EXHIBIT B

OCEAN
COUNTY COLLEGE

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

To: Board of Trustees

From: Office of the President

Date: April 20, 2011

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 25, 2011:**

1. Recommend approval of the following items as accepted by the College Senate at its meeting on April 6, 2011:

   a. Revised Programs:

      1) A.S. Degree in General Studies **(Exhibit B-1)**

      2) A.S. Degree in Public Service **(Exhibit B-2)**

   b. New Certificate Program:

      1) Addictions Counseling Certificate of Completion **(Exhibit B-3)**

   c. Revised Certificate Programs:

      1) Small Business Management Certificate of Proficiency **(Exhibit B-4)**

      2) Visual Communications Certificate of Proficiency **(Exhibit B-5)**

   d. New Courses:

      1) ENSL 005, ESL Intermediate Reading and Vocabulary **(Exhibit B-6)**

      2) ENSL 006, ESL Intermediate Writing **(Exhibit B-7)**

      3) HIST 182, World Civilization II **(Exhibit B-8)**

    e. Revised Courses:

        1) CSIT 160, Introduction to Visual Basic **(Exhibit B-9)**

        2) ENSL 004, ESL Intermediate Listening and Speaking **(Exhibit B-10)**

        3) ENSL 007, ESL Intermediate Grammar **(Exhibit B-11)**

        4) ENSL 008, ESL Advanced Grammar **(Exhibit B-12)**

        5) ENSL 009, ESL Advanced Reading and Writing **(Exhibit B-13)**

        6) MUSC 183, Beginning Jazz Theory and Improvisation **(Exhibit B-14)**

2. Recommend approval of the following new and revised policies:

    a. New Policy #4170, Business Expenditures, College Credit Card **(Exhibit B-15)**

    b. New Policy #3055, Personnel, All Employees, Tuition Reimbursement **(Exhibit B-16)**

    c. Revised Policy #3076, Personnel, All Employees, Employment of Relatives **(Exhibit B-17)**

EXHIBIT B-1

No change is being made to this program. Please note the clarification concerning the department concentration on page 2.

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

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.)   <u>13 cr.</u>

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

EXHIBIT B-2

PUBLIC SERVICE - A.S. Degree Program — *Effective Catalog Year 2012-2013.*

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

FIRST SEMESTER

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

SECOND SEMESTER

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

THIRD SEMESTER

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

FOURTH SEMESTER

CSIT 110	Computer Literacy	3 cr.
_____	Public Service Elective or Internship (INTR 290)	3 cr.
_____	Public Service Elective	3 cr.
_____	Public Service Elective	3 cr.
_____	Social Science Gen Ed Requirement	3 cr.
_____	Elective (to meet 64 cr. requirement)	0-1 cr.
		15-16 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

PUBLIC SERVICE ELECTIVES

~~Students may choose electives based on personal interest and/or transfer needs.~~ *Students may choose electives from the extensive range of courses below (without being restricted to one category) based on personal interest and/or transfer needs.*

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

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

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

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

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

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

PUBLIC ADMINISTRATION / GOVERNMENT

POLI 183	Introduction to Political Science
POLI 185	Principles of Public Administration
POLI 161	American Federal Government
POLI 162	American State and Local Government
POLI 263	Introduction to International Relations
POLI 268	Women and American Politics

Board of Trustees Approval Date: March 23, 2009   NJ Presidents' Council Approval Date: June 1, 2009

EXHIBIT B-3

NEW CERTIFICATE PROGRAM

ADDICTIONS COUNSELING - Certificate of Completion – Effective Catalog Year 2012-2013

This program of study is the mandatory core of alcohol and drug counseling courses designed to prepare the student for becoming credentialed in New Jersey as a Certified Alcohol and Drug Counselor. These specialized courses are approved by the State of New Jersey Board of Marriage and Family Therapy Examiner's Alcohol and Drug Counseling Committee and by the Addictions Professional Certification Board of New Jersey for the required 270 education hours.

ENGL 151	English I	3 cr.
PSYC 172	General Psychology	3 cr.
or SOCI 181	Introduction to Sociology	
ALDC 101	Addictions Counseling I	3 cr.
ALDC 102	Addictions Counseling II	3 cr.
ALDC 103	Addictions Counseling III	6 cr.
ALDC 104	Addictions Counseling IV	6 cr.
	TOTAL CREDITS	**24 cr.**

Board of Trustees Approval Date:

EXHIBIT B-4

SMALL BUSINESS MANAGEMENT - Certificate of Proficiency – *Effective Catalog Year 2012-2013*

The program of study is a core of business courses which are designed to prepare the student for ownership and operation of a small enterprise. These specialized courses stress the role of the entrepreneur.

ENGL 151	*English I*	*3 cr.*
BUSN 131	Introduction to Business Administration	3 ~~s.h.~~ *cr.*
BUSN 134	Principles of Marketing	3 ~~s.h.~~ *cr.*
ACCT 121 OR	Fundamental of Accounting OR	
ACCT 161	Principles of Accounting I	3 ~~s.h.~~ *cr.*
BUSN 170	Small Business Management	3 ~~s.h.~~ *cr.*
BUSN 251	Business Law I	3 ~~s.h.~~ *cr.*
BUSN 271	Principles of Management	3 ~~s.h.~~ *cr.*
CSIT 123	Integrated Office Software	3 ~~s.h.~~ *cr.*
	Business Electives *	12 ~~s.h.~~ *cr.*
		~~33 s.h.~~ *36 cr.*

TOTAL CREDITS ~~33~~ *36*

* Business Electives:

ACCT 162	Principles of Accounting II	3 ~~s.h.~~ *cr.*
BUSN 210	Business Communications	3 ~~s.h.~~ *cr.*
BUSN 252	Business Law II	3 ~~s.h.~~ *cr.*
BUSN 279	Salesmanship	3 ~~s.h.~~ *cr.*
~~CSIT 110~~	~~Computer Literacy~~	~~3 s.h.~~
CSIT 153	Database Operations with VBA	3 ~~s.h.~~ *cr.*
CSIT 152	Intermediate Spreadsheet Applications VBA	3 ~~s.h.~~ *cr.*
BUSN 270	Principles of Advertising	3 ~~s.h.~~ *cr.*
MATH 156	*Introduction to Statistics*	*3 cr.*

Board of Trustees Approval Date: August 28, 2006

EXHIBIT B-5

VISUAL COMMUNICATIONS - Certificate of Proficiency – *Effective Catalog Year 2012-2013*

This certificate program introduces students to the graphic design and technology tools used in creating visual communications.

ENGL 151	English I	3 cr.
ARTS 183	Basic Drawing	3 cr.
ARTS 184	Two-Dimensional Design	3 cr.
COPH 181	Basic Digital Photography	3 cr.
COCG 160	Introduction to Macintosh/Painter	2 cr.
COCG 161	Painter/Paintbox Applications	2 cr.
COPH 280	Advanced Digital Photography	3 cr.
COCG 162	Design Fundamentals	3 cr.
COCG 163	Photoshop	3 cr.
COCG 164	Adobe Illustrator	3 cr.
COCG 165	Graphic Portfolio	3 cr.
	Social Science Gen Ed Requirement	*3 cr.*
		~~31~~ *34* cr.

