

EXHIBIT B



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

To: Board of Trustees

From: Office of the President

Date: June 22, 2011

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, June 27, 2011**:

1. Recommend approval of the following items as accepted by the College Senate at its meeting on June 15, 2011:
 - a. Revised Certificate Programs:
 - 1) Business Studies Certificate of Completion (**Exhibit B-1**)
 - 2) Exercise Science Certificate of Proficiency (**Exhibit B-2**)
 - b. Revised Courses:
 - 1) ASLN 100, Basic American Sign Language I (**Exhibit B-3**)
 - 2) ASLN 102, Basic American Sign Language II (**Exhibit B-4**)
 - 3) BIOL 161, General Biology I (**Exhibit B-5**)
 - 4) BIOL 162, General Biology II (**Exhibit B-6**)
 - 5) BUSN 215, Integrated Software Applications (**Exhibit B-7**)
 - 6) BUSN 251, Business Law I (**Exhibit B-8**)
 - 7) BUSN 267, Real Estate Law (**Exhibit B-9**)
 - 8) BUSN 275, Principles of Finance (**Exhibit B-10**)
 - 9) BUSN 291, International Business: A Cultural Perspective (**Exhibit B-11**)
 - 10) COEM 120, Television Studio Production (**Exhibit B-12**)
 - 11) COEM 220, Television Location Production (**Exhibit B-13**)
 - 12) ENGR 181, Graphics for Engineers (**Exhibit B-14**)
 - 13) THTR 190, Children's Theatre Performance (**Exhibit B-15**)
 - c. Revised Policy #7165, Educational Programs, Course and Curriculum, Course Evaluation (**Exhibit B-16**)

EXHIBIT B-1

BUSINESS STUDIES - Certificate of Completion – Effective Catalog Year 2012-2013

This is a broad program of study that provides students with specific skills as well as a general overview of business. The courses are also related to not-for-profit organizations.

BUSN 131	Introduction to Business Administration	3 cr.
ACCT 121 or ACCT 161	Fundamentals of Accounting or Principles of Accounting I	3 cr.
CSIT 123	Integrated Office Software	3 cr.
BUSN 251	Business Law	3 cr.
BUSN 271	Principles of Management	3 cr.
BUSN 134	Principles of Marketing	3 cr.
	Electives *	<u>3 6 cr.</u>
		21 24 cr.

TOTAL CREDITS ~~21~~ 24

* Elective Courses:

ACCT 162	Principles of Accounting II	3 cr.
BUSN 170	Small Business Management	3 cr.
BUSN 210	Business Communications	3 cr.
BUSN 252	Business Law II	3 cr.
BUSN 270	Principles of Advertising	3 cr.
BUSN 272	Principles of Investments	3 cr.
BUSN 151	Introduction to Human Resources Management	3 cr.

Students must complete one-half of the total number of semester hours required for this program at OCC.

Board of Trustees Approval Date: April 27, 2009

EXHIBIT B-2

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

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 transferring to four year institutions in exercise science curriculums may pursue this certificate as a foundation for their study.~~

ENGL 151	English I	3 cr.
BIOL 119 or BIOL 161	Nature of Science and the Human Body or Biology I	4 cr.
HEHP 110 or HEHP 225	Applied Modern Health or Contemporary Health	2-3 cr.
HEHP 160	First Aid/CPR/AED for the Workplace, Schools, and Community	3 cr.
HEHP 188	<i>Introduction to Nutrition</i>	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 182	Fitness Measurement	3 cr.
HEHP 240	Exercise Physiology	3 cr.
	Electives from HEHP Activity courses*	<u>4 cr.</u>
		31-32 cr.

TOTAL CREDITS 31-32

*HEHP ELECTIVES:

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

EXHIBIT B-3

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
DEPARTMENT OF HUMANITIES, FINE ARTS, MEDIA STUDIES

1. COURSE NUMBER AND TITLE: ASLN 100: Basic American Sign Language I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course introduces students to the language of the deaf community. Students will examine foundational aspects of American Sign Language. Information regarding deaf culture will be introduced in addition to fingerspelling and various numbering systems in American Sign Language. Receptive and expressive skill development application is reinforced through interactive activities within the classroom setting.

This course requires students to complete ~~15~~ 5 contact hours with the deaf community.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational
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 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> </u> Communication	<u> </u> Social Science	<u> </u> History
<u> x </u> Humanities	<u> </u> Lab Science	<u> </u> Science (Non-Lab)
<u> </u> Mathematics	<u> </u> Technology	<u> </u> Diversity

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

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

___ 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
Union County College	American Sign Language I	ASL 101	4 cr.	
Camden County College	American Sign Language I	ASL 101	3 cr.	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	No Title Given. Elective - 4 cr.	Elective		
Georgian Court University	No Title Given. Elective - 4 cr.	Elective		
Richard Stockton College			X	
Monmouth University	No Title Given. 100-level elective – 3 cr.	Elective		
Kean University	CDD2262: ASL Foundations – 4 cr.	Major		
Rowan University	Language Elective – 3 cr.	Elective		

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

- v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It 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 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. Convey short stories in American Sign Language regarding personal information to include fingerspelled words and number phrases
- b. Demonstrate understanding of a signed message utterance to include fingerspelled words and number phrases
- c. Identify ASL language functions such as topic/comment, yes/no questions, wh-questions, negation, and rhetorical.
- d. Demonstrate emotions through facial expression
- f. Demonstrate the use of classifiers
- g. Demonstrate the difference between contrastive structure and role shifting
- h. Discuss the differences between Deaf and hearing cultures
- i. Demonstrate pantomime abilities in order to express thoughts and ideas without signing
- j. Demonstrate the ability to write cogently and to illustrate critical thinking skills when answering journal prompts.

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:

I. Grammar

- a. Topic/Comment, rhetorical, wh-questions, conditional sentences
- b. Classifiers
- c. Verb agreement
- d. Spatial agreement
- e. Non-manual markers
- f. When clauses
- g. Noun-Verb pairs
- h. Temporal aspect
- i. Directional verbs

II. Vocabulary

- a. Usage
- b. Sign production
- c. Sign clarity
- d. Fingerspelling
- e. Numbering

III. Conversation

Students will engage in rudimentary conversations using American Sign Language. Students will ask and answer questions in addition to providing peer feedback using American Sign Language. Short story presentations in American Sign Language will be a focus throughout the course in order to reinforce vocabulary and grammar.

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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

EXHIBIT B-4

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
DEPARTMENT OF HUMANITIES, FINE ARTS, MEDIA STUDIES

1. COURSE NUMBER AND TITLE: ASLN 102: Basic American Sign Language II
2. SEMESTER HOURS: 4 CONTACT HOURS: (4+ 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course introduces students to complex everyday language functions of American Sign Language. These functions will help students establish and maintain interpersonal relationships within the deaf community and the classroom environment. Various skills based activities will allow students to further increase competency in American Sign Language in order to express and understand signed conversations.

This course requires students to complete ~~15~~ 5 contact hours with the deaf community.

