EXHIBIT B

EXHIBIT B

OCEAN
COUNTY COLLEGE

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

To: Board of Trustees

From: Office of the President

Date: June 23, 2010

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, June 28, 2010**:

1. Recommend approval of the following items accepted by the College Senate at its meeting on May 19, 2010:

   a. Revised Courses

      1) HLSC 170, Introduction to Homeland Security **(Exhibit B-1)**
      2) CHEM 283, Organic Chemistry I **(Exhibit B-2)**
      3) CHEM 284, Organic Chemistry II **(Exhibit B-3)**
      4) ENG 227, Introduction to Jewish and Holocaust Literature **(Exhibit B-4)**

   b. Revised Policies

      1) Policy #5154, Students, Academic Standards, Grades and Scholastic Honors **(Exhibit B-5)**

      2) Policy #5156, Students, Academic Standards, Unsatisfactory Academic Progress **(Exhibit B-6)**

2. Recommend revision of Policy #3015, Personnel, All Employees, Departing Employees **(Exhibit B-7)**

EXHIBIT B-1

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

1. COURSE NUMBER AND TITLE: ***HLSC*** ~~CRIM~~ 170: Introduction to Homeland Security

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

3. CATALOG DESCRIPTION:

This course considers some of the challenges of maintaining the safety and security of citizens, key assets, and critical infrastructure in a democratic society. Analyses of past and present efforts to strike a balance between individual rights and the prevention and control of subversive acts and terrorism shall be undertaken.

4. PREREQUISITES: None COREQUISITES: None

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

6. JUSTIFICATION

a. Describe the need for this course.

A greater focus upon national security grew from the events of September 11, 2001. The realization that terrorism could exact such a terrible toll within our borders stirred a collective concern of the vulnerabilities that a free society presents to those who seek to do us harm. This course looks to foster an understanding of the influences that lead to extremist views and terrorist activities. It offers a dialogue from which one may better understand, prevent, and survive terrorist behavior. The course also presents an overview of the nation's attempts to meet the threats posed by other man-made and natural disasters. Additionally, this instruction highlights the importance of the rapidly growing security industry as a possible field of employment. Finally, this course serves as a starting point from which a concentration of related courses in ~~disaster planning, response, recovery, mitigation and emergency management~~ ***homeland security*** can be developed.

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:

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

ii. No comparable courses were identified among the institutions identified below. This proposal is a proactive attempt to offer a course in the rapidly increasing field of homeland security.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	# of Credits	Comments
Brookdale	Counter-terrorism	CRJU-236-001RL	3	Subtopic in proposed course
Atlantic/Cape	None			
Burlington	Introduction to Private Security	CRJ 218 Introduction to Private Security		Subtopic in proposed course
Mercer CC	None			
Middlesex	None			
Essex	None			

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	FE 200 Level (3)	General Elective		
Georgian Court University	CJ 398 Selected Topics in Homeland Security (3)	Criminal Justice Elective		
Richard Stockton College	CJ398, Selected Courses in Criminal Justice (3)	Criminal Justice Elective		

Monmouth University	FE 001 (3)	Free Elective		
Kean University			X	
Rowan University		Gen. Ed. Elective		
Other				

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

v. If not transferable to any institution, explain.

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

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

With regard to the college's academic commitment to "Developing informed and engaged citizens," this course identifies behaviors and suggests actions that one can undertake to enhance one's well-being in the event of an emergency. This practical knowledge can help guide students towards an action orientation leading to better preparedness at the individual level. Such an approach embodies the college's attempt to empower students to "transform information into knowledge and knowledge into action."
As indicated above, OCC would be at the forefront of offering this introductory level course. In preparing this proposal it was learned that many four-year institutions are planning to begin similar courses of study in homeland security.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Describe the philosophy of homeland security.
b. Discuss various public policies relative to homeland security.
c. Describe the unique challenges and characteristics of homeland security.
d. Identify the various relationships among agencies responsible for securing the homeland.
e. Identify various characteristics of domestic and international terrorism.
f. Discuss the Constitutional limitations on providing security.
g. Identify various terrorist operations and tactics.
h. Describe the structure of the Department of Homeland Security.
i. Compare and contrast incident management and emergency management.
j. Discuss current and future issues in homeland security.

8. METHODS OF INSTRUCTION:

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

Students will be required to complete writing assignments, a research proposal, and a research paper.