TOTAL CREDITS ~~31~~ *34*

Board of Trustees Approval Date: May 24, 2010

EXHIBIT B-6

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

1. COURSE NUMBER AND TITLE: ENSL 005: ESL Intermediate Reading and Vocabulary

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

3. CATALOG DESCRIPTION:

   This course is designed for non-native speakers of English identified as needing English language instruction at the intermediate level. Work will focus on the improvement of reading and vocabulary skills needed to read with greater speed and comprehension. Reading passages will be selected from a variety of sources including: literature, science, social studies and history. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Identification of need by appropriate score on the Accuplacer Test and the Michigan English Placement Test (MEPT) or recommendation of the instructor.

   CO-REQUISITES: None (ENSL-004 is recommended)

5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 0
   DIFFERENTIAL FUNDING CATEGORY: C

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

6. JUSTIFICATION

   a. To provide English language instruction to non-native speakers

   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.

         ___ 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:

         _x_ Program-specific requirement for the following degree program(s):
         ESL Program
         ___ Elective

1

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
Burlington CC	ESL Reading II	ESL 067	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 box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick			X	
Georgian Court University			X	
Richard Stockton College			X	
Monmouth University			X	
Kean University			X	
Rowan University			X	

    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.
       ESL courses are not meant to transfer.

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:

x 1. Communication – Written and Oral
_ 2. Quantitative Knowledge and Skills
_ 3. Scientific Knowledge and Reasoning
_ 4. Technological Competency/Info Literacy
x 5. Society and Human Behavior

_ 6. Humanistic Perspective
x 7. Historical Perspective
x 8. Global and Cultural Awareness
x 9. Ethical Reasoning and Action
x 10. Independent/Critical Thinking

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Improve their skills in both the receptive (reading and listening) and the expressive (writing and speaking) areas of language so that they will be able to undertake advanced-level ESL work.

b. Demonstrate an understanding of specific problem areas with the assistance of the instructor.

c. Complete reading and vocabulary assignments from texts and other sources in order to practice and improve skills which need to be strengthened.

d. Complete a sequential program of computer-assisted reading and vocabulary lessons.

e. Express through writing and discussion their reaction to selections they have read, viewed or heard.

f. Engage in learning activities to promote a broad range of language skills.

8. METHODS OF INSTRUCTION:

a. Testing-Skills Assessment: A skills assessment will be made by a diagnostic instrument and by an analysis of several writings early in the semester.

b. Lecture-Theory.

c. Practical Application of Principles.

d. Small group interaction and self-evaluation.

e. Writing Assignments: Students will be required to analyze information, organize ideas write responses to what they have read and discussed.

f. Computer Assisted Instruction: Software will be utilized to enhance learning activities in the areas of word processing, reading speed, reading comprehension and vocabulary enrichment.

g. ESL Lab Services: Supplementary support services, which will include personnel and materials, will be available to those students who demonstrate a need for or request such services.

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

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

Instructional Transparencies

Video and Audio Materials

10. TENTATIVE TOPICAL OUTLINE:

Block #1   Literature: Sherlock Holmes or similar mysteries   (2-3 weeks)

- Study and develop vocabulary
- Read text for information
- Identify main idea and major points
- Look for examples and details
- Analyze your attitude to the story and its events
- Consider personal experiences which are similar

Block #2   Literature: The Raven and similar narrative poems   (2 weeks)

- Study and develop vocabulary
- Analyze possible meanings of poem
- Choose a poem from native language
- Explain why it is your favorite
- Translate your poem into English
- Read poem to class
- Look for sense data in poem
- Describe a scene using fives senses

Block #3   Science: Genetics and Psychology reading passages (2 weeks)

- Skim the reading quickly
- Make predictions about it
- Read for understanding
- Select main idea and find major supports
- Identify examples and details
- Use context clues to understand confusing vocabulary
- Find evidence to answer questions and support ideas
  Writing assignment: Contrast "nature and nurture"

Block #4   Science: Physiology and Psychology reading passages (2 weeks)

- Study and develop vocabulary
- Outline stages of sleep
- Identify differences in the stages
- Contrast theories and facts
- Discuss human experimentation
- Writing assignment describe a memorable dream

Block #5   Science: Geology and Archaeology reading passages   (2 weeks)

- Sentence variety
- Consider word choice
- Discuss structure of an essay
- Contrast a paragraph and essay
- Discuss introductory paragraph, supporting paragraphs and conclusion
- Outline possible reasons for Ice Age extinctions discussed in reading
- Write cause and effect essay blending scientific data and critical thinking.

Block #6   History: Native Americans' Arrival reading passages (4 weeks)

Develop time-time of arrival
Contrast selected Indians nations/tribes
Outline important aspects each nation:
    Location and Housing
    Unique cultural values
    Means of subsistence
    Relationships to other tribes and nations
    Form opinions and reasons for development of those values
Undertake extra reading on the Native Americans of New Jersey and their surrounding neighbors.
Discuss areas of interest for developing a report
Form a topic for research and find sources
Write a report exploring an area of Native American life.
Oral Presentation of a section of report

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 numerous written assignments, or the equivalents.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic 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	

EXHIBIT B-7

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

1. COURSE NUMBER AND TITLE: ENSL 006: ESL Intermediate Writing

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

3. CATALOG DESCRIPTION:

   This course is designed for non-native speakers of English identified as needing English language instruction at the intermediate level. Work will focus on the improvement of writing skills. Student will carefully examine the structural elements of paragraphs and their functions. Students will learn how those elements are organized to produce effective writing. They will also explore how paragraphs can be joined together to produce effective essays. Close attention will be paid to the elements of grammar, clarity and unity. Students will generate written responses to readings of intermediate difficulty. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Identification of need by appropriate score on the Accuplacer Test and the Michigan English Placement Test (MEPT) or recommendation of the instructor.

   CO-REQUISITES: ENSL 007

5. MAXIMUM CLASS SIZE: 20   COURSE FEE CODE: 0
   DIFFERENTIAL FUNDING CATEGORY: C

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

6. JUSTIFICATION

   a. To provide English language instruction to non-native speakers

   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.

         ___ 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:

_x_   Program-specific requirement for the following degree program(s):
        ESL Program
___   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
Burlington CC	ESL Writing II	ESL 077	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 box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick			X	
Georgian Court University			X	
Richard Stockton College			X	
Monmouth University			X	
Kean University			X	
Rowan University			X	

    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.
        ESL courses are not meant to transfer.