4. PREREQUISITES: ASLN 100 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational
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 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> </u> Communication	<u> </u> Social Science	<u> </u> History
<u> x </u> Humanities	<u> </u> Lab Science	<u> </u> Science (Non-Lab)
<u> </u> Mathematics	<u> </u> Technology	<u> </u> Diversity

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

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

____ 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
Union County College	American Sign Language II	ASL 103	4	
Camden County College	American Sign Language II	ASL 102	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	No Title Given. Elective – 4 cr.	Elective		
Georgian Court University	No Title Given. Elective – 4 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	FEX1001 Free Elective – 4 cr.	Elective		
Rowan University	Language Elective – 3 cr.	Gen Ed Lang 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 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. Convey short stories in American Sign Language regarding personal information to include fingerspelled words and number phrases
- b. Demonstrate understanding of a signed message utterance to include fingerspelled words and number phrases
- c. Identify ASL language functions such as topic/comment, yes/no questions, wh-questions, negation, and rhetorical.
- d. Demonstrate emotions through facial expression
- f. Demonstrate the use of classifiers
- g. Demonstrate the difference between contrastive structure and role shifting
- h. Discuss the differences between Deaf and hearing cultures
- i. Demonstrate pantomime abilities in order to express thoughts and ideas without signing
- j. Demonstrate the ability to write cogently and to illustrate critical thinking skills when answering journal prompts.

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:

I. Grammar

- a. Topic/Comment, rhetorical, wh-questions, conditional sentences
- b. Classifiers
- c. Verb agreement
- d. Spatial agreement
- e. Non-manual markers
- f. When clauses
- g. Temporal aspect
- h. Facial Expression
- i. Contrastive structure
- j. Listing
- k. Mouth morphemes

II. Vocabulary

- a. Usage
- b. Sign production
- c. Sign clarity

III. Conversation Strategies

- a. Conversation opener
- b. Conversation closer
- c. Confirming and correcting information
- d. Asking for clarification, agreeing, hedging, declining

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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

EXHIBIT B-5

- 1

c. Related courses in other institutions

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

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

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

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

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

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

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
- iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
- v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

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

- | | |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <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 checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input checked="" type="checkbox"/> 4. Technological Competency/Info Literacy | <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input 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 philosophy of biological science and the characteristics that distinguish living from non-living things.
- b. Discuss the basic concepts of chemistry that are related directly to the function of a cell as a living system.
- c. Identify the structure and function of macromolecules common to all organisms and the chemical processes of synthesis and hydrolysis of these complex molecules.
- d. Describe the role of DNA as the Master Molecule summarizing the events of DNA replication and error correction.
- e. *Outline the flow of genetic information in cells from DNA to proteins and compare the processes of transcription and translation in protein synthesis.*
- f. Describe the probable conditions of early earth, evaluating hypotheses about the origin of life on earth and citing evidence where possible.
- g. Describe the structure of the cell membrane, comparing and contrasting the mechanism for transport of materials across the cell membrane.
- h. Compare and contrast mitosis in plant and animal cells.
- i. Compare and contrast meiosis in plant and animal cells.
- j. Describe the classification, life cycle and distinguishing characteristics of fungi, and explain the metabolic diversity, asexual reproduction, genetic recombination, and ecological roles of bacteria.

- k. List the raw materials, products, and relative energy yields of aerobic and anaerobic respiration.
- l. Identify the steps by which light energy is converted into chemical energy during the light dependent and light independent reactions of photosynthesis.
- m. Describe the classification hierarchies used to categorize organisms relating them to plant diversity and structure.
- n. Describe the characteristics that distinguish the lower tracheophytes from the higher tracheophytes citing the significance of the flower, fruit, and seed.
- o. Explain how the diversity of life is thought to have resulted from evolution over time, citing evidence that supports the theory of evolution by natural selection.

8. METHODS OF INSTRUCTION

Lecture/Discussion and laboratory.

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

Technology: Computers with Microsoft Excel

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

10. TENTATIVE TOPICAL OUTLINE

- a. Introduction to Biological Science
- b. Nature of molecules
- c. Chemical building blocks of life
- d. DNA – the master molecule and enzymes nature's catalysts
- e. Early history of life
- f. The structure of cells
- g. Cell membranes – cell to cell interactions
- h. How cells divide
- i. Sexual reproduction and meiosis
- j. Energy and Metabolism. How cells harvest energy
- k. Photosynthesis
- l. Overview of plant diversity
- m. Plant form – vegetative plant development
- n. Evolution – Genes within populations
- o. The evidence of evolution

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.
- ♦ Weekly written lab assignments
- ♦ A minimum of one laboratory test

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-6

- This course is a continuation of BIOL 161, with emphasis on animal diversity, heredity, development and physiology of various systems.

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

- a. Describe the need for this course

b. Relationship to courses within the College

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

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

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

Elective

- [NOTE: The two charts below need to be completed when submitting a new course proposal. They do not need to be completed for most course revisions, unless an Official Course Description is so old that the course's transferability

needs to be reconsidered, as in the case of an obsolete course which may be reactivated.]

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

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Georgian Court University				
Richard Stockton College				
Monmouth University				
Kean University				
Rowan University				

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

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan).
- iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan.
- v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Describe the distinctive characteristics found among the members of the kingdom Protista, including modes of nutrition, body forms, mobility, and reproduction.
- b. List several characteristics common to most animals, comparing and contrasting the structural features of fish and amphibians and describing the adaptations necessary for life on land.
- c. Identify distinguishing characteristics of phyla Porifera and Cnidaria.
- d. Describe the structural features of flatworms and their functions, including parasitic flatworms.
- e. Describe the classes of mollusks, including their distinctive body structures, and give examples of animals that belong to each class.
- f. Describe the classes of Annelids, comparing distinctive body structures and class characteristics.
- g. Distinguish among the subphyla and classes of arthropods, and give an example of animals that belong to each group.
- h. Describe and give examples of each of the six classes of echinoderms and describe common characteristics shared by these classes that support grouping them together as deuterostomes.

- i. Trace the evolution of vertebrates according to current hypotheses, and describe the distinguishing characteristics of reptiles, birds, and mammals.
- j. Identify the principle organs of each organ system, including their structure and interaction within their system and other organ systems.
- k. ~~Outline the flow of genetic information in cells from DNA to proteins, and compare the processes of transcription and translation in protein synthesis.~~ *Describe the structure of chromosomes and their role in genetics.*
- l. Define and apply Mendel's principles to solve genetic problems involving monohybrid and dihybrid crosses.
- m. Distinguish between population, community, ecosystem, and biosphere.

8. METHODS OF INSTRUCTION

Formal lectures and informal discussions
 Demonstrations
 Discovery-based laboratory assignments
 Web-based research

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

Instructional Materials and Technology:

- ♦ Lecture Handouts – Power Point Presentations
- ♦ Overhead (LCD and Traditional) projectors
- ♦ Hands-on laboratory assignments
- ♦ Web-based course page with assignments and links.
- ♦ Specific course texts for lecture and laboratory.

