

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: April 21, 2010

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, April 26, 2010**:

1. Recommend approval of the following items accepted by the College Senate at its meeting on April 7, 2010:
 - a. Revision to Policy #5152, Students, Academic Standards, Graduation (**Exhibit B-1**)
 - b. New Courses
 - 1) HEHP 186, Principles of Coaching (**Exhibit B-2**)
 - 2) THTR 189, Musical Theatre Workshop (**Exhibit B-3**)
 - c. Revised Course
 - 1) SOCI 181, Introduction to Sociology (**Exhibit B-4**)
2. Recommend approval of the following new policy:
 - a. Policy #3002, Personnel, All Employees, Full-Time Employment (**Exhibit B-5**)
3. Recommend revision of the following policies:
 - a. Policy #3028, Personnel, All Employees, Health Care (**Exhibit B-6**)
 - b. Policy #3112.2, Personnel, Adjunct Faculty, Performance Evaluation (**Exhibit B-7**)
4. Recommend the temporary suspension of Policy #3074, Alcohol- and Drug-Free Workplace, and Policy #5246.1, Campus Life, Drugs, during the hours of the Ocean County College Foundation Summer Gala, which is being held on campus on Saturday evening, September 11, 2010

EXHIBIT B-1

POLICY

1. To qualify as a candidate for the degree of Associate in Arts, Associate in Science, or Associate in Applied Science, a student must have the following:
 - a. A minimum of 64 hours of non-remedial credit which must include all courses required in the curriculum elected by the student.

Minimum requirements as indicated below:

Associate in Arts Degree

9 cr.	Communication
6 cr.	History
9 cr.	Humanities
3 cr.	Diversity [May count as another general education requirement]
6 cr.	Social Science
12 cr.	Mathematics (3-8 cr.) / Science (3-8 cr.) / Technology (0-4 cr.) Students must select at least one math course, one lab science course, and one technology course and must complete the 12 cr. requirement with any math, science, or technology course from the current List of Approved General Education Courses, which resides in the Office of Academic Affairs. Students may attempt to "test out" of the technology requirement. If they succeed, they must take additional credits in math, science, or technology from the List of Approved General Education Courses.
2-3 cr.	OCC Requirement: Any course from the List of Approved General Education Courses, ACAD 155: Student Success, or any HEHP course.
16-17 cr.	Elective Courses
64 cr.	TOTAL CREDITS (45 General Education Credits)

Associate in Science Degree

6 cr.	Communication
3 cr.	Humanities
3 cr.	Social Science
3 cr.	Additional Humanities or Social Science
9 cr.	Mathematics (3-8 cr.) / Science (3-8 cr.) / Technology (0-4 cr.) Students must select one math course, one lab science course, and one technology course from the current List of Approved General Education Courses, which resides in the Office of Academic Affairs. Students may attempt to "test out" of the technology requirement. If they succeed, they must take additional credits in math, science, or technology from the List of Approved General Education Courses.
6 cr.	Additional General Education Credit [from the categories above]
2-3 cr.	OCC Requirement: Any course from the List of Approved General Education Courses, ACAD 155: Student Success, or any HEHP course.

18 cr.	Department Concentration
<u>13-14 cr.</u>	Elective Courses
64 cr.	TOTAL CREDITS (30 General Education Credits)

Associate in Applied Science Degree

6 cr.	Communication
3 cr.	Humanities or Social Science
3 cr.	Mathematics – Science – Technology
	Students must select any math, science, or technology course from the current List of Approved General Education Courses, which resides in the Office of Academic Affairs.

8 cr.	Additional General Education Credit [from the categories above]
2-3 cr.	OCC Requirement: Any course from the List of Approved General Education Courses, ACAD 155: Student Success, or any HEHP course.