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:

x 1. Communication – Written and Oral   _ 6. Humanistic Perspective
_ 2. Quantitative Knowledge and Skills   x 7. Historical Perspective
_ 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:

Students who successfully complete this course will be able to:

a. Improve their skills in both the expressive (writing and speaking) and receptive (reading and listening) areas of language so that they will be able to undertake advanced-level ESL work.

b. Demonstrate an understanding of specific problem areas with the assistance of the instructor.

c. Complete materials from texts and other sources in order to practice and improve skills which need to be strengthened.

d. Complete a sequential program of writing assignments which will aid them in undertaking advanced-level work. The assignments will call for the construction of simple, compound and complex sentences to form single-paragraph writings which employ a specific verb tense or tenses.

e. Complete a sequential program of computer-assisted grammar and writing lessons.

f. Express through writing and discussion their reaction to selections they have read, viewed or heard.

g. Engage in learning activities to promote a broad range of language skills.

8. METHODS OF INSTRUCTION:

a. Testing-Skills Assessment: A skills assessment will be made by a diagnostic instrument and by an analysis of several writings early in the semester.

b. Lecture-Theory

c. Practical Application of Principles

d. Small group interaction and self-evaluation.

e. Writing Assignments: Students will be required to write a minimum of seven (7) single and multi-paragraph compositions. Additional writing will take the form of prewriting, rough draft writing, revisions and routine homework.

f. Writing Conferences: Frequent instructor-student conferences will take place in which a detailed analysis is undertaken of the student's writing.

g. Computer Assisted Instruction: Software will be utilized to enhance learning activities in the areas of word processing, grammar and writing.

h. ESL Lab Services: Supplementary support services, which will include personnel and materials, will be available to those students who demonstrate a need for or request such services.

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

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

Instructional Transparencies

Video and Audio Materials

10. TENTATIVE TOPICAL OUTLINE: Each block will begin with one or more selected readings which employ the same organization mode which the students will study and use in their own writing assignment for that block. A three-step writing process will be used in each assignment:
   A. Gathering information
   B. Focusing and Organizing
   C. Drafting, Revising and Editing

Block # 1   Narrative

- Read selected passage
- Identify main idea and major points
- Look for examples and details
- Analyze your attitude to the story and its events
- Consider personal experiences which are similar
- Discuss with partner your ideas
- Brainstorm possible ideas for writing
- Choose one experiences and describe what happened
- Work with partner to revise your paragraph

Block #2 Description

- Read selected descriptive passage
- Analyze images and details
- Look for sense data
- Categorize data: seen, heard, felt, tasted, smelled
- Analyze verbs used in reading
- Positive or negative in connotation
- Describe a scene using fives senses
- Work with partner to revise your paragraph

Block #3 Definition

- Read for understanding
- Find topic sentence
- Identify supporting sentences
- Identify examples and details
- Free-write about related topics
- Organize ideas into an outline
- Develop a topic sentence
- Write first draft
- Work with partner to revise your paragraph

Block #4 Process

- Read for understanding
- Identify organization of reading passage
- Outline the steps in the process
- Identify transition words
- Brainstorm possible processes appropriate for writing
- Select one and develop outline
- Write process paragraph
- Work with partner to revise your paragraph
- In groups correct identified grammar errors in student compositions

Block #5 Classification

- Read for understanding
- Identify classes or categories in passage
- Discuss structure of a essay
- Brainstorm possible topics that lend themselves to classification
- Choose topic and develop categories
- Write first draft with two paragraphs
- Discuss introductory paragraph, supporting paragraphs and conclusion
- Write introductory paragraph
- Work with partner to revise your paragraphs
- In groups correct identified grammar errors in student compositions

Block #6   Comparison / Contrast

- Read for understanding
- Identify similarities of subjects in passage
- Identify differences of subjects in passage
- Brainstorm possible subjects that lend themselves to this organization
- Outline main idea and supporting ideas
- Write introductory paragraph
- Write first draft of two supporting paragraphs
- Work with partner to revise your paragraphs
- Rewrite three-paragraph composition
- In groups correct identified grammar errors in student compositions

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 six written assignments and in-class editing quizzes.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic 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	

EXHIBIT B-8

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

1. COURSE NUMBER AND TITLE: HIST 182: World Civilization II

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

3. CATALOG DESCRIPTION

World Civilization II examines the patterns of global history as they emerge in various regions of the world from the mid-17th century to the present day. Students will gain a deeper understanding of cultural diversity and historical trends that have helped shape today's world.

4. PREREQUISITES: None   COREQUISITES: None

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

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

6. JUSTIFICATION

   a. Describe the need for this course.

      World Civilization II is a logical extension of HIST 181, World Civilization I. As stated in HIST 181's course proposal, subsequently approved and implemented, "There is a growing need for a history course on Global History. Students need the knowledge and the tools whereby they can effectively communicate in a global economy. They need to do so with an informed and knowledgeable insight of the major intellectual, cultural, religious, political, economic and scientific ideas that are not fully Eurocentric. The course also provides students with a multi-cultural understanding of the events, peoples, and historic underpinnings of modern problems, which will foster informed and prepared citizenry. It provides a balanced overview of global events stressing diverse and unique cultures of the globe not normally covered in Western Civilization or United States History courses. In the modern world, there is an increasing need for citizens who are aware of the world in which they are a part and who can play an integral role in that world, whether in the business world, academia or other avenues of cultural encounter." Simply put, World Civilization II would bring students from the mid-17th century to the present day in terms of their understanding.

   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 _x_ 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
Brookdale CC	World Civilization II	HIS 106	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	HI 152: World History II – 3 cr.	Gen Ed Elective		
Kean University				Not Yet Evaluated
Monmouth University	HS 102: Western Civilization in World – 3 cr.	Gen Ed – Historical Perspectives		
Richard Stockton College	HIS TEC: Historical	Gen Ed – Historical Consciousness;		

	Studies Elective – 3 cr.	Humanities		
Rowan University	HIST 05120: World History after 1500 – 3 cr.	Gen Ed – History, Humanities & Language, Multicultural/Global		
Rutgers – New Brunswick	01506114: World Civilizations: Europe, Africa	Gen Ed – Diversity, Global Awareness		

    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:

    _ 1. Communication – Written and Oral   _ 6. Humanistic Perspective
    _ 2. Quantitative Knowledge and Skills   x 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   _ 10. Independent/Critical Thinking

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

a. Read and analyze primary and secondary historical sources in a critical manner and with an understanding of the validity, potential bias, type of audience and context.

b. Describe the major civilizations and appreciate historical inquiry as a means of thinking about human nature and diversity.

c. Evaluate the impact of important historical personalities, events and concepts in pre-modern and modern world civilization.
d. Discuss and appreciate the important encounters and interactions of peoples within a broad historical and global context.
e. Apply reading and writing to demonstrate an understanding of the subject matter covered in the course.
f. Discuss the roles, interactions and even tensions existing between the United States and the rest of the world today.
g. Gain a deeper understanding of global geography.