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

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

10. TENTATIVE TOPICAL OUTLINE:

a. The American tradition of homeland security
b. The rise of modern terrorism
c. The birth of modern homeland security
d. The mind of the terrorist
e. Al-Qaeda and other Islamic groups
f. Trans-national dimensions of terrorism
g. Domestic terrorism
h. Terrorist operations and tactics
i. Weapons of mass destruction
j. Cyber-terrorism and cyber-security
k. Homeland security, the governmental response
l. America's national strategies
m. Domestic antiterrorism and counterterrorism
n. Critical infrastructure protection and key assets
o. Incident management and emergency management

p. Business preparedness, continuity and recovery
q. Public awareness and preparedness
r. The future of homeland security

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Two major examinations
Four quizzes
One research proposal
One research paper

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: March 23, 2009

EXHIBIT B-2

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

1. COURSE NUMBER AND TITLE: CHEM-283: Organic Chemistry I

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

3. CATALOG DESCRIPTION

This is the first course in a two-course sequence exploring the structure-activity relationships of functional groups. Course topics include nature of the covalent bond, ~~alkenes,~~ ***alkanes,*** alkenes, stereochemistry, reaction mechanisms, and functional group chemistry. The laboratory work consists of basic separation and purification, and synthetic organic laboratory techniques.

4. PREREQUISITES: CHEM 182 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: ___ vocational _X__ non-vocational

6. JUSTIFICATION

a. Describe the need for this course

This course is required for bachelor-level degree programs in chemistry, many other sciences, engineering, and pre-professional programs.

b. Relationship to courses within the College

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

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

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

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

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

___ Elective

c. Related courses in other institutions

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

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

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

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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~Determine number of valence electrons in an atom~~
- ~~Draw Lewis structures for given chemical formula~~
- ~~Draw line-bond structure from chemical formula~~
- ~~Write chemical formula from line-bond structure~~
- ~~Distinguish between valid and non-valid Lewis structures~~
- ~~Write ground state election configuration for given element~~
- ~~Designate orbitals overlapping to form given covalent bond~~
- ~~Identify hybridization of an atom in a molecule~~
- ~~Predict geometry about an atom in a molecule~~
- ~~Determine if a bond is polar or non-polar~~
- ~~Assign direction of bond dipole~~
- ~~Draw and interpret skeletal structure for given compound~~

- ~~Draw and interpret dashed-line-wedge drawings~~
- ~~Determine if two structures represent the same compound~~
- ~~Classify carbon and hydrogen atoms in a structure~~
- ~~Determine relationship between two structures~~
- ~~Name and draw structural formulas for alkyl groups~~
- ~~Write IUPAC name for given structure~~
- ~~Draw structure from IUPAC name~~
- ~~Name geometric isomers~~
- ~~Draw structure of geometric isomer from name~~
- ~~Name and draw Haworth projections~~
- ~~Identify and name functional groups~~
- ~~Classify reactions according to reaction type~~
- ~~Classify reaction mechanisms~~
- ~~Draw curved arrows to show electron flow~~
- ~~Draw curved arrows to show electron flow in radical formation~~
- ~~Draw curved arrows to show reactions of radical halogenation of alkanes~~
- ~~Interpret reaction energy diagrams~~
- ~~Write IUPAC name for alkyl halides~~
- ~~Draw structural formula from IUPAC name of alkyl halides~~
- ~~Identify Bronsted acids and bases in given reaction~~
- ~~Identify conjugate acid-base pairs~~
- ~~Predict relative acidity or basicity from pKa data~~
- ~~Predict and draw structural formulas for acid-base reactions~~
- ~~Predict if acid-base reaction will occur as written~~
- ~~Predict relative energies of ions~~
- ~~Identify most acidic hydrogen in a molecule~~
- ~~Predict more favorable reaction~~
- ~~Predict relative acidities of substituted acids~~
- ~~Predict relative basicities of substituted bases~~
- ~~Determine formal charge~~
- ~~Identify Lewis acids and Bases~~
- ~~Identify nucleophiles and electrophiles~~
- ~~Classify molecules as chiral or achiral~~
- ~~Assign absolute configuration to a chiral center~~
- ~~Given name of stereoisomer, draw perspective structural formula~~
- ~~Draw and interpret Fischer projections~~
- ~~Identify and distinguish enantiomers, diastereomers, and meso compounds~~
- ~~Devise step-wise reaction mechanism~~
- ~~Interpret kinetic data~~
- ~~Use rate law to write reaction mechanism~~
- ~~Predict rates of reaction based on substrate structure, nucleophile structure, basicity, or leaving group~~
- ~~Draw products of Sn2 reactions~~
- ~~Predict relative stability of carbocations~~
- ~~Predict mechanism of given reaction~~
- ~~Identify reagents needed to effect a transformation~~
- ~~Give IUPAC name for alcohol from structure~~
- ~~Draw alcohol structure from IUPAC name~~
- ~~Draw products of Williamson ether synthesis~~
- ~~Devise Williamson synthesis for given target molecule~~

