

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: January 20, 2010

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, January 25, 2010**:

1. Recommend approval of the following items accepted by the College Senate at its meetings on November 18 and December 2, 2009, and January 6, 2010:
 - a. New course:
 - 1) HEBR 151, Elementary Modern Hebrew I (**Exhibit B-1**)
 - 2) HIST 268, History and Culture of the Jewish People (**Exhibit B-2**)
 - b. Revised courses:
 - 1) ENGL 151, English I (**Exhibit B-3**)
 - 2) PHAR 101, Pharmacology Principles and Calculations (**Exhibit B-4**)
 - c. Revised certificate program:
 - 1) Paralegal Studies Certificate of Proficiency (**Exhibit B-5**)
 - d. Revised degree program:
 - 1) A.A. Degree in Digital Mass Media – Broadcast/Production Option (**Exhibit B-6**)
 - 2) A.A. Degree in Digital Mass Media – Journalism Option (**Exhibit B-7**)
 - 3) A.A. Degree in Liberal Arts (**Exhibit B-8**)
 - 4) A.A.S. Degree in Interpreter Training – English Interpreting (**Exhibit B-9**)
 - 5) A.A.S. Degree in Nursing (**Exhibit B-10**)

e. Revised policies:

- 1) Policy #5124, Students, Admission, Readmission (**Exhibit B-11**)
- 2) Policy #5132, Students, General Requirements (**Exhibit B-12**)
- 3) Policy #5156, Students, Academic Standards, Unsatisfactory Academic Progress (**Exhibit B-13**)

2. Recommend revision of the following policy:

- a. Policy #5325, Students, Tuition and Fees, Senior Citizens (**Exhibit B-14**)

EXHIBIT B-1

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: HEBR 151: Elementary Modern Hebrew I

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

3. CATALOG DESCRIPTION

Through reading, writing, listening, and speaking, this beginner's course introduces the basic elements of the Hebrew language and the acquisition of the rudimentary elements of the Hebrew alphabet, pronunciation, grammar, and syntax. No prior knowledge of Hebrew is required.

4. PREREQUISITES: COREQUISITES: None

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

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

6. JUSTIFICATION

1. Describe the need for this course.

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

2. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement?

☒ yes ☐ no

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

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

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

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

☐ Elective

3. Related courses in other institutions

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
County College of Morris	Elementary Modern Hebrew I	HBR 111	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University	No course code or title listed – 3 cr.	Gen Ed Elective		
Kean University	HEBR 1101: Elementary Hebrew I – 3 cr.	Gen Ed Humanities		

Monmouth University	FO 001- 100-level language elective – 3 cr.	Gen Ed – Cross Cultural		
Richard Stockton College	LANG EC – Foreign Language Elective – 3 cr.	Gen Ed – Humanities & Multicultural		
Rowan University	LANG 05076 - Elementary Hebrew I - 3 cr.	Gen Ed – Humanities & Language		
Rutgers – New Brunswick	01500101 – Elementary Hebrew I – 3 cr.	Gen Ed - Humanities		

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Demonstrate knowledge of basic vocabulary for reading Hebrew.
- b. Understand fundamentals of Hebrew language grammar and syntax level
- c. Demonstrate ability to speak and write elementary sentences and paragraphs in Hebrew
- d. Understand conversational Hebrew, including idiomatic expressions, at a fundamental level

8. METHODS OF INSTRUCTION

Lecture, Audio, interactive conversations, appropriate textbook with exercises, handouts, drills in listening, reading, and writing

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

Projector and screen; TV/Video software

10. TENTATIVE TOPICAL OUTLINE

- Getting Acquainted: Greeting and Introduction
- Recognizing all 22 letters in block and writing the letters in cursive script.
- Reading Hebrew vocabulary with and without vowels.
- The Prepositions b', m'
- Student Life (college, home and work environment)
- Forming masculine and feminine singulars and plurals in nouns, adjectives and verbs in present tense.
- Use of the definite article with nouns and adjectives.
- The Prepositions et
- Daily Activities (the weekend, family and friends)
- Infinitives
- Introducing the Present Tense
- The Preposition shel and im
- Food, Meals and Restaurants
- Numbers (feminine form)
- Numbers (in the context of telling time, age, prices, telephone numbers)
- Grammar and conjugation drills used within the context of the sentence.
- Introducing Past Tense
- Transportation and Schedules
- Grammar and conjugation drills used within the context of the sentence.
- Introducing Future Tense

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

Homework, tests, and quizzes are integrated throughout the semester. A minimum of three major examinations and one major written assignment, or the equivalents is required. Students must pass a final oral exam with a minimum grade of 80%.

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-2

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: HIST 268: History and Culture of the Jewish People
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
(lecture / lab)
3. CATALOG DESCRIPTION

Using an interdisciplinary approach, and topics that will vary semester to semester, this course will introduce students to Judaism with emphasis on the historical, social and cultural dimensions of Jewish life including customs and beliefs, music, art, film, and literature.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: None
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: ___ vocational x non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

In accordance with OCC's commitment to providing a welcoming environment that celebrates diversity and our educational mission to equip students with the knowledge and familiarity necessary to succeed in a diverse world community, this course is long overdue. The shifting demographics of Ocean County, specifically the growing Jewish population, are reflected in our changing and diverse student body. The course will enable students of all ethnic and religious backgrounds to have a deeper and more nuanced understanding of, and appreciation for, Jewish culture. Students will learn to appreciate the contribution and influence of Jewish culture to the American cultural and artistic landscape.

- b. Relationship to courses within the College

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

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

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

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

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

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
County College of Morris	History of the Jewish People	HIS 208	3 cr.	