8. METHODS OF INSTRUCTION

a. Lecture and audio-visually assisted instruction and student response
b. Directed discussion
c. Directed readings
d. Small group discussion and presentations
e. Essay, book review, and term paper writing
f. Maps

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

a. Course Introduction
b. Global Patterns in the Pre-Modern Age: 17th & 18th centuries
c. China from the Ming Dynasty to the Present
d. Japan from the Tokugawas to the Present
e. World War II in the Pacific
f. The Middle East from the Ottoman Empire to the Present
g. Islam and Islamic Fundamentalism
h. SubSaharan Africa, 1700 to the Present
i. India from the British Takeover in 1757 to the Present
j. Latin America from Simon Bolivar to the Present
k. The Afro-Asian March to Independence, 1944-1966
l. Issues in the Modern World - Suggested Topics:
  ➢ Human Trafficking
  ➢ Genocides
  ➢ Global Environmental Issues
  ➢ Nuclear Proliferation
  ➢ Global Tension Zones & "Hot Spots"

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 two major examinations and one major written assignment will be required. Suggested: midterm & final, essays included; book review and/or term paper.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: November 8, 2010

EXHIBIT B-9

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

1. COURSE NUMBER AND TITLE: CSIT 160 Introduction to Visual Basic

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

3. CATALOG DESCRIPTION:

   An introduction to structured procedural and object oriented/event driven programming using Visual Basic. Students will use a current integrated development environment to build applications for Microsoft Windows personal computers and mobile devices. Working knowledge of Microsoft™ Windows required. Open lab time required.

4. PREREQUISITES: None.   COREQUISITES: None

5. MAXIMUM CLASS SIZE: 22   COURSE FEE CODE: 2
   DIFFERENTIAL FUNDING CATEGORY: B

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

6. JUSTIFICATION

   a. Describe the need for this course.

       This is a programming language option in the Computer Science/Information Technology AAS degree.

   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~~   _X_ 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

       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 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.

ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world.

iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce.

iv. Seeking to empower students as active learners through hands-on learning.

v. Challenging students to employ quantitative and qualitative analysis to solve problems.

vi. Seeking to empower students through the mastery of intellectual and Practical Skills.

vii. Challenging students to transfer information into knowledge and knowledge into action.

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

x 1. Communication – Written and Oral
_ 2. Quantitative Knowledge and Skills
_ 3. Scientific Knowledge and Reasoning
x 4. Technological Competency/Info Literacy
_ 5. Society and Human Behavior

_ 6. Humanistic Perspective
_ 7. Historical Perspective
_ 8. Global and Cultural Awareness
_ 9. Ethical Reasoning and Action
x 10. Independent/Critical Thinking

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Explain the .NET Framework

b. Describe classes, objects, and the .NET Framework class libraries.

c. Design applications identifying the tasks, objects, and events to solve problem definitions.

d. Design the user interface for problem definitions.

e. Choose and implement appropriate data types for problem definitions.

f. Structure a program using event driven modules for problem definitions.

g. Implement the design using Visual Basic.

h. Document and test developed Visual Basic programs.

i. Choose and utilize appropriate decision making structures to solve problem definitions and deploy the application to mobile devices.

j. Use Visual Basic control objects in form design to solve Web problem definitions.

k. Choose and use appropriate looping structures to solve problem definitions.

l. Choose and use appropriate control-array structures to solve Windows application problem definitions.

m. Choose and utilize appropriate data and control structures to manipulate sequential files in a Windows application.

n. Use Visual Basic procedures and functions with appropriate arguments to solve programming problems

o. Use appropriate exception handling to capture and handle exceptions in the Visual Basic application.

p. Develop applications that connect to a database to add, select, update and delete records.

8. METHODS OF INSTRUCTION: Class lecture, discussion, demonstrations, lab assignments, programs and online presentations.

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

Appropriate textbooks will be selected. Contact the department for current textbooks.

Class notes, textbooks, presentations, software and online materials, College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.

10. TENTATIVE TOPICAL OUTLINE:

A) Introduction to Computers and Visual Basic
　　1) File organization
　　2) An Introduction and History of Visual Basic
　　3) The Visual Basic Environment (Visual Studio)
　　4) Types of Visual Basic Applications
B) Problem Solving
　　1) Program Development Cycle
　　2) Implement graphical user interface design principles
　　3) Event planning document
　　4) Visual Basic application that create a Windows application
C) Fundamentals of Programming in Visual Basic
　　1) Writing Code
　　2) Tasks, Objects, and Events
　　3) Building the User Interface
　　4) Control Objects
　　5) Data Types and Variables
　　6) Input and Output
　　7) Built in Functions
　　8) Testing and Debugging
　　9) Visual Basic Windows application
D) Decisions
　　1) Relational and Logical Operations
　　2) Conditional Statements
　　3) If Blocks
　　4) Select case Blocks
　　5) Visual Basic mobile application
E) Repetitions

4

1) Do Loops
2) For / Next Loops
3) Data validation
4) Visual Basic web application

F) General Procedures
1) Sub Procedures
2) Functions
3) Modular Design
4) Visual Basic Windows application using exception handling with Try-Catch block

G) Arrays
1) Creating and accessing Arrays
2) Using Arrays
3) Sorting and Searching
4) Two Dimensional Arrays
5) Visual Basic Windows application that uses arrays and sequential files

H) Databases
1) Connecting to database
2) Add, select, update and delete records
3) visual Basic Windows application that manipulates a database

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 7 chapter programs and 3 major programs, a minimum of 7 minor chapter quizzes, exercises or labs, a minimum of 2 exams, and/or a final outcomes assessment project.

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 Topic 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: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006. March 8, 2006
Board of Trustees Approval Date: September 24, 2007
Board of Trustees Approval Date: August 24, 2009

EXHIBIT B-10

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

1. COURSE NUMBER AND TITLE: ~~ENGL 004~~ *ENSL 004*: ESL Intermediate Listening and Speaking

2. SEMESTER HOURS: 3 n.c.   CONTACT HOURS: (3 + 0)
                                                        Lecture   Lab
3. CATALOG DESCRIPTION:

This course is designed for non-native speakers of English identified as needing English language instruction at the intermediate level. Instruction will focus on the development of accuracy in the production of spoken English: pronunciation, stress, intonation, and rhythm; as well as the development of listening skills needed to undertake academic work and to understand colloquial speech. The foreign language lab will be utilized to enhance the accuracy of these skills. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES:

Identification of need by appropriate score on the Accuplacer Test and the Michigan English Placement Test (MEPT) or recommendation of the instructor.

CO-REQUISITES: ~~ENGL 001~~ *None*   *(ENSL-005 is recommended)*

5. MAXIMUM CLASS SIZE: 20   COURSE FEE CODE: 0
   DIFFERENTIAL FUNDING CATEGORY: C

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

6. JUSTIFICATION

   a. To provide English language instruction to non-native speakers.

   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.