<u>41-42 cr.</u>	Program-Specific Requirements
64 cr.	TOTAL CREDITS (20 General Education Credits)

- c. Waiver of courses requires that an equivalent number of credits must be completed to meet graduation requirements.
2. To qualify as a candidate for an Associate degree, a student must have earned at least 64 semester hours of non-remedial credit, or as specified otherwise for certain curricula, and accrued sufficient grade points for a cumulative grade point average of 2.00 (average grade of "C").
3. a. As long as the maximum allowable of 32 transfer credit hours is not exceeded, a student who has matriculated at another accredited institution may transfer back to Ocean County College a maximum of 9 credit hours for the purpose of completing his/her degree requirements. Under circumstances totally beyond the control of the student concerned, the maximum allowable may be exceeded by petitioning the Academic Standards Committee which could approve up to 24 credit hours to be transferred back to meet degree requirements.
- b. Service personnel on active duty and their dependents must meet all College degree requirements with the following exceptions:
- (1) A minimum of 24 semester hours of the 64 required must be earned through attendance of classes at Ocean County College.
 - (2) These 24 semester hours may be earned at any time during the student's candidacy for a degree.
4. ~~Candidates must file an application for candidacy on a form provided by the Registrar not later than March 1st of the year in which they expect to graduate.~~

The College will confer Associates degrees three times per year. Candidates for graduation must file an application for Graduation by an established deadline to be eligible for the next upcoming graduation. The specific deadlines and the actual dates of graduation will be determined by the Registrar, within the following guidelines:

• ***After the Fall Semester***

- *deadline to apply: mid November*
- *actual graduation: second week of January*

• ***After the Spring Semester***

- *deadline to apply: mid March*
- *actual graduation: day of Commencement Ceremony*

• ***After the Summer Sessions***

- *deadline to apply: mid July*
- *actual graduation day: last business day of August*

5. ~~Candidates are not required to be present at the scheduled commencement ceremony. However, candidates who wish to obtain their degrees in absentia may pick up their diplomas in the Office of Admissions and Records.~~
6. A candidate whose final cumulative grade point average is 3.50 or higher will be graduated with honors based on the following:
 - 3.50 - 3.79 cum laude (with honors)
 - 3.80 - 3.89 magna cum laude (with high honors)
 - 3.90 - 4.00 summa cum laude (with highest honors)

A student graduating with honors will receive an emblem on the diploma, indicating the honors category. The appropriate honors distinction shall also be shown on the student's official College transcript.
7. ~~Normally only one degree will be conferred upon a student at the annual commencement. Exceptions must be approved by the Academic Standards Committee.~~
8. All specific courses required for the a second degree must be completed without repeating any previous courses in which credit was earned. Neither will any courses judged to be at a lower academic level than those previously completed be used toward the second degree.
9. No less than 18 additional credit hours, including those required, must be earned beyond the number established for the initial degree.
10. The prescribed procedure will be followed in filing an application for a second degree.
11. Additional degrees beyond the second normally will not be granted. Exceptions must be approved by the Academic Standards Committee.

ADOPTED: August 26, 1968
Revised: December 21, 1970
Revised: January 24, 1972
Revised: December 18, 1972
Revised: March 26, 1973
Revised: June 25, 1973
Revised: February 25, 1974
Revised: June 24, 1974
Revised: December 18, 1976
Revised: June 27, 1977
Revised: September 17, 1979
Revised: January 26, 1981
Revised: January 28, 1991
Revised: March 22, 1993
Revised: August 25, 2008
Revised: August 24, 2009
Revised: April 26, 2010

EXHIBIT B-2

OCEAN COUNTY COLLEGE
NEW COURSE PROPOSAL
SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

1. COURSE NUMBER AND TITLE: HEHP 186: Principles of Coaching
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

This course is a comprehensive introduction to the coaching profession with emphasis on coaching for high school and club-level sports as well as for youth, recreational, and intercollegiate sports programs. Students will learn concepts and techniques of coaching used in working with athletes. Upon successful completion of the course, students may take a comprehensive exam administered by the American Sport Education Program (ASEP). Students who already possess a standard teaching certificate or a county substitute teacher certificate and who pass this exam will fulfill the educational portion (one of several requirements) of the New Jersey State Interscholastic Athletic Association's (NJSIAA) coaching certification regulations.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 34 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: X vocational ___ non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

Coaching Principles would serve both degree and non-degree seeking students and members of the community.