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

10. TENTATIVE TOPICAL OUTLINE

- ♦ Structure and Systematics of Protists and Animals
- ♦ Sponges, Cnidarians, and Lower Worms
- ♦ Coelenterates I: Mollusks and Annelids
- ♦ Coelenterates II: Arthropods
- ♦ Coelenterates III : Echinoderms
- ♦ Chordates I: General Characteristics
- ♦ Chordates II: Sharks and Fishes
- ♦ Chordates III: Amphibians, Reptiles, and Birds
- ♦ Chordates IV: Mammals
- ♦ Mammalian System Physiology
- ♦ General Developmental Biology
- ♦ Ecology and Evolution

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

Lecture:

A minimum of 4 Unit Exams
Weekly Quizzes
Cumulative Final Exam

Laboratory:

2 Laboratory Examinations (Practical and Written)
Formal Laboratory Reports (Kept in Lab Notebook)

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-7

- Emphasis will be placed upon office productivity and the development of a high level of competence in processing documents, preparing presentations, creating and manipulating worksheets, managing and sorting data, and importing and exporting data from one program to another. Ultimately, the student will hold a position in a simulated office environment that requires proficiency in the use of varied application software.

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

a. Describe the need for this course.

b. Relationship to courses within the College:

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

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

- X 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	Comments

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

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

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)

- ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|----------------------------------------------|--------------------------------------------|
| <u>1</u> 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 | <u>x</u> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

- ~~a. To extend the students' basic knowledge of Microsoft Office, 2000.~~
- ~~b. To acquaint students with the proper procedures to create more advanced documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use.~~
- ~~c. To develop an exercise-oriented approach that will allow the students to learn by example.~~
- ~~d. To help students demonstrate their proficiency in the Microsoft Office applications by preparing them to pass the Core level Microsoft Office User Specialist Exam.~~
- ~~e. To encourage independent study that emulates what they would encounter in a workplace situation.~~

Students who successfully complete this course will be able to:

- a. Apply their knowledge of the current Microsoft Office Application Software.*
- b. Create advanced documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use.*
- c. Work within a project-oriented approach that will allow them to learn by simulated example.*
- d. Demonstrate their proficiency in the various Microsoft Office Application Software programs by preparing to pass the Core level Microsoft Office User Specialist Exam.*
- e. Work independently and in a workplace setting to emulate what they are likely to encounter in an actual office situation.*

8. METHODS OF INSTRUCTION:

Lecture and Hand's On Personal Computers.

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. Software: ~~Microsoft Office 2003~~; *Current version of MS Office*
- c. The Internet and the World Wide Web.

10. TENTATIVE TOPICAL OUTLINE:

- Microsoft Word 2003:
 - Creating a Document with a Table, Chart, and Watermark.
 - Generating Form Letters, Mailing Labels, and Envelopes.
 - Creating a Professional Newsletter.
 - Merging Form Letters to E-Mail Addresses using an Access Table.
- Microsoft Excel 2003:
 - Financial Functions, Data Tables, Amortization Schedules, and Hyperlinks.
 - Creating, Sorting, and Querying a Worksheet Database.
 - Creating Templates and Working with Multiple Worksheets.
 - Linking an Excel Worksheet to a Word Document.
- Microsoft Access 2003:
 - Reports, Forms and Combo Boxes.
 - Enhancing Forms with OLE Fields, Hyperlinks, and Subforms.
 - Integrating Excel Worksheet Data into an Access Database.
- Microsoft PowerPoint 2003:
 - Using Embedded Visuals to Enhance a Slide Show.
 - Creating a Presentation Containing Interactive OLE Documents.
 - Importing Clips from the Microsoft Clip Gallery Live Web Site.
- Integration Case Studies:
 - Integrating Excel, Word, PowerPoint, and E-Mail.
 - Integrating Word, WordArt, and Access.
 - Integrating Access into Word and Excel.

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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006;
March 8, 2006

Board of Trustees Approval Date: December 11, 2006

EXHIBIT B-8

- 1

c. Related courses in other institutions:

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

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

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

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

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

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- | | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <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:

- ~~a. To provide an understanding of the legal framework of business for those students who are either business majors or wish to have a better understanding of the legal system.~~
- ~~b. To assist the student to understand the logic and objectives of the law.~~
- ~~c. To provide an understanding of the local, state and federal systems of jurisprudence; and their organization and jurisdiction.~~
- ~~d. To provide a framework for developing a logical and analytical method of problem-solving.~~
- ~~e. To train the business student to recognize the legal environment of business and to relate this influence to the business decision process.~~
- ~~f. To provide a vocabulary in the law and a recognition of areas of possible legal ramification and their daily lives.~~
- ~~g. To distinguish between agreements and contracts.~~
- ~~h. To analyze the elements of a contract.~~
- ~~i. To identify reasons for nonperformance of a contract.~~
- ~~j. To identify property and property rights.~~
- ~~k. To distinguish between real and personal property.~~
- ~~l. To describe different types of co-ownership of property.~~
- ~~m. To identify methods of acquiring title.~~
- ~~n. To list the rights and duties of a landlord and a tenant.~~
- ~~o. To apply the elements of a contract to an insurance agreement.~~

Students who successfully complete this course will be able to

- a. Recognize the political, social, ethical, and historical context underlying the rules of law.*
- b. Identify sources of today's law.*

- c. *Distinguish between agreements and contracts.*
- d. *Analyze the elements of a contract.*
- e. *Differentiate reasons for nonperformance of a contract.*
- f. *Identify property and property rights.*
- g. *Distinguish between real and personal property.*
- h. *Describe different types of co-ownership of property.*
- i. *Identify methods of acquiring title.*
- j. *Contrast the rights and duties of a landlord and a tenant.*
- k. *Apply the elements of a contract to an insurance agreement.*
- l. *Apply the rules of contract law and other business laws to commercial encounters and management challenges.*
- m. *Demonstrate good legal analytical and communication skills through collaborative oral and writing assignments.*

8. METHODS OF INSTRUCTION:

Lecture, oral presentations, class discussions, class assignments, projects.

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

Appropriate texts will be selected. Contact the department dean for current adoptions.

10. TENTATIVE TOPICAL OUTLINE:

<u>Week</u>	<u>Topic</u>	
1	Nature, Sources of Law	1
2	Constitutional Issues, Courts	2,3
3	Litigation, Torts	5
4	Torts	6
5	Crimes	7
6	Test, Contracts	8
7	Contracts	9
8	Contracts, Test	10
9	Contracts	11
10	Contracts	12
11	Contracts, Test	13
12	Personal Property	29
13	Real Estate	30
14	Insurance, Test	31
15	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
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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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006; March 8, 2006

Board of Trustees Approval Date: December 11, 2006

EXHIBIT B-9

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

1. COURSE NUMBER AND TITLE: BUSN-267: Real Estate Law
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION:

~~A study of the law of real property. The course deals with laws governing title and title transfer. It also deals with the concept of mortgages. The obligations of those who participate and assist in the transfer of real property is also discussed.~~

This course focuses on the study of the law of real property, laws governing title and title transfer, the concept of mortgages, and the obligations of those who participate in and assist with the transfer of real property.