         ___ 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:

1

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

x 1. Communication – Written and Oral   _ 6. Humanistic Perspective
_ 2. Quantitative Knowledge and Skills   _ 7. Historical Perspective
_ 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:

Students who successfully complete this course will be able to:

a. Improve their skills in both the expressive and receptive areas of language so that they will be able to undertake advanced-level ESL work.

b. Complete materials from texts and other sources in order to practice and improve skills which need to be strengthened.

c. Actively participate in oral drills to develop greater accuracy in the formation of spoken English.

d. Demonstrate an awareness of their individual problem areas in the generation of spoken English which are commonly associated with their linguistic background.

e. Engage in learning activities to remedy or lessen those individual problem areas.

f. Complete a sequential program of listening exercises employing colloquial speech to develop listening comprehension skills.

8. METHODS OF INSTRUCTION:

a. Testing-Skills Assessment: A skills assessment will be made by a diagnostic instrument.

b. Lecture-Theory.

c. Practical Application of Principles.

d. Small group interaction and self-evaluation.

e. Language Laboratory

f. Computer Assisted Instruction: Software will be utilized to enhance learning activities in the areas of pronunciation and vocabulary enrichment.

g. ESL Lab Services: Supplementary support services, which will include personnel and materials, will be available to those students who demonstrate a need for or request such services.

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

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

Instructional Transparencies

Video and Audio Materials.

10. TENTATIVE TOPICAL OUTLINE:

Block #1
Academic Listening
——Listen to lecture: Music
- Study syllables and stress
——Take dictation
——Hearing present tense endings of "s and es"
Academic Speaking
——Listening and retelling lectures
——Practice rising and falling intonation
- Discuss likes and dislikes of music

Block #2
Academic Listening
——Listen to lecture: Health and Nutrition
——Take dictation, practice vocabulary and spelling
- Find context clues
——Practice numbers and plural nouns

Academic Speaking
——Retelling stories
- Asking questions of clarification
- Saying number phrases
——Practice How much / How many

Block #3
Academic Listening
- Listen to lecture: Geography
——Develop vocabulary
- Recognize stress and syllables
——Take dictations
- Listen for details and content
——Focus on transition words

4

Academic Speaking
- Retelling stories for comprehension
- Learn abbreviations of states
- Practice stress placement on certain questions
- Present information about a place

Block #4
Academic Listening
- Listen to Lecture: Sleep
- Use dictionary for pronunciation
- Apply statistics from content of lecture
- Understand phrasal verbs
- Listen for main ideas
- Outline main and supporting ideas

Academic Speaking
- Retelling the lecture
- Practice dialogues using phrasal verbs
- Asking questions for content
- Asking question about differences

Block #5
Academic Listening
- Listen to Lecture: Laughter and Health
- Take dictation
- Practice stress and finding syllable
- Practice vocabulary
- Listen for paraphrases
- Listen for examples
- Distinguish main ideas from details

Academic Speaking
- Using tag questions
- Using falling intonation in tag questions
- Using transitional words
- Preparing a speech

Block #1 Humanities
Academic Listening:
- *Listen to lecture: Cry Wolf*
- *Study syllables and stress*
- *Take dictation*
- *Hearing present tense endings of "s" and "es"*

Academic Speaking
- *Listening and retelling lectures*
- *Practice rising and falling intonation*

- *Discuss likes and dislikes of stories*

Block #2   Natural Science / Ecology
Academic Listening:
- *Listen to lecture: Food Chains*
- *Take dictation, practice vocabulary and spelling*
- *Find context clues*
- *Practice numbers and plural nouns*

Academic Speaking
- *Retelling stories*
- *Asking questions of clarification*
- *Saying number phrases*
- *Practice How much / How many*

Block #3   Nutrition and Social Sciences
Academic Listening:
- *Listen to lecture: Food Pyramid*
- *Develop vocabulary*
- *Recognize stress and syllables*
- *Take dictations*
- *Listen for details and content*
- *Focus on transition words*

Academic Speaking
- *Retelling stories for comprehension*
- *Learn abbreviations of states*
- *Practice stress placement on certain questions*
- *Present information about a place*

Block #4   Math and Business
Academic Listening
- *Listen to Lecture: Talking about Business*
- *Use dictionary for pronunciation*
- *Apply statistics from content of lecture*
- *Understand phrasal verbs*
- *Listen for main ideas*
- *Outline main and supporting ideas*

Academic Speaking
- *Retelling the lecture*
- *Practice dialogues using phrasal verbs*
- *Asking questions for content*
- *Asking question about differences*

Block #5   Animal Science
Academic Listening:
- *Listen to Lecture: Canine Colleagues*

6

- *Take dictation*
- *Practice stress and finding syllable*
- *Practice vocabulary*
- *Listen for paraphrases*
- *Listen for examples*
- *Distinguish main ideas from details*

Academic Speaking
- *Using tag questions*
- *Using falling intonation in tag questions*
- *Using transitional words*
- *Preparing a speech*

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 two major examinations and numerous graded oral presentations, or the equivalents.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic 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: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006. March 8, 2006
Board of Trustees Approval Date: November 6, 2006
Board of Trustees Approval Date: April 28, 2008

EXHIBIT B-11

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

1. COURSE NUMBER AND TITLE: ~~ENGL 005: ESL-Intermediate Grammar~~
   ENSL 007: ESL-Intermediate Grammar

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

3. CATALOG DESCRIPTION:

   This course is designed for non-native speakers of English identified as needing English language instruction at the intermediate level. Using a communicative approach, this course will provide practice, development and internalization of the fundamental structures of English grammar needed for effective spoken and written communication. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Identification of need by appropriate score on the Accuplacer Test and the Michigan English Placement Test (MEPT) or recommendation of the instructor.

   CO-REQUISITE: ENSL 006

5. MAXIMUM CLASS SIZE: 20   COURSE FEE CODE: 0
   DIFFERENTIAL FUNDING CATEGORY: C

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

6. JUSTIFICATION

   a. To Provide English language instruction to non-native speakers.

   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.

          ___ 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):
               ESL Program
          ___ Elective

1

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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Demonstrate an understanding of specific problem areas with the assistance of the instructor.

b. Complete materials from texts and other sources in order to practice and improve skills which need to be strengthened.

c. Actively participate in oral drills to internalize grammatical models and structures.

d. Demonstrate in spoken and written English a firm control of subject-verb agreement and verb tense usage employing simple present, simple past, simple future, present continuous, and past continuous.

e. Generate written passages which demonstrate a strong control of the formation of simple sentences, and a basic control over the formation of compound sentences.

f. Engage in learning activities to promote a broad range of language skills: vocabulary development, reading comprehension, fluency and accuracy of speech, and listening comprehension.

8. METHODS OF INSTRUCTION:

a. Testing-Skills Assessment: A skills assessment will be made by a diagnostic instrument and by an analysis of several writings early in the semester.

b. Lecture-Theory.

c. Practical Application of Principles.

d. Small group interaction and self-evaluation.

e. Conferences: Frequent instructor-student conferences will take place in which a detailed analysis is undertaken of grammatical problem areas.

f. Computer Assisted Instruction: Software will be utilized to enhance learning activities in the areas of grammar review and vocabulary enrichment.

g. ESL Lab Services: Supplementary support services, which will include personnel and materials, will be available to those students who demonstrate a need for or request such services.