- ii. If "None" was inserted, please explain.
 iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students. Because no NJ community college offers a course in Jewish Culture, the transferability of the County College of Morris course noted above is used in the charts below.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University				Not yet evaluated
Kean University	HIST X 1003: No title given – 3 cr.	Free Elective in History – Not a Gen Ed		
Monmouth University			No	
Richard Stockton College	HIST EC – Historical Studies Elective	Gen Ed – Humanities & History		
Rowan University	HIST 05075 No title given – 3 cr.	History Elective – Not a Gen Ed		
Rutgers – New Brunswick				Not yet evaluated

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

This course supports the Academic Master Plan's intent to appreciate diversity and develop learners who are gaining "a deep understanding of one's self and respect for complex identities, histories, and cultures of others." Because the act of questioning and debate is central to Jewish tradition, Jewish cultural studies is also an excellent venue in which students can hone their capacity for clear, thorough, and independent thought.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Gain a deeper and more nuanced understanding of Jewish culture including beliefs, practices, and customs, as well as art, film, writings, music.
- b. Recognize the contribution to and impact of Jewish ideas and arts on American culture, and the impact of America on Jewish culture.
- c. Appreciate Jewish cultural studies as a legitimate and worthy academic discipline and understand the challenges of American pluralism and the resilience of the Jewish people and culture as seen through various artistic modes of expression.
- d. Pursue cultural analysis in discussion, research, and written presentation
- e. Appreciate early Jewish theatre, radio, and TV as a vibrant expression of the immigrant experience and the contribution of stars such as Molly Picon, Al Jolson, and Fanny Brice.
- f. Appreciate a broad spectrum of Jewish music and key genres (Eastern European, Sephardic, Flok, Klezmer, Synagogue and Cantorial, Broadway and Concert) and how they have influenced and transformed the American music scene
- g. Understand how Jewish art reflects and rich and varied heritage and experiences in the new world by integrating mystical, religious, and secular themes and symbols in paintings, sculpture, photography, and ceremonial objects
- h. Gain insight into what's "Jewish" about "Jewish" humor and understand the role of comedy as keystones to Jewish character as well as a mirror of culture.
- i. Identify major and recurring themes in Jewish art, music, film, theatre, and writings including exile and assimilation, cultural and political marginality, alienation, identity, and the Holocaust.

8. METHODS OF INSTRUCTION:

Lecture, PowerPoint, film (documentary and fiction), music, handouts, guest lecturers

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

Text: A current text will be selected. Please contact the department for current adoptions.

10. TENTATIVE TOPICAL OUTLINE

- Who are the Jews? Overview of Judaism's beliefs, customs, and practices including sacred texts (Tanach, Torah, Talmud) and contexts
- From Shtetl to Ghetto and Beyond: Eastern European shtetl history, exile and immigration to the new world (specifically NY's lower east side, the icon standing for the Jewish experience in America). Readings, *Daily Forward*, film, documentaries as chronicles of ghetto life and the immigrant experience/dilemma. Movies include *Hester Street* and *Fiddler on the Roof*.
- The World's a Stage: From Hester Street to Broadway in Theatre, Film, and Song: How film and theatre fictionalize or document Jewish culture and the immigrant experience. We will trace the rich history of Jewish theatre from its early roots in east Europe Purim plays and Goldfaden's Yiddish theatre to its heyday in America and the two golden ages on Broadway. We will hear recordings from the musicals, Yiddish songs, musical theatre, and clips from a rare film starring Molly Picon
- Exploring Traditional Jewish Music: Lectures and recordings covering a broad spectrum of musical styles and genres from Sephardic, folk, cantorial, liturgical, and klezmer through Bernstein's famous *Kaddish Symphony*.
- Framing a Culture through its Art: Overview of major and variegated genres and styles of Jewish art including paintings, wall hangings, calligraphy, ceremonial objects, and photography that define a culture, construct an identity of self and community, and "translate" the Holocaust.
- Jewish Humor and Borscht Belt Shatuck – or "Take my Wife Please." What's Jewish" about Jewish humor? We will see how the comedy routines of Woody Allen's early years, Micki Katz, and Avi Hoffman et al reflect the Jewish culture and character with themes such as family love (and torment), self-denigration, love of learning, relations with g-d, assimilation, discrimination, intermarriage, etc. We will view an episode of the classic TV show *The Goldbergs*.

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Three short papers, one exam, group presentations

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-3

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF ENGLISH AND LITERATURE

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

Students will compose and revise expository essays totaling 3500 words, minimum. Through a series of primarily text-based writing assignments, the course reinforces and stresses the further development of critical reading and thinking, the writing process, and information literacy. *In writing argumentative essays, students engage in ethical reasoning as they formulate judgments based on fact and inference.*

4. PREREQUISITES:

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

COREQUISITES: None

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

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

6. JUSTIFICATION

- a. Describe the need for this course.

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

- b. Relationship to courses within the College:

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

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

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

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

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

___ Elective

c. Related courses in other institutions:

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

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

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

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

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

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

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

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

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

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

- d. Information Literacy—to further develop skills in gathering and analyzing information from a variety of sources, especially the library, the Internet, and other media.
- e. Speaking*—to acknowledge the importance of discussion and class participation to development in writing, reading, and critical thinking; to understand useful ways of contributing to discussions and talking about texts; to recognize how to use language appropriately in varying situations.
- f. Listening*—to develop active listening practices that use lecture and discussion to generate complex interpretations of texts and gain insight into writing practices; to appreciate and understand diverse points of view, both inside and outside the classroom.
- g. *Ethical Reasoning—to engage in ethical reasoning while moving from fact to inference to judgment when developing argumentative essays.*

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

8. METHODS OF INSTRUCTION:

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

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

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

10. TENTATIVE TOPICAL OUTLINE:

- a. Introduction and Course Objectives
- b. Writing Instruction: ENGL 151 is a course that develops a cluster of related communication skills through instruction and practice in the writing process. Since these skills are taught in an integrated manner rather than discretely, a specific course outline is created by each instructor. Students will write 4-6 essays (totaling 3500 words, minimum) of increasing complexity, including at least one in-class essay and at least one documented essay based on multiple sources. These essays practice a primarily text-based composing process that emphasizes revision. Through the process of planning, writing, and revising essays, students will complete assignments that develop competence in these essential communication skills: writing, reading, critical thinking, information literacy, speaking, and listening.
- c. Content Units: To provide for special interests of students and instructor, short study units of linguistics, mass media, public speaking, etc. may be presented. Extended study of literature is not appropriate to ENGL 151, although limited short fiction or poetry assignments may be used to generate discussion or motivate writing assignments, or serve as a bridge to ENGL 152.

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

- a. In general, essays of increasing complexity in various modes (description, narration, exposition, and argumentation) will be assigned. Expository writing will be emphasized.
- b. Students will write a minimum of 3500 words during the semester, including 4-6 essay assignments.
- c. At least one of the assignments will include library or Internet research, source synthesis, and MLA documentation.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Revised: Sept.1977: E. Hoag
 Spring 1985: J. Hubbs (Review)
 Mar. 1989: J. Hubbs
 Mar. 1990: N. Bosley
 Spring 1994: English Faculty, J. Hubbs
 Spring 1997: J. Hubbs, W. Maxymuk, E. Mitchell, G. Perabo
 Spring 2003: J. Hubbs (Review)
 Fall 2004: J. Angona, D. Bordelon, J. Hadley, E. Mitchell, L. Prothers, K. Veselits
 June 2006: J Angona, G. Perabo
 Board of Trustees Approval Date: November 6, 2006
 Board of Trustees Approval Date: April 28, 2008

EXHIBIT B-4

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

1. COURSE NUMBER AND TITLE: PHAR 101: Pharmacology Principles and Calculations

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

3. CATALOG DESCRIPTION

This course will introduce the pharmacological approach to medication dosage and calculations. The course will introduce how to interpret doctors' orders, and the student will obtain formulas to analyze and successfully calculate medication orders. The importance of application and safe medication administration will be stressed throughout the course.

4. PREREQUISITES: MATH ~~165~~ 156 with a grade of "C" or better
COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 Course Fee Code: 2
DIFFERENTIAL FUNDING CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING: X vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This Pharmacology Principles and Calculations course will provide a systematic, organized approach to solving problems associated with safe medication administration. It will focus on multiple mathematical formulas with the use of dimensional analysis, enable students to conceptualize and convert with greater accuracy, and, thus, promote consistency in medication dosage calculations.

Pharmacology will be discussed and related to the individual systems. This pharmacological approach will increase the student's knowledge of the therapeutic management and side effects of medications. The nurse's role in the application of safe medication administration related to the care of patients of all ages in multiple settings will be discussed. Cultural diversity will be discussed related to disease and medication administration. Because confidence and accuracy in drug dosage calculation continues to be a problem for nursing students, all efforts should be made to implement and evaluate strategies that could eliminate this deficiency.

b. Relationship to courses within the College:

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

___ Communication ___ Social Science ___ Lab Science
___ Mathematics ___ Humanities

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

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

___ Group A or ___ Group B

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

___ Program-specific requirement for the following degree program:

X Elective

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

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

If "yes" please explain.

- v. Does this course satisfy the computer literacy requirement? ___ yes X no

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number Of Credits	Comments
Burlington County	Pharmacology	NUR 127	3	

College	Essentials			
THE COLLEGE of NEW JERSEY	Pharmacological Interventions	NUR 200	1	

ii. If “None” was inserted, please explain.

This medication Dosage Calculation course is a course singling out the recognition of “how to” interpret doctor’s orders and accurately calculate conversions between systems with applications of safe medication administration. Presently higher educational institutions incorporate these concepts but do not offer a single focused course on medication dosage calculations.

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

Transferability of Proposed Course				
Institution	Course Title And credits	Transfer Category (Major, General Ed., Or Elective	Will NOT Transfer (Place an “X” in Box)	Unable to Determine Status (Place “U” in Box)
Rutgers – New Brunswick		Elective Restricted		
Georgian Court University		Elective		
Richard Stockton College		Elective (BSN Major Only)		
Monmouth University			X	
Kean University	NURSX1003	Elective		
Rowan University	INTR99081	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 mission, Academic Master Plan, and strategic initiatives of the College:

- This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
- This course is consistent with the following goals of the college as expressed in the Academic Master Plan:

❖ Provide a challenging, coherent, and integrated curriculum, including high

quality instructional and cultural programs for a diverse population of students.

- ❖ Establish a shared commitment to high and meaningful educational and ethical standards.
- ❖ Prepare students for successful transfer to other educational institutions.
- ❖ Prepare students for a rewarding life marked by personal growth and life-long learning.

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

- | | | |
|----------------------------------|--------------------------------------|-----------------------------------|
| <u>X</u> 1. Independent Thinking | <u>X</u> 5. Science & Social Science | <u> </u> 9. Global Perspective |
| <u>X</u> 2. Communication | <u>X</u> 6. Aesthetic Appreciation | <u>X</u> 10. Health & Well Being |
| <u>X</u> 3. Problem Solving | 7. Historical Consciousness | <u>X</u> 11. Civic Responsibility |
| <u>X</u> 4. Ethical Judgment | <u>X</u> 8. Diversity | <u>X</u> 12. Technology |
| | | <u>X</u> 13. Lifelong Learning |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Enhance their study of pharmacology and nursing.
- b. Identify mechanism of action and drug effects.
- c. Identify indications of medication use
- d. Identify side effects and adverse reactions
- e. Describe medication interactions with multi-systems
- f. Identify the abbreviations related to physician's orders and systems of medications
- g. Identify the differences between the three name systems; apothecaric, household, and metric.
- h. Interpret doctor's orders.
- i. Interpret drug labels
- j. Calculate the conversation between the systems of medications
- k. Identify the six rights to medication administration.
- l. Calculate the dosages between the systems with different routes of medications.
- m. Identify the procedure of reconstitution of medications; i.e. liquids, injectables, enterals.
- n. Recognize and calculate weight-based medications for pediatrics.
- o. Identify IV flow rate
- p. Calculate mls./hour and gtt./min.
- q. Calculate IV medications
- r. Titrate and calculate IV medications based on condition, lab results, and weight.

8. METHOD OF INSTRUCTION:

Large group lecture, hands on calculation practice, discussion, and computer assistant CD ROM.

9. INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (Presently Employed vs. New Faculty)

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

10. TENTATIVE TOPICAL OUTLINE:

- a. Orientation and Introduction to Pharmacology related to Body Systems and Abbreviations as well as Medication Dosage and Calculations
- b. Introducing Systems, Household Apothecaric and Metric
- c. Interpreting Drug Labels and Doctor's Orders
- d. Introducing Calculation of Conversion between the Systems
- e. Calculating Dosages between the Systems with Different Routes of Medications.
- f. Reconstruction of Medications (i.e., liquids, injectables, enterals including gastrointestinal medications).
- g. Introduction to Pediatric Calculations
- h. IV Fluid Calculations, including hypertonic, hypotonic and isotonic solutions including respiratory medications and neuro medications.
- i. IV Medication Administration (Titration) including heparin and cardiac medications.

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 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	#7 Course Objectives
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Co- requisites	#10 Tentative Topic Outline

#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#11 Grade Determinants
#6 Justification	#12 Number of Papers and Examinations

Board of Trustees Approval Date: March 23, 2009

EXHIBIT B-5

PARALEGAL STUDIES - Certificate of Proficiency

Effective Catalog Year 2010 - 2011

This curriculum prepares students for the position of paralegal/legal assistant. Students will study law and acquire practical legal skills that are necessary for entry-level employment in a law office. Persons currently working in a law office or in a related environment can upgrade their skills and increase their general and specific knowledge of law. All of the courses in this certificate curriculum can apply to the Associate in Applied Science Degree in Business - Paralegal Studies Option.

ENGL 151	English I	3 cr.
ENGL 152	English II	3 cr.
LAAW 101	Introduction to Law and Legal Assisting	3 cr.
LAAW 104	Introduction to Litigation	3 cr.
LAAW 201	Legal Research and Writing for Paralegals	3 cr.
BUSN 251	Business Law I	3 cr.
	Legal Assistant Electives*	9 cr.
POLI 261	American Federal Government	3 cr.
CSIT 123	Integrated Office Systems	<u>3 cr.</u>
		33 cr.

TOTAL CREDITS 33***Electives:**

ACCT 161	Principles of Accounting I	3 cr.
BUSN 252	Business Law II	3 cr.
BUSN 267	Real Estate Law	3 cr.
BUSN 271	Principles of Management	3 cr.
BUSN 290	Principles of Real Estate	5 cr.
CRIM 254	Constitutional Law and Rules of Evidence	3 cr.
CRIM 255	Criminal Law and Procedure	3 cr.
INTR 290	Internship	3 cr.
LAAW 105	Health Care Law	3 cr.
LAAW 106	Mediation and Conflict Resolution	3 cr.
LAAW 203	Law Office Management	3 cr.
LAAW 204	Estate Administration	3 cr.
LAAW 206	New Jersey Family Law	3 cr.
PSYC 172	General Psychology	3 cr.

Board of Trustees Approval Date: June 18, 2007

EXHIBIT B-6

DIGITAL MASS MEDIA - A.A. Degree Program – Broadcast/Production Option – Effective catalog year 2010-2011

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

FIRST SEMESTER

ENGL 151	English I	3 cr.
_____	Math Gen Ed Requirement	3 cr.
_____	History Gen Ed Requirement ***	3 cr.
COEM 120	Television Production	3 cr.
COMM154	Fundamentals of Public Speaking	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
_____	Math Gen Ed Requirement	3 cr.
_____	Humanities Gen Ed Requirement *	3 cr.
COMM 151	Media Writing I	3 cr.
COEM 220	Advanced Television Production	3 cr.
_____	Social Science Gen Ed Requirement *	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

_____	History Gen Ed Requirement ***	3 cr.
_____	Humanities Gen Ed Requirement *	3 cr.
BIOL 161, CHEM 181, PHYS 171, or PHYS 181	Lab Science Gen Ed Requirement	4 cr.
COMM 172	Communication Law	3 cr.
_____	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	<u>2-3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy**	0-3 cr.
_____	Lab Science Gen Ed Requirement (continue science sequence)	4 cr.
_____	Humanities Gen Ed Requirement *	3 cr.
_____	Social Science Gen Ed Requirement *	3 cr.
COEM 284	Broadcast News Production	3 cr.
_____	Elective (to meet required 64 credits)	<u>0-3 cr.</u>
		16 cr.

TOTAL CREDITS 64-65

Note: cr. (credit) = semester credit hour

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

* Either a Humanities Requirement or a Social Science Requirement should fulfill the Diversity requirement.

One Humanities or Social Science requirement must be chosen from the Diversity category in the list of Approved General Education Courses.

** Students who demonstrate proficiency take an elective from the List of Approved General Education Courses..

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

******Electives**

COMM 281 Mass Communications (3 cr.)	COMM 272 Public Relations and Publicity (3 cr.)
COEM 224 Video Editing & Post Production (3 cr.)	COPH 191 Basic Photography (3 cr.)
COEM 230 Audio Recording for Electronic Media (3 cr.)	COMM 283 Introduction to Radio (3 cr.)

EXHIBIT B-6

GOPH 217 Photojournalism & Picture Editing (3 cr.)	COMM 290 Communication Internship I (3 cr.)
PHIL 190 Introduction to Critical Thinking (3 cr.)	FILM 202 From Literature to Film (3 cr.)
ENGL 153 Creative Writing (3 cr.)	FILM 200 Understanding Film

Board of Trustees Approval Date: September 26, 2005

Board of Trustees Approval Date: May 22, 2006

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: November 5, 2007

Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-7

DIGITAL MASS MEDIA - A.A. Degree Program – Journalism Option – Effective Catalog Year 2010-2011

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

FIRST SEMESTER

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

SECOND SEMESTER

ENGL 152	English II	3 cr.
	Math Gen Ed Requirement	3 cr.
	Humanities Gen Ed Requirement *	3 cr.
COMM 152	Media Writing II	3 cr.
COMM 281	Mass Communications	3 cr.
	Social Science Gen Ed Requirement *	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

	History Gen Ed Requirement ***	3 cr.
	Humanities Gen Ed Requirement *	3 cr.
BIOL 161, CHEM 181, PHYS 171, or PHYS 181	Lab Science Gen Ed Requirement	4 cr.
COMM 172	Communication Law	3 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	<u>2-3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy**	0-3 cr.
	Lab Science Gen Ed Requirement (continue science sequence)	4 cr.
	Humanities Gen Ed Requirement *	3 cr.
	Social Science Gen Ed Requirement *	3 cr.
COEM 284	Broadcast News Production	3 cr.
	Elective (to meet required 64 credits)	<u>0-3 cr.</u>
		16 cr.

TOTAL CREDITS 64-65

Note: cr. (credit) = semester credit hour

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

* Either a Humanities Requirement or a Social Science Requirement should fulfill the Diversity requirement.

* **One Humanities or Social Science requirement must be selected from the Diversity category in the list of Approved General Education Courses.**

** Students who demonstrate proficiency take an elective **from the List of Approved General Education Courses.**

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

****Electives

COEM 120 Television Production (3 cr.)	
GOPH 191 Basic Photography (3 cr.)	COMM 283 Introduction to Radio (3 cr.)
COMM 272 Public Relations & Publicity (3 cr.)	COMM 290 Communication Internship I (3 cr.)
PHIL 190 Introduction to Critical Thinking (3 cr.)	FILM 202 From Literature to Film (3 cr.)
ENGL 153 Creative Writing (3 cr.)	FILM 200 Understanding Film

Board of Trustees Approval Date: September 26, 2005
Board of Trustees Approval Date: May 22, 2006
Board of Trustees Approval Date: August 27, 2007
Board of Trustees Approval Date: November 5, 2007
Board of Trustees Approval Date: January 28, 2008
Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-8

LIBERAL ARTS - A.A. Degree Program – Effective Catalog Year 2010-2011

The liberal-arts program affords the student an opportunity to earn a degree while following a recommended pattern designed to fulfill needs in special interest areas. A student is not required to follow any of these suggested sequences. A general education core is required for an A.A. degree in liberal arts. The core outlined below must be completed, plus elective courses for a minimum total of 64 cr. Students may select a maximum of 6 semester hours of business courses in satisfying the number of elective courses. Suggested courses beyond the core are listed on the following pages. These sequences emphasize areas of interest and are designed to assist students who have decided to transfer into a four year program. They are not requirements for an A.A. degree in liberal arts from Ocean County College.

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

GENERAL EDUCATION CORE REQUIREMENTS**COMMUNICATIONS** 9 cr.

ENGL 151: English I

ENGL 152: English II

COMM 154: Introduction to Public Speaking

HISTORY 6 cr.Two (2) History courses selected from the
List of Approved General Education Courses**HUMANITIES** 9 cr.Three (3) Humanities courses selected from the
List of Approved General Education Courses**DIVERSITY** 3 cr.One (1) Diversity course selected from the
List of Approved General Education Courses
(May count as another general education requirement)**SOCIAL SCIENCE** 6 cr.Two (2) Social Science courses selected from the
List of Approved General Education Courses**MATHEMATICS – SCIENCE – TECHNOLOGY** 12 cr.Students must select one math course, one lab science course,
and one technology course* and complete the 12 cr. requirement
with any additional math, science, or technology course from the
list of Approved General Education Courses.* Students may attempt to "test out" of the technology
requirement. If they succeed, they must take an additional
course(s) in math, science, or technology from the List of
Approved General Education Courses.

OCEAN COUNTY COLLEGE REQUIREMENT

2-3 cr.

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

ELECTIVE COURSES (to total 64 or more cr.)

16-17 cr.

TOTAL CREDITS: 64 cr.

Note: cr. (credit) = semester credit hour

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

SPECIFIC AREAS OF INTEREST AVAILABLE TO AA IN LIBERAL ARTS STUDENTS

~~The AA in Liberal Arts prepares students to further explore specific areas of interest such as those listed below. Students are advised to check the degree requirements listed in catalogs of four-year transfer institutions and/or www.njtransfer.org and to select comparable OCC courses as their electives in preparation for transfer.~~

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

AMERICAN STUDIES

EDUCATION

ENGLISH

EXERCISE SCIENCE / SPORTS MEDICINE / **SPORTS MANAGEMENT**

FILM STUDIES

FINE ARTS

HEALTH AND HUMAN PERFORMANCE TEACHER

HISTORY

~~MODERN LANGUAGES~~

MATHEMATICS

MIDDLE EASTERN STUDIES~~MUSIC EDUCATION—PIANO~~~~MUSIC EDUCATION—VOCAL~~

POLITICAL SCIENCE

PSYCHOLOGY

SOCIAL SCIENCE

SOCIOLOGY

SPEECH AND THEATER

~~WELLNESS, AND HEALTH, PROMOTION~~

WOMEN'S STUDIES

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: August 24, 2009

EXHIBIT B-9

INTERPRETER TRAINING—A.A.S. Degree Program

The AAS in Interpreting is designed to prepare students with American Sign Language skills, an understanding of Deaf culture, knowledge of the interpreter's role and responsibility, theoretical skills in interpreting, and practical experience in interactive settings. Various settings in which the interpreter works are examined in addition to ethical decision making in relation to the role of the interpreter.

Students enrolling in this program learn how to interpret English into American Sign Language as well as American Sign Language into English.

SUMMER SEMESTER I

COMM 104	American Sign Language I	3 cr.
COMM 106	Fingerspelling	3 cr.
COMM 108	American Deaf Culture and History	3 cr.
		9 cr.

FALL SEMESTER I

COMM 105	American Sign Language II	3 cr.
ENGL 151	English I	3 cr.
COMM 154	Fundamentals of Public Speaking	3 cr.
	Math Gen Ed Requirement (MATH 151 or higher)	3 cr.
		12 cr.

SPRING SEMESTER I

COMM 107	American Sign Language III	3 cr.
COMM 109	ASL Syntax and Grammar	3 cr.
ENGL 152	English II	3 cr.
EDUC 178	Introduction to the Education of Exceptional Students	3 cr.
		12 cr.

SUMMER SEMESTER II (12 weeks)

COMM 112	American Sign Language IV	3 cr.
COMM 113	Introduction to Interpreting	3 cr.
		6 cr.

FALL SEMESTER II

COMM 111	Sign to Voice	3 cr.
COMM 115	Interpreting II	3 cr.
COMM 116	Voice to Sign	3 cr.
	Lab Science Gen Ed Requirement	4 cr.
		13 cr.

SPRING SEMESTER II

COMM 117	Interpreting Lab	3 cr.
COMM 118	Specialized Signs	1 cr.
	OCC Requirement: Any course from the	2-3 cr.
	List of Approved General Education	
	Courses or ACAD 155 or any HEHP	
	Course	
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
		12-13 cr.

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval: November 7, 2005

Board of Trustees Approval Date: December 1, 2008

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETING - A.A.S. Degree Program – Effective Catalog Year 2010-2011

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

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

FIRST SEMESTER

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

SECOND SEMESTER

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

THIRD SEMESTER

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

FOURTH SEMESTER

<i>ASLN 260</i>	<i>Interactive Interpreting</i>	<i>5 cr.</i>
<i>EDUC178</i>	<i>Intro to the Ed of Exceptional Students</i>	<i>3 cr.</i>
	<i>OCC Requirement: Any course from the</i>	<i>2-3 cr.</i>
	<i>List of Approved General Education</i>	

<i>Courses or ACAD 155 or any HEHP Course</i>	
<i>Humanities Gen Ed Requirement</i>	<i>3 cr.</i>
<i>Social Science Gen Ed Requirement</i>	<i><u>3 cr.</u></i>
	<i>16-17 cr.</i>

TOTAL CREDITS 64-65

Note: cr. (credit) = semester credit hour

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

EXHIBIT B-10

NURSING - A.A.S. Degree Program – Effective catalog year 2010-2011

Ocean County College's nursing program is a planned, two-year curriculum of classroom study and clinical experience that prepares graduates for employment in the hospital and various health care settings. Successful completion of the program leads to the Associate in Applied Science (A.A.S.) degree and eligibility to take the licensure examination for Registered Nurses in New Jersey.

NURSING DEGREE REQUIREMENTS

Students must complete the following courses with a minimum grade of "C."

- ENGL 151 & ENGL 152: English I & II
- PSYC 172: General Psychology
- BIOL 130 & BIOL 131: Human Anatomy & Physiology 1 & II
- One math course (*except MATH 151*) from the list of Approved General Education Courses (MATH 156 or MATH 165 recommended)
- One Humanities course from the list of Approved General Education Courses
- OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP course.

PROGRAM SPECIFIC COURSES

NURS 175	Nursing I	9 cr.
NURS 176	Nursing II	9 cr.
NURS 174	Nutrition	3 cr.
BIOL 232*	Microbiology	4 cr.
NURS 273	Nursing III	9 cr.
NURS 275	Nursing IV	10 cr.
NURS 274	Contemporary Nursing	2 cr.

* May be taken prior to entering the nursing program.

FIRST SEMESTER

ENGL 151	English I	3 cr.
BIOL 130	Human Anatomy & Physiology I	4 cr.
PSYC 172	General Psychology	3 cr.
NURS 175	Nursing I	<u>9 cr.</u>
		19 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
BIOL 131	Human Anatomy & Physiology II	4 cr.
NURS 176	Nursing II	9 cr.
NURS 174	Nutrition	<u>3 cr.</u>
		19 cr.

THIRD SEMESTER

	Math Gen Ed Requirement	3 cr.
	<i>Any Math course (except MATH 151) from the List of Approved General Education Courses (MATH 156 recommended)</i>	3 cr.
BIOL 232	Microbiology	4 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	2-3 cr.
NURS 273	Nursing III	<u>9 cr.</u> 18 -19 cr.