4. PREREQUISITES: BUSN-251 or BUSN-290 or LAAW-101 or NJ Real Estate License.
COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: None
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: ☒ vocational ☐ non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

Students interested in detailed information about real estate law will enroll in this course. This is a required course in the paralegal program. Other students interested in real estate sales, mortgages, titles, etc. will benefit from this course.

- b. Relationship to courses within the College:

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

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

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

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

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

Business A.A.S. Paralegal Studies Option
Elective

c. Related courses in other institutions:

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

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

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

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

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

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <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:

- a. ~~To provide an understanding of the legal framework of real property.~~
- b. ~~To assist the student to understand the logic and objectives of real estate law.~~
- c. ~~To provide an understanding of the local, state, and common law jurisdictions affect on real estate law.~~
- d. ~~To alert students to their rights and responsibilities as real property owners, purchasers, or sellers.~~
- e. ~~To provide a framework for developing a logical and analytical method of real estate transactions.~~
- f. ~~To provide a vocabulary in real estate law and its proper usage.~~

Students who successfully complete this course will be able to:

- a. *Describe the legal framework of real property.*
- b. *Identify the logic and objectives of real estate law.*
- c. *Compare the effects of local, state, and common law jurisdictions on real estate law.*
- d. *Analyze the rights and responsibilities of real property owners, purchasers, and sellers.*
- e. *Apply a framework for the logical and analytical method of real estate transactions.*
- f. *Identify the vocabulary of real estate law in its proper usage.*
- g. *Contrast the rights and duties of a landlord and a tenant.*
- h. *Demonstrate good analytical and communication skills regarding real estate law through writing assignments.*

8. METHODS OF INSTRUCTION:

- a. Lecture
- b. Legal Research
- c. Groups
- d. Form Preparation

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

Appropriate texts will be selected. Contact department dean for current adoptions.

10. TENTATIVE TOPICAL OUTLINE:

<u>Week</u>	<u>Topic</u>
1	Law, Land
2	Property, Estates, Co-ownership
3	Easements
4	Liens, Deed
5	Land Descriptions, (TEST)
6	Involuntary Transfers, Agency
7	Contracts
8	Fraud, Closing
9	Recording, Mortgages, (TEST)
10	Land Use
11	Regulation
12	Fair Housing
13	Leasehold
14	Landlord – Tenant
15	(TEST)

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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006;
March 8, 2006

Board of Trustees Approval Date: December 11, 2006

EXHIBIT B-10

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

1. COURSE NUMBER AND TITLE: BUSN-275: Principles of Finance

2. SEMESTER HOURS: 3

CONTACT HOURS: (3 + 0)

Lecture Lab

3. CATALOG DESCRIPTION:

~~The field of Finance integrates concepts from economics, accounting, and a number of other areas. Finance links economic theory with the numbers of accounting, and all corporate managers—whether in production, sales, research, marketing, management, or long-run strategic planning—must know what it means to assess the financial performance of the firm.~~

This course focuses on the principles of finance by integrating concepts of economics and accounting and by linking economic theory to the numbers of accounting. The course also emphasizes the importance of assessing financial performance to a firm's production, sales, research, marketing, management, and long-run strategic planning.

4. PREREQUISITES: BUSN-131, ACCT-161 or consent of instructor

COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: None

DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: ☒ vocational ☐ non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

Students in several business programs will enroll in this required course. Other students interested in finance / economics will also benefit from completing this course.

b. Relationship to courses within the College:

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

☐ yes ☒ no

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

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

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

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

x _____ Elective

c. Related courses in other institutions:

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

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

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

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

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

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

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

- v. If not transferable to any institution, explain.

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

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

- (1) Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
- (2) Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
- (3) Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
- (4) Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
- (5) 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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

- a. ~~To provide basic understanding of the principles of finance as tools of analysis.~~
- b. ~~To provide a one semester introduction to the subject of finance.~~
- c. ~~To accomplish a mastery of fundamental principles that will prepare the student for success in advanced courses in business and finance.~~

Students who successfully complete this course will be able to

- *Define and discuss the objectives of financial management and the importance of the financial manager; the role of the financial markets in allocating capital; and the pressures of institutional investors on financial managers.*
- *Compare and contrast basic accounting principles, pro forma statements, and the thirteen ratios as tools to evaluate any firm.*
- *Define break-even analysis and working capital management with emphasis on the build-up of current assets and how they can best be financed.*
- *Define and discuss short-term financing: the advantages and drawbacks of trade credit, bank credit, commercial paper, foreign borrowing, and collateralized borrowing arrangements.*
- *Discuss the cost of capital as the overall cost of financing to the firm.*
- *Describe the characteristics of capital budgeting decisions and the concept of accounting flows versus cash flows.*
- *Calculate the measurement of risk through the computation of the mean, standard deviation, and coefficient of variation and through the portfolio effect of an investment.*
- *Describe capital markets as they relate to the flow of funds through the economy and the relationship of capital markets to corporate bonds, stocks, and preferred stock.*

8. METHODS OF INSTRUCTION:

Methods will include: Lecture/discussion, Internet assignments, and current events. Students will be required to complete required exams on textbook material. In addition, students are required to complete various Web-based Exercises that will relate textbook materials to real-life corporate websites.

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

Appropriate texts will be selected. Contact department for current adoptions.

10. TENTATIVE TOPICAL OUTLINE:

~~Unit One~~

~~Chapter 1—The Goals and Functions of Financial Management~~

~~Chapter 2—Review of Accounting~~

~~Chapter 3—Financial Analysis~~

~~Chapter 4—Financial Forecasting~~

~~Chapter 5—Operating and Financial Leverage~~

~~Unit Two~~

~~Chapter 6—Working Capital and the Financing Decision~~

~~Chapter 7—Current Asset Management~~

~~Chapter 8—Sources of Short-Term Financing~~

~~Unit Three~~

~~Chapter 9—The Time-Value of Money~~

~~Chapter 10—Valuation and Rates of Return~~

~~Chapter 11—Cost of Capital~~

~~Chapter 12—The Capital Budgeting Decision~~

~~Chapter 13—Risk and Capital Budgeting~~

~~Unit Four~~

~~Chapter 14—Capital Markets~~

~~Chapter 15—Investment Banking: Public and Private Placement~~

~~Chapter 19—Convertibles, Warrants, and Derivatives~~

~~Chapter 20—External Growth through Mergers~~

~~Chapter 21—International Financial Management~~

Unit One

The Goals and Functions of Financial Management

Review of Accounting

Financial Analysis

Financial Forecasting

Unit Two

Working Capital and the Financing Decision
Current Asset Management
Sources of Short-Term Financing

Unit Three

Cost of Capital
The Capital Budgeting Decision
Risk and Capital Budgeting

Unit Four

Capital Markets
Investment Banking: Public and Private Placement
International Financial Management

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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

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

EXHIBIT B-11

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

1. COURSE NUMBER AND TITLE: BUSN-291: International Business: A Cultural Perspective

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

3. CATALOG DESCRIPTION:

This course will detail practical terminology, concepts, associations, relationships and issues that are unique to business operations in international markets. It will focus on the impact that cultural diversity has on global business operations. Emphasis will be given to China and other Pacific Rim nations. This course satisfies the Liberal Arts diversity requirement.