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

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

Instructional Transparencies

Video and Audio Materials.

10. TENTATIVE TOPICAL OUTLINE:

Block #1
- Recognize parts of speech
- Learn basic sentences patterns (Transitive)
- Learn basic patterns (Intransitive)
- Understand ideas expressed in simple present tense
- Generate sentences in the simple present
- Practice Yes/No questions
- Edit sentences for verb errors
- Practice idiomatic verb usage

Block #2
- Practice statements, questions and negatives in the present continuous tense
- Recognize verbs not commonly used in the continuous form
- Practice usage of the verb "to be"
- Edit for error in verb usage
- Practice usage of pronouns in context
- Recognize the meaning of idiomatic expressions using context clues
- Contrast usage of simple present and the present continuous

Block #3
- Memorize irregular past tense verb forms
- Practice formation of statements, questions and negatives
- Practice the usage of pronouns in context

Block #4
- Recognize the purposes of the past continuous verb tense
- Master usage of "was" or "were" in subject/verb agreement
- Generate past continuous sentences
- Recognize long and short duration actions
- Contrast simple past and past continuous sentence patterns

- Form questions and negative using the past continuous

Block #5
- Form the simple future using the modal verb "will"
- Form questions and negatives using "will"
- Analyze tense problems arising from time words
- Form statements, questions and negatives in the simple future using "to be" + "going to"
- Form the future continuous

Block #6
- Review and contrast usage of the six basic verb tenses
- Use key words and ideas to determine verb tense
- Generate statements, questions and negatives in the six basic tenses

Block #7
- Understand usage of modal verbs
- Recognize modal categories and the auxiliary verbs they contain
- Identify modal differences
- Select appropriate modal verbs in context
- Understand modal meanings in context
- *In groups correct identified grammar errors in student compositions*
- Generate statements, questions and negatives using modal verbs

Block#8
- *Understand three types of questions*
- *Practice forming and using "yes/no" questions*
- *Practice forming and using information questions*
- *Practice forming and using "tag" questions*

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:

Five major grammar exams.

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 Topic 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: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006. March 8, 2006
Board of Trustees Approval Date: November 6, 2006
Board of Trustees Approval Date: April 28, 2008

EXHIBIT B-12

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

1. COURSE NUMBER AND TITLE: ~~ENGL 007: ESL Advanced Grammar~~
   ENSL 008: ESL Advanced Grammar

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

3. CATALOG DESCRIPTION:

   This course is designed for non-native speakers of English identified as needing English language instruction at the advanced level. This course will provide an intensive study of English grammar, usage and the mechanics of punctuation, capitalization and spelling. Particular attention will be paid to the most common grammatical areas generated by ESL learners when writing compositions. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Identification of need by appropriate score on the Accuplacer Test and the Michigan English Placement Test (MEPT) or recommendation of the instructor.

   CO-REQUISITE: ~~ENGL 008~~ *ENSL 009*

5. MAXIMUM CLASS SIZE: 15   COURSE FEE CODE: 2
   DIFFERENTIAL FUNDING CATEGORY: C

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

6. JUSTIFICATION

   a. To provide English language instruction to non-native speakers.

   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.

         ___ 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): ESL Program

1

__ 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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Demonstrate an understanding of specific problem areas with the assistance of the instructor.

b. Complete materials from texts and other sources in order to practice and improve skills which need to be strengthened.

c. Actively participate in oral drills to internalize grammatical models and structures.

d. Generate written passages of paragraph length which employ specific grammatical structures and tenses.

e. Engage in learning activities to promote a broad range of language skills: vocabulary development, reading comprehension, fluency and accuracy of speech, and listening comprehension.

f. Recognize the causes and possible solutions to common misunderstandings which occur through language and gesture when people of varying cultural and ethnic backgrounds come in social contact with one another.

8. METHODS OF INSTRUCTION:

a. Testing-Skills Assessment: A skills assessment will be made by a diagnostic instrument and by an analysis of several writings early in the semester.

b. Lecture-Theory.

c. Practical Application of Principles.

d. Small group interaction and self-evaluation.

e. Conferences: Frequent instructor-student conferences will take place in which a detailed analysis is undertaken of grammatical problem areas.

f. Computer Assisted Instruction: Software will be utilized to enhance learning activities in the areas of grammar review and vocabulary enrichment.

g. ESL Lab Services: Supplementary support services, which will include personnel and materials, will be available to those students who demonstrate a need for or request such s services.

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

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

Instructional Transparencies

Video and Audio Materials.

10. TENTATIVE TOPICAL OUTLINE:

Block #1
- Review six basic verb tenses
- Generate statements, questions and negatives in each tense
- Master irregular past tense verb forms

Block #2
- Analyze problems connected to subject-verb agreement
- Learn to identify subjects
- Recognize count and non-count nouns and determine their number
- Understand the problems presented by Indefinite Pronouns
- Learn the confusing subjects and their number

Block #3
- Recognize when and how to use the perfect forms
- Master usage of "have" and "has"
- Review irregular past tense verb forms
- Contrast usage of simple past versus present perfect
- Generate simple past and present perfect sentences using key words and ideas
- Form past perfect sentences

Block #4
- Practice usage of articles; a / an / the
- Identify general and specific nouns
- Identify definite and indefinite nouns
- Understand usage of articles with count and non-count nouns
- Practice usage with proper geographical nouns

Block #5
- Review usage and meaning of present and past tense modal verbs

- Interpret modal verb phrases
- Generate statements and questions using modal verbs
- Recognize important differences in negative modals
- Edit composition for modal mistakes
- Usage modal verbs in the past tense

Block #6
- Recognize meaning and usage of the active and passive voice
- Determine if subject acts or is acted upon
- Master usage of the verb to be in the passive voice
- Correct employ correct verb form
- Change active sentences to passive in all tenses
- Change passive verbs to active

Block #7
- Understand the usage of adjective clauses
- Recognize the four common errors associated with using adjective clauses
- Join simple sentences together to form complex sentences using adjective clauses

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:

Five major grammar exams.

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 Topic 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: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006. March 8, 2006
Board of Trustees Approval Date: November 6, 2006
Board of Trustees Approval Date: April 28, 2008

EXHIBIT B-13

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

1. COURSE NUMBER AND TITLE: ~~ENGL 008~~ *ENSL 009*: ESL Advanced Reading and Writing

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

3. CATALOG DESCRIPTION:

This course is designed for non-native speakers of English identified as needing English language instruction at the advanced level. Work will focus on the skills and vocabulary needed to read college-level texts and to generate written responses that demonstrate a basic mastery of grammar, sentence structure, and paragraph formation. *Readings will be content-based passages selected from history, literature and science.* This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Identification of need by appropriate score on the Accuplacer Test and Michigan English Placement Test (MEPT) or recommendation of the instructor.

CO-REQUISITE: ~~ENGL 007~~ *ENSL 008*

5. MAXIMUM CLASS SIZE: 15   COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: C

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

6. JUSTIFICATION

a. To provide English language instruction to non-native speakers.

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.

___ 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):

      ESL Program
___   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:

x 1. Communication – Written and Oral
_ 2. Quantitative Knowledge and Skills
_ 3. Scientific Knowledge and Reasoning
_ 4. Technological Competency/Info Literacy
x 5. Society and Human Behavior

_ 6. Humanistic Perspective
_ 7. Historical Perspective
x 8. Global and Cultural Awareness
_ 9. Ethical Reasoning and Action
x 10. Independent/Critical Thinking

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Improve their skills in both the expressive (writing and speaking) and receptive (reading and listening) areas of language so that they will be able to undertake mainstream college-level work.

b. Demonstrate an understanding of specific problem areas with the assistance of the instructor.

c. Complete materials from texts and other sources in order to practice and improve skills which need to be strengthened.

d. Complete a sequential program of writing assignments which will aid them in other college courses. The assignments will call for the construction of single and multiple-paragraph writings employing a number of rhetorical modes with special attention to grammar, sentence structure, sentence complexity and logical development.

e. Express through writing and discussion their reaction to selections they have read, viewed or heard.

f. Engage in learning activities to promote a broad range of language skills: vocabulary development, fluency and accuracy of speech, and listening comprehension.

g. Recognize the causes and possible solutions to common misunderstandings which occur through language and gesture when people of varying cultural and ethnic backgrounds come in social contact with one another.

h. Develop a minimal computer literacy which will allow them to utilize the word processing capabilities of the computer lab as well as the computer-assisted reading lessons available through the ESL Lab.

8. METHODS OF INSTRUCTION:

    a. Testing-Skills Assessment: A skills assessment will be made by a diagnostic instrument and by an analysis of several writings early in the semester.

    b. Lecture-Theory.

    c. Practical Application of Principles.

    d. Small group interaction and self-evaluation.

    e. Writing Assignments: Students will be required to write a minimum of seven (7) single and/or multiple-paragraph compositions. Additional writing will take the form of prewriting, rough draft writing, revisions and routine homework.

    f. Writing Conferences: Frequent instructor-student conferences will take place in which a detailed analysis is undertaken of the student's writing.

    g. Computer Assisted Instruction: Software will be utilized to enhance learning activities in the areas of word processing, reading speed, reading comprehension and vocabulary enrichment.

    h. ESL Lab Services: Supplementary support services, which will include personnel and materials, will be available to those students who demonstrate a need for or request such services.

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

    Texts: Appropriate materials will be
          selected. Contact the department for current adoptions.

    Instructional Transparencies

    Video and Audio Materials.

10. TENTATIVE TOPICAL OUTLINE:

    ~~Block #1~~
        ~~Develop critical thinking skills~~
        ~~Support answers with evidence from reading~~
        ~~Preview vocabulary~~
        ~~Read for main ideas~~
        ~~Classify information~~
        ~~Write a summary paragraph~~
        ~~Work in pairs to proof writing~~

    ~~Block #2~~

~~Infer word meaning from context~~
~~Interpret an author's tone and attitude~~
~~Make predictions about reading~~
~~Summarize the main ideas~~
~~Develop thesis statements and introductory paragraphs~~
~~Write a paragraph employing vocabulary from the reading~~

~~Block #3~~

~~Discuss character and motivation in fiction~~
~~Analyze a favorite character~~
~~Identify personality traits~~
~~Read for details~~
~~Outline main and supporting ideas~~
~~Interpret a poem~~
~~Select a favorite poem~~
~~Develop a paragraph with a topic sentence, several supporting sentences and a conclusion~~

~~Block #4~~

~~Analyze an author's purpose~~
~~Identify organization used in the reading~~
~~Restate the main idea in your own words~~
~~Identify most effective examples and arguments~~
~~Write a cause and effect composition~~
~~Work in pairs to edit compositions~~
~~Correct identified errors~~

~~Block #5~~

~~Recognize personal assumptions and biases~~
~~Compare cultural differences and similarities~~
~~Contrast two readings~~
~~Relate to personal experience~~
~~Develop an outline~~
~~Write a compare and contrast composition~~

~~Block #6~~

~~Infer word meaning fro m context~~
~~Support answers with evidence from text~~
~~Summarize main ideas~~
~~Identify three important supporting ideas~~
~~Weigh their importance~~
~~Paraphrase selected quotes~~
~~Develop definitions~~
~~Write a three-paragraph definition essay~~

~~Block #7~~

~~Contrast literal and figurative language~~
~~Find examples in reading of both~~
~~Determine author's attitude toward several ideas~~

~~— Find vocabulary which supports those attitudes~~
~~— Find a metaphor or simile which works effectively~~
~~— Analyze an important decision you made~~
~~— Write a fully-developed composition which discusses the positive and~~
~~negative consequences of that decision~~

Block #1   *Readings with Historical Content*   *(Two weeks)*
- *Develop critical thinking skills*
- *Support answers with evidence from reading*
- *Preview vocabulary*
- *Read for main ideas*
- *Classify information*
- *Write a summary paragraph*
- *Work in pairs to proof writing*

Block #2   *Readings with Historical Content*   *(Three weeks)*
- *Infer word meaning from context*
- *Interpret motives of major sides*
- *Make predictions about probable consequences*
- *Summarize the main ideas*
- *Develop thesis statements and introductory paragraphs*
- *Write a three-paragraph composition*
- *Work in pairs to edit compositions*

Block #3   *Readings from Literature*   *(Two weeks)*
- *Discuss character and motivation in fiction*
- *Analyze a favorite character*
- *Identify personality traits*
- *Read for details*
- *Develop a composition which explores how and why a character acts the way he or she does*
- *Work in pairs to edit compositions*

Block #4   *Readings from Literature*   *(Three weeks)*
- *Analyze an author's purpose*
- *Identify organization used in the reading*
- *Interpret selected poems*
- *Select a poem for class discussion*
- *Relate to personal experience*
- *Write a compare/contrast composition*
- *Work in pairs to edit compositions*
- *Correct identified errors*
-

Block #5   *Readings from Science*   *(Two weeks)*
- *Discuss the scientific method*
- *Discuss current ecological issues*
- *Undertake library research*
- *Relate to personal experience*

6

- *Develop an outline*
- *Write a cause and effect composition*
- *Work in pairs to edit compositions*

Block #6   *Science Project*   *(Three weeks)*
               Form small working groups
- *Gather information related to a scientific problem*
- *Develop charts and maps as needed*
- *Develop questionnaires to survey student opinions*
- *Survey students*
- *Summarize data*
- *Form conclusions and develop possible solutions*
- *Develop a written research report*
- *Give oral presentations to class*

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: *Three major reading exams,* reading quizzes and five graded compositions.

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 Topic 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: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006.
March 8, 2006
Board of Trustees Approval Date: November 6, 2006
Board of Trustees Approval Date: April 28, 2008

EXHIBIT B-14

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

1. COURSE NUMBER AND TITLE: MUSC ~~191~~ *183*: Beginning Jazz Theory and
                                                                            Improvisation

2. SEMESTER HOURS: 2   CONTACT HOURS: (1 + 2)
                                                                              Lecture   Lab

3. CATALOG DESCRIPTION:

   This course will provide students with the basic skills required to create an improvisation.
   By understanding the basics of jazz theory and how to apply techniques in practice,
   students will learn how to practice and develop improvisational skills. No experience in
   playing jazz is required.

4. PREREQUISITES: MUSC 182   COREQUISITES: None

5. MAXIMUM CLASS SIZE: 16   COURSE FEE CODE: 0
   DIFFERENTIAL FUNDING CATEGORY: A

   COURSE TYPE FOR PERKINS REPORTING: ___ vocational   _x__non-vocational

6. JUSTIFICATION

   a. Describe the need for this course.

      As we develop curriculum that will broaden our offerings, it is important that we
      include courses such as this that will support the enrichment of students interested in
      specific areas. This course will serve that need for students having an interest in jazz.
      Improvisation is a subject that has been requested from some of our external
      constituents and will help us define a program that provides rich electives for
      interested students. This course will provide them with valuable skills they will need
      when transferring to a four year music program and allow performing musicians to
      further develop skills that will serve them in practice.

   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.
            ___ 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):

_____

x___ Elective

[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
Mercer CC	Jazz Improvisation I	MUS 151	2	

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	0770EC (Applied Music): No title given – 2 cr.	Applied Music Major Elective Credit		
Georgian Court University	MU102 (Applied Music): No title given – 2 cr.	Applied Music Elective		
Richard Stockton College	ARTPEC (Performing Arts Elective): No title given - 2 cr.	ARTS elective		
Monmouth University			X	
Kean University	MUS2880 "K1" (Jazz Workshop): No title given – 2 cr.	Elective		

Rowan University	MUS04075 (GE Music Elective): No title given – 3 cr.	Gen Ed - Art		

    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.

c. 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.

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   x 7. Historical Perspective
_ 3. Scientific Knowledge and Reasoning   _ 8. Global and Cultural Awareness
_ 4. Technological Competency/Info Literacy   _ 9. Ethical Reasoning and Action
_ 5. Society and Human Behavior   x 10. Independent/Critical Thinking

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

a. Describe the form and chord structure of a twelve bar blues
b. Utilize the appropriate mode of a major scale for major, dominant, and minor seventh chords.
c. Use accepted voice leading principles to create melodies that fit specific chord progressions.
d. Begin improvising using applied knowledge gained in class.

8. METHODS OF INSTRUCTION

   Instruction for class sessions may include one or more of the following:
   - a. Lecture/class discussion
   - b. Demonstration
   - c. Analysis of written assignments
   - d. Group analysis of recorded examples
   - e. Student performance of prepared assignments
   - f. Presentation of student projects

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

   Text: An appropriate text(s) will be selected. Contact the academic school for current adoptions.

   Technology: A stereo system, piano, and currently owned musical equipment

   Human Resource: Current staff is appropriate, but increased enrollment may create additional personnel needs.

10. TENTATIVE TOPICAL OUTLINE

    - A) Introduction to improvisation
    - B) Circle of fourths using Dorian minor
    - C) AABA form
    - D) Minor pentatonic Scale
    - E) Melodic development
    - F) Mixolydian mode
    - G) Blues Scale
    - H) Twelve bar blues
    - I) Voice leading/note choices
    - j) Writing an improvisation

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 two lecture demonstrations that include a written assignment.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: November 8, 2010

EXHIBIT B-15

POLICY

The College will maintain a College credit card to provide an alternative method of payment for the purchase of necessary goods and services. It shall be used to expedite transactions in accordance with existing purchasing procedures and guidelines.

The use of College credit cards will be governed by the procedure to this policy.

ADOPTED: April 25, 2011

EXHIBIT B-16

POLICY

The College may provide tuition reimbursement to full-time employees (as defined in Policy #3002) in accordance with the following procedures. Reimbursement may be provided for courses taken at any regionally accredited institution of higher education provided that the program of study is related to the field of specialization in which the employee renders service to the College. Fees and other expenses related to courses are not eligible for reimbursement. The reimbursement rate is limited to the prevailing Kean University undergraduate or graduate rate. The prevailing rate will be determined by the Human Resources Department.

Reimbursement will be made to the approved employees who have received college credit for course work, submitted proof of tuition payment, submitted proof of attendance, and submitted transcripts certifying successful completion of the course(s) with a grade of C or better to the Human Resources Department within six (6) months of the end of the semester the course(s) were taken. Doctoral candidates seeking reimbursement for dissertation credits must show proof of tuition payment and an appropriate grade to indicate satisfactory progress.

In instances where the specifics of this policy are at variance with the terms and conditions of a collective bargaining agreement, the terms and conditions of such relevant agreement shall take precedence.

ADOPTED: April 25, 2011

EXHIBIT B-17

Ocean County College, Toms River, NJ

PERSONNEL
ALL EMPLOYEES
<u>Employment of Relatives #3076</u>

POLICY

~~Relatives of college employees may be hired at Ocean County College when:~~

~~1.   The relative possesses all the qualifications and meets all the requirements for the position.~~

~~2.   Neither one is in a position to make or affect employment decisions regarding the other.~~

~~When employees of the college become relatives through marriage, or when promotion or reassignment changes employment relationships between family members, every effort will be made by their supervisors to ensure that the relatives are not evaluating or making other employment-related recommendations pertaining to each other.~~

~~The above provisions are applicable to all categories of employees including student assistants.~~

~~All questions relating to employment of relatives, not specifically covered by this policy, will be referred to the respective area Vice Presidents for resolution or to the President, if a Vice President is involved.~~

It is the policy of Ocean County College to avoid the hiring of relatives of employees and members of the Board of Trustees. Employees will not be promoted or transferred into a position in the supervisory chain of command of a relative. Additionally, employees will not be promoted or transferred into the same department where a relative is already employed.

For the purposes of this policy, a relative is defined to include spouses, parents, children, brothers, sisters, brothers-in-law, sisters-in-law, father-in-law, mother-in-law, stepparents, stepbrothers, stepsisters, and stepchildren, aunts, uncles, nieces, and nephews. This policy also applies to domestic partners and civil unions.

Exceptions to this policy may be recommended by a Vice President and need the final approval of the President.

Employees hired prior to April 25, 2011 will be grandfathered, but any subsequent personnel moves will be governed by this policy.

ADOPTED: January 28, 1985
Revised: April 22, 1996
Revised: April 25, 2011