- ~~Draw products of elimination reactions~~
- ~~Predict major product of given reaction~~
- ~~Draw step-wise mechanism for E2 reaction~~
- ~~Draw E2 products~~
- ~~Draw E1 products~~
- ~~Draw step-wise mechanism for E1 reaction~~
- ~~Predict major and minor elimination products~~
- ~~Predict the dominant mechanism in a given reaction~~
- ~~Designate sigma and pi bonds and overlapping orbitals~~
- ~~Give IUPAC name for alkenes and alkynes~~
- ~~Use EZ to name alkene stereoisomers~~
- ~~Use heats of hydrogenation to determine relative alkene stabilities~~
- ~~Predict products of alcohol dehydration~~
- ~~Draw step-wise mechanism for alcohol dehydration~~
- ~~Draw step-wise mechanism of electrophilic addition~~
- ~~Draw products of alkene addition reactions including regiochemistry and stereochemistry~~

a. Draw and interpret Lewis structures, line-bond structures of alkanes, cycloalkanes, alkenes, alkynes, alkyl halides, ethers, and alcohols using IUPAC system of nomenclature.

b. Determine hybridization, bonds, bond angles, geometry, polarities, and dipole moments of organic compounds.

c. Draw, interpret, and compare relative stabilities of acyclic alkane conformations.

d. Draw, interpret, and compare relative stabilities of cyclic alkane conformations.

e. Describe acids and bases in reactions, identify components in a reaction and compare relative acidity and basicity of organic compounds.

f. Distinguish conformational isomers, constitutional isomers, geometric isomers, enantiomers, diastereomers, and meso compounds.

g. Distinguish reaction types, use kinetics to elucidate reaction mechanisms, and use reaction energy diagrams to illustrate reaction mechanisms.

h. Draw reaction mechanisms.

i. Describe SN1, SN2, E1, and E2 reactions, predicting reactivities, and reaction products.

j. Devise syntheses including steps, reagents, and products including regiochemistry and stereochemistry.

k. Use Material Safety Data Sheets (MSDS) to obtain information such as molecular formula, physical properties, hazards, and disposal procedures for chemicals used in each experiment.

l. Prepare and maintain a laboratory notebook including a write-up of each experiment detailing the purpose, chemical equations, calculation of theoretical yield, percent yield, and record of experimental observations.

m. Write clear, concise, scientific laboratory reports using American Chemical Society style for each experiment.

n. Use critical analysis skills to interpret data and draw conclusions.

o. Perform simple syntheses isolating measurable quantities of a final product.

p. Perform basic organic microscale operations using microscale glassware:

- *Melting point determination*
- *Boiling point determination*

- ***Refractive index***
- ***Recrystallization using Craig tube***
- ***Extraction***
- ***Thin layer chromatography***
- ***Reflux***
- ***Distillation***

q. Use molecular mechanics computer modeling software

8. METHODS OF INSTRUCTION

Lecture/Lab/Discussion

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

Text: An appropriate textbook will be selected. Please contact the Department Office for current adoptions.
Technology: Computers with internet capability, Molecular Modeling Software
Presently employed Faculty with a Masters degree in Chemistry can teach this course.

10. TENTATIVE TOPICAL OUTLINE

a. Bonding & Lewis Structures Hybridization
b. Structural formulas & Polar covalent bonds
c. Alkane nomenclature & conformations &
d. Geometric isomers
e. Acids & Bases & pKa
f. Reaction energy diagram
g. Functional groups & Free Radical reactions
h. Chirality
i. Substitution Reactions
j. Elimination Reactions
k. Alkenes Nomenclature & Structure
l. Alkene Reactions
m. Alkene Oxidative
n. Cleavage
o. Alkyl Halides Nomenclature & Reactions
p. Alcohols Synthesis & Reactions
q. Alkynes Acidity & Reactions

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

Two Major Exams
Final Exam
Weekly written formal Lab reports

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-3

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

1. COURSE NUMBER AND TITLE: CHEM-284: Organic Chemistry II

2. SEMESTER HOURS: 4 s.h. CONTACT HOURS: (3 + 3)
Lecture Lab

3. CATALOG DESCRIPTION

This is the second in a two-course sequence exploring the structure-activity relationship of functional groups. Course topics include the structure and reactions of aromatic compounds, the carbonyl, and nitrogen containing functional groups. Molecular structure determination using infrared and nuclear magnetic resonance is also discussed. The laboratory work includes organic synthesis and qualitative organic analysis.

4. PREREQUISITES: CHEM 283 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: ___ vocational _X__ non-vocational

6. JUSTIFICATION

a. Describe the need for this course

This course is required for bachelor level degree programs in chemistry, for many other sciences, engineering, and pre-professional programs.

b. Relationship to courses within the College

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

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

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

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

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

___ Elective

c. Related courses in other institutions

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

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

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

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:

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~Draw step-wise mechanism of electrophilic addition to an alkene~~
- ~~Predict relative stabilities of carbocations~~
- ~~Predict and draw structures for alkene addition products including regiochemistry and stereochemistry~~
- ~~Propose step-wise mechanisms to explain observed products of alkene additions~~
- ~~Devise syntheses involving alkene addition~~
- ~~Predict and draw structures for halogenation products of allylic systems~~
- ~~Propose step-wise mechanisms to account for observed products of allylic reactions including regiochemistry.~~
- ~~Draw resonance contributors~~
- ~~Determine relative importance of resonance contributors to hybrid structure~~
- ~~Use resonance to account for observed reaction products~~