4. PREREQUISITES: BUSN-131 or consent of instructor COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: NONE
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: ☒ vocational ☐ non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

Students interested in international business will enroll in this course. Other students interested in international affairs will also enroll.

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.

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

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

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

☒ Elective

c. Related courses in other institutions:

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

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

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

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

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

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- | | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <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 checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

- a. *Understand the* The complexities and interrelationships of international business and how globalization is transforming our world, affecting both the national and international business environments.
- b. *Discuss the* The national business environment including the differences in culture, politics, law, and economies among countries and how companies modify their business practices and strategies when operating in foreign government.
- c. *Identify the* The major components of the international business environment such as trade and investment, governmental intervention, regional integration global financial markets, and the international monetary system.
- d. *Analyze the* The ways in which specific business activities – developing and marketing products, managing international operations, and managing human resources – must be organized to function efficiently within a company's international business strategy.

8. METHODS OF INSTRUCTION:

- a. Lectures/discussions facilitated by overhead projection.
- b. Case studies, including video presentations.
- c. Business publications (newspapers, magazines.)
- d. Internet / business research assignments.
- e. Guest lecturers.

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

Appropriate texts will be selected. Contact department for current adoptions.

10. TENTATIVE TOPICAL OUTLINE:

Chapter 1	Globalization
Chapter 2	Cross-Cultural Business
Chapter 3	Politics and Law in Business
Chapter 4	Economic Systems and Development
Chapter 5	International Trade
Chapter 6	Business-Government Trade Relations
Chapter 7	Foreign Direct Investment
Chapter 8	Regional Economic Integration
Chapter 9	International Financial Markets
Chapter 10	International Monetary System
Chapter 11	International Strategy and Organization
Chapter 12	Analyzing International Opportunities
Chapter 13	Selecting and Managing Entry Modes
Chapter 14	Developing and Marketing Products
Chapter 15	Managing International Operations
Chapter 16	Hiring and Managing Employees

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 Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006;
March 8, 2006

Board of Trustees Approval Date: December 11, 2006

EXHIBIT B-12

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

1. COURSE NUMBER AND TITLE: COEM-120: Television *Studio* Production

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

3. CATALOG DESCRIPTION:

Basic television production techniques, including use of camera, switchers, audio board, producing/directing studio programs.

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 12 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: B

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

6. JUSTIFICATION

a. Describe the need for this course.

The use of television as an education and communication tool has increased career opportunities. In today's visually oriented society, a basic course in television production is essential.

This course is required for completion of the AA degree in Digital Mass Media.

b. Relationship to courses within the College

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

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

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

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

x Program-specific requirement for the following degree program(s):
AAS in Visual Communications Technology, Electronic Media Option
AA in Digital Mass Media – Broadcast Production Option
___ Elective

c. Related courses in other institutions

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

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

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

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

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

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

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

The course is consistent with the College's effort to provide increased educational opportunities in new emerging technology fields and with the strategic initiative to develop varied programs that engage students in rewarding activities. This course addresses the following goals included in the Academic Master Plan: preparing students for successful transfer to other educational institutions and/or for entrance into the workplace.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Observe, analyze, and discuss the impact video technology has on communication and the life styles of its audience.
- b. Research and describe the various applications of video technology in education, business, communications, and entertainment.
- c. Demonstrate safety procedures and care in the use of TV production equipment.
- d. Develop skills in using TV production equipment to produce their own video programs.
- e. Employ basic script writing storyboarding techniques in preparing their own video projects.
- f. Present themselves in front of a camera in order to understand the power of visual and audio perception through TV.
- g. Participate in cooperative teams to learn about various roles involved in TV production.
- h. Describe career opportunities available in video technology and TV production.
- i. Use critical thinking and problem solving skills.

8. METHODS OF INSTRUCTION:

- a. Lecture/Discussion - Each subunit begins with classroom presentation, including a demonstration that takes the principle under study through the system under study and is applied to workplace settings. The student's hands-on practice with TV production equipment will expose them to the various positions available in the production industry as well as gaining proficiency required to complete class projects. A major portion of the course is spent in production applying concepts and principles.
- b. Objective tests and exercises.
- c. Practicals on TV equipment operation.
- d. Homework assignments.

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

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

A variety of print, audio and video materials will be used.

Computer Software: Compix Television Studio graphics and titling

Print Media:

Reprints from TV production equipment operation and technical manuals and cyber college.com

Video: Video maker basic video production series

Network television programs

10. TENTATIVE TOPICAL OUTLINE:

I. Introduction to TV Production

- A. Students will briefly examine the historical development of TV technology and discuss the impact of this medium on our society.
- B. Students will view various samples of the video programs.
- C. Students will discuss various applications of the video medium as it relates to current events and programs.
- D. Students will explore career opportunities through teacher instruction.
- E. Students will be presented with an overview of the elements of TV production through teacher instruction, handouts and video tapes.

II. Production Tools

- A. Students will be instructed in safety procedures in the TV studio.
- B. Students will be instructed on setup, operation, and care of video cameras.
- C. Students will be instructed on the principles of lenses and controls.
- D. Students will be instructed in the operation of each piece of production equipment, video switcher, audio board, graphics computer and camera control units.
- E. Students will gain proficiency with hands-on exercises.
- F. Students will learn various shot compositions.

III. Production Team

- A. Students will learn about the production teams concept by breaking up into crews and rotating through each position.
- B. Students will learn through instruction the role of a director and how a multiple camera studio production is produced.
- C. Students will practice and then direct a news segment.
- D. Students will learn about studio lighting principles and the types of instruments and their functions that are used in TV studios.

IV. Audio and Visual Perception

- A. Students will be asked to view at home and record if possible samples of different types of video production paying particular attention to shot composition, shot selection, techniques, lighting and audio.
- B. Students will learn the principles of audio recording and the various types of recording devices.
- C. Students will view in class and critique how audio and video techniques are used to manipulate perceptions of the viewing audience.

V. The Production Process

- A. Students will learn through instruction and examples of actual proposals used in the industry, the importance of the proposal in program development from the conceptual stage and presentation of ideas through the budget process, resource management and final product.
- B. The student will be able to identify and describe each element of the production process.
- C. The student will learn through demonstration the principles of story board and script creation.
- D. Students will create a proposal, budget, script and story board for a mock project.
- E. Students, in their production teams, will cooperatively select one proposal to produce as the group's final project. Each team member presenting their program idea and "selling" that program to the group will accomplish this.

