

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: August 18, 2010

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, August 23, 2010**:

1. Recommend approval of the following items accepted by the College Senate at its meeting on August 4, 2010:
 - a. New Courses
 - 1) ARTS 284, Art Seminar in Japan I (**Exhibit B-1**)
 - 2) ENGL 110, ESL Strategies for Academic Success (**Exhibit B-2**)
 - 3) ENGL 131, Writing for College (**Exhibit B-3**)
 - 4) HEBR 152, Elementary Modern Hebrew II (**Exhibit B-4**)
 - 5) HLSC 171, Fundamentals of Emergency Management (**Exhibit B-5**)
 - 6) HLSC 172, Domestic and International Terrorism (**Exhibit B-6**)
 - 7) HLSC 173, Introduction to Security (**Exhibit B-7**)
 - 8) HLSC 174, Introduction to the Intelligence Function (**Exhibit B-8**)
 - 9) HLSC 200, Risk Management and Analysis (**Exhibit B-9**)
 - 10) HLSC 201, Organizational Integration and Management (**Exhibit B-10**)
 - b. Revised Courses
 - 1) ANTH 238, Native American Travel Seminar (**Exhibit B-11**)
 - 2) COMM 291, Communications Internship II (**Exhibit B-12**)
 - 3) MUSC 160, 161, 260, 261, College Choir I, II, III, and IV (**Exhibit B-13**)
 - 4) MUSC 173, 174, 273, 274, Concert Band I, II, III, and IV (**Exhibit B-14**)
 - 5) THTR 199, Theatre Workshop (**Exhibit B-15**)
 - c. New Program
 - 1) A.S. Degree in Homeland Security (**Exhibit B-16**)

d. Revised Program

- 1) A.S. Degree in Public Service (**Exhibit B-17**)

e. Terminated Program

- 1) A.A.S. Degree in Allied Health (**Exhibit B-18**)

f. Revised Policy

- 1) Policy #5162, Students, Academic Standards, Class Attendance (**Exhibit B-19**)

EXHIBIT B-1

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ARTS 284: Art Seminar in Japan I
2. SEMESTER HOURS: 3 CONTACT HOURS: (2 + 2)
Lecture Lab
3. CATALOG DESCRIPTION:

This travel seminar to Japan focuses on Japanese arts and culture, particularly traditional handicrafts in the Kumamoto Prefecture of Japan. Students will visit artists' studios, ceramic kilns, art museums, temples, shrines, and historic gardens and sites in Tokyo, Kyoto, Shugraki, Nagasaki, and especially in Kumamoto on the island of Kyushu. Students will engage in workshops in several disciplines: Yaki (ceramics), Shodo (calligraphy), Chanoyu (tea ceremony), Ikebana (flower arranging), and Kataezome (textile and indigo dye process).

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 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.

OCC conducts travel seminars to many countries of the world, including China, Mexico, Africa, and European countries. This travel seminar will provide students with an opportunity to study the unique culture and diverse arts of Japan. In particular, students will learn about indigenous East Asian handicrafts and participate in Japanese arts and ceremonies.

- 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

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
None				

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

According to NJTransfer, a Japan Travel Seminar is not offered at any NJ community college.

- 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	Elective – No title listed in NJTransfer; 3 cr.	Elective		
Richard Stockton College	ARTV 3650; no title listed in NJTransfer; 3 cr.	General Education: Arts		
Monmouth University	Elective – No title listed in NJ Transfer; 3 cr.	100-level Arts elective		

Kean University	FAX1003 – No title listed in NJTransfer; 3 cr.	Fine Arts free elective		
Rowan University	ART G61075; No title listed in NJTransfer; 1 cr.	General Education: Arts		

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

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

This course will seek to expand a student’s experience in art and culture and supports the college’s commitment to the best possible educational opportunities for OCC students. It 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 of personal growth and life-long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate an understanding of the concepts, theories, and fundamental principles of Japanese aesthetics founded in the Zen Buddhist philosophy.
- i. Identify culturally important techniques in the art processes of Japan.

- ii. Explain the basic principles, concepts, and methods of traditional Japanese crafts (*mingei*: people's crafts) including ceramics, calligraphy, fabric/indigo, and the arts and crafts involved with the tea ceremony.
 - iii. Evaluate the cultural aesthetic and the influences these processes may have worldwide.
 - iv. Discern the variation of aesthetics in various regions of Japan.
 - v. Identify various techniques relating to the specific processes in materials that are identified through geographic location.
 - vi. Comprehend the fusion of traditional artistry methods of Japan with modern Western aesthetics.
- b. Develop an appreciation of Japanese philosophy expressed in arts and crafts (whether they be clay, fiber, paper, or a ceremony), reflect thoughtfully and accurately on historical and contemporary arts and crafts of local and national artists, use newly acquired knowledge and skills, and apply the knowledge and skills to future studio work.
 - i. Discover cross-cultural influences in formal composition and techniques.
 - ii. Describe the Asian philosophy of enfolding artistry and tradition intrinsically into everyday life.
 - iii. Present differing interpretations in evaluating the past and present applications of composition, theme, and techniques.
 - iv. Identify art and craft movements that are directly relevant to understanding the historical and contemporary art world.
 - v. Develop an "insider's" perspective on an indigenous culture and the creative aspects of their past and present.
- c. Develop an understanding and appreciation of the diversity of the arts of Eastern culture.
 - i. Explain the concepts of creative culture and the characteristics that distinguish the arts and crafts of Japan.
 - ii. Apply the theories of Japanese aesthetics to future endeavors in studio course work.

8. METHODS OF INSTRUCTION

This is a travel seminar. Prior to departure, several introductory sessions will provide a series of lectures on Japanese aesthetics, both historical and contemporary. There will be an online component including assigned readings, directed research, and practical information. The instructor and local artisans will also give formal and informal onsite lectures and demonstrations of methods and ceremonies.

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

- ❖ Lectures
- ❖ PowerPoint
- ❖ Other visual information
- ❖ Reading list

❖ Internet materials

10. TENTATIVE TOPICAL OUTLINE

The Japanese arts will be explored in depth, including the philosophies behind the aesthetics, the application in everyday life, variation in geographical and ecological setting, social applications, historical relevance, and continuity in artistic mediums. There will also be an examination of the Zen Buddhist philosophy and its connection to the Japanese “tea ceremony,” through which the arts are so strongly associated. The exploration of varied arts and crafts connected to this historic ceremonial practice will give students an excellent overview of the aesthetics and creative processes of the Japanese craftsman. Visits to both historical and contemporary museums will provide a complete overview of all the arts of Japan. Finally, students will experience rural, suburban, and city life in Japan.

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

Students will be required to participate in onsite learning experiences and workshops and to keep a daily journal of their experiences while travelling. In addition, upon returning to the United States, each student will complete a fifteen page research paper on a topic approved by the instructor and related to the seminar.

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	

EXHIBIT B-2

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

1. COURSE NUMBER AND TITLE: ENGL 110: ESL Strategies for Academic Success

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

3. Catalog Description:

This course is designed for non-native speakers of English. It provides instruction and practice in the skills necessary for success in the American college classroom. Topics will include asking and answering questions, participating in small and large group discussion, note taking, lecture analysis, editing skills and reading skills. The course will examine common sources of cultural misunderstanding and ways to avoid them. This course may not be substituted for English courses required for OCC degrees.

4. PREREQUISITES: Permission of the instructor COREQUISITES: None

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. Describe the need for this course.

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):

 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
ACCC	Strategies for the Amer. Classroom	ESLN 099	3	
Union CC	ESL Advanced	ESL 061	3	
OCC	ACAD 155: Student Success	Acad. 155	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.

The chart below reflects the transferability of OCC's ACAD 155: Student Success.

