

# ***EXHIBIT B***



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

**To:** Board of Trustees  
**From:** Office of the President  
**Date:** November 3, 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, November 8, 2010**:

1. Recommend approval of the following items accepted by the College Senate at its meetings on October 6 and October 20, 2010:

- a. New Courses

- 1) HIST 182, World Civilization II (**Exhibit B-1**)
- 2) MUSC 120, Applied Music I (**Exhibit B-2**)
- 3) MUSC 121, Applied Music II
- 4) MUSC 220, Applied Music III
- 5) MUSC 221, Applied Music IV
- 6) MUSC 142, Jazz Band I (**Exhibit B-3**)
- 7) MUSC 143, Jazz Band II
- 8) MUSC 242, Jazz Band III
- 9) MUSC 243, Jazz Band IV
- 10) MUSC 185, Introduction to Jazz History (**Exhibit B-4**)
- 11) MUSC 191, Beginning Jazz Theory and Improvisation (**Exhibit B-5**)

- b. Revised Courses

- 1) HEHP 252, Nutrition for Fitness and Sports (**Exhibit B-6**)
- 2) HONR 150, Honors Experience I (**Exhibit B-7**)
- 3) HONR 250, Honors Experience II (**Exhibit B-8**)
- 4) HONR 292, Honors Seminar (**Exhibit B-9**)

- c. New Certificate Program
  - 1) Certificate of Proficiency in Nutrition (**Exhibit B-10**)
- d. Revised Degree Program
  - 1) A.A. Degree in Liberal Arts (**Exhibit B-11**)
- 2. Recommend adoption of a resolution acknowledging the Board of Trustees approval on August 23, 2010, of the Associate in Science degree program in Homeland Security (**Exhibit B-12**)
- 3. Recommend approval of the following 2010-2011 Ocean County College Advisory Committees (**Exhibit B-13**):
  - a. Addictions and Human Services Advisory Committee
  - b. Arts Center Advisory Committee
  - c. Business Advisory Committee
  - d. Criminal Justice Advisory Committee
  - e. Education Advisory Committee
  - f. Fire Science Advisory Committee
  - g. Hispanic Advisory Committee
  - h. Media and Communications Advisory Committee
  - i. Nursing Advisory Committee
  - j. Ocean County Tech Prep Advisory Committee
  - k. Paralegal Advisory Committee
  - l. Sailing Program Advisory Committee
  - m. Veterans Advisory Committee
- 4. Recommend the temporary suspension of Policy #3074, Alcohol- and Drug-Free Workplace, and Policy #5246.1, Campus Life, Drugs, on Friday, December 3, and Tuesday, December 7, during the hours of the "Out of this World" Planetarium parties, which are being scheduled for the successful bidders of the auction items at the 2009 and 2010 Ocean County College Foundation Summer Celebrations

## ***EXHIBIT B-1***

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

1. COURSE NUMBER AND TITLE: HIST 182: World Civilization II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION

World Civilization II examines the patterns of global history as they emerge in various regions of the world from the mid-17<sup>th</sup> century to the present day. Students will gain a deeper understanding of cultural diversity and historical trends that have helped shape today's world.

4. PREREQUISITES: None 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.

World Civilization II is a logical extension of HIST 181, World Civilization I. As stated in HIST 181's course proposal, subsequently approved and implemented, "There is a growing need for a history course on Global History. Students need the knowledge and the tools whereby they can effectively communicate in a global economy. They need to do so with an informed and knowledgeable insight of the major intellectual, cultural, religious, political, economic and scientific ideas that are not fully Eurocentric. The course also provides students with a multi-cultural understanding of the events, peoples, and historic underpinnings of modern problems, which will foster informed and prepared citizenry. It provides a balanced overview of global events stressing diverse and unique cultures of the globe not normally covered in Western Civilization or United States History courses. In the modern world, there is an increasing need for citizens who are aware of the world in which they are a part and who can play an integral role in that world, whether in the business world, academia or other avenues of cultural encounter." Simply put, World Civilization II would bring students from the mid-17<sup>th</sup> century to the present day in terms of their understanding.

- b. Relationship to courses within the College

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

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

☐ Communication    ☐ Social Science    ☒ History  
☒ Humanities    ☐ Lab Science    ☐ Science (Non-Lab)  
☐ Mathematics    ☐ Technology    ☒ 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
Brookdale CC	World Civilization II	HIS 106	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	HI 152: World History II – 3 cr.	Gen Ed Elective		
Kean University				Not Yet Evaluated
Monmouth University	HS 102: Western Civilization in World – 3 cr.	Gen Ed – Historical Perspectives		
Richard Stockton College	HIS TEC: Historical	Gen Ed – Historical Consciousness;		

	Studies Elective – 3 cr.	Humanities		
Rowan University	HIST 05120: World History after 1500 – 3 cr.	Gen Ed – History, Humanities & Language, Multicultural/Global		
Rutgers – New Brunswick	01506114: World Civilizations: Europe, Africa	Gen Ed – Diversity, Global Awareness		

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

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Read and analyze primary and secondary historical sources in a crucial manner and with an understanding of the validity, potential bias, type of audience and context.
- b. Describe the major civilizations and appreciate historical inquiry as a means of thinking about human nature and diversity.

- c. Evaluate the impact of important historical personalities, events and concepts in pre-modern and modern World Civilization.
- d. Discuss and appreciate the important encounters and interactions of peoples within a broad historical and global context.
- e. Apply reading and writing to demonstrate an understanding of the subject matter covered in the course.
- f. Discuss the roles, interactions and even tensions existing between the United States and the rest of the world today.
- g. Gain a deeper understanding of global geography.