VI. TV Production Project

- A. Students, in their production teams will create a 5 to 10 minute program from the selected project proposal. Its production is based on the consensus of the production team.
- B. Each student in the group will direct the program in the studio with a full crew made up of other members of their production team and augmented by other class members.
- C. The students and an instructor will review and critique each team's program.

VI. Learning Activities

- A. Students will review a variety of video segments prepared by the instructor and discuss the types of video technology used.
- B. Students will meet people employed in the Video Production industry and discuss career opportunities.
- C. Students will learn how to use studio equipment and safety procedures through instructor guided hands on instruction.
- D. Students will learn how to work cooperatively in a production team environment.
- E. When possible students will tour a production facility to observe real world situations.

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: October 4, 2005

Board of Trustees Approval Date: July 28, 2008

Board of Trustees Approval Date: September 27, 2010

EXHIBIT B-13

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

1. COURSE NUMBER AND TITLE: COEM-220: ~~Advanced~~ Television *Location* Production

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

3. CATALOG DESCRIPTION

Students will learn to plan, execute, and edit videotaped projects for documentary, informational, and educational use.

4. PREREQUISITES: ~~COEM-120~~ *None* COREQUISITES: None

5. MAXIMUM CLASS SIZE: 12 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: B

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

6. JUSTIFICATION

a. Describe the need for this course.

A variety of career opportunities exist in video production for broadcast journalism, television news, and corporate and cable operations.

This course is required for completion of the AA degree in Digital Mass Media, and is similar to the Print and Broadcast Journalism course JRN-186 ~~Beginning Radio Production~~.

b. Relationship to courses within the College

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

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

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

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

x Program-specific requirement for the following degree program(s):
AAS in Visual Communications Technology, Electronic Media Option
AA in Digital Mass Media -- Journalism Option
AA in Digital Mass Media -- Broadcast Production Option

____ Elective

c. Related courses in other institutions

Within the articulation agreement OCC is developing with Monmouth University, this course will transfer to the B.A. in Communication as a degree requirement or as an elective. Apart from this articulation agreement, if the course transfers at all, it would do so as an elective only. Numerous colleges offer a similar course, such as Brookdale Community College's course TVB 122 Portable Video Production.

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

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

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

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

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

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

The course is consistent with the College's effort to provide increased educational opportunities in new emerging technology fields and with the strategic initiative to develop varied programs that engage students in rewarding activities. This course addresses the following goals included in the Academic Master Plan: preparing students for successful transfer to other educational institutions and/or for entrance into the workplace.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Produce a documentary video production using portable production equipment.
- b. Research and describe the various applications of video technology in creating a documentary.
- c. Demonstrate safety procedures and care in the use of TV production equipment while on location.
- d. Develop skills in using portable TV production equipment and learn techniques that will allow them to produce their own remote video programs.
- e. Employ basic script writing storyboarding techniques in preparing their own portable video documentary production.
- f. Present themselves in front of a camera.
- g. Participate cooperatively in teams to learn about various roles involved in a portable TV production.
- h. Describe career opportunities available in video technology and TV production.
- i. Use critical thinking and problem solving skills to produce a 15-30 minute documentary program for their final project in the course.
- j. Gain hands-on experience with a production company simulation and learn how to setup a remote location production.
- k. Describe principles of financial management in a production company.

8. METHODS OF INSTRUCTION

- a. Lecture/Discussion – Each subunit begins with classroom presentation, including a demonstration that takes the principle under study through the system under study. Each time, the principle under discussion is applied to workplace settings. Instruction is hands-on with students taking the principles and applying them to an industry setting. Students gain practice in manipulating the production equipment. A majority of time is spent in production applying concepts and principles.
- b. Objective tests and quizzes.
- c. Practical on TV production equipment
- d. Homework assignments

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

Text: An appropriate text will be selected. Contact the department for current adoptions. A variety of print, audio, and video materials will be used.

Software:

Video Toaster 4.0

Animator Pro

3D Studio

Video Fax

Stratavision

Infochannel

Reprints from TV production equipment operation and technical manuals

Audio tapes, video tapes, and computer disks for student recording assignments, projects, and editing purposes.

Publications:

Hollywood Reporter

Back Stage

A/V Magazine

On-Line Video

TV Technology

10. TENTATIVE TOPICAL OUTLINE

Unit I. Introduction to Portable Video Production (2 weeks) objectives:

- A. Student will learn all the necessary procedures, attitudes, techniques, and paperwork involved in the planning and management of a portable video production.
- B. Students will develop a production budget.
- C. Students will identify production crew needs.
- D. Students will understand the process of developing their idea into a treatment.

Unit II Pre-production (2 weeks) objectives:

- A. Students will begin the production process by developing a project using the following techniques: project concepts, research, script format and story structure, storyboards, location scouting, and casting.
- B. Students will develop a pre-production plan and documentary video for production.

Unit III Production Tools (2 weeks) objectives:

- A. Students will be instructed in safety procedures using video equipment on location.
- B. Students will be instructed on the proper setup, operation and maintenance of: video cameras, editing VCRs, special effects generator, lighting and sound equipment, computer graphics, and other broadcasting equipment used on location.
- C. Students will be arranged in small groups to practice using the various pieces of production equipment by completing assignments and simulation activities.

Unit IV Production (4 weeks) objectives:

- A. students will light and shoot on location, recording video and audio while working in various crew roles of producer, camera operator, director, sound/boom operator, VCR operator, gaffer and grip.
- B. Students will be divided into production teams to create a 15 to 30 minute documentary program for their final exam in this course.

Unit V Post Production (5 weeks) objectives:

- A. Students will edit their takes, mix sound, add music, titles and effects, and complete their project for presentation on Adelphia Cable TV.
- B. Students will be divided into production teams to create a 5 to 50 minute documentary program for their final exam in this course.
- C. Students will demonstrate their degree of mastery of skills and techniques learned in this course through producing their final project program.

The students and instructor will view and critique the quality of each team's program.

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: July 28, 2008

EXHIBIT B-14

2. SEMESTER HOURS: 2 CONTACT HOURS: (1 + 3)
Lecture Lab

3. CATALOG DESCRIPTION

This course introduces students to graphic skills associated with engineering design, particularly those related to computer-aided design and drafting (CADD). The course provides the student with an understanding of design concepts, features and limitations of a micro-computer based CAD system. The majority of the course time consists of laboratory exercises. In the context of design, the course will cover fundamental aspects of engineering graphics including elementary projection, lines and planes, auxiliary views, edge views, oblique projection, angle between planes, angles between lines and planes, and intersection and revolution. Graphics will stress solutions of elementary design problems.

Course Type for Perkins Reporting: x vocational non-vocational

Per ABET (Accreditation Board for Engineering and Technology) requirements, a critical aspect of design is modeling analysis. Without modeling, an engineering concept cannot be developed, and design feasibility analysis cannot be performed.