There are numerous requirements to coach in a local school district as defined by the New Jersey State Interscholastic Athletic Association (NJSIAA). The NJSIAA has adopted the American Sport Education Program's Coaching Principles (ASEP) course as satisfying the educational portion of its coach certification requirements for individuals who already possess a standard teaching certificate or a county substitute certificate. The other portions include a Sports First Aid course and CPR certification. By adding a Coaching Principles course, students would be able to completely meet all NJSIAA's requirements at Ocean County College through our courses.

The addition of Coaching Principles could supplement a number of existing certificates or new certificates offered by the college. It could serve as professional development hours for educators and coaches in the community and would provide OCC students the opportunity to meet NJSIAA coaching certification before they enter the workplace, thus making them more marketable and well trained educators.

Coaching Principles would also provide the opportunity to grow our transferable and meaningful course offerings and provide a framework for any person interested in coaching to do so in a positive, successful, measurable, and meaningful way.

b. Relationship to courses within the College

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

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

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

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

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

☒ 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
Salem CC	HPE	141	3	Principles of Coaching

- 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,	Transfer Category	Will NOT	Unable to

	Title, and Credits	(Major, General Ed., or Elective)	Transfer (Place an "x" in box)	Determine Status (Place "U" in box)
Georgian Court University				U (not yet evaluated)
Kean University	PEDX1004 3 credits	Physical Education Major Elective		
Monmouth University	PE001 3 credits	Lifetime Sports Elective		
Richard Stockton College	TRCREC"03" 3 credits	Elective – only as part of an AA or AS degree		
Rowan University	INTR99079 3 credits	Elective		
Rutgers – New Brunswick	01:377:226 3 credits	Elective and Exercise Science and Sports Studies		

- 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).

Georgian Court University	Carole Demetriades	demetriadesc@georgian.edu
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- 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:

The addition of a Coaching Principles course advances the college strategic initiatives, master plan, and vision/mission in a number of ways. By gaining this ASEP approved course and curriculum, we are advancing opportunities for our students and community members which directly influences Ocean County College's educational excellence and campus culture. With this course, we are advancing the college vision, mission, and goals by fostering educational innovation and enhancing our distance learning potential. This course fosters advancement, partnership, and outreach to our local high schools as they are all members of the NJSIAA and must meet educational and professional development requirements for new coaches. Through innovative uses of technology and with the ASEP stamp of approval, Ocean County College will extend our educational partnership to local high schools and help ensure meaningful career opportunities for our students who plan on coaching or entering the sports field.

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

- | | |
|---|-------------------------------------|
| X 1. Communication – Written and Oral | X 6. Humanistic Perspective |
| _ 2. Quantitative Knowledge and Skills | _ 7. Historical Perspective |
| X 3. Scientific Knowledge and Reasoning | X 8. Global and Cultural Awareness |
| _ 4. Technological Competency/Info Literacy | X 9. Ethical Reasoning and Action |
| X 5. Society and Human Behavior | X 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

At the conclusion of this course, students are expected to be able to do the following:

1. Understand the value of and be able to develop a coaching philosophy.
2. Identify the three major objectives of coaching and factors that are involved in selecting a coaching style.
3. Discuss principles of coaching with character, for developing good character and sportsmanship in athletes, and for coaching athletes who have diverse backgrounds, characteristics, and abilities.
4. Discuss psychological principles and applications for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner.
5. Recognize and apply information and methods in using the games approach for teaching technical and tactical skills.
6. Develop instructional plans for team practices and plans for an entire sport season.
7. Discuss physiological principles and applications for physical training in sports, including training for energy fitness and training for muscular fitness.
8. Develop physical training programs for athletes.
9. Discuss principles of good nutrition for health and performance and how to address the problem of drug abuse by athletes.
10. Discuss the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach's responsibilities.
11. Apply methods for effective team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and coaches from liability problems.

8. METHODS OF INSTRUCTION

The instructional format and schedule for the course will closely follow the organization of the textbook for the course, *Successful Coaching, Third Edition* by Rainer Martens published by Human Kinetics and the provisions provided by the American Sport and Education Program (ASEP). The course and textbook combine sport science theory and research with the practical knowledge and methods of expert coaches in the five essential categories of coaching education and professional practice (coaching, behavior, teaching, physical training, and management).