FOURTH SEMESTER

	Humanities Gen Ed Requirement	3 cr.
NURS 275	Nursing IV	10 cr.
NURS 274	Contemporary Nursing	<u>2 cr.</u> 15 cr.

TOTAL CREDITS 71-72

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval Date: May 29, 2007

Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-11

POLICY

1. Students who have ***not attended the College for two*** interrupted consecutive semesters ~~enrollment in the college~~, summer session excepted, must file a reactivation form with the Admissions and Records Office.
2. A full-time student who has been academically restricted may apply for re-admission as a full-time student after earning a minimum of six semester hours with a grade point average of 2.00 or better during any semester, including the summer sessions, or after remaining disenrolled for a period of one semester, not including the summer sessions.
3. A student, who has been academically dismissed from Ocean County College, shall not be eligible for readmission for a period of one year following the semester in which the dismissal occurred.

ADOPTED: August 26, 1978
Revised: June 26, 1972
Revised: September 17, 1979
Revised: June 27, 1988
Revised: January 25, 2010

REVIEWED: February 5, 1991

EXHIBIT B-12

POLICY

1. All students are expected to register on the dates specified in the College Calendar or as scheduled for pre-registration by the Director of Admissions **Registration** and Records.
2. ~~No courses may be scheduled after the specified late registration period without the explicit approval of the instructor and/or the department administrator.~~
3. ***For the first two days of the semester, students may add a course without faculty consent. From the third day through the attendance census date, faculty must indicate their consent by signing a Drop/Add form. Faculty may refuse if the student has already missed too much work. If the class is full and the faculty member signs the Drop/Add form, he/she must also sign a Course Overload form.***
4. Declarations to "audit" a course must be filed by the student with the instructor and the Office of Admissions and Records prior to the end of the late registration period **term census date**.
5. ~~A student may not repeat for credit a course in which he has received a grade of A, B+, B, or C+, C; and no course may be repeated more than once, except by appeal to the Academic Standards Committee.~~
6. Students may register for no more than 18 semester hours in the fall or spring semester except by recommendation of their faculty advisor and approval of the Vice President of Academic Affairs or his/her representative. Students may register for no more than 11 semester hours in the first five-week summer session or in a combination of the second five-week and the six-week summer session except by recommendation of the Vice President of Academic Affairs or his/her representative.
7. Students who are on academic probation for the current semester may not pre-register or register for the next semester with more semester hours than the limit of their probation, until removed from probation by the Academic Standards Committee. When notified of clearance, such students may add courses to their semester hour load to a limit of 18 semester hours.
8. Any student withdrawing from at least 50% of registered classes for three successive semesters will be considered to be making insufficient academic progress and must be approved by the Academic Standards Committee for continued enrollment.

ADOPTED: August 26, 1968

Revised: June 26, 1972

Revised: February 25, 1974

Revised: August 27, 1979

Revised: March 28, 1983

Revised: May 28, 1991

Revised: February 26, 1996

Revised: April 22, 1996

Revised: February 28, 2000

Revised: November 20, 2000

Revised: January 25, 2010

EXHIBIT B-13

POLICY

1. Academic Warning Notices

Professors have the option of submitting a notice of unsatisfactory progress to students in their classes at any time during the semester in order to advise the student of his or her academic standing in the class.

2. Academic Sanctions f For Unsatisfactory Academic Standards/Progress: **Grade Point Deficiency**

The academic sanctions for failing to maintain satisfactory academic standards/progress may include probation, special probation, academic restriction, and academic suspension. These sanctions will be imposed on students who either fail to earn sufficient grade points or who continue to withdraw excessively from classes. More specifically, any student who has completed 12 or more semester hours with a grade point average below 2.00 ("C" average) will have an academic sanction for grade point deficiency imposed in accordance with the chart below. In addition, any student whose grade point average is below 2.00 or who has failed to earn at least 50 percent of all credits registered for on the official day of counting student enrollment for two or more consecutive semesters during which he/she has attempted at least six credits will have an academic sanction imposed in accordance with the chart below. Where two sanctions apply, the more severe will be in effect.

ACADEMIC STANDARDS/ACADEMIC PROGRESS VIOLATIONS

Grade Point Deficiency

Academic Sanction	<u>Grade Point Deficiency</u> 1-32* 33 or more*		Failure to earn 50% of credits**	Academic Consequence
Probation	1-11	1-11	not applicable	Recommend not to enroll for more than 14 credits
Special Probation	12-20	not applicable	not applicable	Cannot enroll for more than 12 credits (four courses)
Academic Restriction	21 or more	12 or more	for two consecutive semesters of enrollment	Cannot enroll for more than 6 credits (two courses)
Academic Suspension	Academically restricted twice previously		for three consecutive semesters of enrollment or a second two consecutive semesters of enrollment violation	One year suspension from taking credit courses

*Credits attempted

**Credits registered for as of the official day of counting student enrollment

3. Developmental Probation/Restriction/Suspension

A. Developmental Probation

Students who fail to receive a grade of "C" or better in a developmental mathematics course (**MATH 011 or MATH 012**) will be placed on developmental probation.

- i. 4- Full-time students placed on developmental probation will be limited to 12 credits (four courses) and must re-enroll immediately in the developmental mathematics course.
- ii. 2- Part-time students placed on developmental probation must include the developmental mathematics course as part of their course load in the next semester in which they enroll.

B. Developmental Restriction

~~Students failing to attain a grade of "C" or better Reading and Writing I or II will be placed on developmental restriction.~~

Students who fail to receive a grade of "C" or better in a developmental English course (ENGL 091 or ENGL 095) will be placed on developmental restriction:

- i. ~~a. Full-time S~~students placed on developmental restriction are limited to a maximum credit load of ~~six/seven~~ **twelve/thirteen** semester hours. The credit load must include the needed developmental course. The remainder of the credit load must be selected from the approved ~~Llimited Lload Ceourse Llist in Procedure 5165, Attachment B.~~
- ii. ~~b. Part-time S~~students placed on developmental restriction **and failing to pass a developmental course on their second attempt** are limited to a maximum credit load of six/seven semester hours. The credit load must include the needed developmental course. Any additional course must be selected from the approved ~~Llimited Lload Ceourse list in Procedure 5165, Attachment B.~~
- iii. **Students failing to attain a grade of "C" or better in Reading and Writing I or II on their third attempt will be limited to enrolling only in that course until it is completed with a grade of "C" or better.**

~~C. Developmental Suspension~~

~~Students failing to attain a grade of "C" or better on their second attempt of a developmental course will be placed on developmental suspension and will not be permitted to register for any credits for a one-year period. Students placed on developmental suspension will be encouraged to seek additional help from individuals or agencies outside the institution, such as private tutors or the adult high schools, before applying for readmission. After the one-year suspension period, readmission will be permitted if the student can pass a Reentry Test. Upon readmission, the student must immediately reenroll in the failed developmental course(s).~~

D. "W" Grade

Withdrawals from developmental courses will be handled as follows:

- 4) *i.* A student receiving a grade of "W" for the first time in a specific course:
 - a) must enroll in the developmental course in the next semester in which he/she registers;
 - b) will not have the developmental restriction/~~suspension~~ applied;
 - c) will be limited to a total of 14 semester hours.
- 2) *ii.* A student receiving a grade of "W" more than one time in a specific developmental course will have the "W" grade treated as a "non-passing" grade and be subject to the actions prescribed under the developmental restriction or ~~developmental suspension~~ section as appropriate.

4. Student Appeals

A student placed on special probation, academic or developmental probation, restriction or suspension, may appeal the action to the Academic Standards Committee. The Committee will review the case and either:

- 1) **A.** ~~P~~permit the student to continue on probation for one semester as a full-time student with a limited credit load, or
- 2) **B.** ~~P~~permit the student to continue as a part-time degree or non-degree student, or
- 3) **C.** ~~P~~prescribe other appropriate action, or
- 4) **D.** ~~S~~sustain the original action.

5. Academic Forgiveness Appeals

A student who has exhibited poor academic performance prior to an extended period of absence from the College may, under certain conditions, appeal to have the previously earned grades disregarded in calculating the Grade Point Average (GPA).

An appeal must be submitted via the Director of **Admissions Registration** and Records to the Academic Standards Committee for the final decision. A student seeking an Academic Forgiveness Appeal should consult with the Financial Aid Office about the impact that an appeal might have on his/her financial aid and/or Veteran's benefits. A student transferring to another college will be bound by the incoming college's terms and conditions for acceptance of transfer credits.

The following apply for this special appeal process:

- 1) **A.** The student's GPA prior to the period of absence from the College must have been below 2.00.
- 2) **B.** A minimum of five years without OCC enrollment in credit courses must have elapsed prior to the student's re-enrollment.
- 3) **C.** A student must complete a minimum of twelve (12) credits following reenrollment, with a minimum GPA of 2.50, prior to submitting the appeal.

- 4) **D.** No credits or grades earned prior to the period of absence will be counted in the calculation of the new GPA or toward graduation.
- 5) **E.** All previous coursework will continue to appear on the student's transcript. However, it will not be included in the cumulative GPA.
- 6) **F.** Credits excluded as a result of the Academic Forgiveness Appeal cannot be used to meet course or program prerequisites or requirements.
- 7) **G.** An academic forgiveness Appeal may be approved only once for any individual student and is irrevocable. If the appeal is approved, a notation will appear on the student's transcript.

6. Nursing Program Requirements

A student enrolled in the Nursing Program must meet all requirements in a unit before progressing to the next unit. A student failing to meet requirements may appeal this decision in writing to the Appeals Board of the Nursing Department.

7. Prerequisite Requirements

A student must successfully complete all prerequisite courses before attending courses with prerequisite requirements. The offices of Academic Affairs, Student Affairs, and Admissions and Records will be responsible for establishing and enforcing the mechanisms for prerequisite compliance.

Adopted: August 26, 1968
Revised: May 20, 1974
Revised: March 28, 1977
Revised: August 25, 1980
Revised: January 26, 1981
Revised: March 23, 1981
Revised: August 24, 1981
Revised: December 12, 1983
Revised: December 9, 1985
Revised: June 22, 1987
Revised: June 27, 1988

Revised: January 22, 1990
Revised: April 22, 1991
Revised: June 28, 1993
Revised: September 24, 1996
Revised: March 24, 1997
Revised: February 28, 2000
Revised: November 20, 2000
Revised: May 27, 2003
Revised: December 10, 2007
Revised: January 25, 2010

EXHIBIT B-14

Ocean County College, Toms River, NJ

STUDENTS
TUITION AND FEES
Senior Citizens #5325

POLICY

Ocean County Senior residents at least ~~62~~ **65** years of age *at the time of registration* and ~~retired from employment~~ may enroll in any college credit course on a space available basis at a reduced rate tuition. A tuition and fee schedule for seniors shall be approved by the Board.

~~Eligible senior residents may also attend college cultural events at a reduced rate.~~

ADOPTED: September 23, 1974
Revised: April 28, 1975
Revised: August 25, 1980
Revised: August 22, 1983
Revised: January 25, 2010

REVIEWED: February 19, 1991