- ~~Use resonance theory to predict number of reaction products~~
- ~~Use resonance theory to account for product distribution of a reaction~~
- ~~Predict relative stability of dienes~~
- ~~Give IUPAC name for diene including stereochemistry~~
- ~~Draw structure from diene IUPAC name~~
- ~~Write step-wise mechanism for 1,2 and 1,4 addition to conjugated dienes~~
- ~~Predict products of 1,2 and 1,4 addition~~
- ~~Draw products of kinetically controlled addition reactions~~
- ~~Draw products of thermodynamically controlled addition reactions~~
- ~~Predict if compound will be a good dienophile~~
- ~~Predict if diene will be good Diels-Alder reactant~~
- ~~Predict relative reactivity of dienes in Diels-Alder reaction~~
- ~~Draw products of Diels-Alder reactions~~
- ~~Devise Diels-Alder syntheses~~
- ~~Construct a molecular-orbital energy diagram~~
- ~~Predict if a species will be aromatic, anti-aromatic or non-aromatic~~
- ~~Explain aromaticity using MO diagrams~~
- ~~Name monocyclic aromatic compounds~~
- ~~Draw structures of monocyclic compounds from name~~
- ~~Classify heterocycles as aromatic, anti-aromatic, or non-aromatic~~
- ~~Predict acidity or basicity of cyclic compounds~~
- ~~Draw products of aromatic halogenation~~
- ~~Draw step-wise mechanism for aromatic halogenation~~
- ~~Draw resonance structures for aromatic halogenation intermediate~~
- ~~Draw products of electrophilic aromatic substitution~~
- ~~Predict positions of electrophilic aromatic substitution~~
- ~~Predict positions of electrophilic attack on monosubstituted aromatics~~
- ~~Explain using resonance structures ortho-para-directing and meta-directing~~
- ~~Explain ring activation and deactivation~~
- ~~Predict relative rates of electrophilic aromatic substitution~~
- ~~Draw products of nucleophilic aromatic substitution~~
- ~~Draw resonance structures for intermediates of nucleophilic aromatic substitution~~
- ~~Predict relative rates of nucleophilic aromatic substitution~~
- ~~Use the characteristic absorption frequencies of functional groups to assist in determining the structure of an unknown compound~~
- ~~Use some "fingerprint region" absorptions to assist in determining structures~~
- ~~Describe molecular transitions responsible for infrared absorption~~
- ~~Identify the number of different kinds of protons in an unknown compound from its proton NMR spectrum~~
- ~~Identify the relative numbers of each of the different kind of protons in an unknown using integration curves~~
- ~~Identify the presence or absence of neighboring protons from NMR spectrum~~
- ~~Identify the number of neighboring protons from NMR~~
- ~~Predict appearance of an NMR spectrum~~
- ~~Use NMR spectrum to assist in determining structure~~
- ~~Identify the number of different kinds of carbons from decoupled C-NMR spectrum~~
- ~~Use C-NMR spectrum to assist in determining structure~~
- ~~Using low resolution mass spectrum, identify molecular ion peak~~
- ~~Recognize the presence of Cl and Br in a compound from its mass spectrum~~
- ~~Use mass spectrum to assist in determining structure~~

- ~~Write IUPAC name for ethers~~
- ~~Draw structure of ether from name~~
- ~~Devise synthesis of ether and epoxides~~
- ~~Draw products of ether or epoxide reactions~~
- ~~Write step-wise mechanism for ether or epoxide reaction~~
- ~~Write name for organometallic compound~~
- ~~Draw structure of organometallic from name~~
- ~~Show how to prepare Grignard reagents, organolithium compounds, Gilman reagents, Simmons-Smith reagent~~
- ~~Devise syntheses using organometallic reagents~~
- ~~Draw products of reactions involving organometallic compounds~~
- ~~Write IUPAC name for aldehydes and ketones~~
- ~~Draw structure of aldehyde or ketone from name~~
- ~~Predict and explain relative stabilities of aldehydes and ketones~~
- ~~Devise syntheses for aldehydes and ketones~~
- ~~Draw products of reactions involving aldehydes and ketones~~
- ~~Draw products of reactions involving aldehydes and ketones~~
- ~~Write step-wise mechanisms for aldehyde or ketone reaction~~
- ~~Identify hemiacetals and acetals~~
- ~~Write IUPAC name for carboxylic acid or acid derivative~~
- ~~Draw structure from name of acid or acid derivative~~
- ~~Predict relative acidities of substituted acids~~
- ~~Devise syntheses for carboxylic acid from alcohols or aldehydes~~
- ~~Write mechanism for Fischer esterification~~
- ~~Draw structure of products of carboxylic acid reactions~~
- ~~Predict relative reactivities of acid derivatives~~
- ~~Write step-wise mechanism of nucleophilic acyl substitution~~
- ~~Draw products of reactions involving acid derivatives~~
- ~~Show how enolate ions form from ketones or aldehydes~~
- ~~Distinguish tautomers from resonance contributors~~
- ~~Write mechanism for base-promoted alpha halogenation~~
- ~~Use lithium enolates in syntheses~~
- ~~Draw products of aldol and crossed aldol reactions~~
- ~~From aldol product determine aldehyde or ketone reactants~~
- ~~Write step-wise mechanism for aldol condensation under acid or base conditions~~
- ~~Draw products of a Claisen condensation~~
- ~~Write mechanism of Claisen condensation~~
- ~~Use acetoacetic ester synthesis to prepare substituted acetones~~
- ~~Use the malonic ester synthesis to prepare substituted acetic acids~~
- ~~Draw products of Michael addition reactions~~
- ~~Write IUPAC name for amines~~
- ~~Draw amine structure from name~~
- ~~Explain and predict relative basicity of amines~~
- ~~Draw products of amine reactions~~
- ~~Devise syntheses involving arene diazonium salts~~
- ~~Draws major products of Hoffmann elimination reactions~~