Students will interact and respond to numerous videos, inventories, and discussions and will complete a number of tests and assignments all geared towards making them better coaches.

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

Textbook:

Successful Coaching, Third Edition by Rainer Martens published by Human Kinetics

No new instructional materials, technology, or human resource needs are anticipated to create/implement this course.

10. TENTATIVE TOPICAL OUTLINE

Part I: Principles of Coaching

Students will develop a coaching philosophy, achieve the three major objectives of coaching, and select a coaching style. Principles and guidelines are presented for coaching with character, developing good character and sportsmanship in athletes, and coaching athletes who are diverse in maturation, cultural heritage, gender, sexual orientation, and abilities. Textbook chapters included in Part I are as follows:

- Chapter 1 Developing Your Coaching Philosophy
- Chapter 2 Determining Your Coaching Objectives
- Chapter 3 Selecting Your Coaching Style
- Chapter 4 Coaching for Character
- Chapter 5 Coaching Diverse Athletes

Part II: Principles of Behavior

Part II will help students become a skillful communicator, motivator, and behavior manager. Psychological principles and recommendations are offered for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive manner. Textbook chapters included in part II are as follows:

- Chapter 6 Communicating With Your Athletes
- Chapter 7 Motivating Your Athletes
- Chapter 8 Managing Your Athletes' Behavior

Part III: Principles of Teaching

Part III recognizes that good coaching is good teaching. Information and methods are presented for putting a sound philosophy and good communication, motivation, and behavior management skills to work. The games approach is introduced for teaching technical and tactical skills. Students will learn how to develop an instructional plan for team practices and for the entire season. Textbook chapters included in part III are as follows:

- Chapter 9 Coaching the Games Approach Way
- Chapter 10 Teaching Technical Skills
- Chapter 11 Teaching Tactical Skills
- Chapter 12 Planning for Teaching

Part IV: Principles of Physical Training

Part IV includes information on physiological principles and applications for training basics, training for energy fitness, and training for muscular fitness. Students will learn

to develop training programs for athletes, principles of good nutrition for health and performance, and how to address the difficult problem of drug abuse by athletes. Textbook chapters included in part IV are as follows:

- Chapter 13 Training Basics
- Chapter 14 Training for Energy Fitness
- Chapter 15 Training for Muscular Fitness
- Chapter 16 Fueling Your Athletes
- Chapter 17 Battling Drugs

Part V: Principles of Management

Part V addresses issues related to planning, organizing, staffing, and directing all the functions and responsibilities that go along with being a coach. Principles are explained and advice is provided for seven categories of team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and the coach from liability problems. Textbook chapters included in part V are as follows:

- Chapter 18 Managing Your Team
- Chapter 19 Managing Relationships
- Chapter 20 Managing Risk

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 during the semester, at least one discussion and/or meaningful writing assignment per week. The ASEP certification exam is optional.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-3

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: THTR 189: Musical Theatre Workshop
2. SEMESTER HOURS: 3 CONTACT HOURS: (2+ 2)
Lecture Lab
3. CATALOG DESCRIPTION:

A performance class to assist the student in understanding the acting, singing, and dancing skills required of a musical theatre artist. Through involvement in lecture/demonstration and application, students will synthesize basic music, dance, and acting skills required to participate in a musical theater production. Recommended for students interested in drama, music, or speech.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 34 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: ___ vocational x non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

This course will fill a growing need for theater education. It will serve those students transferring to four-year theater programs as an appropriate elective course during the first two years. This course will also support partnerships with local and community arts organizations.

