval Date: December 10, 2007
 Board of Trustees Approval Date: March 23, 2009
 Board of Trustees Approval Date: March 26, 2012
 Board of Trustees Approval Date: March 26, 2012
 PLT Approval of Form: May 22, 2012

EXHIBIT B-44

____ Program-specific requirement for the following degree program(s):

____ 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 checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" 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 checked="" 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. Use research techniques and vocabulary related to child development, including simple statistical concepts of correlation, prediction, normal curve, central tendency.~~
- ~~b. Discuss main theories of development, physical, moral and intellectual, emphasis on Erikson, Kohlberg, Piaget and Freud.~~
- ~~c. Discuss genetics, principles of hereditary transmission, and major lethal hereditary disorders of childhood.~~
- ~~d. Describe family dynamics as related to child development, including alternative styles of childrearing across cultures.~~
- ~~e. Discuss social behaviorist theory and environmental factors which impinge on the child's development.~~
- ~~f. Discuss learning theory, and intelligence testing and theory with an emphasis on Guilford and Piaget.~~
- ~~g. Discuss the emotional and social development of the child with emphasis on research and theory regarding dependency, aggression, cultural deprivation adjustment problems, school phobia, and separation anxiety.~~
- ~~h. Discuss biosocial, cognitive, and psychosocial development through infancy, preschool, and school years.~~

- a. Identify research techniques and vocabulary relevant to child development.*
- b. Exhibit an understanding of genetics and its impact on development.*

- c. Demonstrate knowledge of prenatal development and how it impacts normal development.*
- d. Discuss the key theories of development and their major contributions.*
- e. Describe the various ecosystems that relate to child development.*
- f. Discuss biosocial development infancy, preschool and elementary school years.*
- g. Discuss cognitive development through infancy, preschool and elementary school years.*
- h. Discuss psychosocial development through infancy, preschool and elementary school years.*
- i. Discuss exceptionalities to the developing person, such as giftedness, mental and chromosomal disorders.*

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. Introduction

- i. Historical perspective
- ii. Research techniques
- iii. Recent trends in child psychology

B. The Prenatal Period

- i. Genetic factors in development
- ii. Conception and prenatal development
- iii. Prenatal environmental influences
- iv. The birth process

C. The First Two Years

- i. Biological Changes
- ii. Sensory Motor Development
- iii. Basic Learning Principles
- iv. Vocalization and Language Development
- v. Mental Development
- vi. Psychosocial Development

D. The Preschool Years

- i. Physical Growth
- ii. Cognitive growth
- iii. Language Development
- iv. Personality Formation
- v. Nursery school
- vi. Peer Influences

E. Middle Childhood

- i. Physical Growth
- ii. Cognitive Activity and Intelligence
- iii. Family Influences
- iv. Sex-role Identifications
- v. Conscience Development
- vi. School Adjustment/Learning Problems
- vii. Peer Acceptance and socialization
- viii. Culturally disadvantaged Child

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials

#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: October 2004, August 2006

Board of Trustees Approval Date: January 28, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-45

- 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):

___ 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 checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" 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 checked="" 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) ~~Discuss key concepts and terminology used by contemporary sociology.~~
- b) ~~Describe the logic and practice of conducting sociological research.~~
- e) ~~Compare and contrast the main sociological perspectives.~~
- d) ~~Analyze and discuss the unique features of the culture and society in which we live.~~
- e) ~~Describe how socialization impacts human behavior.~~
- f) ~~Analyze the complex patterns of human social interaction.~~
- g) ~~Discuss the critical link between social structures, social forces, and individual circumstances.~~
- h) ~~Identify the major social institutions in the U.S., the functions of those institutions, and the inequalities that exist within them.~~
- i) ~~Examine the cultural, racial, gender, and economic diversity that exists in the U.S. from a sociological perspective.~~