a. ***Identify the common organic compound's functional group and determine the structure of an unknown compound using UV/Vis, IR, Mass, and NMR spectroscopes.***

b. Draw step-wise mechanism of electrophilic addition to an alkene.

c. Give IUPAC name for diene including stereochemistry, predict the relative stability of diene, and classify specific reactions and reaction's mechanisms of dienes.

d. Construct the Molecular-orbital energy diagram, explain aromaticity using MO diagram, identify the structure and the name of the monocyclic aromatic Compounds, also classify the acidity and basicity of cyclic compounds.

e. Identify the mechanisms, relative ring activation and deactivation, and position's predictions of the Electrophilic aromatic mono-, di-, and multi- substitution reaction in the aromatic compounds; also classify the Nucleophilic aromatic substation reaction.

f. Predict the naming, properties, preparations, and reactions of alcohols and phenols.

g. Write the IUPAC name, the properties, and draw the structure of ethers, epoxide, thiols, organometallic compounds, aldehydes, ketones, carboxylic acid, amines and arylamines.

h. Show how to prepare Grignard reagents, and organolithium compounds.

i. Recognize the carbonyl alpha-substitution reaction and carbonyl condensation reaction with specific reagents and mechanism.

j. Classify the reaction and spectroscopy of Amines and Arylamines.

8. METHODS OF INSTRUCTION

Lecture/Lab/Discussion

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: Computers with MS Office/Internet/Molecular Modeling

10. TENTATIVE TOPICAL OUTLINE

a. Theory & Interpretation of Infrared Spectroscopy
b. Theory & Interpretation of mass spectrometry
c. Theory & Interpretation of NMR
d. Reactions & Synthesis of Ethers & Epoxides
e. Organometallics
f. Conjugated systems, dienes addition reactions, Diels-Alder
g. Aromatics: structure, MO's nomenclature, aromaticity
h. Reactions of aromatics
i. Electrophilic & Nucleophilic substitution
j. Ketone & Aldehyydes: structure, nomenclature,
k. ~~Proterties~~ *Protein* synthesis
l. Nucleophilic addition of ketone & aldehydes; oxidation

m. ~~Carbodxylice~~ ***Carboxylic*** acids: nomenclature
n. Acidity, synthesis, reactions
o. Acid derivatives, nomenclature
p. Properties reactions
q. Evals & enolates, condensation
r. Reactions, synthesis
s. Amines; structure, nomenclature
t. Basicity, reactions, synthesis

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

Three Major Exams
One Final Exam
Formal Written Lab Reports

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-4

EXHIBIT B-4

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

1. COURSE NUMBER AND TITLE: ENGL 227: Introduction to Jewish and Holocaust Literature

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

3. CATALOG DESCRIPTION:

With particular attention to common themes of exile, assimilation, identity, marginality, and persecution, this course traces the rich tradition of Jewish literature beginning with the Hebrew Bible and Hasidic, kabbalistic, and Rabbinical folktales. Culturally diverse writers representing America, central and eastern Europe, and the Middle East will then provide an historical context for exploring immigrant poetry and prose, Holocaust literature, and contemporary Jewish storytellers.

4. PREREQUISITES: ENGL 151~~: English I~~ COREQUISITES: None

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

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

6. JUSTIFICATION:

a. Describe the need for this course:

The shifting demographics of Ocean County and specifically the growing Jewish population are reflected in our rapidly changing and diverse student body. Of more significance, the course, formerly ENGL 299C, will enable students of all ethnic backgrounds to have a deeper and more nuanced understanding of Jewish texts, not only as an ethnic literature, but one whose themes are universal to the human condition.

b. Relationship to courses within the college:

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

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

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

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

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

~~x~~ Elective

c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Burlington	None			
Mercer	None			
Bergen	None			
Brookdale	None			

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

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

Ocean County College is presently developing its course offerings in Middle Eastern literature and history, largely in response to the cultural diversity of Ocean County and to community interest in these areas of study. Also, as noted above, the college is developing these course offerings in accordance with the mission of the Center for Peace, Genocide, and Holocaust Studies.