- 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 x no

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

<u> </u> Communication	<u> </u> Social Science	<u> </u> History
<u> </u> Humanities	<u> </u> Lab Science	<u> </u> Science (Non-Lab)
<u> </u> Mathematics	<u> </u> Technology	<u> </u> Diversity

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

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

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
Middlesex Comm.	Musical Theatre	THE 140	3	
Burlington Comm.	Musical Theatre	THR121	3	
Brookdale Comm.	Musical Theatre	THTR 135	3	
Raritan Valley CC	American Musical Theater	THEA 205	3	Lecture Course

- 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	THR 121 Musical Theater-3	Elective		
Kean University			X	
Monmouth University	TH001 (100-level theater elective – No title given in www.njtransfer.org (3 cr.)	Gen Ed- Aesthetics		
Richard Stockton College	ARTPEC (Performing arts elective) – No title given in www.njtransfer.org (3 cr.)	Gen Ed- Arts		
Rowan University	THD07075 (GE Theatre/Dance elective) – No title given in www.njtransfer.org (3 cr.)	Gen Ed Arts- Artistic and creative experiences		
Rutgers University	50965EC "RP" (Elective Credit)	For Rutgers-Camden and	Not Transferrable	

		Rutgers-Newark: Gen Ed- Fine arts For Rutgers School of Science: Gen Ed Humanities & Arts	to the following Rutgers Schools: School of Arts and Sciences, Mason Gross School of Arts, College of Nursing, and School of Pharmacy	
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- 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 supports the value of collaborative, creative, and team spirited leadership through an ensemble method of learning. By combining material from theater, dance, and music, students will become aware of a family spirit in an intellectual community. Because the course will utilize the expertise of current faculty, it supports the mission of developing the potential of each employee and will enable us to reach out to members of the Ocean county Community to create mutually beneficial partnerships with county arts schools.

- 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 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 type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Identify historically significant and innovative writers, composers, and choreographers of Musical Theatre.
- b. Define and correctly use basic music, dance and stage direction terminology
- c. Perform in a collaborative environment
- d. Execute a successful Musical Theatre Audition
- e. Discuss and review the salient features of musical theatre performance

8. METHODS OF INSTRUCTION

Lecture, performance, theatre attendance.

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

This course requires the use of OCC's dance studio and equipment, including dance barres, sound system, DVD player, and piano/keyboard.

10. TENTATIVE TOPICAL OUTLINE

- I. Brief survey of the history of American musical theatre
- II. The actor's approach to interpreting a song: characterization and musical theatre performance conventions
- III. Dance technique/choreography
- IV. Vocal preparation/song interpretation
- V. Ensemble work
- VI. Audition techniques/preparation

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

One review of a musical theatre production, a mid-semester performance evaluation and end of semester performance evaluation of acting, voice and dance skills.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-4

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

This course presents the fundamental concepts, perspectives, and methods of sociology. Course topics include culture and society, socialization and the life cycle, social interaction and everyday life, social power and inequality, work and economic life, marriage and the family, gender and sexuality, social change and social movements, and the natural environment and our ecological fate.

Course Type for Perkins Reporting: vocational x non-vocational

This course is a prerequisite for most entry level sociology courses. In this course the student will learn to interconnect how sociological imagination extends beyond the local borders and how the effects of social change impact on their daily lives. Course topics include culture and society, socialization and the life cycle, social interaction and everyday life, social power and inequality, work and economic life, marriage and the family, gender and sexuality, social change and social movements and the natural environments and our ecological fate.

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

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

1

___ 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. Compare sociology with other Social Science disciplines.~~
- ~~b. Discuss the nature of sociological theory and the sociological imagination.~~
- ~~c. Discuss the major theoretical perspectives and contributions made to the development of sociology by the early thinkers: Comte, Martineau, Spenceer, Durkheim, Weber, and Max.~~
- ~~d. Discuss the development of Sociology by the early thinkers.~~
- ~~e. Differentiate between material and non-material culture.~~
- ~~f. Discuss the influence of the Sapir-Whorf Hypothesis on language and culture.~~
- ~~g. Demonstrate knowledge about the varied components of culture: language, symbols, values and norms.~~
- ~~h. Differentiate between the dominant culture, subculture, and counterculture.~~
- ~~i. Give examples of culturally universals, cultural diffusion, cultural relativism, and ethnocentrism.~~
- ~~j. Discuss the influence of nature vs. nurture on healthy social development.~~
- ~~k. Discuss how socialization can influence family, school, peer group, mass media, workplace, government institutions and technology.~~
- ~~l. Explain the differences between status symbols, ascribed, achieved, and master statuses.~~