8. METHODS OF INSTRUCTION

- a. Lecture and audio-visually assisted instruction and student response
- b. Directed discussion
- c. Directed readings
- d. Small group discussion and presentations
- e. Essay, book review, and term paper writing
- f. Maps

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

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

10. TENTATIVE TOPICAL OUTLINE

- a. Course Introduction
- b. Global Patterns in the Pre-Modern Age: 17<sup>th</sup> & 18<sup>th</sup> centuries
- c. China from the Ming Dynasty to the Present
- d. Japan from the Tokugawas to the Present
- e. World War II in the Pacific
- f. The Middle East from the Ottoman Empire to the Present
- g. Islam and Islamic Fundamentalism
- h. SubSaharan Africa, 1700 to the Present
- i. India from the British takeover in 1757 to the Present
- j. Latin America from Simon Bolivar to the Present
- k. The Afro-Asian March to Independence, 1944-1966
- l. Issues in the Modern World - Suggested topics:
  - human trafficking
  - genocides
  - global environmental issues
  - nuclear proliferation
  - global tension zones & "hot spots"



## 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 examinations and one major written assignment will be required. Suggested: midterm & final, essays included; book review and/or term 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	

## ***EXHIBIT B-2***

- 1

- 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
Passaic County	Instrumental Instruction	MU 146	2	Course is repeatable
Raritan Valley	Applied Music: Primary Instrument I	MUSC 131	1, 0	Additional Fees Required
CC of Morris	Applied Music Primary I	MUS 135	1	Additional Fees
Middlesex CC	Applied Music Studio I	MUS 133	2	Additional Fees

- 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.

Note: The transferability of the Passaic County College course MU 146: Instrumental Instruction was used to determine the probable transferability of OCC's MUSC 120: Applied Music.

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 code or title in NJTransfer listing; 2 cr.	Elective Credit		
Kean University	MUS3653; No title in NJ Transfer listing; 1-2 cr.	Music Major Elective		

Monmouth University			X	
Richard Stockton College	No code or title in NJTransfer listing; 2 cr.	Gen Ed-ARTS (Performing Arts) Elective		
Rowan University	MUS04071; No title in NJ Transfer listing; 2 cr.	Music Major-Elective		
Rutgers – Mason Gross School of Arts	No code or title in NJTransfer listing; 2 cr.	Elective Credit		

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

This course would enable us to reach out to the members of the Ocean County Community by providing an unduplicated service and supporting partnerships with groups such as the Ocean County Arts High School and Garden State Philharmonic. This new course would support the continued development of varied events and programs and rewarding, artistic and cultural activities. As a result, we would then be better able to conduct outreach and develop partnerships with local schools with fine arts programs.

- 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 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. Engage in the process of producing an appropriate tone.
- b. Develop a personal strategy for effective practice.
- c. Address technical challenges related to their instrument.
- d. Explore literature written for their instrument.

## 8. METHODS OF INSTRUCTION

- ♦ Individual instruction for 30 minutes per week
- ♦ Lecture, demonstration, and performance
- ♦ Note taking and discussion

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

Appropriate textbooks will be selected based on the student's specific needs. This course will require several new adjunct faculty members with specialized knowledge. The college currently has appropriate teaching space that is not being used for scheduled classes.

## 10. TENTATIVE TOPICAL OUTLINE

- a. Sound/tone production
- b. Equipment adjustment
- c. Technical exercises
- d. Interpretive studies
- e. Representative literature
- f. Ensemble music

## 11. GRADE DETERMINANTS

Grades will be assigned weekly based on the student's level of preparation. Students will also be required to participate in a juried examination at the discretion of the instructor. The criteria for assigning grades will be as follows:

Preparatory Exercises: 30%  
 Technical Studies: 30%  
 Interpretation: 30%  
 Journal Preparation: 10%

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

Final evaluation will be in the form of a juried examination. Students may be required to attend performances on or off campus and submit a reflective 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	

## ***EXHIBIT B-3***



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

1. COURSE NUMBER AND TITLE: MUSC-142: Jazz Band I  
MUSC-143: Jazz Band II  
MUSC-242: Jazz Band III  
MUSC-243: Jazz Band IV
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 2)  
Lecture Lab
3. CATALOG DESCRIPTION:

This course is designed to give students experience in playing jazz in a large group setting. Emphasis will be placed on the fundamentals of jazz style, listening, and performance in a collaborative environment. This course will allow students to develop skills in sight-reading, rehearsal techniques, and improvisation within the big band format. Possession of the appropriate musical instrument and audition is required. Concurrent enrollment in Concert Band is desirable.

PREREQUISITES: None COREQUISITES: None

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

COURSE TYPE FOR PERKINS REPORTING: \_\_\_ vocational   x   non-vocational

5. JUSTIFICATION

- a. Describe the need for this course.

This course provides jazz ensemble studies in areas indicated by student interest and prior training. College jazz studies are an attractive continuation of high school students' musical interests.

- b. Relationship to courses within the College

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

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

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

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

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

x   Elective

c. Related courses in other institutions

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Bergen CC	Jazz Ensemble	MUS 140	1	

- 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	50701321 (JAZZ ENSEMBLE I): 1	Gen Ed: Fine Arts		
Georgian Court University	MU104 (INSTRUMEN TAL ENSEMBLE): 1			
Richard Stockton College	ARTPEC (PERFORMIN G ARTS ELECTIVE): 1	Gen Ed: ARTS		
Monmouth			X	

University				
Kean University	MUS2879 "K1" (JAZZ ENSEMBLE): 1			
Rowan University	MUS04075 (GE MUSIC ELECTIVE): 1	Gen Ed: Artistic and Creative experiences		

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

## 6. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Understand the intricacies of various jazz styles including ragtime, Dixieland, blues, swing, Latin American, Bebop, progressive and jazz rock fusion.
- b. Gain practical musicianship in the area of applied performance (i.e. sight reading, jazz interpretation, and awareness of form).
- c. Improve aural abilities through listening critically to fine jazz performance, followed by applying the gained knowledge to performance.
- d. Use a basic knowledge of jazz harmony and form to improvise on basic jazz chord patterns.

- e. Improve on their individual instruments.
- f. Play proficiently in an ensemble setting.

## 7. METHODS OF INSTRUCTION

Lecture, demonstration, group critique, and applied performance

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

Music and rehearsal materials will be provided.

## 9. TENTATIVE TOPICAL OUTLINE

- a. Appropriate performance material selected by instructor
- b. Audition required for placement
- c. Introduction to stylistic traits via recordings
- d. Instruction in jazz styles
- e. Music rehearsal to include
  - i. Full ensemble
  - ii. Sectionals
  - iii. Phrasing, dynamics, interpretation
  - iv. Mastery of musical work for performance
  - v. Dress rehearsal and public performance

## 10. 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

## 11. NUMBER OF PAPERS AND EXAMINATIONS

There will be no written papers or a final exam; however successful participation in the concert will serve as a final examination.