- a. *Develop an understanding of Discuss key concepts and terminology used by contemporary sociology.*
- b. *Understand Explain the logic and practice of conducting sociological research.*
- c. *Demonstrate knowledge of the main sociological perspectives.*

- d. ~~Comprehend~~ Discuss the unique features of the culture and society in which we live.
- e. ~~Understand~~ Describe how socialization impacts human behavior.
- f. ~~Understand~~ Discuss the complex patterns of human social interaction.
- g. Discuss the critical link between social structures, social forces and individual circumstances.
- h. Identify the major social institutions in the U.S., the functions of those institutions and the equalities that exist within them.
- i. Examine the cultural, racial, gender, and economic diversity that exists in the U.S. from a sociological perspective.

8. METHODS OF INSTRUCTION

Class sessions will be devoted to lectures, discussions, and films. Lectures will clarify difficult readings and introduce critical and supplementary material to provide a more in-depth analysis of key concepts and theories.

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

Section 1: Sociology: Issues, Perspectives, and Methods

Section 2: Social Stratification: Social Class, Race and Ethnicity, Sex and Gender

Section 3: Social Institutions: Families, Education, Work, Government, and Religion.

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

Students will be required to complete writing assignments that include both a series of four essay examinations and a final research paper. These writing assignments will equal approximately five thousand words (5,000) over the course of the semester.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Revised: October 2004, August 2006

Board of Trustees Approval Date: November 5, 2007

Board of Trustees Approval Date: April 26, 2010

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-46

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: THTR 195: ~~Introduction to the Theatre~~
Appreciation

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

3. CATALOG DESCRIPTION:

This course introduces students to the history and development of theatre from its origin in Greece to the current day.

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

a. Describe the need for this course.

This course helps students to gain an understanding of theater as an art form and to cultivate a lifelong interest in theater.

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 checked="" 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
<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Reasoning/Action	

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):

☐ 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.

- ♦ 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 type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Discuss essential societal forces that shape theatrical endeavors,
- b. Describe the salient features of major theatrical styles and several specific examples,
- c. Discuss personal observations of theatre in critical terms,
- d. Define or describe major terms or artists of theatrical history.

8. METHODS OF INSTRUCTION

Lecture, video, group readings, discussion, visual materials

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. Theatre in society
- b. Theatrical criticism
- c. Classical Theatre (Greek or Roman)
- d. Medieval Theatre
- e. Elizabethan Theatre

- f. 17th, 18th, 19th Century trends and styles
- g. Modern Realism
- h. Anti-realistic styles
- i. Post Modernism
- j. Examinations

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: September 22, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

EXHIBIT B-47

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: THTR-199 *181*: Theatre Workshop *I*
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 0 + 3)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:

Theatre Workshop is a learning-by-doing process; there is no formalized classroom instruction. Students must participate in ~~forty (40) hours of an Ocean County College~~ theatrical production. ~~These hours may be applied in any area the student elects, be it technical, acting (providing the student is cast), or business. May be taken four times for credit. Students may be members of the cast or assist with technical or business aspects of the production.~~

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. Justification

- a. Describe the need for this course.

This course provides additional experience for students in every aspect of the creation of a theatrical production.

- 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 |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action | |

- 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):
A.A. Performing Arts - Theatre Option

x 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.

- ♦ 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. Communication – Written and Oral | <input checked="" 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 type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Develop experience in theatrical production.
- b. Engage in opportunities for experimentation in theatrical production.
- c. Research and develop specific production techniques.
- d. Demonstrate a systematic approach to the tasks of theatrical production.

8. METHODS OF INSTRUCTION

Laboratory and conferences

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. Private conferences to determine student's area of interest and experience.
- b. The establishment of student projects to fit the needs of production and the needs of production and the needs of the student.

- c. Repeated consultation with the student to determine an approach to his task, to check his progress, and to suggest materials and means to enhance his contribution to the theatrical production.

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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or "For Information Only." This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: September 22, 2008

Board of Trustees Approval Date: August 23, 2010

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012