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 – NB	American Jewish Writers – 3 cr. - 01563367 American Jewish Experience in Literature – 3 cr. - 01050332 Holocaust Literature – 3 cr. 01563365536	Students will receive the same credit for this course as for the Rutgers course in American Jewish Writers. Course may transfer as an elective or as fulfilling a Humanities general education requirement.		
Georgian Court	None	Elective		
Richard Stockton	Lit of Genocide GAH 3215 – 3 cr. Holocaust in Literature & Film (GI53666) 3 cr. [College also offers Master's Program in Holocaust Studies]	Course will transfer and satisfy (a) the general education literature requirement and/or (b) the diversity requirement.		
Monmouth Univ	None	Monmouth is revising its transfer criteria. Comparable non-western		

		literature courses transfer as free electives.		
Kean University	None	Comparable non-western literature courses transfer as electives.		
Rowan University	None	Course will transfer as a general education elective and as a multicultural course.		

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).

Information in the chart above is based on phone conversations with the following individuals:

- Rutgers University: Gary Rendsburg, Laurie Chair in Jewish Studies
- Stockton College: Peter Hagan, Director of Academic Admissions
- Rowan College: Lucy Nurkowski, Director of Transfer; also Cindy Vitto, English Department Chair
- Georgian Court University: Alice Johnson, Project Registrar
- Monmouth University: Laura Bobbin, Registrar
- Kean University – The contact referred us to NJTransfer. Comparable non-western literature courses currently transfer as electives.

v. If not transferable to any institution, explain.

c. Consistency with the mission, Academic Master Plan, and strategic initiatives of the College:

In concert with the college's other ethnic literature course offerings, this course will help foster an understanding of diversity issues and the relationship between literature and culture. It will also serve to recognize American ethnic literature as a product of a variously imagined American heritage. This course supports the Academic Master Plan's intent to develop learners who appreciate diversity and who are gaining "a deep understanding of one's self and respect for complex identities, histories, and cultures of others."

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

a. Define a canon of "Jewish literature," understand its evolution, and gain a deeper and more nuanced understanding of a cross section of Jewish literature – poetry, fiction, prose,

memoirs – from Biblical narratives and Middle European Yiddish masters (in translation) through the mid twentieth century writers.

b. Describe Jewish literature as a legitimate field of academic study and as a genre having a rich literary heritage with recurring ethnic (and often universal) themes including assimilation, cultural and political marginality, alienation, war, and "other."

c. Explain how Jewish American literature has chronicled and paralleled the Jewish American experience; identify the relationship of literary works to their socio-economic, cultural, political, and historical contexts.

d. Discuss the dimensions and implications of the Nazi genocide by reading a broad variety of "Holocaust literature" including diaries, stories, testimonies, and poems; make personal connections with characters (real and fictional); and humanize the victims and survivors as individuals with dreams, passions, and agonies.

e. Describe how Jewish writers have recorded and imagined the experiences of immigration, assimilation, linguistic disorientation, catastrophe, and cultural and political marginality; explain how American Jews have responded to the collision between tradition and the drive to achieve the American dream; and describe how their literature has been defined by, and has significantly reshaped, the American literary landscape.

f. Demonstrate literary analysis in discussion, written presentation, and research.

g. Describe how the characters and concerns of modern authors reflect (a) the growing distance between first and second generation Jews; (b) the growing distance between flight and return; (c) the grating of the new world against the old, and (d) the frequent attempt to bash the mores, limitations and restrictions of Jewish life.

h. Discuss issues of gender, ethnicity, and identity as a Jew and as a woman in America as seen in the works of women writers; discuss how their writings differ from male writers of the second generation in terms of cultural content and concerns.

8. METHOD OF INSTRUCTION:

Lectures, discussion, research, media presentation, speakers

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

Appropriate texts will be provided. Please contact the department for current adoptions.
Instructor handouts of rare and out of print materials (short stories, poetry, proverbs)
VHS/DVD players

10. TENTATIVE TOPICAL OUTLINE

I. In the Beginning: Biblical narratives, folk tales, Yiddish proverbs (in translation) including Rabbi Nachman of Bratzlav

II. 1660-1850: First Arrivals in America Commentaries, discourses, letters, and other writings by DeLucena, Moise, Gratz, Menken, Leese

III. Between Two Worlds: The Great Yiddish Masters (Abromovitz, Aleichem, Sforim and Peretz) in translation

IV. 1880-1920: Farewell to Europe: The Great Tide of Immigration to the Lower East Side: Poets, writers, and radicals including Shapiro, Babel, Halpern, Reisin, Lazarus, Cahan, Yezierska, Glatstein

V. Bearing Witness: Literature of the Holocaust. Readings by Weisel, Ozick, Rosenfarb, Sachs, Kosinski, Frank

VI. From Margin to Mainstream: Writing Beyond Alienation Short works by Levin, Bellow, Shaw, Singer, Grade, Gold, Malamud, Perelman, Roth, et al

VII. Shaping Identity as a Jew and Woman and Poet: Poetic works by women in 18th, 19th, and early 20th centuries and how they reflect gender differences and cultural concerns

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

A minimum of two major written assignments and two exams.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants

#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-5

POLICY

1. Grading System

The following grading system is used:

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

UNEARNED GRADES

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

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

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

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

2. Grade of "I" (Incomplete)

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

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

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

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

4. Grade of "W" (Withdrawal)

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

5. President's Honor List

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

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

6. Pass/No Credit

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

7. College Honors Program

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

a. To accept the grade earned; or

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

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

8. Nursing Program

Students enrolled in NURS courses receive an "I" grade if they miss a clinical session. If the clinical session is not made up within 30 days into the next semester, a grade of "F" in the course will automatically be recorded.

In order to fulfill program requirements, students enrolled in the Nursing Program must obtain at least a "C" in ~~BIOL-130-Human Anatomy and Physiology I, BIOL-131-Human Anatomy and Physiology II, BIOL-232-Microbiology, and in all courses designated as NURS.~~ ***in all the courses listed in the Nursing Program curriculum guide, including NURS and BIOL courses and courses satisfying the OCC and general education requirements. A "D" in these courses (like an "F") is a non-passing grade.***

A student who receives a non-passing grade in a BIOL course or in courses satisfying the OCC or general education requirements may repeat the course(s) in an attempt to attain a "C" grade. A student receiving his/her first non-passing grade in a NURS course may repeat the course only once. If a student achieves a second non-passing grade in a NURS course, he/she will fail out of the Nursing Program. However, nursing students who have failed out of the Nursing Program and who subsequently show successful remediation by achieving an LPN license may apply to the Nursing Program again as a new student. They would need to meet all the requirements in effect at that time for the Traditional or OSOL or Career Mobility tracks. Upon acceptance into the program, the students must repeat all NURS courses regardless of any prior successful grades.

~~A nursing student receiving a grade below "C may" appeal his/her dismissal in writing to the Appeal Board of the Nursing Program.~~

A nursing student can appeal his/her grade or dismissal from the program in writing to the Appeal Board of the Nursing Program (see the Nursing Student Handbook).

9. Developmental Courses

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

ADOPTED: August 26, 1968
Revised: December 21, 1970
Revised: January 22, 1973
Revised: March 26, 1973
Revised: June 23, 1975
Revised: June 17, 1976
Revised: June 23, 1978
Revised: January 22, 1979
Revised: June 4, 1979
Revised: August 25, 1980
Revised: January 26, 1981
Revised: August 24, 1981
Revised: April 26, 1982
Revised: December 13, 1982
Revised: June 27, 1983
Revised: January 26, 1987
Revised: June 22, 1987
Revised: January 22, 1990
Revised: May 29, 1990
Revised: March 25, 1991
Revised: March 23, 1992
Revised: April 22, 1996
Revised: May 27, 1997
Revised: February 28, 2000
Revised: November 20, 2000
Revised: January 28, 2008
Revised: August 25, 2008
Revised: December 1, 2008
Revised: August 24, 2009
Revised: June 28, 2010

EXHIBIT B-6

POLICY

1. Academic Warning Notices

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

2. Academic Sanctions for Unsatisfactory Academic Progress: Grade Point Deficiency

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

ACADEMIC PROGRESS VIOLATIONS
Grade Point Deficiency

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

*Credits attempted

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

3. Developmental Probation/Restriction/Suspension

A. Developmental Probation

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

i. Full-time students placed on developmental probation will be limited to 12 credits (four courses) and must re-enroll immediately in the developmental mathematics course.

ii. Part-time students placed on developmental probation must include the developmental mathematics course as part of their course load in the next semester in which they enroll.

B. Developmental Restriction

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

i. Students placed on developmental restriction are limited to a maximum credit load of twelve/thirteen semester hours. The credit load must include the needed developmental course. The remainder of the credit load must be selected from the approved Limited Load Course List in Procedure 5165, Attachment B.

ii. Students placed on developmental restriction and failing to pass a developmental course on their second attempt are limited to a maximum credit load of six/seven semester hours. The credit load must include the needed developmental course. Any additional course must be selected from the approved Limited Load Course list in Procedure 5165, Attachment B.

iii. Students failing to attain a grade of "C" or better in Reading and Writing I or II on their third attempt will be limited to enrolling only in that course until it is completed with a grade of "C" or better.

C. "W" Grade

Withdrawals from developmental courses will be handled as follows:

i. A student receiving a grade of "W" for the first time in a specific course:

a) must enroll in the developmental course in the next semester in which he/she registers;
b) will not have the developmental restriction applied;
c) will be limited to a total of 14 semester hours.

ii. A student receiving a grade of "W" more than one time in a specific developmental course will have the "W" grade treated as a "non-passing" grade and be subject to the actions prescribed under the developmental restriction section.

4. Student Appeals

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

A. Permit the student to continue on probation for one semester as a full-time student with a limited credit load, or
B. Permit the student to continue as a part-time degree or non-degree student, or
C. Prescribe other appropriate action, or
D. Sustain the original action.

5. Academic Forgiveness Appeals

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

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

The following apply for this special appeal process:

A. The student's GPA prior to the period of absence from the College must have been below 2.00.
B. A minimum of five years without OCC enrollment in credit courses must have elapsed prior to the student's re-enrollment.
C. A student must complete a minimum of twelve (12) credits following reenrollment, with a minimum GPA of 2.50, prior to submitting the appeal.
D. No credits or grades earned prior to the period of absence will be counted in the calculation of the new GPA or toward graduation.
E. All previous coursework will continue to appear on the student's transcript. However, it will not be included in the cumulative GPA.
F. Credits excluded as a result of the Academic Forgiveness Appeal cannot be used to meet course or program prerequisites or requirements.
G. An academic forgiveness Appeal may be approved only once for any individual student and is irrevocable. If the appeal is approved, a notation will appear on the student's transcript.

6. Nursing Program ~~Requirements~~

Non-passing Grades

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

A student who receives a non-passing grade in a BIOL course or in courses satisfying the OCC or general education requirements may repeat the course(s) in an attempt to attain a "C" grade. A student receiving his/her first non-passing grade in a NURS course may repeat the course only once. If a student achieves a second non-passing grade in a NURS course, he/she will fail out of the Nursing Program. However, nursing students who have failed out of the Nursing Program and who subsequently show successful remediation by achieving an LPN license may re-apply to the Nursing Program. They would need to meet all the requirements in effect at that time for the Traditional or OSOL or Career Mobility tracks. Upon acceptance into the program, the student must repeat all NURS courses regardless of any prior successful grades.

If a student exceeds the four semester limit, he/she will be required to re-apply to the program and to meet the current qualifications of the program. All prior NURS courses must be re-taken, even if the student had been successful in the past. In addition, the student must satisfy additional requirements specified in the Nursing Student Handbook.

Nursing Program: Re-entry after Withdrawal/Failure

A nursing student may temporarily leave the Nursing Program for one semester and return the following semester without penalty. While not enrolled in courses, the student has inactive status in the program. Students who plan to seek inactive status must notify the Nursing Office. A student may have no more than a four semester period of inactivity. The period of inactive status begins following the student's last successful NURS course.

If a student leaves for more than one semester, he/she must take the OCC Test of Prior Nursing Knowledge and complete the required practicum before re-entering the program even if he/she has already successfully completed NURS 175.

If a student exceeds the four semester limit, he/she will be required to re-apply to the program and to meet the current qualifications of the program. All prior NURS courses must be re-taken, even if the student had been successful in the past. In addition, the student must satisfy additional requirements specified in the Nursing Student Handbook.

Acceptance for re-entry is a decision made by the Assistant Dean of Nursing following the student's successful completion of the OCC Test of Prior Nursing Knowledge. Students are not guaranteed a seat in the course the next time it is offered.

Program Requirements

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

7. Prerequisite Requirements

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

Adopted: August 26, 1968
Revised: May 20, 1974
Revised: March 28, 1977
Revised: August 25, 1980
Revised: January 26, 1981
Revised: March 23, 1981
Revised: August 24, 1981
Revised: December 12, 1983
Revised: December 9, 1985
Revised: June 22, 1987
Revised: June 27, 1988
Revised: January 22, 1990
Revised: April 22, 1991
Revised: June 28, 1993
Revised: September 24, 1996
Revised: March 24, 1997
Revised: February 28, 2000
Revised: November 20, 2000
Revised: May 27, 2003
Revised: December 10, 2007
Revised: January 25, 2010
Revised: June 28, 2010

EXHIBIT B-7

Ocean County College, Toms River, NJ

PERSONNEL
ALL EMPLOYEES
Departing Employees #3015

POLICY

The College ***will process and acknowledge the resignation or retirement of employees in accordance with established procedures.*** ~~shall appropriately acknowledge the occasion when an employee, in good standing, terminates service at the College by resigning, retiring or otherwise leaves employment service without prejudice, if the employee so desires.~~

ADOPTED: August 23, 1976
Revised: March 20, 1978
Revised: April 29, 2002
Revised: June 28, 2010

Reviewed: November 27, 1990