A key task of modeling is to be able to draw, read, and modify engineering graphs. In recent years, there has been a trend by many universities, to cease offering Engineering Graphics as an element of an engineering degree. Several factors contribute to this, including the reduction in the number of hours required for an engineering degree and advancements in technology that are construed to make the art of hand drafting obsolete. In the context of these developments, it was important to develop a course that focuses on Engineering Graphics not for drafting per se but as a fundamental tool in engineering design. This course uses commercial CAD software packages that are appropriate to perform design analysis.

b. Relationship to courses within the College

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

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

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

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

☒ Program-specific requirement for the following degree program(s):
A.S. in Engineering
☐ 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	No. of Credits	Comments
Essex County College	Engineering Graphics	ENR101	2	
Essex County College	Applied Computer Aided Design	ENR105	2	
County College of Morris	Engineering Graphics	ENGR 1204	2	
Raritan valley Community College	Engineering Graphics	ENGR-107	2	
Camden County College	Computer Aided Engineering Graphics	CAD101	4	Certificate Program CADD: Computer Aided

				Drafting & Design
Bergen Community College	Drafting I	DFT107	2	Drafting and Design & CAD Certificate Course
	Computer Aided Drafting I	DFT210	3	
	Engineering Graphics I	DFT-208	3	
Sussex County Community College	Computer Aided Design	COMS225	4	Computer Course

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an “x” in box)	Unable to Determine Status (Place “U” in box)
Georgian Court University	No course title or code – 4 cr.	Elective credit		
Kean University	TECHX1003 – No title: elective – 4 cr.	Technology free elective		
Monmouth University	FE001 – No title: elective – 4 cr.	100-level free elective		
Richard Stockton College			X	
Rowan University	INTR 99070 – No title – elective – 3 cr.	Free elective		
Rutgers – School of Engineering	14180215: Engineering Graphics – 1 cr.	Major		
NJIT	EG 101: Engineering Graphics – 2 cr.	Major		

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

The non-transferability of this course to Richard Stockton is based on the fact that Stockton offers a 4-hr Graphics course while almost all community colleges offer 2hr-Graphic course.

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

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

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input 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 checked="" type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~a. Develop a working knowledge of AutoCAD two-dimensional drafting software.~~
- ~~b. Use the AutoCAD interface to input drawing information in a computer.~~
- ~~c. Set up drawings, use drawings aids, save drawings, and get help when needed.~~
- ~~d. Draw lines, basic shapes, geometric constructions, and edit drawings.~~
- ~~e. Make multiview layouts and print or plot the drawing.~~
- ~~f. Place text on drawings.~~
- ~~g. Use basic and advanced AutoCAD editing commands.~~
- ~~h. Create multiple patterns of drawing components.~~

- a. Develop an understanding of the direct relationship between design concepts and engineering graphics.*
- b. Develop a working knowledge of computer-aided design and drafting (CADD).*
- c. Set up drawings, use drawings aids, save drawings, and get help when needed.*
- d. Draw lines, basic shapes, geometric constructions, and edit drawings.*
- e. Make multi-view layouts and print or plot the drawing.*
- f. Place text and design instructions on drawings.*
- g. Create multiple patterns of drawing components.*
- h. Develop technical communication skills via engineering graphics language.*

8. METHODS OF INSTRUCTION

One hour of formal lecture and class discussion and three hours of computer laboratory per week. Concepts will be explained, and students will follow with hands-on laboratory sessions.

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: Computer-aided graphic software

Human resources needs: Presently employed

10. TENTATIVE TOPICAL OUTLINE

- ◆ Lettering, Instruments
- ◆ Orthographic Projection
- ◆ Points & Lines in Space
- ◆ Auxiliary Views
- ◆ Auxiliary Views
- ◆ Planes
- ◆ Parallel & Perpendicular Lines
- ◆ Intersecting & Non-intersecting Lines
- ◆ Revolution
- ◆ AutoCAD Fundamentals
- ◆ Geometric Construction Tools
- ◆ Object properties
- ◆ Orthographic Views
- ◆ Dimensioning
- ◆ Templates
- ◆ Auxiliary Views, Section Views
- ◆ Assembly Drawings

TOPIC #	SUBJECT
1	Introduction: The need for Engineering Graphics in Design Application Creating a First Sketch Creating a Solid Model Drawing Angular Shapes
2	Two-Dimensional Sketching: 2D Sketch Panel Line, Spline, Circle, Ellipse, Arc, Rectangle, Fillet, Chamfer, Polygon, Mirror, Rectangular Pattern, Circular Pattern, Offset, Extend, Trim, Move, Rotate, Constraints, Editing a Sketch
3	Three-Dimensional Models: Line, Spline, Circle, Ellipse, Arc, Rectangle, Fillet, Chamfer, Polygon, Mirror, Rectangular Pattern, Circular Pattern, Offset, Extend, Trim, Move, Rotate, Constraints, Editing a Sketch, Ribs, Loft, Sweep, Coil, Model Material
4	Orthographic Views: Fundamentals of Orthographic Views, Normal Surfaces, Hidden Lines, Precedence of Lines, Slanted Surfaces, Compound Lines, Oblique Surfaces, Rounded Surfaces, Orthographic Views with Inventor, Isometric Views, Section Views, Offset Section Views, Aligned Section Views
5	Assembly Drawings:

	Bottom-Up and Top-Down Assemblies, Starting an Assembly Drawing, Degrees of Freedom, Moving Components and Rotating Components, Constraint, Presentation Drawings, Animation, Isometric Drawings
6	Threads and Fasteners
7	Dimensioning a Drawing
8	Tolerancing
9	Applications: Springs, Shafts, Bearings, Sheet Metal Drawings, Weldment Drawings, and Cams

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.~~

Three project exams

Project written and presented as a report

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-15

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

1. COURSE NUMBER AND TITLE: THTR 190: Children's Theatre Performance
2. SEMESTER HOURS: 3 CONTACT HOURS: (0 + 0 + 9)
Lecture Lab Studio
3. CATALOG DESCRIPTION

This course provides students with practical experience in staging, rehearsing, performing and striking a theatre production for young audience members. Students will apply acting, singing, and dancing skills to a fully costumed, technically complete production. By participating in all phases of the production, students will gain an understanding of the complexities unique to a children's theatre show. Students must participate in all rehearsals, load-in, performances and strike. Productions will be performed at on-campus and off-campus locations.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 2

DIFFERENTIAL FUNDING CATEGORY: A

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

6. JUSTIFICATION

- a. Describe the need for this course.

Ocean County College is developing a partnership with the Ocean County Vocational Technical School's Applied and Performing Arts Program, one which will provide students from both institutions with the theory and application of skill necessary to select, produce, market, and perform a children's theatre performance. This course represents a practical performance laboratory in which students can develop a fully-staged Ocean County College production for young audience members.