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:

## ***EXHIBIT B-4***

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

1. COURSE NUMBER AND TITLE: MUSC 185: Introduction to Jazz History
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION:

This course is a survey of jazz music from its origins to the present. It focuses on historical as well as musical developments in jazz in the United States and on those musicians who have led in shaping the musical, cultural, social, and political significance of jazz. The course helps students develop the critical listening skills needed to identify the music's defining elements and leading figures. In addition to fundamental aspects of the music (form, rhythm, harmony, style, aesthetics, and dance), this course also emphasizes the meanings that jazz music has had in various social, political, and historical contexts.

4. PREREQUISITES: None 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.

This course introduces students to the important styles of jazz music as it developed throughout the 20<sup>th</sup> century. The history of jazz mirrors the history of the United States and serves as a parallel to its industrial growth, politics, and social reform.

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

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

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

\_\_\_\_ Elective

c. Related courses in other institutions

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Bergen CC	A History of Jazz in America	MUS 105	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)
Rutgers – New Brunswick	217800265: Jazz – 3 cr.	Gen Ed Humanities / Fine Arts		
Georgian Court University	MU219 (JAZZ SURVEY): 3 cr.	Elective		
Richard Stockton College	TRCREC (ELECTIVE TRANS CREDIT): No title given – 3 cr.	Gen Ed: ARTS		
Monmouth University	MU001: No title given – 3 cr.	100 Level Music Elective		
Kean University	MUSX1003 "K1": No title given – 3 cr.	Music Free Elective		
Rowan University	MUSG06115 (GROWTH & DEV JAZZ): 3	Gen Ed: Art		



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

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Describe the major jazz style periods and their characteristics.
- b. Identify the major innovators and their influence.
- c. Identify styles, forms, and important musicians from a recording.
- d. Attend jazz performances as informed audience members.
- e. Relate the cultural implications of jazz to the artists who created the music.

## 8. METHODS OF INSTRUCTION

Instruction for any given class session may include one or more of the following:

- a. Lecture/class discussion
- b. Listening to music
- c. Student/group presentations
- d. Analysis of musical performances
- e. Exams/quizzes

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

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

10. TENTATIVE TOPICAL OUTLINE

A. Introduction: A Discussion of Jazz, African and European roots, Elements of Music, Characteristics of Swing, the Jazz Rhythm Section, Jazz Improvisation

B. African American Music: The Roots of Jazz, the Minstrel Show, Work Songs, The Blues, Urban Blues, Spirituals, Field Holler, Ragtime

C. New Orleans Musical Tradition: The Early Jazz of Jelly Roll Morton, Harlem Stride Piano, Boogie Woogie Piano, Two Great Soloists: Louis Armstrong and Bix Beiderbecke, Dixieland and the Chicago style

D. Early Big Band Swing: The New York Bands of Fletcher Henderson and Duke Ellington, The Kansas City Sound of Bennie Molten and Count Basie

E. The Swing Era: The End of the Depression, Jazz as Popular Dance Music, the Development of the Big Bands of Benny Goodman, Artie Shaw, Glen Miller and Tommy Dorsey

F. Bebop Jazz: The Evolution of Bebop and its Major Innovators, Charlie Christian, Charlie Parker, Dizzy Gillispie and Thelonious Monk

G. Cool Jazz: The Birth of The Cool, Gil Evans, The Modern Jazz Quartet, West Coast Jazz, Dave Brubeck Quartet, Chet Baker, Gerry Mulligan, the Beginnings of Latin Jazz, Stan Getz and the Influence of the Bossa Nova

H. Hard Bop: Drummer Art Blakey and the Jazz Messengers, Horace Silver, Sonny Rollins, Cannonball Adderley, Wes Montgomery and Charles Mingus

I. The Jazz Singers: Development of Jazz Style Singing, Louis Armstrong, Billie Holiday, Ella Fitzgerald, Sarah Vaughn

J. Contemporary Jazz: Modal and Rock Influences, Miles Davis, Wayne Shorter, Herbie Hancock, The Introduction of Impressionism, Gil Evans, Bill Evans

K. The Free Jazz Movement: New Forms of Expression, Ornette Coleman, Cecil Taylor, Sun Ra, Art Ensemble of Chicago

L. The Music of John Coltrane: the Development of Jazz Rock Fusion, Bill Evans, John McLaughlin, Weather Report, Keith Jarrett, Chick Corea, Pat Metheny

M. Current Trends: Neo-traditionalism, Wynton Marsalis, and Influences of Jazz in Classical, Popular and World Music, New Sounds of John Zorn, Bill Frisell, Joe Lovano, Michael Brecker, Greg Osby, John Scofield, the Effect and Influences of Technology on Jazz

## 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:

## ***EXHIBIT B-5***

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

1. COURSE NUMBER AND TITLE: MUSC 191: Beginning Jazz Theory and Improvisation

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

3. CATALOG DESCRIPTION:

This course will provide students with the basic skills required to create an improvisation. By understanding the basics of jazz theory and how to apply techniques in practice, students will learn how to practice and develop improvisational skills. No experience in playing jazz is required.

4. PREREQUISITES: MUSC 182 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 16 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.

As we develop curriculum that will broaden our offerings, it is important that we include courses such as this that will support the enrichment of students interested in specific areas. This course will serve that need for students having an interest in jazz. Improvisation is a subject that has been requested from some of our external constituents and will help us define a program that provides rich electives for interested students. This course will provide them with valuable skills they will need when transferring to a four year music program and allow performing musicians to further develop skills that will serve them in practice.

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

[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
Mercer CC	Jazz Improvisation I	MUS 151	2	

- 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	0770EC (Applied Music): No title given – 2 cr.	Applied Music Major Elective Credit		
Georgian Court University	MU102 (Applied Music): No title given – 2 cr.	Applied Music Elective		
Richard Stockton College	ARTPEC (Performing Arts Elective): No title given - 2 cr.	ARTS elective		
Monmouth University			X	
Kean University	MUS2880 "K1" (Jazz Workshop): No title given – 2 cr.	Elective		

Rowan University	MUS04075 (GE Music Elective): No title given – 3 cr.	Gen Ed - Art		
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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.
- c. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College.
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
  - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
    - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
    - Establish a shared commitment to high and meaningful educational and ethical standards.
    - Prepare students for successful transfer to other educational institutions.
    - Prepare students for a rewarding life marked by personal growth and life-long learning.

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 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 form and chord structure of a twelve bar blues
- b. Utilize the appropriate mode of a major scale for major, dominant, and minor seventh chords.
- c. Use accepted voice leading principles to create melodies that fit specific chord progressions.
- d. Begin improvising using applied knowledge gained in class.

## 8. METHODS OF INSTRUCTION

Instruction for class sessions may include one or more of the following:

- a. Lecture/class discussion
- b. Demonstration
- c. Analysis of written assignments
- d. Group analysis of recorded examples
- e. Student performance of prepared assignments
- f. Presentation of student projects

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

Text: An appropriate text(s) will be selected. Contact the academic school for current adoptions.

Technology: A stereo system, piano, and currently owned musical equipment

Human Resource: Current staff is appropriate, but increased enrollment may create additional personnel needs.

#### 10. TENTATIVE TOPICAL OUTLINE

- A) Introduction to improvisation
- B) Circle of fourths using Dorian minor
- C) AABA form
- D) Minor pentatonic Scale
- E) Melodic development
- F) Mixolydian mode
- G) Blues Scale
- H) Twelve bar blues
- I) Voice leading/note choices
- j) Writing an improvisation

#### 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 lecture demonstrations that include a written assignment.

#### 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:

## ***EXHIBIT B-6***

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

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 252: Nutrition for Fitness and Sport
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION

~~A~~ *This course on how is designed to improve the performance and health of participants fitness and sports abilities for individuals who are participating in vigorous exercise. It will examine the role-Students will examine the significance of nutrition, fluid intake, and body composition in and their relationship to physical performance, including special considerations based upon age and gender. physical performance and detail some of the special considerations for the younger, older, diabetic and female participant. Students enrolling in the AAS in Nursing program cannot use this course to replace NURS 174: Nutrition.*

4. PREREQUISITES: ~~None~~ HEHP 188 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 2  
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: ☒ vocational ☐ non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

~~This course is part of two programs: Exercise Science/Wellness and Health Promotion.~~

*This is a required course in the Exercise Science Certificate of Proficiency program. AA in Liberal Arts students may also take this course to focus on Exercise Science, Sports Medicine, Sports Management, and Health and Human Performance.*

- 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:

  x   Program-specific requirement for the following degree program(s):  
 Liberal Arts; AA Exercise Science/Sports Medicine, Health & Human  
 Performance Teacher, Wellness and Health Promotion  
*Exercise Science Certificate of Proficiency*  
      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)
Georgian Court University				
Kean University				
Monmouth University				
Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

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

Ocean County College espouses goals which include developing the understanding of health and well being necessary to confront the challenges facing individuals, families and communities.

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral       | <input type="checkbox"/> 6. Humanistic Perspective                    |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills      | <input 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 checked="" type="checkbox"/> 9. Ethical Reasoning and Action   |
| <input checked="" type="checkbox"/> 5. Society and Human Behavior             | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. ~~Identify and explain DRI, RDA, EAR, UL 2010 Healthy People objectives, essential nonessential, nutraceutical, electrolyte, dietary guidelines, a food label diet assessment tools and acute and chronic.~~
- b. ~~Analyze his/her own diet and then prepare an ideal diet plan based on the exchange list.~~
- c. ~~Describe terms and concepts associated with carbohydrates.~~
- d. ~~Determine how many grams of carbohydrates, lipids, proteins and kealories they need in their diet.~~
- e. ~~Identify which foods provide high quality protein and low quality protein and what makes a high quality protein.~~
- f. ~~Identify which foods are high in complex carbohydrates and simple carbohydrates.~~
- g. ~~Describe protein-carbohydrate and lipid metabolism in exercise.~~
- h. ~~Identify and draw the chemical backbones of proteins and triglycerides and know the essential amino acids and lipids.~~
- i. ~~Describe the benefits of certain fatty acids.~~
- j. ~~Describe the differences between BMR, RMR and EMR and their ability to change their own BMR, RMR and EMR.~~
- k. ~~Explain intake and distribution use and loss of water during exercise.~~
- l. ~~Describe the water and fat soluble vitamins, and how they are used in exercise/sports.~~
- m. ~~Explain which ergo-genics work and which do not and why.~~
- n. ~~Use the principles and practices of weight loss and gain.~~

- a. *Analyze his/her own diet and prepare an ideal athletic diet plan based on several factors including his/her physical size, percent body fat, amount and type of activity, atmospheric conditions (temperature and humidity), age, physical condition, and specific goal.*
- b. *Describe and explain what role carbohydrates play in athletics and exercise and which foods are proper for a sports and fitness participant.*
- c. *Using formulas, determine how many grams of carbohydrates (CHO), lipids, and proteins are needed by a sports and fitness participant.*
- d. *Determine the number of calories and joules which a sports and fitness participant needs to succeed in their specific sport.*
- e. *Identify which foods provide high quality protein and low quality protein.*
- f. *Describe protein, carbohydrates, and lipid metabolism in exercise.*
- g. *Describe the benefits of fatty acids in exercise.*
- h. *Describe the difference between BMR, RMR, and EMR and how to effectively regulate metabolism.*
- i. *Explain intake distribution use and loss of water during exercise.*
- j. *Describe how water and fat soluble vitamins are used during exercise/sport.*
- k. *Explain how micro and macro minerals are used during exercise/sport.*
- l. *Explain which ergogenic aids work and which do not and why.*
- m. *Know the principles and practices of weight gain and loss.*

## 8. METHODS OF INSTRUCTION

Practical skill development and assessment

Lecture, overheads, group discussions, videos, assignments, *textbook work, quizzes, tests, and term paper*

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

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

## 10. TENTATIVE TOPICAL OUTLINE

### ~~Week 1-~~

~~Introduction/Requirements/Purchase Text/Keep a record of all foods and liquids consumed for one week. Use one sheet of paper per day, writing only on left of page. Know: DRI, RDA, EAR, UL, 2010 Healthy People objectives, Essential, non-essential nutraceutical, electrolyte, dietary guidelines, food label info, exchange list, diet assessment tools, acute and chronic.~~

### ~~Week 2-~~

~~Handout: Exchange lists. Bring your dietary record (BRING A CALCULATOR).~~

### ~~Week 3-~~

~~Exchange List (BRING A CALCULATOR) Carbohydrates (CHO) Know: monosaccharides, disaccharides, oligosaccharides, polysaccharides, glycosaminoglycans, glycogen, fiber, amylase, amylopectin, phytochemicals, glycemic index, Ketogenesis, glycolysis, carbo metabolism during exercise.~~

### ~~Week 4-~~

~~Carbohydrates~~

~~Know: Essential amino acids, structure of amino acids, translation, peptide bond, function of proteins, enzymes, contractile proteins, SAME, BCAA, deamination, urea, Protein quality, protein metabolism during exercise, resistance exercise and protein synthesis, DOMS, eccentric/concentric, food and protein turn over, aerobics and protein synthesis.~~

~~Week 5—~~~~Proteins~~

~~Know: Triglyceride, butyric, caprylic, stearic, oleic, linoleic, linolenic, arachidonic, eicosapentaenoic, docosahexaenoic, PUFA, MUFA, length of chain, CIS, trans, hydrogenation, omega, cholesterol, sterols, absorption of fats and cholesterol, adipocytes, hypertrophy, hyperplasia, phospholipids, albumin, carnitine, lipoprotein, chylomicron, LDL, HDL, VLDL, recommended amounts of fat.~~

~~Week 6—~~~~Lipids~~

~~Know: ATP—PC, lactic acid system, oxygen system, BMR, RMR, TEE, TEA, TEF, AT, Brown Adipose Tissue, Energy Stores, long term weight gain, Rapid weight loss, increasing energy expenditure, FFM, FM, LBM, TBM, BMM, Higher CHO diet, Ketogenic diet.~~

~~Week 7—~~

~~Energy continued. Bring a Calculator.~~

~~Week 8—~~~~Energy (Bring a Calculator)~~

~~Know: Polar, intracellular, extracellular, interstitial fluid, hydrostatic pressure, osmotic pressure, convection, conduction, radiation, evaporation, antidiuretic hormone, aldosterone, sweating, hydration and performance, hyperhydration.~~

~~Week 9—~~~~Water~~

~~Know: Water soluble, Fat soluble; letters, names and numbers of vitamins; collagen, vitamins and athletic performance; food sources of vitamins.~~

~~Week 10—~~~~Minerals~~

~~Know: Macro and micro minerals, food sources of minerals, physiological roles of minerals, minerals and athletic performance especially iron and zinc, iron absorption, ferritin, transferrin, TIBC, hypochromic microcytic anemia.~~

~~Week 11—~~~~Vitamins and Minerals.~~

~~Know: Chelated, DSHEA (1994), caveat emptor, sport drinks, BCAA, aspartic acid, caffeine, carnitine, choline, chromium, CoQ10, creatine, DHEA, androstenedione, glycerol, bicarbonate loading, oxygen, ENDS, anabolic agents, sports injury and nutritional supplementation.~~

~~Week 12—~~~~Sports Foods Supplements and Ergogenic Aids~~~~Week 13—~~~~Reports~~~~Week 14—~~~~Reports~~~~Week 15—~~

## Complete Reports

- I. *Introduction to sports nutrition*
- II. *Defining and measuring energy*
- III. *Energy systems and exercise*
- IV. *Carbohydrates and exercise*
  - A. *Metabolism of glucose in the body*
  - B. *Carbohydrate recommendations for sports and fitness participants*
  - C. *Carbohydrate loading*
- V. *Proteins and exercise*
  - A. *Metabolism of protein*
  - B. *Protein recommendation for sports and fitness participants*
  - C. *Protein timing issues for sports and fitness participants*
- VI. *FATS (lipids) and exercise*
  - A. *Metabolism of fats*
  - B. *Fat as a source of energy during exercise*
  - C. *Fat recommendations for sports and fitness participants*
  - D. *Translating daily fat recommendations to food choices*
- VII. *Water and electrolytes*
  - A. *Effect of exercise on fluid balance*
  - B. *Rapid dehydration*
  - C. *Replenishment of water and electrolytes*
  - D. *Energy beverages*
  - E. *Hyper hydration*
- VIII. *Vitamins and Exercise*
  - A. *Vitamins and energy metabolism*
  - B. *Vitamin content of high- and low energy- containing diets*
  - C. *Adequate and excessive vitamins in exercise*
- IX. *Minerals and exercise*
  - A. *The influence of exercise on mineral requirements*
  - B. *Average mineral intakes of sports and fitness participants*
  - C. *Role of minerals in blood formation*
  - D. *Roles of minerals in the immune system*
- X. *Diet planning for sports and fitness participants*
  - A. *Critical elements in diet planning*
  - B. *Food intake before during and after exercise*
  - C. *Nutrition periodization*
  - D. *Caffeine and alcohol*
  - E. *Supplementation*
- XI. *Weight and Body Composition*
  - A. *Measuring weight+ body composition*
  - B. *Interpretation of body composition and weight*
  - C. *Body composition and weight related to performance*
  - D. *Changing body composition to enhance performance*
  - E. *Increase muscle mass*
  - F. *Decreasing body fat*
  - G. *Weight gain in underweight sports and fitness participants*
  - H. *Supplements used to change body composition*
- XII. *Diet and exercise for lifelong fitness*
  - A. *The lifelong sports and fitness participant*



- B. Nutrition and exercise in chronic diseases*
- C. The impact of fitness and fitness on wealth*
- D. Behavior change*

**XIII. *Disordered eating and exercise patterns in sports and fitness participants***

- A. Normal eating*
- B. Disordered eating*
- C. Eating disorder/prevalence*
- D. Anorexia in athletics*
- E. Female athletic triad – low energy dysfunction and low bone, mineral density*
- F. Prevention intervention and treatment*

**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**

1-2 papers, homework, 7-8 examinations

**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 7, 2008

## ***EXHIBIT B-7***

- Honors Experience I is a curricular requirement of the Honors Program. It establishes a student's ability to succeed in a college Honors environment with an*

*enriched curriculum with special opportunities for academic success. Additionally, it is an important component of the Honors learning community.*

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):  
 AA in Liberal Arts: Honors 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)
Georgian Court University				
Kean University				
Monmouth University				
Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
  - This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
    - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
    - Establish a shared commitment to high and meaningful educational and ethical standards.
    - Prepare students for successful transfer to other educational institutions.
    - Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- |                                  |                               |                                |
|----------------------------------|-------------------------------|--------------------------------|
| <u>x</u> 1. Independent Thinking | _ 5. Science & Social Science | _ 9. Global Perspective        |
| <u>x</u> 2. Communication        | _ 6. Aesthetic Appreciation   | _ 10. Health & Well Being      |
| <u>x</u> 3. Problem Solving      | _ 7. Historical Consciousness | _ 11. Civic Responsibility     |
| _ 4. Ethical Judgment            | _ 8. Diversity                | _ 12. Technology               |
|                                  |                               | <u>x</u> 13. Lifelong Learning |

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~a. Students will exchange their ideas in “directed dialectic” thereby taking advantage of a forum for verbalizing their insights.~~
- ~~b. Following a minimum of three of the four problems presented by the departments, the students will write short papers demonstrating the ability to synthesize the ideas explored. They will be encouraged to “generalize, relate, interpret, probe, find causes and values...”~~
- ~~c. The students will write one major paper on a problem suggested by the course content and it will be interdisciplinary in nature.~~
- ~~d. Students will be required to complete a reading list which they will use as a basis for questioning and writing.~~
- ~~f. Optional objective quizzes to measure the students’ reading completion may be given.~~

- a. Demonstrate fundamental college-level “survival skills”, techniques, and resources which will increase their capacity to succeed in college courses, work and life.*
- b. Engage in independent intellectual exploration and creative academic experiences.*
- c. Outline their educational program at OCC and develop their course schedule for the upcoming semester.*
- d. Write short analytical essays, both in class and as part of other projects, using skills acquired in Honors English classes.*
- e. Follow a workable timeline for project research and completion, through successfully mapping out long-term schedules.*
- f. Present research in multiple formats.*
- g. Work collaboratively within a learning community.*
- h. Demonstrate a commitment to sustained scholarship through the presentation of a cumulative portfolio as well as a reflective journal.*
- i. Demonstrate familiarity with a variety of campus resources.*

## 8. METHODS OF INSTRUCTION

The primary modes of classroom instruction will be:

- ~~a. Lecture: Presentation of the four focal questions and their specific subject implications (one by each of the four team teachers); summation of the philosophical implications of each question (Philosophy instructor)~~
- ~~b. Commentary discussion: Presentation of related questions by contributing discipline to each focal question (reading and discussion questions assigned)~~
- ~~c. Seminary discussion: Interaction of students with regard to interdisciplinary synthesis of each focal question and related questions.~~
- ~~d. Additional modes utilized at regular intervals or at the discretion of the instructors: Field trips (lectures, cultural events, performing arts, concerts, symposia, displays)~~

- ~~—Utilization of college facilities, attendance at special college events (planetarium, arts and lecture series, et. al.)~~
- ~~—Utilization of media (films, tapes, phonograph records, etc.)~~
- ~~—Guest speakers, lecturers~~
- ~~—Student conferences on papers, research studies~~
- ~~—Independent scholarly research~~
- ~~—Informal peer group discussions on mutual interest topics~~

- a. Relevant reading and research assignments*
- b. Instructor-student conferences*
- c. Collaborative research projects*
- d. Computer composing, revising, and editing of research drafts*
- e. Written, oral, and/or multi-media presentations or performances*

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

*Text: An appropriate text, reading list, and media materials will be identified. Contact the Honors Coordinator for current adoptions.*

#### 10. TENTATIVE TOPICAL OUTLINE

~~The four major problems written here to be examined in the seminar are those questions which will be considered in the Spring of 1976. The choices were made so as to reflect the interrelationships between Math, Science, Social Science and Humanities. The departments are comprised of various disciplines and although the departments are comprised of various disciplines and although the Humanities Department, for example, in the Spring is presenting a problem in literature, it is conceivable that the Fine Arts or other areas may be represented in the future.~~

~~The course will meet once a week for fifteen weeks. Each department will present a problem which will be discussed during a three week period by all departments involved. The questions to be explored are:~~

- ~~1. Science Dept. —“The Destruction of Authoritarianism within the Framework of Science as a Process.”~~
- ~~2. Math Dept. —“The Newtonian Ordering of the World”~~
- ~~3. Humanities Dept. —“Manifestations of the idea of Nature in a period of Revolution” (Romanticism)~~
- ~~4. Social Science Department. —“Man turned Inward: Does Man really have a chance to understand, predict and control his behavior?” (Psychology)~~

~~Following the investigation of each question, the Philosophy professor will speak to a major philosophical question which emerges from each of the four problems.~~

- a. Introduction to Ocean County College resources and activities for students*

- b. Developing an individual academic vision statement*
- c. Setting appropriate goals and action plans*
- d. Exploring Time/Self Management strategies*
- e. Understanding Critical Thinking*
- f. Employing creativity in the academic world*
- g. Active listening and communication*
- h. Communicating in many formats*
- i. Understanding the consequence of individual choices*
- j. Employing interdependent/ developing mutually supportive relationships—creating a learning community*
- k. Developing emotional intelligence*
- l. Exercising leadership skills*

## 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

~~A grade of A, B+, B, C+, or C is required to earn graduation credit for the Honors Liberal Arts Associate in Arts Degree.~~

## 12. NUMBER OF PAPERS AND EXAMINATIONS

*Students will write a minimum of three essays. Students must also complete an Honors project with a minimum grade of C.*

## 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-8***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
HONORS PROGRAM

1. COURSE NUMBER AND TITLE: HONR 250 Honors Experience II
2. SEMESTER HOURS: 1 CONTACT HOURS: (1 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION

This course is designed to help the Honors Program student select, research, and write a proposal for an independent study project. Fundamentals of research and proper scholarly citation will be examined. The student will submit the proposal for Independent Study to the Honors Committee for final approval. At the discretion of the Committee, the student will meet to discuss his/her proposal with the Committee.

4. PREREQUISITES: HONR 150 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 22 COURSE FEE CODE: 0  
DIFFERENTIAL FUNDING CATEGORY: A

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

6. JUSTIFICATION

- a. Describe the need for this course.

A sequel to Honors Experience I, this is a curricular requirement of the Honors Program. It is integral to the development of the Independent Study project. Additionally, it is an important component of the Honors Program.

- 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):  
AA in Liberal Arts: Honors 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)
Georgian Court University				
Kean University				
Monmouth University				
Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
  - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- i. This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
  - ii. This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
    - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
    - Establish a shared commitment to high and meaningful educational and ethical standards.
    - Prepare students for successful transfer to other educational institutions.
    - Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input type="checkbox"/> 5. Science & Social Science | <input type="checkbox"/> 9. Global Perspective            |
| <input checked="" type="checkbox"/> 2. Communication        | <input type="checkbox"/> 6. Aesthetic Appreciation   | <input type="checkbox"/> 10. Health & Well Being          |
| <input checked="" type="checkbox"/> 3. Problem Solving      | <input type="checkbox"/> 7. Historical Consciousness | <input type="checkbox"/> 11. Civic Responsibility         |
| <input type="checkbox"/> 4. Ethical Judgment                | <input type="checkbox"/> 8. Diversity                | <input type="checkbox"/> 12. Technology                   |
|   |  | <input checked="" type="checkbox"/> 13. Lifelong Learning |

## 7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Identify a creative and focused topic area for independent research.
- b. Write a coherent research proposal in the approved format
- c. Develop and follow a workable timeline for project research and completion.
- d. Work collaboratively with a faculty advisor and the Honors Committee.
- e. Demonstrate competent research and writing skills
- f. Demonstrate a strong commitment to scholarship and self-directed learning.

## 8. METHODS OF INSTRUCTION

- a. Relevant independent reading and research assignments
- b. Appropriate preliminary writing assignments, e.g. reflective journals or annotated bibliographies.
- c. Instructor-student conferences
- d. Computer composing, revising, and editing of paper drafts
- e. Peer review of the proposals

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

Text: An appropriate text, reading list, and media materials will be identified. Contact the Honors Coordinator for current adoptions.

## 10. TENTATIVE TOPICAL OUTLINE

- a. Introduction to advanced research
- b. Tentative identification of possible subjects for independent study
- c. The methodologies of scholarship
- d. Bibliographic instruction
- e. Refining the focus
- f. Presentation formats
- g. Preparing the initial draft
- h. The peer review process
- i. Identifying an Independent Study advisor
- j. Time/self management—timetables and benchmarks
- k. Working with a mentor
- l. Proposal presentation
- m. Final editing

## 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

~~A grade of A, B+, B, C+, or C is required to earn graduation credit for the Honors Liberal Arts Associate in Arts Degree.~~

## 12. Number of Papers and Examinations

*Students will write a minimum of three essays. Students must also complete an Honors project (approved by of the Honors Committee) with a minimum grade of C.*

## 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	

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

## ***EXHIBIT B-9***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
HONORS PROGRAM

1. COURSE NUMBER AND TITLE: HONR 292: Honors Seminar
2. SEMESTER HOURS: 3 CONTACT HOURS: ( 3 + 0 )  
Lecture Lab
3. CATALOG DESCRIPTION

Through various modes of instruction and learning, honors students are afforded an opportunity to explore questions of identity and reality as these questions have been examined in literature of all ages, genres, and languages. Observations and commentary from the social science disciplines and the humanities are integrated into the literary orientation of the course. ~~Four-year colleges and universities transfer this course as a literature course.~~

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 22 COURSE FEE CODE: 0  
DIFFERENTIAL FUNDING CATEGORY: A  
COURSE TYPE FOR PERKINS REPORTING: \_\_\_\_ vocational X non-vocational
6. JUSTIFICATION

- a. Describe the need for this course.

Honors Seminar is an Honors Program requirement.

The Seminar continues the interdisciplinary approach which is an integral part of the Program. For some students, depending upon anticipated baccalaureate major, the seminar provides the only advanced study of Literature. The Seminar utilizes literature to provide second-year students with an interdisciplinary study based in the social sciences.

- 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):  
AA in Liberal Arts: Honors Option  
   Elective



## c. Related courses in other institutions:

- 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

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

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

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

This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages. This course is

consistent with the following goals of the college as expressed in the Academic Master Plan:

- Goal A. Provide a challenging, coherent, and integrated curriculum for all students
  - Develop pilot programs in learning communities, interdisciplinary courses, team-taught courses, service learning opportunities, and capstone courses
  - Promote experiential learning opportunities
- Goal B. Establish a shared commitment to high and meaningful educational and ethical standards for students, faculty, and administration
- Goal C. Prepare students for success as they transfer to other educational institutions, or enter the workforce
  - Incorporate college-level reading, writing, speaking, research, and information literacy appropriate to the discipline in all courses
- Goal D: Prepare students for a rewarding life marked by personal growth and life-long learning.

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

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

## 7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate seminar skills: critical listening, creative questioning, discussion, research, reflection, analysis, and integration.
- b. Utilize the skills of literary criticism: critical reading, analysis of language, structure and theme, perusal of critical scholarship, methods of research, critical writing.
- c. Identify social factors affecting human behavior
- d. Investigate differing interpretations in evaluating the past and present
- e. Explore how personal beliefs and intellectual assumptions affect reactions to and interpretations of literature and culture
- f. Display awareness of and sensitivity to the diverse human perspectives portrayed in literature and culture
- g. Recognize, evaluate, and utilize primary and secondary source materials.

## 8. METHOD OF INSTRUCTION:

- a. Lecture, teaching and visiting professors
- b. Reading assignments from texts, current periodicals, or the Internet
- c. Visual and aural learning activities applicable to the arts
- d. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, response essays, analytic essays, and collaborative projects
- e. Question-answer, discussion (class; small group)
- f. Experiential learning beyond the classroom

g. Other (special events, media presentations, individual and group conferences).

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

Text: An appropriate text, reading list, and media materials will be identified. Contact the Honors Coordinator for current adoptions.

The technology needs are those to enhance instruction: access to computers in a classroom equipped with projection equipment and media presentation tools (audio/visual to include DVD, CD, and VHS)

10. TENTATIVE TOPICAL OUTLINE:

The course will explore questions of identity and reality as these questions have been examined in literature of all ages, genres, and languages. Observations and commentary from the social science disciplines and the humanities are integrated into the literary orientation of the course.

The course will present an interdisciplinary study of at least one social science discipline through review of literature. The specific course topics will vary with the social science discipline and complementary literature. Each course will incorporate some or all of the following learning modalities intended to provide an honors experience: student generated class study topics, independent study projects, students-as-teachers classroom experiences, off-campus field trips, attendance and presentations at relevant academic conferences, involvement of students in collaborative community projects.

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

Students will complete a minimum of three papers (two short, one long) and one oral report (based on investigations for one paper). One of the papers must be a critical research study and one must combine literature with at least one other social science discipline. The third paper will be identified by the course instructor.

## 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-10***

**NUTRITION – Certificate of Proficiency – Effective catalog year 2011-2012**

This certificate program is designed for individuals who are interested in learning more about basic nutrition. The focus is on wellness and disease prevention through proper nutrition and eating behaviors. It is highly recommended that students enrolling in this program have taken (a) high school biology and chemistry or (b) BIOL 114: Principles of Biological Science and high school chemistry.

ENGL 151	English I	3 cr.
BIOL 130	Human Anatomy & Physiology I	4 cr.
BIOL 131	Human Anatomy & Physiology II	4 cr.
MATH 156	Introduction to Statistics	3 cr.
HEHP 225	Contemporary Health	2-3 cr.
or HEHP 110	or Applied Modern Health	
HEHP 188	Introduction to Nutrition	3 cr.
HEHP 239	Strength and Physiology Conditioning	3 cr.
HEHP 240	Exercise Physiology	3 cr.
HEHP 252	Nutrition for Fitness and Sport	3 cr.
HEHP 266	Exercise and Health Counseling	3 cr.

TOTAL CREDITS 31-32



**BOARD OF TRUSTEES**

**RESOLUTION**

WHEREAS, Ocean County College desires to offer a new **Certificate of Proficiency in Nutrition**; and

WHEREAS, the Certificate of Proficiency in Nutrition is designed for individuals who are interested in learning more about basic nutrition; and

WHEREAS, the focus of this certificate program is on wellness and disease prevention through proper nutrition and eating behaviors; and

WHEREAS, the credits from this certificate program may be applied toward an associate degree; and

WHEREAS, this certificate program consists of 30-31 credits, 7 of which are in general education;

**NOW, THEREFORE, BE IT RESOLVED** that the Ocean County College Board of Trustees, at its meeting on November 8, 2010, approved the **Certificate of Proficiency in Nutrition**.

*November 8, 2010*

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Dr. Bruce Greenfield  
Secretary

***EXHIBIT B-11***



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

**GENERAL EDUCATION CORE REQUIREMENTS**

COMMUNICATIONS	9 cr.
ENGL 151: English I	
ENGL 152: English II	
COMM 154: Introduction to Public Speaking	
HISTORY	6 cr.
Two (2) History courses selected from the List of Approved General Education Courses	
HUMANITIES	9 cr.
Three (3) Humanities courses selected from the List of Approved General Education Courses	
DIVERSITY	3 cr.
One (1) Diversity course selected from the List of Approved General Education Courses (May count as another general education requirement)	
SOCIAL SCIENCE	6 cr.
Two (2) Social Science courses selected from the List of Approved General Education Courses	
MATHEMATICS – SCIENCE – TECHNOLOGY	12 cr.
Students must select one math course, one lab science course, and one technology course* and complete the 12 cr. requirement with any additional math, science, or technology course from the list of Approved General Education Courses. * Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) in math, science, or technology from the List of Approved General Education Courses.	
OCEAN COUNTY COLLEGE REQUIREMENT	2-3 cr.
Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP course	
ELECTIVE COURSES (to total 64 or more cr.)	16-17 cr.
	<b>TOTAL CREDITS: 64 cr.</b>

Note: cr. (credit) = semester credit hour

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

## **SPECIFIC AREAS OF INTEREST AVAILABLE TO AA IN LIBERAL ARTS STUDENTS**

**EXHIBIT B-11**

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

EDUCATION  
ENGLISH  
EXERCISE SCIENCE / SPORTS MEDICINE / SPORTS MANAGEMENT  
FILM STUDIES  
FINE ARTS  
HEALTH AND HUMAN PERFORMANCE TEACHER  
HISTORY  
LANGUAGES  
MATHEMATICS  
MIDDLE EASTERN STUDIES  
MUSIC  
POLITICAL SCIENCE  
PSYCHOLOGY  
SOCIAL SCIENCE  
SOCIOLOGY  
SPEECH AND THEATER  
WOMEN'S STUDIES

Board of Trustees Approval Date: December 1, 2008  
Board of Trustees Approval Date: August 24, 2009  
Board of Trustees Approval Date: January 25, 2010

## ***EXHIBIT B-12***



**BOARD OF TRUSTEES**

**RESOLUTION**

**WHEREAS**, Ocean County College desires to offer a new **Associate in Science degree program in Homeland Security**; and

**WHEREAS**, the Board of Trustees declares that this new program is within the institution's mission; and

**WHEREAS**, this new program is not unduly duplicative of other programs offered by New Jersey community colleges; and

**WHEREAS**, the operation of this new program is not unduly expensive;

**NOW, THEREFORE, BE IT RESOLVED** that the Ocean County College Board of Trustees, at its meeting on August 23, 2010, approved the Associate in Science degree program in Homeland Security.

---

Dr. Bruce Greenfield  
Secretary

*Approved: November 8, 2009*

## ***EXHIBIT B-13***

**OCEAN COUNTY COLLEGE**

**2010-2011 ADVISORY COMMITTEES**

Addictions and Human Services Advisory Committee

Arts Center Advisory Committee

Business Advisory Committee

Criminal Justice Advisory Committee

Education Advisory Committee

Fire Science Advisory Committee

Hispanic Advisory Committee

Media and Communications Advisory Committee

Nursing Advisory Committee

Ocean County Tech Prep Advisory Committee

Paralegal Advisory Committee

Sailing Program Advisory Committee

Veterans Advisory Committee

2010-2011 ADDICTIONS AND HUMAN SERVICES ADVISORY COMMITTEE

Ms. Bahiyyah Abdullah  
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