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	EC (Elective Credit) [3 cr.]	Elective		
Richard Stockton College			X	
Monmouth University	LC100: Freshman Seminar (3 cr.)	Elective		
Kean University	GE1000: Transition to Kean (1cr.)	Elective		
Rowan University	INTR 99071: Free Elective (3 cr.)	Elective		

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

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- Demonstrate cultural awareness and knowledge of the American educational system.
- Understand academic lectures and react to the content by applying information, expressing opinions and asking appropriate questions.
- Take detailed notes and summarize the main points of lectures.
- Summarize and paraphrase academic passages and videos.
- Identify and correct errors in written texts using a variety of editing strategies.
- Apply academic study skills, including time management, organizing assignments, test-taking, and goal setting.
- Become familiar with the resources and services available to them at OCC.

8. METHODS OF INSTRUCTION:

- Testing-Skills Assessment: A skills assessment made by a diagnostic instrument.
- Lecture
- Small group interaction
- Interviews
- Role playing
- Oral presentations
- Individual projects
- Language Lab: The audio/visual facilities of the language lab will be utilized to enhance the skill areas of listening and speaking.
- 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 academic school for current adoptions.

Video and Audio Materials.

10. TENTATIVE TOPICAL OUTLINE:

Block #1 Strategies for Success (2 weeks)

- Planning ahead
- Time management
- Learning styles
- The American classroom

Block #2 Managing Lectures (2 weeks)

- Listening critically
- Note taking techniques
- Joining the discussion
- Summarizing and paraphrasing

Block #3 Strategies for Academic Success: Writing (5 weeks)

- Prewriting
- Means and methods of organization
- Rewriting and editing
- Grammar trouble spots

Block #4 Strategies for Academic Strategies: Reading (4 weeks)

- Vocabulary development
- Previewing
- Reading efficiently
- Marking the text
- Reviewing what was read
- Adjusting reading style to the material

Block #5 Individual Projects (2 weeks)

- Individuals complete research in library and online
- Students complete semester long writing project
- Oral presentations given in class
- Discussions of each presentation: strengths and weaknesses

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:

Four tests for the first four blocks and the semester long project will be graded.

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-3

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

1. COURSE NUMBER AND TITLE: ENGL 131: Writing for College
2. SEMESTER HOURS: 1 CONTACT HOURS: (1 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course provides a skills review in the fundamentals of college reading and writing. The instructional focus is on composition planning and design and a review of fundamental reading and study skills with an emphasis on content and analysis (critical reading and thinking skills). A minimum of 1,000 words of finished writing will be assigned, supported by independent lab modules focusing on study and practice in thesis writing, outlining, developing essay supports and usage—idiom, sentence structure, grammar, punctuation, and style. Students will review use of the computer to compose and edit writing assignments and to locate appropriate electronic sources. This course may not be substituted for English courses required for OCC degrees.

4. PREREQUISITE: Satisfactory placement test score or successful completion of required developmental courses.

COREQUISITES: None

5. MAXIMUM CLASS SIZE: 30 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: ☐ vocational ☒ non-vocational
6. JUSTIFICATION

- a. Describe the need for this course.

Improvement in fundamental essay writing skills enables students to succeed in college courses. Faculty may recommend that students with poor writing performance enroll in ENGL 131.

- b. Relationship to courses within the College:

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

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

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

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

_____ Program-specific requirement for the following degree program(s):
 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
Hudson CC	College Composition Workshop	ENGL 096	1 cr.	
Brookdale CC	Seminar in College Writing Strategies	ENGL 097	3 cr.	

- 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.
The Statewide General Education Agreement specifies the 3-credit English writing courses which will transfer as satisfying a general education requirement to all public four-year colleges in NJ. This 1-credit course may transfer only as an elective.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Strengthen their writing skills (and their related reading and critical thinking skills) to an appropriate level for college work.
- b. Employ a recursive drafting, composing, revising, and editing process for writing well developed and coherently organized paragraphs and essays.
- c. Recognize and use effective idiom, sentence structure, grammar, punctuation, and style.
- d. Read and analyze various forms of written communication, using these texts both as sources of information and as models for effective writing.
- e. Use word processing as a tool for composing, revising, and editing their writings.
- g. Strengthen college-level competency in reading.
- h. Attain the reading, thinking, and study skills necessary to improve grades in other classes.
- i. Persist in college studies.
- j. Demonstrate an awareness of appropriate responses to distinctly different modes of discourse.

8. METHODS OF INSTRUCTION:

- a. Lecture, discussion, and small group work in language skills, the writing process, and information literacy.
- b. Reading assignments from the textbook, current periodicals, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., journal entries, article summaries, essays and collaborative projects (a minimum of 1000 words of finished writing).
- d. Computer composing, revising, and editing during independent lab sessions.

- e. Instructor-student writing conferences.
- f. Use of appropriate instructional media.
- g. Support services, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, Center for Academic Excellence programs and counseling staff, and EOF programs.

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

- a. Text: An appropriate text will be selected. Contact the department for current adoptions.
- b. Technology: This course requires a weekly session on composing, revising, and editing in the computer lab. Internet Access to academic data bases is required for segments of this instruction.
- c. Tutors: Professional tutors, working closely with English faculty, provide support as needed for students as they compose and write course assignments.

10. TENTATIVE TOPICAL OUTLINE:

- a. Paragraph Structure Review (1 hour)
 - Topic Sentence
 - Primary Support and Secondary Support
 - Developmental Methods
 - Organizational Patterns
 - Transitional Words and Phrases
 - Sentence Variety
 - Word Choice
- b. Essay Structure Review (2 hours)
 - Varied Writing Purposes (Academic)
 - Thesis Statement
 - Developmental Methods
 - Organizational Patterns
- c. Fundamentals of www Research Techniques (3 hours)
 - Appropriate Sources
 - Quoting and Paraphrasing
 - Acknowledging Sources
- d. Comprehension and Responses to Readings (6 hours)
 - Main Idea, Supporting Ideas, Modes of Development
 - Summaries
 - Analyses
 - Opinions
- e. Study skills: listening, note-taking, annotating, outlining, mapping, studying, writing, test-taking. (1 hour)
- f. Critical thinking: fact vs. opinion; drawing inferences; patterns of argument; appropriate responses to different text genres. (2 hours)

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:

EXHIBIT B-3

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. Short essays in various expository modes will be assigned.
- b. Students will write a minimum of 1000 words during the semester, including 3 essays
- c. One of the writing assignments should include Internet research and in text citations
- d. Quizzes: vocabulary and comprehension skills.
- e. Written summaries of text passages.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
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#6 Justification	
#7 Course Objectives	

EXHIBIT B-4

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

1. COURSE NUMBER AND TITLE: HEBR 152: Elementary Modern Hebrew II

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

3. CATALOG DESCRIPTION

This course is a continuation of Elementary Modern Hebrew I and builds upon and further develops the primary language skills introduced in the previous semester. Basic competence in the four areas of language (reading, writing, grammar, and speech) is acquired through extensive practice of grammar, reading various Hebrew and Israeli texts, and writing. Communication skills are enhanced through conversations based on everyday situations.

4. PREREQUISITES: HEBR 151 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: None
DIFFERENTIAL FUNDING CATEGORY: A

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

6. JUSTIFICATION

a. Describe the need for this course.

The increasing diversity of American society, as well as the shifting demographics of our local population, is reflected in our variegated student body, specifically the growing Jewish and Middle Eastern population. The growing interest in and concern with the language, culture, and politics in the Middle East has provoked a nation-wide call for more attention to that world at all levels of American higher education, including community colleges. Currently, only two four-year colleges in our area offer Hebrew, and OCC will be strategically positioned as the only community college in Ocean and Monmouth counties which offers this language. Furthermore, our partnership with Kean University will be enhanced since Kean offers courses in elementary and intermediate Hebrew. This course will be of particular interest to students and members of the college community who have an interest in Middle Eastern and/or Jewish history, politics, and current events, as well as to those contemplating the pursuit of degrees in Global Studies, Jewish Studies, and/or Middle Eastern Studies available at many four year colleges and universities. The course (and subsequent courses in Hebrew) has the capability to appeal to a wide variety of OCC students, Kean students, and the general community of learners: students of Jewish or Middle Eastern backgrounds who wish to study Hebrew as an integral part of their cultural heritage; students of religion who may wish to obtain an introduction to the language of the Old Testament; and students who are interested in history, politics, current events, and the affairs of the Middle East, where the State of Israel is an important power. This course joins the existing language offerings by the

School of Language and the Arts (Arabic, French, German, Italian, Spanish, and Chinese).

b. Relationship to courses within the College:

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

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

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

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

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

c. Related courses in other institutions

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
County College of Morris	Elementary Modern Hebrew II	HBR 112	3 cr.	

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)

Georgian Court University	No course title provided. General Education (3 cr.)	General Education		
Kean University	Hebrew 1102: Elementary Hebrew II (3 cr.)	General Education - Humanities		
Monmouth University	100-level language elective. No title provided. (3 cr.)	General Education – Cross Cultural		
Richard Stockton College	Foreign Language Elective (3 cr.). No title provided	General Education – Humanities, International/Multicultural		
Rowan University	LANG 05076 General Ed Language Elective (3 cr.). No title provided	Language Elective Gen Ed		
Rutgers – New Brunswick	Elective Credit (3 cr.) No title provided.	General Education – Humanities/Fine Arts		

- iv. If a “U” was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College:

OCC is committed to celebrating diversity and equipping our students with the knowledge and skills necessary for personal and professional success in a global community by offering challenging, coherent, and an integrated curriculum. OCC embraces higher education’s growing interest in, and concern with, the languages, culture, and politics of the Middle East, as evidenced by our current offerings in Arabic language, Arabic history, the history of Israel, and Jewish literature. This course will add a new dimension to and compliment our current and growing offerings of Western, Far Eastern, and Middle Eastern languages.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Speak and write elementary sentences and paragraphs in Modern Hebrew.
- b. Understand colloquial and conversational Modern Hebrew at the Elementary II level.
- c. Use active verbs in all tenses and use conjugated verbs properly in sentences.
- d. Converse on a variety of subjects from everyday life.
- e. Read simplified texts.
- f. Successfully pass a final oral examination with a minimum of 80%.

8. METHODS OF INSTRUCTION

An appropriate textbook with exercises will be selected. Contact the academic school for current adoptions.

Lecture, audio, interactive conversations, handouts, drills in listening, reading, and writing

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

Projector and screen; TV/Video

10. TENTATIVE TOPICAL OUTLINE

Weeks 1-2

Introduction to Course and Methodology

Review basic skills covered in Elementary Modern Hebrew I

Weeks 3-4

Recognize all 22 Hebrew alphabet letters

Read Hebrew vocabulary with and without vowels

Add new vocabulary words

Weeks 5-6

Forming masculine and feminine singulars and plurals in nouns

Hebrew grammar beyond the first semester

Add new vocabulary words

Weeks 7-8

Hebrew dialogue to enhance speaking; answering in Hebrew/ translating into English

Forms of verb "to go"

Placing correct vowels under Hebrew vocabulary

Add new vocabulary words

Weeks 9-10

Writing plural nouns and adding adjectives

Writing Hebrew sentences and identifying adjectives

Add new vocabulary words

Weeks 11-12

Answering questions using the possessive

Grammar "to have"

Adding new vocabulary words

Weeks 13-15

Reading short Hebrew stories translated into English
 Translating Hebrew stories into English
 Homework, tests, and quizzes are integrated throughout the semester.

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-5

- This course introduces issues pertaining to domestic preparedness and the management of an all-hazards approach to emergency operations. A primary focus of the course is to explain the importance of incident preparation and consequence management. The four aspects of emergency management (mitigation, preparedness, response, and recovery) will be emphasized. Other topics include agency interoperability, crisis, and consequence management.

- ## 6. JUSTIFICATION

- This course is essential in developing a broader understanding of homeland security. The significance of taking an “all hazards” approach to emergency preparedness speaks to the necessity of educating students, as well as the public, regarding the vital services that are provided by emergency services personnel.

- 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

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

- X Program-specific requirement for the following proposed degree program:
AS in Homeland Security
Elective

c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
Bergen CC	Intro to Emergency Management	HSE 102	3 cr.	
Camden CC	Intro to Emergency Disaster Management	EDM 240	3 cr.	
Middlesex CC	Emergency Disaster Management	EMP 100	3 cr.	
Raritan Valley CC	Intro to Emergency Management	CRMJ 120	3 cr.	

- ii. If "None" was inserted, please explain.
- iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Bergen County College's HSE 102: Intro to Emergency Management was used to test the transferability of the new OCC course.

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	EC – No title provided – 3 cr.	Elective credit		
Richard Stockton College			X	
Monmouth University				U Not yet evaluated
Kean University				U Not yet evaluated
Rowan University	INTR 99070 – No title provided – 3 cr.	Elective credit		

- ii. If a "U" was inserted above, document the course transferability by providing either (a) the name of the contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- iii. If not transferable to any institution, explain.
This proposal is a proactive attempt to offer a course in the rapidly

increasing field of homeland security.

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

This course supports OCC's academic mission of "improving the transfer/career qualifications of its graduates." Increasingly, course offerings of similar topics within the homeland security field are appearing in colleges and universities throughout the nation. It is anticipated that courses of this type will soon be in demand and will continue into the future.

With regard to the college's academic commitment to "developing informed and engaged citizens," this course identifies behaviors and suggests actions that one can undertake to enhance one's well-being in response to various emergencies. This practical knowledge can help students become action oriented and can lead to better preparedness at the individual level. Such an approach embodies the college's attempt to empower students to "transform information into knowledge and knowledge into action."

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- Identify and discuss four components (mitigation, preparedness, response, and recovery) of disaster management.
- Define convergence.
- Describe an Emergency Operations Plan.
- Identify the major components of the Incident Command System.
- Identify organizational responsibilities for response functions.
- Explain the Emergency Public Information (EPI) function and the importance of effective crisis communication.
- List key factors to consider when planning for an evacuation.
- Identify actions necessary to protect evacuees and other disaster victims from the effects of a disaster.
- Describe the activities associated with the health and medical services in emergencies and disasters.

8. METHODS OF INSTRUCTION:

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

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

- a. An appropriate textbook will be selected. Please contact the academic school office for current adoptions.
- b. Other instructional materials include articles and internet resources.
- c. Technology needs: No additional resources required.
- d. New faculty. The course can be conducted with current faculty at this time. However, should student demand be such that enrolment projections for such courses increase, consideration should be given to adding qualified faculty.

10. TENTATIVE TOPICAL OUTLINE:

- a. Government's responsibility for emergency management
- b. Phases of comprehensive emergency management and
- c. Mitigation
- d. Preparedness
- e. Emergency response
- f. Disaster recovery
- g. Incident management
- h. All hazards emergency operation planning
- i. Crisis communication
- j. Identifying partners and stakeholders
- k. Hazard identification
- l. Determining risk
- m. Objective achievement – a task based approach
- n. Evacuation concerns
- o. Health and medical considerations

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
Four quizzes

One research 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:

EXHIBIT B-6

- This course examines the origins of terrorism, its present status, and its implications for the future. It focuses on influences that lead to extremist views and terrorist activities and offers a dialog from which one may better understand, prevent, and survive terrorist behavior. The course also presents an overview of the nation's attempt to meet the threats posed by other man-made and natural disasters and highlights the importance of the rapidly growing security industry as a possible field of employment.

- ## 6. JUSTIFICATION

- This course will be one of several that will provide a student with knowledge to enter the Homeland Security field. It is believed that terrorism will continue to present a danger to our safety and security well into the future. The resultant threats of terrorism - and the violence and destruction that ensue from its presence - exact a heavy price.

This course is necessary to provide a foundation from which to comprehend the complexity of the problems of terrorism. It complements other courses offered relative to homeland security by providing a basis for why terrorism and extremist behavior exist and by presenting methods of deterrence and countermeasures, including military action and policy.

- Currently, there are no similar courses being offered at OCC. While it will be able to stand alone as an elective, this course may serve as part of the curriculum of a Homeland Security Program which is currently under consideration.

- 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 proposed degree program:
 AS in Homeland Security
 Elective

- c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Gloucester CC	Domestic & Intl Terrorism	SOC 262	3 cr.	
Middlesex CC	Intro to Bioterrorism	EMP 110	3 cr.	
Brookdale CC	Counterterrorism	CRJU 236	3 cr.	

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Gloucester County College's SOC 262: Domestic and International Terrorism was used to test the transferability of the new OCC course.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University	No title provided – 3 cr.	Elective credit		
Kean	SOC X1003 –	Sociology elective		

University	No title provided – 3 cr.	credit		
Monmouth University	SO298: Special Topics in Sociology – 3 cr.	Sociology elective credit		
Richard Stockton College	CRIMEC – No title provided – 3 cr.	Criminal Justice elective credit		
Rowan University	SOC 08075 – No title provided – 3 cr.	Gen Ed Sociology elective credit		
Rutgers – New Brunswick	EC – No title provided – 3 cr.	Social Science elective credit		

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

v. If not transferable to any institution, explain.
This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.

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

This course supports OCC’s academic mission of “improving the transfer/career qualifications of its graduates.” Increasingly, course offerings of similar topics within the homeland security field are appearing in colleges and universities throughout the nation. It is anticipated that courses of this type will soon be in demand and will continue into the future. While other community colleges offer courses that address more specific topics within the homeland security construct, this course presents a general introductory approach to learning about the various elements that are essential to keeping our nation secure. In addition, this course will provide students the opportunity to familiarize themselves with the many career fields available in this relatively new endeavor.

With regard to the college’s academic commitment to “developing informed and engaged citizens,” this course introduces students to various terrorist organizations as identified by the United States and highlights the difficulties of defining terrorism and terroristic activities. This course will also serve as a platform from which to discuss cultural and societal differences among peoples and may help dispel some common misconceptions regarding various belief systems. This course also identifies behaviors and suggests actions that one can take to enhance one’s well-being in the event of an emergency. This practical knowledge can help guide students to become action oriented and can lead to better preparedness at the individual level.

Such an approach embodies the college’s attempt to empower students to “transform information into knowledge and knowledge into action.” As indicated above, OCC

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Describe the complexities and difficulties in defining and describing terrorism.
- b. Identify historical roots of at least three contemporary terrorist events.
- c. Identify the cyclical nature of terrorism.
- d. Define domestic terrorism and international terrorism.
- e. Classify at least three types of terrorism that have occurred in the United States.
- f. Describe the Patriot Act's effect upon crime control and due process.
- g. Discuss the future threats and probable trends of terrorism.
- h. Describe the philosophy of homeland security.

8. METHODS OF INSTRUCTION:

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

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

- a. An appropriate textbook will be selected. Please contact the academic school office for current adoptions
- b. Other instructional materials include articles and internet resources.
- c. Technology needs: No additional resources required.
- d. New faculty. The course can be conducted with current faculty at this time. However, should student demand be such that enrolment projections for such courses increase, consideration should be given to adding qualified faculty.

10. TENTATIVE TOPICAL OUTLINE:

- a. Perspectives on terrorism
- b. Terrorism and counterterrorism trends – Then, now, and in the future
- c. Domestic terrorism
- d. International terrorism
- e. Suicide terrorism
- f. Terrorism and security issues

- g. Civil liberties vs. security
- h. National, state, and local responses
- i. Identifying vulnerabilities
- j. Public/private partnerships
- k. The relationship of threat, vulnerability, and capability
- l. Strategic challenges

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
 Four quizzes
 One research 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:

EXHIBIT B-7

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 proposed degree program:
 AS in Homeland Security
☐ Elective

- c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
Bergen CC	Intro to Security	CRJ 125	3	
Morris CC	Intro to Security	CJS 115	3	
Essex CC	Intro to Security	CJL 134	3	

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Bergen County College's CRJ 124: Introduction to Security was used to test the transferability of the new OCC course.

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	01202210: Introduction to Security - 3 cr.	Gen Ed Social Science		
Georgian Court University	EC – No title provided – 3 cr.	Elective		
Richard Stockton College	CRIMEC – No title provided – 3 cr.	Criminal Justice Elective		
Monmouth University	CJ215 – Environmental Security - 3 cr.	Environmental Security elective		
Kean University	FEX1000 – No title provided – 3 cr.	Elective		
Rowan University	LAWJ 05120: Intro to Security – 3 cr.	Gen Ed Social Science		

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of the contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College:

This course supports OCC's academic mission of "improving the transfer/career qualifications of its graduates." Other community colleges offer courses that are similar in nature. In addition, this course will introduce students to some of the opportunities in the security field.

With regard to the college's academic commitment to "developing informed and engaged citizens," this course will provide students with an appreciation of the role of security in their daily lives and suggest methods to increase personal safety and decrease the likelihood of asset loss. This practical knowledge can guide students to become action oriented and can lead to better awareness at the individual level. Such an approach embodies the college's attempt to empower students to "transform information into knowledge and knowledge into action."

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Describe a "layered approach" to security.
- b. Cite three examples of a mechanical security system.
- c. List three components of organizational security.
- d. Cite two examples of natural security.
- e. Explain "continuity of operations."
- f. Identify the major components of a security assessment.
- g. Identify five steps of risk management.
- h. Identify five types of critical infrastructure.

8. METHODS OF INSTRUCTION:

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

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

- a. An appropriate textbook will be provided. Please contact the academic school for current adoptions.
- b. Other instructional materials include articles and internet resources.
- c. Technology needs: No additional resources required.
- d. New faculty. The course can be conducted with current faculty at this time. However, should student demand be such that enrolment projections for such courses increase, consideration should be given to adding qualified faculty.

10. TENTATIVE TOPICAL OUTLINE:

- a. History and overview
- b. Threats to safety and security
- c. Basics of defence and levels of protection
- d. Legal aspects
- e. Security operations
- f. Physical security – structural, electronic, and human protection systems
- g. Information and computer security
- h. Continuity planning
- i. Risk assessment, security surveys, and planning
- j. Program implementation and administration
- k. Security applications and solutions
- l. Leadership and ethics
- m. Trends and challenges

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
Four quizzes
One research 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:

EXHIBIT B-8

- This course provides an overview of the intelligence process which is used to gather, interpret, analyze, and share information. It also explores the implications of collecting, storing, accessing and using such information in a democratic society. Students will explore the complexities of harnessing information and the constitutional limitations of intelligence gathering in a free and civil society.

- ## 6. JUSTIFICATION

- This course will be one of several that will provide a student with helpful knowledge of the intelligence process. It will highlight the importance of critical thinking skills and an analytical approach to problem solving. Discussions with representatives of the NJ Regional Intelligence Academy and the US Department of Homeland Security have indicated the need for this type of training. It is also believed that the intelligence process will continue to be an area of interest. This course will complement other courses offered relative to the proposed homeland security program.

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

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

- 1

- X Program-specific requirement for the following degree program(s):
 A.S. in Homeland Security
 Elective

c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
Brookdale	None			
Atlantic/Cape	None			
Burlington	None			
Mercer CC	None			
Middlesex	None			
Essex	None			

- ii. No comparable courses were identified among the institutions identified below. This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.
- iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, 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	FE 200 Level (3)	General Elective		
Georgian Court University	CJ 398 Selected Topics in Homeland Security (3)	Criminal Justice Elective		
Richard Stockton College	CJ398, Selected Courses in Criminal Justice (3)	Criminal Justice Elective		
Monmouth University	FE 001 (3)	Free Elective		
Kean University			X	
Rowan University		Gen. Ed. Elective		

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of the contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College:

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate an understanding of the intelligence cycle.
- b. Demonstrate an understanding of the differences and similarities among the various forms of intelligence: Strategic, Operational, Criminal and Tactical Intelligence.
- c. Identify and describe a majority of the agencies that comprise the national Intelligence Community and their roles.
- d. Describe the purpose of an information fusion center.
- e. Identify constitutional challenges surrounding the collection, maintenance, sharing, and use of intelligence.
- f. List three of the six regional centers that comprise the Regional Information Sharing System Program.
- g. Demonstrate an understanding of the differences and relationship between information and intelligence.

8. METHODS OF INSTRUCTION:

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

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

- a. Text: An appropriate text will be selected. Contact the academic school office for current adoptions.
- b. Other instructional materials include articles, videos, audio files, and internet resources.
- c. Technology needs: No additional resources required.
- d. New faculty. The course can be conducted with current faculty. The offering of additional courses related to homeland security are currently under consideration.

10. TENTATIVE TOPICAL OUTLINE:

- a. The history of intelligence within security
- b. The intelligence cycle
- c. Types of intelligence
- d. Open Source Intelligence
- e. Governmental agencies with intelligence responsibilities
- f. The relationship between information and intelligence
- g. Role of the intelligence analyst
- h. The use of intelligence in anti-terrorism activities domestically and internationally
- i. Development of intelligence led policing
- j. Intelligence and cyber-terrorism/cyber-security

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
 Four quizzes
 One research 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: XXXXX

EXHIBIT B-9

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

1. COURSE NUMBER AND TITLE: HLSC 200: Risk Management and Analysis

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

3. CATALOG DESCRIPTION:

This course considers the analytical approach to threat assessment and risk management and examines the challenges of balancing liberty and security in a free society. The course will culminate in students preparing a security survey.

4. PREREQUISITES: HLSC 173 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational ___ non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This course is a necessary component in the proposed homeland security curriculum. It will develop within the student an awareness of analytical risk management so as to promote better informed decision-making relative to the deployment of limited security resources. By its very nature, the course encourages the use of careful analysis in determining how to best address security related problems.

b. Relationship to courses within the College:

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

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

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

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

x Program-specific requirement for the following degree program(s):
AS in Homeland Security
 Elective

c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
Bergen CC	HSE 104	Disaster Management, Risk Management, and Mitigation	3 cr.	

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Bergen County College HSE 104: Disaster Management, Risk Management, and Mitigation was used to test the transferability of the new OCC course.

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	EC – No title provided – 3 cr.	Elective credit		
Richard Stockton College			X	
Monmouth University				U Not yet evaluated
Kean University				U Not yet evaluated
Rowan University	INTR 99071 – No title provided – 3 cr.	Elective credit		

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of the contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.
 This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.

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

This course speaks to the heart of OCC's academic mission of empowering students by enabling them to "make informed and logical decisions based on adequate resources." This course introduces the concept of analytical risk management to determine a more efficient use of security resources. In addition, with regard to "improving the transfer/career qualifications of its graduates," the course will be of particular assistance to those seeking to enhance their ability to conduct a security survey.

With regard to the college's academic commitment to "developing informed and engaged citizens," this course enables one to make informed security decisions regarding the assessment of assets and the use of resources to protect life and safeguard property. This aspect of the proposed course achieves the college's goal of empowering students to "transform information into knowledge and knowledge into action."

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Identify and discuss three components in determining risk.
- b. Define and discuss risk management.
- c. Develop a security survey based on a five-step approach to risk management.
- d. Using impact rating criteria, determine asset significance.
- e. Identify various types of threats and define respective threat ratings.
- f. Define vulnerability and assess varying degrees of vulnerability.
- g. Explain risk as a function of assets, threats, and vulnerabilities.
- h. Define countermeasures and explain the benefit of countermeasure options.

8. METHODS OF INSTRUCTION:

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

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

- a. An appropriate textbook will be selected. Please contact the academic school office for current adoptions.
- b. Other instructional materials include articles and internet resources.
- c. Technology needs: No additional resources required.

- d. New faculty: The course can be conducted with current faculty at this time. However, should student demand be such that enrolment projections for such courses increase, consideration should be given to adding qualified faculty.

10. TENTATIVE TOPICAL OUTLINE:

- a. Components of analytical risk management
- b. Risk avoidance vs. risk management
- c. Asset assessment
- d. Structured asset surveys
- e. Crafting undesirable events and determining impact ratings
- f. Threat assessment
- g. Determining threat rating criteria
- h. Assessing vulnerabilities
- i. Assessing risk
- j. Countermeasure options
- k. Cost benefit analysis

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
Four quizzes
A security survey

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-10

- This course studies the inter-organizational contexts that are necessary to render efficient and effective government services and to provide safety and security to citizens on a day-to-day basis and during a crisis. Students will study critical relationships among various governmental agencies, NGO's, and private sector agencies.

- ## 6. JUSTIFICATION

- This course is essential in providing the student with an understanding of how the various government agencies interact in an attempt to protect the nation. Securing the homeland requires coordination of a multitude of government services. While the mitigation of a limited event often requires a concerted effort between local governing units, larger scale disasters may necessitate a combined, coordinated effort among local, state, and federal agencies. This course is required to obtain a greater understanding of the processes that are vital to accomplishing the goal of maintaining the safety and security of the nation.

- 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

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

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

AS in Homeland Security
Elective

c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
None				

- ii. If "None" was inserted, please explain. No comparable courses were identified. This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.
- iii. Complete the table below. The first six institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, 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				U
Georgian Court University				U
Richard Stockton College				U
Monmouth University				U
Kean University				U
Rowan University				U

- ii. If a "U" was inserted above, document the course transferability by providing either (a) the name of the contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal). This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.
- iii. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College:

This course supports OCC's academic mission of "developing informed and engaged citizens" by enlightened students as to the importance of the many formal and informal relationships that are necessary, and in some cases must be overcome, in preparing for and responding to emergent needs of a community. Furthermore, by addressing the political context of collaboratively providing community services through a network of public, private, and not-for-profit organizations and agencies, the course speaks to the mission of providing "basic information about our nation's history, politics and culture."

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- Describe the U.S. federalist system governance.
- Explain the purpose of the U.S. National Strategy for Homeland Security.
- Define the roles of federal agencies in maintaining national security.
- Define the roles of state and local governments in maintaining national security.
- Contrast "homeland defense" and "homeland security."
- Identify the states' responsibilities for homeland security relative to the Tenth Amendment.
- Describe the responsibilities of the National Security Council.
- Describe the responsibilities of the Homeland Security Council.
- Define the purpose of the Terrorist Threat Information Center (TTIC)

8. METHODS OF INSTRUCTION:

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

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

- An appropriate textbook will be provided. Please contact the academic school office for current adoptions.
- Other instructional materials include articles, videos, audio files, and internet resources.
- Technology needs: No additional resources required.

- d. New faculty: The course can be conducted with current faculty at this time. However, should student demand be such that enrolment projections for such courses increase, consideration should be given to adding qualified faculty.

10. TENTATIVE TOPICAL OUTLINE:

- a. Federalism and intergovernmental relations
- b. Public administration and the bureaucracy maze
- c. The federal government giveth and taketh away – unfunded mandates
- d. U.S. National Strategy for Homeland Security
- e. The federal effort – institutions and agencies
- f. Intergovernmental relations and the homeland security strategy
- g. Homeland defense
- h. The Department of Homeland Security
- i. Critical mission areas
- j. First responders – local assets facing national problems
- k. Legislating homeland security
- l. Emergency preparedness and responses – Local, county, state and federal efforts
- m. America's *New Normalcy*

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
 Four quizzes
 One research 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:

EXHIBIT B-11

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

1. COURSE NUMBER AND TITLE: ANTH 238: Native American Travel Seminar
2. SEMESTER HOURS: 3 CONTACT HOURS: (3+0) (2+2)
Lecture Lab
3. CATALOG DESCRIPTION:

This course, which centers on the Native American nations and cultures of the U.S. and Canada, combines traditional classroom lecture and research paper writing with on-site visits to prehistoric archaeological sites and living American Indian cultures. ~~The course is repeatable for credit if the seminar location has changed.~~

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 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.

Current classes in Anthropology generally run at or near capacity and students consistently ask for additional courses in this subject. OCC conducts travel seminars to foreign cultures worldwide, including those in Europe, China, and Africa, but currently does not provide an opportunity for students to study the diverse cultures of the sovereign Indian nations within the U.S. and Canada.

Preliminary plans are underway to visit ancient Native American archaeological sites and modern Indian reservations of the American Southwest in the summer of 2006. These may include visits to the Navajo Nation and their Dine College, exploration of several ancient Anasazi archaeological ruins, and visits to the living traditional Hopi and/or Zuni pueblos. It is anticipated that future trips will explore additional Native American cultures.

This Study Abroad Seminar initiates an activity sponsored by the OCC Office of International Education, fulfilling a goal of the OCC Academic Plan. The course draws on the expertise of a full-time faculty member and contributes an additional "diversity" course that explores the culture(s) of under-represented minority groups of the United States and Canada.

- b. Relationship to courses within the College

This course provides a unique hands-on travel and learning experience that allows students to study the archaeology and cultures of various past and present indigenous peoples of the United States and Canada. It supplements and expands on topics taught in existing courses ANTH 234: Cultural Anthropology, ANTH 237: Indians of North America, and ENGL 222: Native American Literature, as well as HONR 292: Honors Seminar II in Native American Culture and Literature, to be taught in Spring 2006. The course affords students with a distinctive, concrete means of applying literary topics and anthropological and archaeological methods and theory to real-life experiences.

- 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

c. Related courses in other institutions

This course is comparable with Study Abroad opportunities offered by Raritan Valley Community College, Brookdale Community College, Rutgers University, William Paterson University, College of New Jersey, Montclair State, Georgian Court, Ramapo, and Caldwell Colleges, and the New Jersey State Consortium of International Studies. The course might transfer as an elective to four-year colleges.

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

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

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

- ii. If “None” was inserted, please explain.
- iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

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

- iv. If a “U” was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College

This course is consistent with the philosophy, mission, strategic initiatives, and Academic Master Plan of Ocean County College. It will:

- “Initiate an activity sponsored by the OCC Office of International Education” (Academic Master Plan, Objective D1).
- Combine the past and present.
- Assist the students in their struggle to understand the truth of things.
- Aid them in their efforts to analyze and understand the choices that are made by individuals and society.
- Assist them to evaluate “what is desirable and undesirable in order that our practical activities be humane and effective.” (OCC Philosophy in College Catalog for 2004-05).
- Aid in providing “a challenging, coherent, and integrated curriculum”

(Academic Master Plan, Introduction, p. 2).

- Empower learners to “[e]ffectively communicate orally, visually, and in writing” (Academic Master Plan, Introduction p. 1).
- Empower learners to “[u]nderstand and employ quantitative and qualitative analyses to solve problems” (Academic Master Plan, Introduction p. 1).
- Empower learners to “[t]ransform information into knowledge and knowledge into action. (Academic Master Plan, Introduction p. 1).
- Inform students about “the diversity of the human imagination and the variety of its expressions across cultures” (Academic Master Plan, Introduction p. 1).

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Develop an understanding of the concepts, theories and fundamental principles of Anthropology.
 - i. Explain the basic principles, concepts and methods of anthropology.
 - ii. Identify social and ecological factors affecting human behavior, using past and present Native American tribes of the United States and Canada as examples.
 - iii. Evaluate cultures other than his/her own with a minimum of bias, by learning to analyze each culture in terms of its own value system.
 - iv. Discern why the anthropologist takes his/her particular theoretical stand.
 - v. Identify social problems experienced by Native Americans, outline their possible causes, and analyze the potential effects of suggested remedies.
- b. Develop an historical consciousness, including the ability to reflect thoughtfully and accurately about historical and contemporary issues of local and national importance.
 - i. Discover cross-cultural conflicts and influences.
 - ii. Describe the cultural lifeways, social organization, subsistence strategies, ideas, and beliefs of multiple Native American groups, both in the past and present.
 - iii. Present differing interpretations in evaluating the past and present.
 - iv. Identify historical events and movements that are directly relevant to understanding the contemporary world.
 - v. Develop an anthropological “insider’s” perspective on indigenous cultures and problems past and present.
- c. Develop an understanding and appreciation of diversity among Native peoples of the United States and Canada, including respect for various ways of viewing the world.
 - i. Explain the concept of culture and the characteristics that distinguish one indigenous culture from another.

- ii. Identify prejudicial attitudes and discriminatory actions.
 - iii. Discuss the cultural heterogeneity of the New World and its racial, ethnic, linguistic and religious diversity.
 - iv. Describe several value differences among Native American cultures with the goal of articulating accurate perceptions about cultural pluralism.
- d. Develop a perspective on problems and issues that indigenous peoples face, and to explore solutions which are morally, socially, economically, politically and ecologically sound.

8. METHODS OF INSTRUCTION

This is a Travel Seminar. There will be several introductory sessions before departure which will include background lectures on the Native American cultures to be studied, assigned readings, and practical information on the travel experience. There will be formal and informal on-site lectures during the tour, both by the Instructor and by local guides. An effort will be made to utilize the expertise of appropriate Native American guides.

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

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

10. TENTATIVE TOPICAL OUTLINE

For each culture area, a representative American Indian tribe or tribes will be explored in depth, including geographic and ecological setting, social organization, subsistence strategies, and belief systems. Students will be introduced to the group's adaptations to the environment and lifeways prior to colonial contact then the affects of colonial contact will be considered. Finally, students will study the modern lifeways of each representative culture and examine current issues of concern; for example, preservation of indigenous peoples' lands and rights, effects of missionization, conservation of cultural patrimony (including archaeological, cultural, and ecological sites), changing subsistence strategies and worldviews, and the sometimes conflicting desires to preserve traditions yet move into the modern technological world.

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

Students will be required to participate in on-site learning experiences and exercises and to complete a daily anthropological/archaeological journal while traveling. In addition, upon return to the United States, each student will complete a ca. 15 page research paper on a related topic (with prior instructor approval of topic).