- 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	Comments
Burlington CC	Children's Theatre	THR 113	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 title or code; 3 cr.	Elective		
Kean University	THE3240: Children's Theater, 3 cr.	Free elective		
Monmouth University	TH001: 100-Level Theater Elective, 3 cr.	Aesthetics		
Richard Stockton College	ARTPEC: Performing Arts Elective, 3 cr.	Gen Ed- Arts		
Rowan University	THD07075: Gen Ed Theater/Dance Elective	Artistic and Creative Expression		
Rutgers – New Brunswick	07966EC: Elective Credit	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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
 - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
 - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
 - iv. Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
 - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- e. Mark with an "x" the General Education goal(s) addressed by this course:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Develop an appreciation for the actor's craft.
- b. Take direction and learn how to block a production.
- c. Develop an appreciation for the technical elements involved in mounting a production.
- d. Develop stage poise and stage concentration.
- e. Gain valuable experience in performing for a live audience

8. METHODS OF INSTRUCTION

Students will take part in exercise, rehearsal, performance, and criticism as a cast.

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

A rehearsal and performance accompanist is required.

10. TENTATIVE TOPICAL OUTLINE

- A. Exercises in relaxation and warm-ups
- B. Improvisation
- C. Script/music analysis
- D. Rehearsal—character development
- E. Blocking and choreography
- F. Taking direction
- G. Loading in
- H. Run through with technical elements
- I. Performance
- J. Strike

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 rehearsal and performance journal will be submitted at the end of the semester.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & 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-16

POLICY

Ocean County College conducts course-level assessment primarily in high-enrollment 100-level courses representing the academic schools.

PROCEDURE

Prior to the annual assessment each spring, faculty review the course objectives, assessment instruments, previous year's assessment data, and teaching strategies designed to address problem areas in order to prepare for the upcoming assessment. All full-time faculty and adjuncts teaching the designated courses are required to administer the assessment in at least one course section unless the assessment is a required project or the final exam for all sections of a given course, as verified by the Academic Dean.

Subsequently, deans and faculty members compile the data, discuss results, identify new teaching strategies, and share their results in a written report with the Vice President of Academic Affairs. These results are also shared with the College Senate Learning Assessment Committee and posted on the College's Institutional Effectiveness web page in a timely manner.

PROCEDURE

- ~~1. Each year the academic deans and their faculty will use the Faculty Appraisal of Course Components* to evaluate the currency and vitality of one-fifth of their courses.~~
 - ~~• Academic deans will select one-fifth of the courses for evaluation during a given academic year and indicate the anticipated evaluation dates on the Master List of Departmental Courses. Approximately one-half of these courses may be designated for evaluation during the Fall Semester and approximately one-half during the Spring Semester.~~
 - ~~• During the semester in which the designated courses are to be evaluated, academic deans will distribute the Faculty Appraisal of Course Components to all full-time faculty and adjuncts currently teaching those courses.~~
 - ~~• Faculty members will complete the appraisals and return them to their respective deans by the end of the semester or by the date specified.~~
- ~~2. Each year, academic deans, in cooperation with faculty, will use the Student Appraisal of Course Components** to evaluate the designated courses.~~
 - ~~• Academic deans will distribute the Student Appraisal of Course Components to all full-time faculty and adjuncts who are teaching the designated courses during the selected term.~~
 - ~~• Faculty will decide the class period during which they will administer the survey within the specified time frame.~~
 - ~~• Faculty will distribute the survey to their students. For the data to be reliable, students must believe that the faculty members and the college consider students' reactions to be important and that grades cannot be affected (either positively or negatively) by the survey responses. For this reason, the faculty members or adjuncts will read or paraphrase the following paragraph in order to clarify the purpose of the survey, to assure students that their responses will be taken seriously, and to explain the procedure involved.~~

"The Student Appraisal of Course Components which you are asked to complete is an optional survey designed to provide information which academic deans and faculty can use in improving courses at Ocean County College. The questions in this survey deal with the materials, resources, and the physical environment of courses, not with the faculty members who teach the courses. Your responses to this survey might result in such improvements as new textbooks, increased tutorial services, or expanded labs and classrooms. Your cooperation in completing this survey is appreciated by the college, but you are in no way obligated to participate. Whether or not you choose to complete the survey, please return the form to me."

- Faculty members and adjuncts will collect the surveys and return them to their respective deans.
- 3. The academic deans will compile the necessary instruments related to the course evaluation.
- The deans and their faculty will discuss the results of the evaluation and use the results for course revision and improvement.
- For each course, the deans complete a Course Evaluation Report*** and send a copy to the Vice President of Academic Affairs and to the Office of Planning and Administration, which will maintain current Master Lists for each department.

[* See Attachment A] _____ ADOPTED: December 18, 2001
[** See Attachment B] _____ Revised: April 30, 2002
[*** See Attachment C] _____ Revised: May 27, 2003

Procedure 7165—Attachment A
Faculty Appraisal of Course Components

This instrument was designed to help faculty examine the currency and vitality of course elements identified in the Course Proposal Format and, therefore, included in every course syllabus. The last two items, which appear in the Student Appraisal of Course Components, were added to this evaluation form.

Course Number & Title: _____ **Date:** _____

1. Are the course number and title accurate? Yes: ____ No: ____

Comments:

2. (A) Are the credit hours appropriate to the course? Yes: ____ No: ____

Comments:

(B) For courses with labs, are the contact hours appropriate to the lab? Yes: ____ No: ____

Comments:

EXHIBIT B-16
EDUCATIONAL PROGRAMS
COURSE AND CURRICULUM
Course Evaluation #7165

3. ~~Is the catalog description current and appropriate? Yes: ___ No: ___~~

~~_____~~
Comments:

4. ~~Are the following appropriate to the course?~~

~~a. pre-/co-requisites Yes: ___ No: ___~~

~~b. maximum class size Yes: ___ No: ___~~

~~c. lab fee code Yes: ___ No: ___~~

~~_____~~
Comments:

5. ~~Is the justification of the course valid? Yes: ___ No: ___~~

~~_____~~
Comments:

6. ~~Does the justification of the course include an identification of General Education goals/objectives addressed by the course? Yes: ___ No: ___~~

~~_____~~
Identify by number, using attached list:

7. ~~Does the justification of the course include a response to the question regarding "diversity requirements," mentioned in the Course Proposal Format? Yes: ___ No: ___~~

~~_____~~
Comments:

8. ~~Do existing course objectives reflect current trends in the discipline? Yes: ___ No: ___~~

~~_____~~
Comments:

9. ~~Do the methods of instruction listed in the course syllabus reflect current trends in the discipline? Yes: ___ No: ___~~

~~_____~~
Comments:

EXHIBIT B-16
EDUCATIONAL PROGRAMS
COURSE AND CURRICULUM
Course Evaluation #7165

10. Are the textbook(s) and instructional materials current? Yes: ____ No: ____

Comments:

11. Is the topical outline of the course current? Yes: ____ No: ____

Comments:

12. Are course resources such as library materials, instructional technology, and tutorial services helpful to students?
Yes: ____ No: ____

Comments:

13. Is the physical environment of the classroom(s) and lab conducive to learning? Yes: ____ No: ____

Comments:

Procedure 7165 — Attachment G

Ocean County College
Course Evaluation Report

Title/Prefix/Number:

Course Description:

Date of Evaluation:

Summary of Student Response:

Summary of Faculty Responses:

Description/Date of Follow-up Actions: