

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: January 23, 2013

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

1. Recommend approval of the following items, as accepted by the College Senate at its meeting on December 5, 2012:
 - ♦ Revised Certificate of Proficiency in Exercise Science (**Exhibit B-1**)
 - ♦ New Courses
 - ♦ ARTS 296, Painting III (**Exhibit B-2**)
 - ♦ ARTS 297, Painting IV (**Exhibit B-3**)
 - ♦ Revised Courses
 - ♦ ASLN 160, ASL-English Translation Studies (**Exhibit B-4**)
 - ♦ BIOL 130, Human Anatomy and Physiology I (**Exhibit B-5**)
 - ♦ BIOL 131, Human Anatomy and Physiology II (**Exhibit B-6**)
 - ♦ BUSN 148, Keyboarding/Document Processing II (**Exhibit B-7**)
 - ♦ POLI 183, Introduction to Political Science (**Exhibit B-8**)
 - ♦ SPAN 151, Elementary Spanish I (**Exhibit B-9**)
 - ♦ SPAN 152, Elementary Spanish II (**Exhibit B-10**)

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January 23, 2013
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- ♦ Obsolete Course
 - ♦ HEHP 182, Fitness Measurement (**Exhibit B-11**)
- ♦ Revised Policy
 - ♦ Policy #5154, Students, Academic Standards, Grades and Scholastic Honors (**Exhibit B-12**)
- ♦ Revised Degree Programs
 - ♦ A.A.S. Degree in Technical Studies – Computer Technology Option (**Exhibit B-13**)
 - ♦ A.A.S. Degree in Technical Studies – Industrial/Technical Option (**Exhibit B-14**)

EXHIBIT B-1

EXHIBIT B - 1

EXERCISE SCIENCE - Certificate of Proficiency – Effective
Catalog Year 2012-2013 **2013-2014**

This Exercise Science Certificate Program is designed to prepare students for entry level positions in the ever-growing area of personal conditioning and wellness as determined by current science and technology. ***Students may apply credits earned in the certificate program toward an associate degree.***

ENGL 151	English I	3 cr.	
BIOL 119	Science and the Human Body	4 cr.	
	or BIOL 161 or Biology I		
HEHP 110 or	Applied Modern Health or		2-
		3 cr.	
HEHP 225	Contemporary Health		
HEHP 160	First Aid/CPR/AED for the Workplace,		
	Schools, and Community	3 cr.	
HEHP 188	Introduction to Nutrition	3 cr.	
HEHP 252	Nutrition for Fitness and Sport	3 cr.	
HEHP 238	Management and Rehabilitation of Athletic		
	Injuries	3 cr.	
HEHP 239	Strength and Conditioning Physiology	3 cr.	
HEHP 240	Exercise Physiology	3 cr.	
_____	Electives from HEHP Activity courses*	4 cr.	

31
-
32
cr.

TOTAL
CREDITS
31-32

***HEHP ELECTIVES:**

HEHP 100 Aerobic Conditioning
HEHP 101 Weight Training
HEHP 102 Volleyball
HEHP 109 Tennis

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HEHP 150 Swimming I
HEHP 151 Swimming II
HEHP 172 International Folk Dance I
HEHP 173 International Folk Dance II
HEHP 210 Karate I
HEHP 211 Karate II

Board of Trustees Approval Date: November 3, 2008
Board of Trustees Approval Date: June 27, 2011

EXHIBIT B-2

EXHIBIT B - 2

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1 / OFFICIAL COURSE
DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ARTS 296: Painting III
2. SEMESTER HOURS: 3 CONTACT HOURS: (1 + 4)

Lecture
Lab
3. CATALOG DESCRIPTION

An advanced painting course, which allows the student to develop a personal artistic style and more sophisticated, portfolio quality work. Several large scale painting assignments, one monumental themed semester-long master painting, and 8 weekly exercises will encourage students to draw on everyday observations to inspire their work, as well as develop quality images over time. An oral presentation, focused research and participation in weekly critiques will elaborate and refine existing visual language. An off-site trip to a gallery, museum or artist studio will enable students to observe and interact with professionals in the field.

4. PREREQUISITES: ARTS 287 COREQUISITES: NONE
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 3

DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

This course will allow students to develop more sophisticated painting methods, broadening their skill in the use of acrylic paint as well as exposure to current artmaking trends and topics.

- b. Relationship to courses within the College

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- 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
 ___ Information Literacy ___ Ethical

Reasoning/Action

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

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

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	C
Brookdale CC	Painting III	ARTS 233	3	
Bergen CC	Painting III	ART229	3	

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- 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)	U: Deter (Place
Georgian Court University	Elective Credit	Elective Credit		
Kean University	FA 3203: Painting Workshop – 3 cr.	FA Major Elective		
Monmouth University	AR321 (Painting III)	Gen Ed Aesthetics		
Richard Stockton College	ARTVEC – 3 cr.	Gen Ed Arts; Visual Arts Elective		
Rowan University	ART02200: Expressive Drawing – 3 cr.	Gen Ed – Artistic & Creative Expression		
Rutgers – New Brunswick			X	
Rutgers – Mason Gross School of the Arts	Elective Credit – 3 cr.	Elective Credit		

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

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- 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 as art majors 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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Enhance and develop previously acquired knowledge and skills.
- b. Use various approaches to form.
- c. Display aesthetic judgment in responding to the visual arts.
- d. Increase painting skills and knowledge, reducing the technical problems which may inhibit self-expression.
- e. Complete four formal paintings, one thesis painting, eight weekly exercises and one oral presentation based on research of a contemporary art topic.

8. METHODS OF INSTRUCTION

Lecture, demonstrations, discussions, slides, films, studio experience, individual & group criticism and evaluation, selected readings, off site visit and guest lectures.

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

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

10. TENTATIVE TOPICAL OUTLINE

1. Introduction to purposes and requirements of course.
2. Demonstrations and discussion:
 - a. Priming & stretching the canvas
 - b. Building supports for large scale stretchers
 - c. Layering with washes, glazes, medium and collage elements
 - d. Applying concepts to painting; process, appropriation, structure and outside evaluation
 - e. Introducing the human figure to large scale painting
3. Art History Sequence:
 - a. Baroque – using tenebrism & theatrical value (Rembrandt & Caravaggio)
 - b. Realism – questioning the difference between illusion & realism in the arts (Courbet & Manet)
 - c. Cubism – reducing form and dimension to shape (Braque & Picasso)
 - d. Dada – investigating the relationship between modernism & technology (Duchamp & WWI)
 - e. Abstract expressionism – using kinetic energy (Pollock, Kline, Rothko & Newman)
 - f. Conceptualism – embracing the idea while rejecting the object (Duchamp, Kosuth, Gonzalez-Torres)

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

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12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

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EXHIBIT B - 3

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1 / OFFICIAL COURSE
DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ARTS 297: Painting IV
2. SEMESTER HOURS: 3 CONTACT HOURS: (1 + 4)

Lecture

Lab
3. CATALOG DESCRIPTION

Continuation of painting and studio practice will be emphasized, so students understand independent studio work. Students will develop an artist's statement and propose a course of study for the semester, articulating a plan for research and development of a complete body of work, to be exhibited at the end of the semester. Critical writing, research, and visits to galleries and museums will allow for development of visual thinking. Critiques will be frequent, to expand vocabulary and techniques, and a shared understanding of the studio experience.