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 7, 2005

Board of Trustees Approval Date: December 10, 2007

EXHIBIT B-12

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

1. COURSE NUMBER AND TITLE: COMM 291: Communications Internship II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course offers students the opportunity for increased practical experience in technical support positions in the arts, educational/instructional media, or for business/industry in-house productions. *The 135-hour internship will be directly related to students' career goals in their area of study. By completing an internship, students will be involved in emerging workplace trends and enhance their employability. Students wishing to transfer their internship credits to a four-year baccalaureate program should consult the college or university to which they wish to transfer.* ~~Students will apply academic knowledge to the workplace.~~

4. PREREQUISITES: None **COMM 290** COREQUISITES: None
 - ~~a. Concurrent registration with or successful completion of Communications Internship I.~~
 - ~~b. Concurrent with the academic semester, students must be engaged for 135 hours — per semester in an internship that relates directly to the Communications Media Technology program. If taken concurrently with COMM 290, the work hours are — in addition to the hours required for that course.~~
 - ~~c. Students must attain a minimum of 2.5 cumulative grade point average.~~
 - ~~d. Students must have completed a minimum of three full-time semesters in the communications Media Technology program.~~

Applicants must comply with the Ocean County College Internship Guidelines and complete an Internship Application (see attachments). Applicants must also have an overall GPA of 2.5.

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

Course Type for Perkins Reporting: x vocational non-vocational

6. Justification

- a. Describe the need for this course.

~~This course establishes a clear link between the world of school and the world of work.~~ *Students need to learn how to apply lecture-based knowledge to practical career settings. Employers are seeking graduates who can demonstrate career readiness in addition to knowledge of a specific field. This course establishes a clear link between the classroom and the work environment.*

- b. Relationship to courses within the College

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

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

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

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

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

☒ Elective

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

☐ Communication ☐ Social Science ☐ Lab Science
☐ Mathematics ☐ Humanities

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

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

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

☐ Program-specific requirement for the following degree program: _____

☒ Elective

- iv. Does this course satisfy the diversity requirement for the AA in Liberal Arts degree? ☐ yes ☒ no

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

If yes, please explain: _____

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

c. Related courses in other institutions

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

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

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

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 v. If not transferable to any institution, explain.
There are no internships listed in www.njtransfer.org. Students wishing to transfer their internship credits to a four-year baccalaureate program should consult the college or university to which they wish to transfer.
 d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ♦ The course is consistent with the College's strategic initiative to provide increased educational opportunities in new emerging technology fields.

- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
- ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
 - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
 - Establish a shared commitment to high and meaningful educational and ethical standards.
 - Prepare students for successful transfer to other educational institutions.
 - Prepare students for a rewarding life marked by personal growth and life-long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. ~~Gain practical work experience. Combine academic training with practical work experience.~~
- b. Gain valuable employment experience prior to program completion and graduation.
- c. Clarify career options while still in a formative academic setting.
- d. *Achieve the objectives identified in the Ocean County College Internship Application (see attachment).*

8. METHODS OF INSTRUCTION

- ~~▪ The instructor, student, and work site supervisor develop job-related learning objectives.~~
- ~~▪ Students meet a minimum of three times with the instructor to monitor progress in the learning objectives.~~
- ~~▪ The instructor makes a minimum of one visit to the work site where the instructor, work site supervisor, and student review the student's work readiness, on-the-job interpersonal relationships, and job performance.~~

The faculty mentor, student, and site supervisor develop job-related learning objectives. The student must be engaged for 9 or more hours per week for 15 weeks or a total of 135 hours in an internship that relates directly to the student's academic program. The faculty mentor meets a minimum of three times with the student to monitor progress in the learning objectives and to review the daily log. The faculty mentor makes a minimum of two visits to the work site to review with the student and the site supervisor

the student's work readiness, on-the-job interpersonal relationships, and job performance.

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

~~Text: An appropriate text will be selected. Contact the department for current adoptions.~~
A variety of print materials, including a textbook and the written policies and procedures of the work site itself, will be chosen by the faculty mentor and/or site supervisor as these relate to the specific career path.

10. TENTATIVE TOPICAL OUTLINE

- ~~a. The role of interns~~
- ~~b. Supporting yourself in the industry~~
- ~~c. Using the media to find work~~
- ~~d. Writing your prospectus~~
- ~~e. Landing your first job~~
- ~~f. Job retention~~
- ~~g. Continuing your career through higher education~~

A specific outline of objectives, study tasks, and responsibilities for the student, the faculty mentor, and the site supervisor will be developed and stated in the Ocean County College Internship Application (see attachment).

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

The student will maintain a daily log of activities and tasks, successfully achieve the learning objectives, and develop a major research paper to be presented to colleagues.

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

EXHIBIT B-12

#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: June 30, 1995

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-13

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

1. COURSE NUMBER AND TITLE: MUSC-160: College Choir I
MUSC-161: College Choir II
MUSC-260: College Choir III
MUSC-261: College Choir IV
2. SEMESTER HOURS: 1 CONTACT HOURS: ~~(1 + 0)~~ (0 + 2)
Lecture Lab

3. CATALOG DESCRIPTION:

The aim of the choir is to develop and perpetuate a high standard of choral-ensemble singing. Open on a noncredit basis to interested students and others who do not wish to take the course for credit. (Tone test required.)

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 20 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.

College Choir/Community Chorus is a performance oriented course open to matriculating students and members of the community. Its format and objectives are unique to this performance medium. Vocal performance groups are an established element in the vast majority of liberal arts colleges and universities nationwide.

- 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

c. Related courses in other institutions

The vastly diversified repertoire of music performed in this course provides participants with knowledge of music history, familiarization with foreign languages and training in poise and public performance.

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

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

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

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
 - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
 - Establish a shared commitment to high and meaningful educational and ethical standards.
 - Prepare students for successful transfer to other educational institutions.
 - Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- | | |
|--|---|
| <input type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Through rehearsal and instruction, students participating in College Choir/Community Chorus will be able to:

- a. Master compositional elements of a particular musical style.
- b. Acquire musicianship in the areas of:
 - ◆ Vocal production
 - ◆ Body alignment
 - ◆ Ear training
 - ◆ Rhythmic skills
 - ◆ Diction
- c. Gain exposure to and training in pronunciation and understanding of foreign language
- d. Increase individual and group performance repertoire
- e. Provide community at large with access to high quality musical performance.

8. METHODS OF INSTRUCTION

- a. Preliminary instruction with regard to style of music to be performed.

- b. Concentrated instruction in rhythm and phraseology.
- c. Application of text.
- d. Artistic interpretation and refinement to performance level

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

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

10. TENTATIVE TOPICAL OUTLINE

- a. Appropriate performance literature selected by instructor
- b. Audition/tone test as required
- c. Introduction to choral techniques – lecture/demonstration
- d. Instruction in music literature
- e. Music rehearsal to include:
 - ◆ full ensemble
 - ◆ voice part sectionals
 - ◆ phrasing, dynamics, interpretation
 - ◆ instruction in pronunciation of foreign language (as appropriate)
 - ◆ mastery of choral work for performance
 - ◆ dress rehearsal and public performance

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-14

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

1. COURSE NUMBER AND TITLE: MUSC-173: Concert Band I
MUSC-174: Concert Band II
MUSC-273: Concert Band III
MUSC-274: Concert Band IV
2. SEMESTER HOURS: 1 CONTACT HOURS: ~~(1 + 0)~~ (0 + 2)
Lecture Lab

3. CATALOG DESCRIPTION:

For music students who wish to perform in innovative instrumental performing groups and develop their practical musicianship. Students will demonstrate further proficiency on their instruments and in ensemble performance. Audition Required

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A

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

6. JUSTIFICATION

- a. Describe the need for this course.

Instrumental performance groups are an established element in the vast majority of liberal arts colleges and universities nationwide.

- b. Relationship to courses within the College

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

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

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

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

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

x Elective

c. Related courses in other institutions

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

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

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

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers -- New Brunswick				
Georgian Court University				
Richard Stockton College				
Monmouth University				
Kean University				
Rowan University				

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

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

- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
- ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
 - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
 - Establish a shared commitment to high and meaningful educational and ethical standards.
 - Prepare students for successful transfer to other educational institutions.
 - Prepare students for a rewarding life marked by personal growth and life-long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Develop a repertoire in a diversity of musical styles.
- b. Acquire practical musical skills in sight reading, instrumental technique, and large ensemble performance.
- c. Increase individual and group performance repertoire.
- d. Provide community at large with access to high quality musical performance.

8. METHODS OF INSTRUCTION

- a. Scheduled rehearsals
- b. Sectional rehearsals
- c. Application of musical compositions
- d. Artistic interpretation and refinement to performance level

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

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

10. TENTATIVE TOPICAL OUTLINE

- a. Appropriate performance material selected by instructor
- b. Audition required
- c. Introduction to band (large ensemble) techniques
- d. Instruction in music
- e. Music rehearsal to include
 - 1. Full ensemble
 - 2. Sectionals
 - 3. Phrasing, dynamics, interpretation
 - 4. Mastery of musical work for performance
 - 5. Dress rehearsal and public performance

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-15

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

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

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

- 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

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

- | | |
|---|----------|
| x | Elective |
|---|----------|

c. Related courses in other institutions

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

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

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

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

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

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

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

- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
- ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
 - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
 - Establish a shared commitment to high and meaningful educational and ethical standards.
 - Prepare students for successful transfer to other educational institutions.
 - Prepare students for a rewarding life marked by personal growth and life-long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

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

8. METHODS OF INSTRUCTION

Laboratory and conferences

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

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

10. TENTATIVE TOPICAL OUTLINE

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

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

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-16

HOMELAND SECURITY – A.S. Degree Program – Effective Catalog Year 2011-2012

The AS in Homeland Security provides students with a broad understanding of safety and security issues, including terrorism, natural and man-made disasters, and emergency management. The program focuses on prevention and protection, preparedness and response, information sharing and analysis, and research and technology.

FIRST SEMESTER

HLSC 170	Introduction to Homeland Security	3 cr.
ENGL 151	English I	3 cr.
MATH 156	Introduction to Statistics	3 cr.
HLSC 171	Fundamentals of Emergency Management	3 cr.
PSYC 172 or	General Psychology	
SOCI 181	or Introduction to Sociology	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
HLSC 172	Domestic & International Terrorism	3 cr.
HLSC 173	Introduction to Security	3 cr.
COMM 154	Fundamentals of Public Speaking	3 cr.
CSIT 110 or	Computer Literacy	
INFO 110	Library Research & Information Literacy	<u>3 cr.</u>
		15 cr.

THIRD SEMESTER

	Lab Science Gen Ed Requirement	4 cr.
HIST 278	History of the Arab World from WW I	3 cr.
	Foreign Language	3 cr.
HLSC 174	The Intelligence Function	3 cr.
HLSC 200	Risk Management & Analysis	<u>3 cr.</u>
		16 cr.

FOURTH SEMESTER

HLSC 201	Systems Integration & Management	3 cr.
POLI 263	Introduction to International Relations	3 cr.
	Public Service Elective	3 cr.
	Foreign Language (continue language sequence)	3 cr.
	OCC Requirement: Any course from the list of Approved General Education Courses or ACAD 155 or any HEHP course	2-3 cr.
	Any course from the list of Approved General Education Courses	3 cr.
	Elective (to meet 64 cr. Requirement)	<u>0-1 cr.</u>
		18 cr.

TOTAL CREDITS 64

EXHIBIT B-17

PUBLIC SERVICE - A.S. Degree Program — Effective Catalog Year 2011-2012.

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

FIRST SEMESTER

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

SECOND SEMESTER

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

THIRD SEMESTER

	Lab Science Gen Ed Requirement	4 cr.
	OCC Requirement: 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	<u>3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy	3 cr.
HSRV 292	Field Experience	4 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)	<u>0-1 cr.</u>
		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.

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-18



BOARD OF TRUSTEES

RESOLUTION

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

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

WHEREAS, students would be better served by pursuing the College's A.S. Degree in General Studies, with a Science Option, to reach their career goals; and

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

NOW, THEREFORE, BE IT RESOLVED that the Ocean County College Board of Trustees, at its meeting on August 23, 2010, terminates its A.A.S. Degree in Allied Health.

Dr. Bruce Greenfield
Secretary

Adopted: August 23, 2010

[illegible]

EXHIBIT B-19

Ocean County College, Toms River, NJ

STUDENTS
ACADEMIC STANDARDS
Class Attendance #5162

POLICY

Ocean County College, recognizing that class attendance must be consistent with the objectives of the institution, will develop and maintain student attendance regulations and procedures which are consistent with these objectives.

Attendance at all classes and appointments is expected. Absences affect the student's own academic achievement and detract from the value of the class for the instructor and for other students. The student should use mature judgment and consult with the instructor concerning unavoidable absences from class. Students are responsible for all work missed because of absence.

At the beginning of each course, the instructor will state the attendance policy for that course. Individual instructors determine the attendance policies for their courses; however, if an instructor chooses to make absence a component of course grading procedures, grade penalties for absence may be imposed only when a student exceeds a ten-percent absence rate.

~~A student may withdraw without academic penalty at any time up to the 60% mark of the term. After the 60% mark of the term, the instructor will assign a grade of "F" to a student whose absences exceed the limit.~~ **A student may withdraw or be administratively dropped without academic penalty at any time up to the course withdrawal deadline, and a grade of "W" will be assigned. Because a student may exercise his/her right to request a "W" up to the course withdrawal deadline he/she cannot receive an "F" grade through the course withdrawal deadline even if he/she is failing (see exceptions below). If the student stops attending classes or is administratively dropped after the course withdrawal deadline, a grade of "F" will be assigned. This applies to all sessions listed in the academic calendar.**

The following exceptions allow the College to assign an "F" grade prior to the course withdrawal deadline:

- a. A student who has attained a grade of "F" in the clinical and/or lab portions of a nursing course prior to the course withdrawal deadline will be assigned an "F".**
- b. A student who has engaged in academic dishonesty may be assigned a maximum penalty of a final course grade of "F" prior to (or following) the course withdrawal deadline. Whenever an "F" grade is assigned for academic dishonesty, the Dean shall implement the administrative withdrawal of the student from the course (see Policy/Procedure #5180).**
- c. A grade of "W" or "F" will be assigned to a student suspended or expelled from the College (see Policy/Procedure #5247) according to the date of suspension/expulsion as it applies to the course withdrawal deadline referenced above. However, there may be occasions when an "administrative withdrawal" is issued with the grade of "W" after the course withdrawal deadline.**
- d. Students dropping a specific developmental course twice will receive a "non-passing" grade.**

Ocean County College, Toms River, NJ

STUDENTS
ACADEMIC STANDARDS
Class Attendance #5162

Students are responsible for knowing their own academic progress. In order to make rational decisions regarding course withdrawal, students must be able to obtain from faculty evidence of their academic progress prior to the course withdrawal deadline.

To comply with federal regulations which require that the College be able to certify a student's last date of class attendance in each class, instructors must record on the final grade reports the date of last attendance of those students who receive a "W" or an "F" because they ceased coming to class. Instructors' class records must be maintained in such a way that they can document a student's last date of attendance should a federal audit require the College to provide such documentation. Such documentation is to be maintained for seven years.

ADOPTED: August 26, 1968

Revised: July 26, 1971

Revised: June 22, 1981

Revised: March 24, 1986

Revised: March 25, 1991

Revised: March 23, 1992

Revised: August 25, 2008

Revised: August 23, 2010