- ~~m. Give your own examples of social role expectation, performance, conflict and strain.~~
 - ~~n. Discuss the different functions maintained in these groups: in-group, out group, reference group, primary, secondary, group leadership styles, social institutions and the groups' decision making process.~~
 - ~~o. Discuss the differences between Goffman's Dramaturgical Analysis and Garfinkel's Ethnomethodology.~~
 - ~~p. List and discuss the characteristics of the ideal bureaucracy as identified by Max Weber and describe what is meant by the term "iron law of oligarchy."~~
 - ~~q. Discuss what is meant by deviant behavior.~~
 - ~~r. Explain how social stratification has an impact on varied social classes' quality of life chances.~~
 - ~~s. Identify what constitutes a minority group, dominant group, ethnic group, racial group, and the concept of "race."~~
 - ~~t. Give examples of how prejudice, stereotyping, discrimination, racism can affect certain ethnic, and racial groups in society.~~
 - ~~u. Differentiate between different marriage patterns, and family compositions.~~
 - ~~v. Define the elements of demography, the terms Gemeinschaft and Gesellschaft used by Ferdinand Tonnies and Thomas Malthus' theory on population growths.~~
- a) Discuss key concepts and terminology used by contemporary sociology.*
 - b) Describe the logic and practice of conducting sociological research.*
 - c) 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.*

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 A REVISED COURSE PROPOSAL (SYLLABUS)

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

Revised: October 2004, August 2006

Board of Trustees Approval Date: November 5, 2007

EXHIBIT B-5

POLICY

Effective May 22, 2010, a full-time employee is defined by the College as an employee who works a minimum average of 32 hours per week.

Current full-time employees, hired prior to May 22, 2010, will not lose their full-time status as long as they work a minimum of 910 hours per year.

In instances where the specifics of this policy are at variance with the terms and conditions of a collective bargaining agreement currently in force on May 22, 2010, the terms and conditions of such agreement shall take precedence until such time as that collective bargaining agreement expires.

ADOPTED: April 26, 2010

EXHIBIT B-6

POLICY

The College will participate in a ~~G~~group ~~H~~health insurance program **and coverage will be available to all full-time employees and their dependents. The College has the right to select the insurance carrier.** ~~consisting of coverage at least equivalent to the coverage afforded under the New Jersey Health Benefits Program. The College will pay the entire cost of such coverage for each employee and dependents.~~

Effective May 22, 2010, consistent with New Jersey legislation, employees enrolled in the School Employees Health Benefit Plan (SEHBP), or other comparable plan(s) offered by the College, will contribute a minimum of 1.5% of their July 1 annual base salary each year toward the cost of medical coverage and/or prescription coverage.

Employees who are covered by another health plan may be eligible to waive the College plan(s.) Employees who waive coverage will receive payment(s) consistent with New Jersey legislation.

In instances where the specifics of this policy are at variance with the terms and conditions of a collective bargaining agreement currently in force on May 22, 2010, the terms and conditions of such agreement shall take precedence until such time as that collective bargaining agreement expires.

ADOPTED: February 28, 1965

Revised: June 22, 1970

Revised: April 26, 2010 (Policy number changed from #3334 to #3028)

REVIEWED: April 30, 1991

EXHIBIT B-7

Ocean County College, Toms River, NJ

PERSONNEL
Adjunct Faculty
Performance Evaluation #3112.2

POLICY

All adjunct faculty will be ***formally*** evaluated during each of the first three semesters of teaching and annually thereafter, unless it is deemed necessary to do evaluations more frequently by the Dean/Assistant Dean, Provost, the Vice President of Academic Affairs, or his/her designee.

The Dean/Assistant Dean, the Provost, ***and/or*** designee will review the classroom observation with the adjunct instructor within three weeks of the observation. A copy of the completed evaluation form will be sent to the adjunct instructor and a copy will be placed in the adjunct instructor's personnel file. The procedures for the Student Reaction Forms followed for full-time faculty will be the same for adjunct faculty.

ADOPTED: June 23, 2003
Revised: July 27, 2009
Revised: April 26, 2010