4. PREREQUISITES: ARTS 296 COREQUISITES: NONE
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 3

DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

This course will allow students to develop more sophisticated painting methods, broadening their skill in the use of acrylic paint as well as exposure to current artmaking trends and topics.

- b. Relationship to courses within the College

- i. Will the college submit this course to the statewide General

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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
____ Information Literacy ____ Ethical
Reasoning/Action

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

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

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	C
RVCC	Acrylic and Oil Painting IV	ARTS 236	3	
Bergen CC	Painting IV	ART230	3	

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- 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)	Unab Determin (Place "U" in box)
Georgian Court University	EC – Elective Credit – 3 cr.	Elective Credit		
Kean University	FAX2001 "K1" – 3 cr.	Fine Arts Major Elective		
Monmouth University	AR322 (Painting IV)	Gen Ed: Aesthetics		
Richard Stockton College	ARTVEC	Visual Arts elective		
Rowan University	ARTG01074	Art Studio Elective		
Rutgers – New Brunswick			X	
Rutgers – Mason Gross School of Arts	Elective Credit – 3 cr.	Elective Credit		

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

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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 as art majors 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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Enhance and develop previously acquired knowledge and skills.
- b. Use various approaches to form.
- c. Display aesthetic judgment in responding to the visual arts.
- d. Increase painting skills and knowledge, reducing the technical problems which may inhibit self-expression.
- e. Complete a body of work consisting of six related formal paintings, eight weekly exercises and one oral presentation based on research of a contemporary art topic.

8. METHODS OF INSTRUCTION

Lecture, demonstrations, discussions, slides, films, studio experience, individual & group criticism and evaluation, selected readings, off site visit and guest lectures.

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

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NEW FACULTY)

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

10. TENTATIVE TOPICAL OUTLINE

1. Introduction to purposes and requirements of course.
2. Demonstrations and discussion:
 - a. Research topics & techniques
 - b. Composing artist statements
 - c. Creating a viable plan and proposal for consistent body of work
 - d. Preparation for exhibition
 - e. Documenting and presenting professional portfolio
3. Art History Sequence:
 - a. Feminism – Sylvia Sleigh, Ida Applebroog and the Guerilla Girls
 - b. Racism– Kara Walker, Robert Frank and Carrie Mae Weems
 - c. Violence in art– Fransico de Goya, Frida Kahlo
 - d. Continuous Narrative–Trenton Doyle Hancock, Kahn & Selesnick, and William Kentridge
 - e. Bohemia & the underbelly – Edgar Degas, Eric Fischl & Toulouse Lautrec
 - f. Repetition & modernism – Jane Hammond, Tim Hawkinson & David Salle

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

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assignment, or the equivalents

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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EXHIBIT B - 4

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

1. COURSE NUMBER AND TITLE: ASLN 160: ASL-English Translation Studies
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture
Lab
3. CATALOG DESCRIPTION:

This course will examine translation techniques in order for students to engage in message analysis, discourse mapping, intralingual and interlingual strategies. Students will learn strategies in order to comprehend the register of the speaker, speaker's goals, which components of prosody are used, and paraphrasing techniques. Students will explore strategies that will allow them to present accurate translations from the source language into the target language using grammatically correct and cogent American Sign Language or English.

4. PREREQUISITES: ~~ASLN 155~~ COREQUISITES: ~~None~~ ASLN 155
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2 3
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING:
☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)
6. JUSTIFICATION

- a. Describe the need for this course.

Ocean County College, in establishing this course, is responding to many requests for basic ASL instruction. This course allows students to acquire ASL skills. ASL is the everyday language of 500,000 Americans; it is the third largest language "spoken" in the United States.

- b. Relationship to courses within the College:

- i. Will the college submit this course to the statewide General

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Education Coordinating Committee for approval as a course
which satisfies a general education requirement? ____

yes ☒ no

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

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

- ii. If the course does not satisfy a general education
requirement, which of the following does it satisfy:
☒ Program-specific requirement for the following degree
program(s):

AAS in Interpreter Training

____ 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
Union County College	Advanced Techniques of Interpreting	HUD 215	2
Camden County College	Interpreting Seminar	IEP 204	3

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- 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 I Stat (Place "U"
Rutgers – New Brunswick			X	
Georgian Court University	No Title Given. Elective – 2 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – 2 cr.	Elective		
Rowan University	INTR 99070 Free Elective	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 maintains the department's and the college's commitment to the best possible educational opportunities for

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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 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. Demonstrate the ability to engage in message analysis with ASL or English texts (written and video).
- b. Demonstrate the ability to process messages in ASL or English using various interpreter processing models.
- c. Discuss salient linguistic features of ASL or English text (written and video).
- d. Demonstrate the ability to translate text (written and video) from English to cogent ASL.
- e. Demonstrate the ability to translate text (written and video) from ASL to cogent English.
- f. Discuss strategies to distinguish the speaker or signer's

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- goals, register, and components of prosody used.
- g. Demonstrate the ability to engage in discourse mapping techniques in order to process and translate the source message into the target language.
- h. Demonstrate comprehension of intralingual skills when interpreting
- i. Demonstrate comprehension of interlingual skills when interpreting
- j. Engage in peer assessment
- k. Engage in self analysis

8. METHODS OF INSTRUCTION:

Lecture, demonstration, visual aids, games, group activities, group projects, and supplementary resource materials

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

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

Technology needs: Use of lab with ASL software, recording functions, and computers

Human Resource Needs: Presently, one full-time faculty member and five adjuncts teach within the Interpreter Training Program.

10. TENTATIVE TOPICAL OUTLINE:

Students will examine the following translation and interpreting processing models:

- Gile's Sequential Model of Translation
- Witter-Merithew, Taylor, and Johnson's Ten Step Discourse Analysis
- Cokely's Sociolinguistic Model of the Interpreting Process
- Russell's Meaning Based Interpreting Model
- Gish's Text Analysis Model
- Paul and Elder's 'How To Read A Paragraph'

Students will engage in intralingual and interlingual translation activities while translating.

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11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

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

Board of Trustees Approval Date: November 2, 2009

EXHIBIT B-5

EXHIBIT B - 5

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

1. COURSE NUMBER AND TITLE: BIOL-130: Human Anatomy & Physiology I
2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 2)

Lecture Lab

3. CATALOG DESCRIPTION

This course studies basic biochemistry, physiology, and histology of the cell, of tissues, and of the integumentary, skeletal, muscular, and nervous systems (excluding the autonomic nervous system). Dissection and laboratory instrumentation reinforce all lecture material. It is highly recommended that students enrolling in this course have taken (a) high school biology or BIOL 114 or BIOL 119 and (b) high school chemistry or CHEM 180.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 3 5
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course

This course is required for many Nursing Programs, including the one at Ocean County College.

- 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.

EXHIBIT B - 5

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

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

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

☐ Elective

- c. Related courses in other institutions

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

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

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

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

EXHIBIT B - 5

- iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

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

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

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

- Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- Seeking to ensure that students will thrive in an increasingly diverse and complex world (Vision Statement).
- Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan).

EXHIBIT B - 5

- iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan).
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan).
- e. Mark with an "x" the General Education goal(s) addressed by this course:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~a. Define the anatomic terms used to refer to the body in terms of directions and geometric planes.~~
 - ~~b. Describe the major cavities of the body and the organs they contain.~~
 - ~~c. Recognize terms related to the human body's anatomy.~~
 - ~~d. Match anatomical terms with the appropriate physiology.~~
 - ~~e. Illustrate the anatomical location of the components of a cell and explain their function.~~
 - ~~f. Identify the major constituents in the blood and lymph systems and differentiate roles played by each.~~
 - ~~g. Identify the anatomical structures in the digestive system and relate them to the aspects of digestion.~~
- a. *Describe how the body maintains homeostasis.*
 - b. *Define the anatomic terms used to refer to the body in terms of directions and geometric planes.*
 - c. *Describe the major cavities of the body and the organs they contain.*
 - d. *Recognize terms related to the human body's anatomy.*
 - e. *Match anatomical terms with the appropriate physiology.*
 - f. *List the major body systems.*
 - g. *Relate chemistry to the field of anatomy and physiology.*
 - h. *Illustrate the anatomical location of the components of a cell*

EXHIBIT B - 5

and explain their function.

- i. *Describe how cells function and divide.*
- j. *Identify the major parts of skin, skeletal joints, muscle, and the nervous system and explain the function of each.*
- k. *Describe how muscle, bones, and nerves work together to create movement.*
- l. *Explain the role of the brain and spinal cord in consciousness and control of the body.*
- m. *Name several diseases and disorders of the organ systems discussed and explain what causes them.*
- n. *Explain how diseases and disorders of the body are detected and treated.*
- o. *Understand how homeostasis plays an important role in health and disease.*

8. METHODS OF INSTRUCTION

Interactive lecture
Hands on exploration
PowerPoint
Videos

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

Computers with internet capability, DVD and/or VCR, overhead projectors, microscopes and video projection capabilities.
Technology: Web based materials

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

10. TENTATIVE TOPICAL OUTLINE

- a. Major themes of A & P; Chemistry of Life
- b. Chemistry of Life
- c. Cellular Form and Function; Genetics and Cellular Function
- d. Genetics and cellular function
- e. Histology
- f. Integumentary system
- g. Bone tissue
- h. ~~Bone tissue~~; Skeletal system

EXHIBIT B - 5

- i. Joints; ~~muscular system~~
- j. Muscular tissue
- k. Muscular ; ~~nervous tissue system~~
- l. Nervous tissue
- m. Spinal cord, spinal nerves and reflexes
- n. Brain and cranial nerves

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

EXHIBIT B - 5

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

Board of Trustees Approval Date: September 22, 2008

Board of Trustees Approval Date: April 27, 2009

EXHIBIT B-6

EXHIBIT B - 6

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

1. COURSE NUMBER AND TITLE: BIOL-131: Human Anatomy and Physiology II

2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 2)

Lecture Lab

3. CATALOG DESCRIPTION

This course studies the autonomic nervous system; the endocrine, cardiovascular, immune, respiratory, digestive, and urinary systems; fluid and electrolyte balance; and reproduction. Dissection and instrumentation reinforce all lecture materials.

4. PREREQUISITES: BIOL 130 with a grade of C or better
COREQUISITES: None

5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 3 5
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)

☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

a. Describe the need for this course

This course is a prerequisite for Nursing Programs, including OCC's program. In addition it is a prerequisite for several other health related programs (i.e. Radiology, Occupation therapy, Physical Therapy).

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

EXHIBIT B - 6

below.

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

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

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

☐ Elective

- c. Related courses in other institutions

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

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

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

EXHIBIT B - 6

- 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

EXHIBIT B - 6

- 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 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. Describe the structures and normal functions of the autonomic nervous system, the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.~~
- ~~b. Explain how these systems interact with all the systems of the body.~~
- ~~c. Describe how feedback systems and the correlations of sequential processes lead to normal immunity, metabolism and fluid, and electrolyte balance.~~
- a. *Describe the structures and functions associated with the autonomic nervous system, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.*
- b. *Describe the relationship and interactions between these body systems.*
- c. *Know the processes associated with metabolism.*
- d. *Describe water balance within the body.*
- e. *List the major electrolytes and imbalances associated with them.*
- f. *Describe what an acid and base are and how buffer systems play a role in our body.*
- g. *Name several diseases and disorders of the organ systems*

EXHIBIT B - 6

discussed and explain what causes them.

- h. *Understand how homeostasis plays an important role in health and disease.*

8. METHODS OF INSTRUCTION

Hands on exploration of systems and organs encourage the critical thinking skills that are enhanced by interactive lecture techniques. Power Point, videos, overheads, quizzes and tests are all incorporated into the course.

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.

Instructional Materials:

Power Point, overheads, microscopes, microscope slides, cat's hearts.

Technology:

Computers with internet capability, DVD and/or VCR, overhead projectors, microscopes and video projection capabilities.

10. TENTATIVE TOPICAL OUTLINE

Week Topics

- 1 Autonomic Nervous System
- 2 Endocrine System
- 3 Blood
- 4 Heart
- 5 Blood Vessels *and Circulation*
- 6 Lymphatic System
- 7 *Respiratory System*
- 8 Digestion *System*
- 9 Nutrition and Metabolism
- 10 *Water, Electrolytes, and Acid/Base Balance*
- 11 Urinary System
- 12 Male Reproductive System
- 13 Female Reproduction System

11. GRADE DETERMINANTS

EXHIBIT B - 6

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 four (4) major examinations including at least two essays each.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

EXHIBIT B - 6

#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: July 28, 2008

EXHIBIT B-7

EXHIBIT B - 7

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

1. COURSE NUMBER AND TITLE: BUSN-148: Keyboarding / Document Processing II

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

Lab

3. CATALOG DESCRIPTION:

This advanced level keyboarding and word processing course combines continued practice on correct keyboarding techniques and accuracy with the ability to process a wide range of documents on a personal computer. Practical application of business correspondence, business reports, statistical application, tabulation, employment ready documentation and integrated skills application will be covered utilizing a word processing software program. Upon completion, students should be able to key at a minimum rate of 45 wpm for five minutes with no more than five errors.

4. PREREQUISITES: ~~BUSN-147~~ NONE COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

Students in the office management program will take this required course. The course is the second course of a sequence. This course is very comprehensive and advanced skills are taught and mastered.

- 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

EXHIBIT B - 7

which satisfies a general education requirement? ☐ yes ☒ no

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

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

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

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

Administrative Office Management Assoc. in Applied Science
☐ Elective

c. Related courses in other institutions:

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

i. List any comparable course(s) 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	Comm

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

EXHIBIT B - 7

- iii. Complete the table below. The institutions listed comprise the top six institutions queried on NJTransfer by OCC students.

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

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

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

- Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- Preparing students for successful transfer to other educational

EXHIBIT B - 7

institutions and/or for entrance into the workforce. (Academic Master Plan)

- iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
- v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

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

- ☒ 1. Communication – Written and Oral ☐ 6. Humanistic Perspective
- ☐ 2. Quantitative Knowledge and Skills ☐ 7. Historical Perspective
- ☐ 3. Scientific Knowledge and Reasoning ☐ 8. Global and Cultural

Awareness

- ☐ 4. Technological Competency/Info Literacy ☐ 9. Ethical Reasoning and

Action ☐ 5. Society and Human Behavior ☒ 10. Independent/Critical Thinking

7. SPECIFIC COURSE LEARNING OBJECTIVES:

- a. Demonstrate the ability to keyboard alphabetic and numeric keys utilizing correct keyboarding technique with above average accuracy.
- b. Master intermediate to advanced level word processing software skill functions.
- c. Apply the most current version of the specified word processing software and the skills to produce a variety of professional looking business documents.
- d. Exhibit analytical thinking, problem solving attitudes, and language art skills through an integrated document-processing project.
- e. Apply the concept of language arts in the context of word processing.
- f. Manage Electronic Files with Effective File Management
- g. Utilize Graphic Enhancements in Business Documents

8. METHODS OF INSTRUCTION:

- a. Lecture with the use of an In Focus Projection of the computer screen or
- b. blackboard & instructor directed/facilitated
- c. PowerPoint Presentation
- d. Production Work – Hand's On
- e. Individual Assistance and Facilitation

EXHIBIT B - 7

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

- a. An appropriate text will be selected. Contact the department for current adoptions.
- b. Application Software – Microsoft Office 2000XP.
- c. Dell Desktop Computers.
- d. Keyboarding Pro Software

10. TENTATIVE TOPICAL OUTLINE:

Skillbuilding Module

Letter and Memo Mastery Module

Block Letter
Letters with Special Features
Modified Block Letter
Modified Block and Special Features
Simplified Block Letter
Memos with Numbers and Bullets
Memo Templates
Electronic Mail
Two-Page Letters and Memos
Internet Activities
ASSESSMENT

Table and Tab Mastery Module

Table Review
Table Review and Landscape Orientation
SpeedFormat and Sort
Formulas in Tables
Number Format; Insert File
Rotate and Skew Text
Tab Review
ASSESSMENT

Report/Manuscript Mastery Module

Skillbuilding/Editing
Report Format Review
Leftbound Report
Report with Footnotes/Endnotes
Working with Long Reports
Long Business Report
ASSESSMENT

EXHIBIT B - 7

Enhancing Document Format Module – Graphic Enhancements

- Letterheads with Graphics
- Announcements with Graphics
- Borders and TextArt
- Business Proposals and Bookmarks
- Business Report with Columns
- ASSESSMENT

Administrative and Employment Documents

- Agenda and Action Minutes
- News Releases
- Labels
- Merge
- Sort and Filter Records
- Resume
- Employment Letters
- ASSESSMENT

Integrated Projects

- Selkirk Communications
- Pommery Air Service, Inc.

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

EXHIBIT B - 7

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

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

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006; March 8, 2006
 Board of Trustees Approval Date: December 11, 2006
 Board of Trustees Approval Date: March 26, 2012
 PLT Approval of Form: May 22, 2012

EXHIBIT B-8

EXHIBIT B - 8

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

1. COURSE NUMBER AND TITLE: POLI-183: Introduction to Political Science
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture
Lab
3. CATALOG DESCRIPTION

A survey of the foundations of political theory and its relationship to government, political parties, pressure groups, and modern political thought.
4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course

This course is a “free” elective since it is not a requirement in any program or curriculum at Ocean County College. Many four year institutions with political science departments utilize this course to teach the methodologies with which political science is concerned. Since such a constituency does not exist at Ocean County College, this approach is not followed.

- 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

EXHIBIT B - 8

below.

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

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

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

☐ Elective

c. Related courses in other institutions

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comm

- 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.

EXHIBIT B - 8

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- This course is part of a comprehensive program that contributes to the development of an empowered and informed lifelong learner who will be prepared well for either the successful transfer to a four-year institution of higher education or entrance onto the career ladder of choice. This course will also assist the student to understand and employ problem solving methodologies, evaluate multi-sources of information and manage change.
- e. Mark with an "x" the General Education goal(s) addressed by this course

EXHIBIT B - 8

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~a. Describe the different methodological approaches to the study of political science.~~
 - ~~b. Describe power and the process by which it is achieved.~~
 - ~~c. Describe and evaluate the linkages between politics, culture and economies.~~
 - ~~d. Evaluate the values associated with the political philosophies of Western and Non-Western societies.~~
 - ~~e. Compare and contrast democratic and authoritarian political systems.~~
 - ~~f. Describe the process of modernization.~~
 - ~~g. Analyze the impact of globalization on political systems, economic systems and ecological systems.~~
 - ~~h. Describe and evaluate the relationship between organized religions, political conflict and revolutions.~~
- a. *Define the key concepts in the study of political systems and political science.*
 - b. *Compare and contrast normative and empirical political knowledge.*
 - c. *Identify the main political ideologies of the world and describe the principles of each.*
 - d. *Identify the factors and institutions which explain and facilitate different levels of political participation across countries.*
 - e. *Define and outline the functions of executive, legislative, and judicial branches of government.*
 - f. *Employ multiple taxonomies of institutional arrangements to compare and contrast countries.*
 - g. *Compare and contrast "Market" and "Command" economies and explain their interaction with the ideologies of Political Economy.*
 - h. *Identify and define the theories and institutions employed in the study of global politics.*
 - i. *Define various forms of political violence.*
8. METHODS OF INSTRUCTION

EXHIBIT B - 8

The course will utilize power point presentations/lectures, class discussions and other traditional media. It will also require the use of computer/internet research as an integral part of the course as both a learning and communications vehicle. The Social Science Laboratory/Classroom will be used for the development of competency in computer skills involving the Internet and direct communications with students from other societies (when available). Individuals with expertise from the faculty and the community who have will be solicited to make classroom presentations during the semester.

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

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

10. TENTATIVE TOPICAL OUTLINE

- a. The study of politics and power.
- b. Political socialization.
- c. Political philosophies.
- d. Politics, economics and cultural differences.
- e. Democratic and authoritarian political systems.
- f. Modernization
- g. Globalization
- h. Structures of governing
- i. Religion, governing and political conflict
- j. Revolution

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

Two written exercises, a minimum of four quizzes and at least

EXHIBIT B - 8

two examinations.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

Revised: October 2004, August 2006
Board of Trustees Approval Date: January 28, 2008

EXHIBIT B-9

EXHIBIT B - 9

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

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

The conversational approach to language learning is used to develop the beginning skills. Students are provided with a basic vocabulary to enable them to enjoy simple conversational exchanges. Audio as well as computer-based material is used to reinforce and expand the skills program in the classroom. This course is for beginning students or students who have taken one year or less of high school Spanish.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE:
None

DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

It is necessary to develop basic skills for students who have either had no Spanish or a very limited amount of instruction. Basic vocabulary and basic conversation is stressed.

- 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

EXHIBIT B - 9

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

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

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

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

☐ Elective

- c. Related courses in other institutions

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

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

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

EXHIBIT B - 9

- 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).
- a. 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:

EXHIBIT B - 9

- 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:

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

7. ~~GENERAL SPECIFIC~~ COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Pronounce the sounds in Spanish correctly.
- Communicate and participate in the course and creatively synthesize the language elements.
- Read with comprehension.
- Write in the language.
- Discuss the culture of the Spanish speaking world.

SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will demonstrate proficiency with regard to the objectives above by mastering the following language elements:

- a. *Present indicative of "ser"*
- b. *Gender and number*
- c. *Definite and indefinite articles*
- d. *Cardinal numbers 31-100*
- e. *Time telling*

EXHIBIT B - 9

- f. Present indicatives of regular -ar, -er, and -ir verbs*
- g. Negative and interrogative sentences*
- h. Possession with "de"*
- i. Possessive adjectives*
- j. Present indicative of the irregular verbs "tener" and "venir"*
- k. The personal "a"*
- l. Contractions*
- m. Present indicative of the irregular verbs "ir," "dar," and "estar"*

8. METHODS OF INSTRUCTION

- a. Language will be taught through explanation of concepts, demonstration and analysis of structure and immediate application through oral exercises and questions and answers
- b. The textbook is used as a point of departure providing the students with graded introductions into the language.
- c. Listening and speaking are stressed through use of the active vocabulary of the lessons and cognates.
- d. Occasional quizzes, such as dictations, vocabulary tests and exercises will be given.
The announced quizzes will serve as tests of the material before continuing.
- e. A unit test will be given following every three lessons/Tu Diras. It will consist of a
listening exercise and written sections
- f. Students will use the language laboratory weekly.
- g. Students with problems regarding the material will receive individual attention from the professor, and/or a student tutor if required. Special materials for the student will be made by the professor if necessary or additional materials in the lab will be used.
- h. Audio-visual materials will be used when applicable.

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

EXHIBIT B - 9

- ✦ pronunciation and beginning conversation
- ✦ greetings and farewells
- ✦ numbers, days of the week, months of the year;
- ✦ cognates
- ✦ telling time, weather
- ✦ essential classroom expressions
- ✦ providing personal information with the verb *ser*
- ✦ describe objects and people with adjectives
- ✦ talk about daily activities with the simple present tense
- ✦ express negation
- ✦ exchange information with questions
- ✦ ask questions with interrogative words
- ✦ talk about what one does or makes with the verb *hacer*
- ✦ describe physical appearance with adjectives and verbs
"ser" and "tener"
- ✦ describe inherent characteristics using "bueno", "grande",
and "malo"
- ✦ expresse possession
- ✦ talk about location, condition, and emotional states with
"estar"
- ✦ expressions with "tener"
- ✦ talk about likes and dislikes with the verb "gustar"
- ✦ expresse obligation with "tener que"
- ✦ talk about location and destination with the verbs "estar"
and "ir"
- ✦ indicate location with prepositions
- ✦ tell time with prepositions of time
- ✦ talk about daily activities with the present tense of regular
"yo" form verbs
- ✦ talk about frequency with adverbs of frequency
- ✦ talk about daily activities with stem-changing verbs and
talk about future plans:

a. Greetings and farewells

- *Introducing oneself*
- *Giving and receiving phone numbers*
- *Days of the week*
- *Dates*
- *Pronunciation: Spanish "a" and "e"*

EXHIBIT B - 9

- b. The College Classroom*
 - *Useful questions and answers*
 - *Polite expressions*
 - *Pronunciation: Spanish "i," "o," and "u"*
- c. Telephone Conversations*
 - *Describing people and activities*
 - *Making and receiving phone calls*
 - *Pronunciation: linking sounds*
- d. Customs and Traditions*
 - *Weekend activities*
 - *Needs and preferences*
 - *States of mind*
 - *Pronunciation: Spanish "b," "v," "d," and "g" (before "a," "o," or "u")*
- e. Meals*
 - *Restaurants and menus*
 - *Ordering meals*
 - *Paying the bill*
 - *Talking about the weather*
 - *Pronunciation: Spanish "p," "t," and "c" (in combinations "ca," "co," "cu," and "q")*

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

EXHIBIT B - 9

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

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

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-10

EXHIBIT B - 10

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

1. COURSE NUMBER AND TITLE: SPAN-152: Elementary Spanish II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

The second semester of Spanish is designed to continue building the student's Spanish language proficiency based on listening and reading comprehension, speaking and writing. Students continue learning basic vocabulary and grammar. The vocabulary component covers the vocabulary that enables students to keep communication on an elementary level. Audio as well as computer based material is used to reinforce and expand the skills program in the classroom. It is highly recommended that students enrolling in this course have taken two to three years of high school Spanish if they cannot meet the prerequisite.

4. PREREQUISITES: SPAN-151 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: None
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

This course continues to build student proficiency in listening and reading comprehension.

- 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

EXHIBIT B - 10

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

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

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

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

☐ Elective

- c. Related courses in other institutions

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

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

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

EXHIBIT B - 10

- 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 De 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

EXHIBIT B - 10

- 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. **GENERAL SPECIFIC COURSE LEARNING OBJECTIVES**

Students who successfully complete this course will be able to:

- Develop listening skills.
- Read the language using materials which reflect the vocabulary and structure being studied.
- Write in the language in order to use the material studied in an additional way.
- Study the culture of the Spanish speaking world through reading selections, audio-visual material, interactive computer texts, brief explanation, and lecture. The latter is conducted in simple Spanish as soon as possible.

SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will demonstrate mastery of the following linguistic elements:

- a. *Present indicative of "e:ie," "o:ue," and "e:I" stem-changing verbs*
- b. *Comparative forms*
- c. *Present progressive*
- d. *Uses of "ser" and "estar"*
- e. *Demonstrative adjectives/pronouns and subject pronouns*

EXHIBIT B - 10

- f. Verbs with irregular first-person forms*
- g. Direct objective pronouns*
- h. Indirect object pronouns*
- i. Constructions with "gustar"*
- j. Preterits of regular verbs; "ser," "ir," and "dar;" and "e:i" and "o:u" stem-changing verbs*
- k. Uses of "por" and "para"*
- l. Formation of adverbs*

8. METHODS OF INSTRUCTION

- a. Language will be taught through explanation of concepts, demonstration and analysis of structure and immediate application through oral exercises and questions and answers.
- b. The text book is used as a point of departure providing the students with graded introductions into the language.
- c. Listening and speaking are stressed through use of the active vocabulary of the lessons and cognates.
- d. Occasional quizzes, such as dictations, vocabulary tests and exercises will be given. The announced quizzes will serve as tests of the material before continuing.
- e. A unit test will be given following every three lessons/Tu Diras. It will consist of a listening exercise and written sections.
- f. Students will use the language laboratory weekly.
- g. Students with problems regarding the material will receive individual attention from the professor, and/or a student tutor if required. Special materials for the student will be made by the professor if necessary or additional materials in the lab will be used.
- h. Audio-visual materials will be used when applicable.

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

- ✦ ~~review material covered in SPAN 151~~
- ✦ ~~comparing and contrasting with comparatives and superlatives~~

EXHIBIT B - 10

- ✦ ~~talking about ongoing actions with the present progressive tense~~
 - ✦ ~~the contrast between the verbs ser and estar~~
 - ✦ ~~talking about seasonal activities with stem-changing verbs~~
 - ✦ ~~talking about daily activities with reflexive verbs~~
 - ✦ ~~talking about past activities with the preterite~~
 - ✦ ~~talking about past activities with stem-changing verbs in the preterite~~
 - ✦ ~~talking about past activities with irregular verbs in the preterite~~
 - ✦ ~~avoiding repetition with direct object pronouns~~
 - ✦ ~~expressing negation with negative words~~
 - ✦ ~~making generalizations with indefinite words~~
 - ✦ ~~describing the past with the imperfect tense~~
 - ✦ ~~describing the past with irregular verbs in the imperfect tense~~
 - ✦ ~~expressing knowledge and familiarity with the verbs saber and conocer~~
 - ✦ ~~indicating location with demonstrative adjectives~~
 - ✦ ~~talking about the past with verbs that change meaning in the preterite.~~
 - ✦ ~~literature, economy, art and history of the Hispanic people~~
 - ✦ ~~different racial and ethnic groups in Spanish speaking countries and USA~~
- a. *Household Matters*
 - *Family relationships*
 - *Parts of a house*
 - *Pronunciation: Spanish "j" and "g" (before "e" or "i") and "h"*
 - b. *In a Hotel*
 - *Checking in at a hotel*
 - *Asking about accommodations*
 - *Tourism*
 - *Pronunciation: Spanish "ll"*
 - c. *On Errands*
 - *Banking*
 - *Running errands*
 - *Flowers*
 - *Pets*
 - *Pronunciation: Spanish "l," "r," "rr," and "z"*

EXHIBIT B - 10

- d. *Birthday Dinner*
 - *Shopping for groceries*
 - *Preparing a meal*
 - *Daily routines*
 - *Pronunciation: Intonation*
- e. *Finding an Apartment*
 - *Renting an apartment*
 - *Home furniture and appliances*
 - *Pronunciation in context*

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate,
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EXHIBIT B - 10

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

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-11

EXHIBIT B - 11

HEHP 182: Fitness Measurement is recommended for termination. It is not required in any degree program.

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

1. ~~COURSE PREFIX, NUMBER AND TITLE: HEHP 182: Fitness Measurement~~

2. ~~SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)~~

Lecture—Lab

3. CATALOG DESCRIPTION

~~Introduction to measurement, evaluation, test construction, and elementary statistical computation techniques in the Health and Physical Education professions. Interpreting test results and finds through the elements of scientific authenticity and basic statistical techniques.~~

4. ~~PREREQUISITES: MATH 156 or background in Statistics~~
~~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:

~~A Guide to Labor Demand Occupations in New Jersey (1995) indicates that Health and Physical Education professions are demand occupations in all regions of the state. According to the Occupational Outlook Handbook (1994-95), "employment of recreation workers is expected to grow faster than the average for all occupations through the year 2005 as growing numbers of people possess both leisure time and money to purchase leisure services. Growth in these jobs will also be due to increased interest in fitness and health and rising demand for recreational opportunities for older adult in senior~~

EXHIBIT P - 11

~~centers and retirement communities. Job growth will also occur in the commercial recreation industry composed of athletic clubs, camps, sports clinics and swimming pools."~~

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) 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	

EXHIBIT B - 11

- 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 De Status (Place "U" in box)
Georgian Court University				
Kean University				
Monmouth University				
Richard Stockton College				
Rowan University				
Rutgers—New Brunswick				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal):
- v. If not transferable to any institution, explain:
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- Ocean County College espouses goals which include developing the understanding of health and well being necessary to confront the challenges facing individuals, families and communities:
- e. Mark with an "x" the General Education goal(s) addressed by this

EXHIBIT B - 11

course:

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

~~7. SPECIFIC COURSE LEARNING OBJECTIVES~~

~~Students who successfully complete this course will be able to:~~

- ~~a. Give a historical and present-day overview of

 - physical fitness measurement
 - motor performance measurement
 - nutrition and diet analysis~~
- ~~b. Deal effectively with the statistical techniques related to fitness measurement.~~
- ~~c. Select and construct test formats appropriate to the measurement and evaluation of fitness.~~
- ~~d. Use effectively laboratory measurement instruments assessing vital lung capacity, heart rate, flexibility, cardiovascular fitness, and relative and absolute strength and power.~~

~~8. METHODS OF INSTRUCTION~~

~~Practical skill development and assessment~~

~~Lecture, group work, research material, and field testing.~~

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

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

~~Fitness measurement instruments~~

~~10. TENTATIVE TOPICAL OUTLINE~~

~~Week Topics~~

EXHIBIT B - 11

- settings
- ~~1-Introduction to Measurement and Evaluation~~
 - ~~a. current trends~~
 - ~~b. uses in school and non-school~~
 - ~~2-Basic Statistics~~
 - ~~a. measures of central tendency~~
 - ~~b. frequency distributions~~
 - ~~c. measures of variability~~
 - ~~d. standard scores~~
 - ~~e. analysis of variation~~
 - ~~3-Test Selection~~
 - ~~a. validity~~
 - ~~b. variability~~
 - ~~c. reliability~~
 - ~~4, 5, 6 Cardiovascular Evaluation~~
 - ~~a. blood pressure~~
 - ~~b. heart rate~~
 - ~~c. stress testing—electrocardiograph~~
 - ~~d. Cholesterol Testing—Glucose—~~
 - ~~(EKG)~~
 - ~~Triglycerides (Reflotron)~~
 - ~~7-Field Tests of Fitness~~
 - ~~a. cooper~~
 - ~~b. rockport~~
 - ~~c. biological age~~
 - ~~d. Harvard~~
 - ~~8-Analysis of Cardiac Risks Factors~~
 - ~~a. Framingham Study~~
 - ~~b. Metropolitan Life Insurance~~
 - ~~c. Harvard Study~~
 - ~~9-Respiratory Evaluation~~
 - ~~a. mechanics of breathing~~
 - ~~b. breath sounds~~
 - ~~c. spirometry~~
 - ~~10 & 11 Nutrition and Diet Analysis~~
 - ~~Analysis of Body Composition~~
 - ~~a. body fat~~
 - ~~b. skin-fold calipers~~
 - ~~c. anthropometric assessment~~
 - ~~d. futrex~~
 - ~~12-Analysis of Muscular System~~
 - ~~a. Type 1 muscle fibers~~
 - ~~b. Type 2 muscle fibers~~
 - ~~c. somatotyping—Sheldon~~
 - ~~1. ectomorph~~
 - ~~2. mesomorph~~

EXHIBIT B - 11

- ~~3. endomorph~~
- ~~d. muscle biopsy~~
- ~~13 Analysis of Muscle Strength and endurance~~
 - ~~a. AAHPERD~~
 - ~~b. dynamometers~~
- ~~14 Analysis of Flexibility — Range of Motion~~
 - ~~a. sit and reach~~
 - ~~b. Kraus — Weber~~
 - ~~c. goniometers~~
- ~~15 Evaluation — Exam — Projects~~

~~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-12

POLICY**1. Grading System**

The following grading system is used:

<u>GRADE</u>	<u>STANDARD</u>	<u>QUALITY POINTS</u>	<u>EARNED</u>	<u>ATTEMPTED</u>
A	Excellent	4.0	X	X
B+	Very Good	3.5	X	X
B	Good	3.0	X	X
C+	Above Average	2.5	X	X
C	Average	2.0	X	X
P	Passing (Not for Credit)	n/a		
*P	Passing (for Credit)	n/a	X	
D	Pass/Below average	1.0	X	X
F	Failure	0		X
I	Incomplete	0		X

UNEARNED GRADES

R	Registered for Audit	n/a
T	Transfer	
W	Withdraw	n/a
CR	Credit	n/a
NC	No Credit	n/a

Semester hours of credit in which a grade of A, B+, B, C+, C, D, or *P has been received are defined as "earned" semester hours. Quality points are earned for A, B+, B, C+, C, or D grades and, thus, affect the cumulative grade point average.

Semester hours of credit in which a grade of A, B+, B, C+, C, D, or F has been received are defined as "attempted" semester hours. These grades count as attempted hours in computing the cumulative grade point average.

Grades of P, R, T, CR, NC, or W are neither "earned" nor "attempted." These do not affect the cumulative grade point average.

2. Grade of "I" (Incomplete)

The grade of "I" (Incomplete) may be awarded by an instructor if he/she approves a written request received from the student no later than the day of the final examination. A valid reason for the request must be offered. The faculty member must respond to the student via email. If he/she approves the request, he/she must provide a plan and specific deadlines for the completion of the work. Approval of the request will allow 30 days from the beginning of the next regular semester for the work to be completed. If the student is enrolled in a course for which the "I" grade course is a pre-requisite, however, the work for the incomplete course must be made up by the fifth day of the next regular semester or the student must withdraw from the higher level course. Extensions in both cases may be granted by the instructor with the consent

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of the Vice President of Academic Affairs. When the work is completed, the permanent grade will be recorded by the instructor and a corrected grade report will be prepared. If the work is not completed by 30 days into the next semester or by the extension date as granted, the grade of "F" will automatically be recorded. Faculty must maintain a record or file of students' written requests for "I" grades. Note: See Section 8 for specific information regarding "I" grades assigned in NURS courses.

3. Grade of "R" (Registered for Audit)

The grade of "R" (Registered for Audit) will be recorded if the student so requests at the time of registration or during the "add" period and the instructor approves. Students registered for audit are expected to participate in all course activities but receive no credit. Any course for which a student receives an "R" may not be used as a prerequisite. In special circumstances, a student may appeal in writing to the Academic Standards Committee for permission to change to audit, if passing. No student may change from audit to credit. A student may change from credit to audit with the permission of the instructor. An instructor may request the Vice President of Academic Affairs to administratively withdraw a non-contributing or non-participatory audit student and assign a grade of "W." Students may not audit courses in which they have an "I" grade.

4. Grade of "W" (Withdrawal)

The grade of "W" will be assigned when a student withdraws or is administratively dropped from a course in accordance with College policy (see Procedure).

5. President's Honor List

The President's Honor List is official recognition by the faculty of outstanding academic achievement. A student who has completed a minimum of 12 credits, with a semester grade point average of 3.50 or better and no grade lower than a "C" in that semester, qualifies for this honor. The President's Honor List is compiled each semester, including the summer session. Part-time students are eligible for this honor at the completion of 16, 32, 48 and 64 credit hours respectively, with a cumulative grade point average of 3.50 or better.

Enrollment on a full-time or part-time basis does not have to be maintained during consecutive semesters to qualify. If a student stops attending for one semester or more, the cumulative average will be the determinant.

6. Pass/No Credit

A full-time student who has completed his/her freshman year may register for one free elective course outside of his/her major field on a pass-no credit basis each semester beginning with his/her third semester. A part-time student who has earned a minimum of 28 semester hours of credit may register on a pass-no credit basis for one elective course during any succeeding semester for a maximum of three courses. Students so registered shall be expected to complete all course requirements. The grade of "P" will be recorded for successful completion of each course with semester hours of credit applied toward degree. A grade of "NC," No Credit, will be used to indicate unsuccessful completion of the course and will appear on the permanent record. In neither case will the cumulative grade point average be affected.

~~7. College Honors Program~~

~~Students officially enrolled in the College Honors Program who have earned a "C" or "D" grade in any course will be given two options:~~

~~a. To accept the grade earned; or~~

~~b. To accept a "P" at the discretion of the instructor.~~

~~Should a student select option b more than one time, he/she will automatically be dropped from the Honors Program.~~

7. Academic Honors Recognition

The college offers talented, motivated students an opportunity to earn an Academic Honors Recognition (AHR). Students must receive approval of the Honors Program Coordinator in order to pursue this recognition.

To receive the recognition, students must do the following:

- Participate actively in an OCC honor society (such as Phi Theta Kappa, Phi Beta Lambda, Psi Beta, or Mu Alpha Theta) or in a college or community service organization.
- Complete the following courses with a minimum grade of "B":
 - HONR 280: Honors Interdisciplinary Seminar (3 cr.)
 - HONR 281: Honors Research Project (1 cr.)
- Maintain a 3.5 GPA

The two honors courses noted above will be identified on students' transcripts. Students will also receive a letter from the Ocean County College President congratulating them on their achievement.

8. Nursing Program

Students enrolled in NURS courses receive an "I" grade if they are in the remediation phase of Contemporary Nursing (NURS 275). If the remediation phase of NURS 275 is not made up within 30 days into the next semester, a grade of "F" in the course will automatically be recorded.

In order to fulfill program requirements, students enrolled in the Nursing Program must obtain at least a "C" in all the courses listed in the Nursing Program curriculum guide, including NURS and BIOL courses and courses satisfying the OCC and general education requirements. A "D" in these courses (like an "F") is a non-passing grade.

A student receiving his/her first non-passing grade in any NURS course (clinical or non clinical) may repeat the course only once. If unsuccessful on the second attempt, the student is dismissed from the nursing program.

If a student achieves a second non-passing grade in a subsequent clinical NURS course (NURS 175, 176, 273, 274), he/she will fail out of the Nursing Program.

A student who has failed out of the nursing program due to academic (as opposed to clinical) performance may automatically apply for readmission.

A student who has failed out of the nursing program due to clinical performance in at least one NURS course cannot automatically reapply to the program but may contact the Nursing Program administrator for consideration on a case by case basis.

Readmission to the nursing program provides two options:

Option I

A student may reapply to the nursing program one time only after retaking Anatomy & Physiology I (BIOL 130), Anatomy & Physiology II (BIOL 131), and Student Success (ACAD 155) as Ocean County College face-to-face courses. A student must satisfy any new and /or additional requirements prior to acceptance.

3

Option II

A student may reapply to the nursing program one time only after successfully achieving an LPN license. A student must satisfy any new and/or additional requirements prior to acceptance. This student would be eligible to apply to the Traditional, OSOL or Career Mobility tracks. Upon acceptance into the program, the student must repeat all NURS courses regardless of any prior successful grades. A nursing student can appeal his/her grade or dismissal from the program in writing to the Appeal Board of the Nursing Program (see the Nursing Student Handbook).

9. Developmental Courses

A passing grade for courses designated as developmental is "C" or better. These courses may not be used for credit toward graduation.

ADOPTED: August 26, 1968
Revised: December 21, 1970
Revised: January 22, 1973
Revised: March 26, 1973
Revised: June 23, 1975
Revised: June 17, 1976
Revised: June 23, 1978
Revised: January 22, 1979
Revised: June 4, 1979
Revised: August 25, 1980
Revised: January 26, 1981
Revised: August 24, 1981
Revised: April 26, 1982
Revised: December 13, 1982
Revised: June 27, 1983
Revised: January 26, 1987

Revised: June 22, 1987
Revised: January 22, 1990
Revised: May 29, 1990
Revised: March 25, 1991
Revised: March 23, 1992
Revised: April 22, 1996
Revised: May 27, 1997
Revised: February 28, 2000
Revised: November 20, 2000
Revised: January 28, 2008
Revised: August 25, 2008
Revised: December 1, 2008
Revised: August 24, 2009
Revised: June 28, 2010
Revised: July 25, 2011
Revised: January 28, 2013

EXHIBIT B-13

TECHNICAL STUDIES A.A.S. Degree Program – Computer Technology Option – Effective Catalog Year 2011-2012 2013-2014

The AAS in Technical Studies degree program is designed to give college credit for work experience while individuals prepare for career advancement. In this individualized and flexible program, up to 20 credits may be awarded for work experience, including military experience, trade/proprietary school preparation, apprenticeship programs, and on-the-job training.

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

First Semester

ENGL 151	English I	3 cr.
MATH 168	Technical Mathematics	3 cr.
Math 156	Introduction to Statistics	3 cr
CSIT 110	Computer Literacy	3 cr.
	Computer Technology Option Electives	<u>6 cr.</u>
		15 cr.

Second Semester

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

Third Semester

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

Fourth Semester

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

Total Credits 66

Note: cr. (credit) = semester credit hour

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

Industrial/Technical Option

Students select from among the following courses as approved by a dean or faculty advisor:

Graphics for Civil Technicians I (CVET-181)
 Graphics for Civil Technicians II (CVET-182)
 Construction Methods and Materials (CVET-161)
 Applied Mechanics (CVET-151)
 Mechanics of Materials (CVET-152)
 Surveying I (CVET-123)
 Surveying II (CVET-124)
 Design of Structures (CVET-231)
 Design of Concrete (CVET-232)
 Soil Mechanics and Foundations (CVET-241)
 Hydrology and Hydraulics (CVET-254)
 Land Development and Site Planning (CVET-256)
 Project Planning and Control (BCET-124)
 Construction Methods and Pricing for Estimating (BCET-134)
 AutoCAD 2-D Basic I (ENGR-191)
 AutoCAD 2-D Basic II (ENGR-192)
 Geographic Information Systems (ENGR-196)
 AutoDesk Inventor (ENGR-198)
 Introduction to Computer Game Development (CSIT-115)
 Introduction to Visual Basic (CSIT-160)
 Computer Programming I (CSIT-171)—

Computer Technology Option

Students select computer science courses from the following list as approved by a dean or faculty advisor:

Introduction to Computer Game Development (CSIT-115)
 Integrated Office Software (CSIT-123)
 Intermediate Spreadsheet and Database (CSIT-126)
 Introduction to Computer Organization (CSIT-140)
 Introduction to Visual Basic (CSIT-160)
 Computer Programming I (CSIT-171)—
 Computer Programming II (CSIT-172)
 Networking Essentials (CSIT-184)-

Computer Technology Option Electives

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

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

CSIT 131: Multimedia for Web
CSIT 133: Web Develop Fundamentals
CSIT 160: Introduction to Visual Basic
CSIT 165: Programming I
CSIT 184: Networking Essentials
ECON 151: Macroeconomics Principles
ECON 152: Microeconomics Principles
ECON 153: Contemporary Econ Issues

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

EXHIBIT B-14

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

The AAS in Technical Studies degree program is designed to give college credit for work experience while individuals prepare for career advancement. In this individualized and flexible program, up to 20 credits may be awarded for work experience, including military experience, trade/proprietary school preparation, apprenticeship programs, and on-the-job training.

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

First Semester

ENGL 151	English I	3 cr.
MATH 168	Technical Mathematics	3 cr.
Math 151	Survey of Mathematics	3 cr
CSIT 110	Computer Literacy	3 cr.
_____	Industrial/Technical Option Electives	<u>6 cr.</u>
		15 cr.

Second Semester

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

Third Semester

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

Fourth Semester

_____	Professional Core Transfer Credits Awarded for Work Experience OR Industrial/Technical Option Electives OR Computer Technology Option Electives	up to 20 cr.
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TOTAL CREDITS: 66

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval Date: November 7, 2005
NJ Presidents Council Approval: April 17, 2006

Industrial/Technical Option

Students select from among the following courses as approved by a dean or faculty advisor:

CVET 181 — Graphics for Civil Technicians-I
CVET 182 — Graphics for Civil Technicians-II
CVET 161 — Construction Methods and Materials
CVET 151 — Applied Mechanics
CVET 152 — Mechanics of Materials
CVET 123 — Surveying-I
CVET 124 — Surveying-II
CVET 231 — Design of Structures
CVET 232 — Design of Concrete
CVET 241 — Soil Mechanics and Foundations
CVET 254 — Hydrology and Hydraulics
CVET 256 — Land Development and Site Planning
BCET 124 — Project Planning and Control
BCET 134 — Construction Methods and Pricing for Estimating
ENGR 191 — AutoCAD 2-D Basic-I
ENGR 192 — AutoCAD 2-D Basic-II
ENGR 196 — Geographic Information Systems
ENGR 198 — AutoDesk Inventor
CSIT 115 — Introduction to Computer Game Development
CSIT 160 — Introduction to Visual Basic
CSIT 171 — Computer Programming-I

Computer Technology Option

Students select computer science courses from the following list as approved by a dean or faculty advisor:

CSIT 115 — Introduction to Computer Game Development
CSIT 123 — Integrated Office Software
CSIT 126 — Intermediate Spreadsheet and Database
CSIT 140 — Introduction to Computer Organization
CSIT 160 — Introduction to Visual Basic
CSIT 171 — Computer Programming-I
CSIT 172 — Computer Programming-II
CSIT 184 — Networking Essentials

Industrial/Technical Option Electives

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

CHEM 180: Introductory Chemistry
CSIT 115: Introduction to Computer Game Development
CSIT 123: Integrated Office Software
CSIT 160: Introduction to Visual Basic
~~*CVET 123: Surveying I*~~
~~*CVET 161: Construction Methods and Materials*~~
~~*CVET 151: Applied Mechanics*~~
ECON 151: Macroeconomics Principles
ECON 152: Microeconomics Principles
ECON 153: Contemporary Economic Issues
ENGR 181 Graphics for Engineers I
ENGR 191: AutoCAD 2-D Basic I
ENGR 192: AutoCAD 2-D Basic II
ENGR 198: AutoDesk Inventor
ENGR 221: Engineering Statics
ENGR 222: Engineering Dynamics
ENGR 225: Design of Material Structures
PHYS 171: General Physics I
PHYS 172: General Physics II

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: December 6, 2010