

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: October 28, 2009

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 2, 2009**:

1. Recommend approval of the following items accepted by the College Senate at its meeting on October 7, 2009:

a. New courses:

- 1) ARBC 202, Intermediate Arabic II (**Exhibit B-1**)
- 2) ASLN 100, Basic American Sign Language I (**Exhibit B-2**)
- 3) ASLN 102, Basic American Sign Language II (**Exhibit B-3**)
- 4) ASLN 110, Intermediate American Sign Language I (**Exhibit B-4**)
- 5) ASLN 120, Interpreting Theory I (**Exhibit B-5**)
- 6) ASLN 155, Intermediate American Sign Language II (**Exhibit B-6**)
- 7) ASLN 160, ASL-English Translation Studies (**Exhibit B-7**)
- 8) ASLN 220, Interpreting Theory II (**Exhibit B-8**)
- 9) ASLN 225, Deaf-Blind Interpreting (**Exhibit B-9**)
- 10) ASLN 260, Interactive Interpreting (**Exhibit B-10**)
- 11) MUSC 131, Introduction to Guitar Instruction I (**Exhibit B-11**)

b. Revised courses:

- 1) ASLN 105, Deaf Culture and History (**Exhibit B-12**)
- 2) ASLN 115, ASL Grammar and Syntax (**Exhibit B-13**)
- 3) ASLN 230, ASL-to-English Interpreting (**Exhibit B-14**)
- 4) ASLN 235, English-to-ASL Interpreting (**Exhibit B-15**)
- 5) ENGL 242, Women in Film (**Exhibit B-16**)
- 6) ENGL 280, American Poets: Voices and Visions (**Exhibit B-17**)

c. Obsolete courses (**Exhibit B-18**):

- 1) ARTS 282, Art Seminar in Italy
- 2) COMM 209, Introduction to Language
- 3) HUMN 205, 20th-21st Century Humanities
- 4) HEHP 153, Open Water Scuba
- 5) HEHP 155, Advanced Open Water Scuba
- 6) HEHP 222, Motor Learning
- 7) SCL 161, Biology Transfer Credit

d. Revised degree:

- 1) A.A. Degree in Engineering (**Exhibit B-19**)

e. Terminated certificates/degrees:

- 1) Certificate of Completion in Gerontology (**Exhibit B-20**)
- 2) Certificate of Proficiency in Interpreter Training (**Exhibit B-21**)
- 3) A.S. Degree in General Studies – OCC-NJIT Joint Admissions, Business Option, Business Administration Concentration (**Exhibit B-22**)
- 4) A.S. Degree in Teaching Assistant/Child Care (**Exhibit B-23**)
- 5) A.S. Degree in Human Services (**Exhibit B-24**)
- 6) A.S. Degree in Human Services, Gerontology Option (**Exhibit B-25**)

f. Revised policy:

- 1) Policy #5142, Students, Withdrawal, General Requirements (**Exhibit B-26**)
2. Recommend the temporary suspension of Policy #3074, Alcohol- and Drug-Free Workplace, and Policy #5246.1, Campus Life, Drugs, during the hours of a Farewell Reception on Thursday, November 19, 2009, to honor Mrs. Dolores Lewis and Mrs. Eva Smithers upon their retirement from the Ocean County College Board of Trustees after many years of service to the College, which will be held in the Tower Room of the Library

EXHIBIT B-1

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: ARBC 202: Intermediate Arabic II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

This course is a continuation of Intermediate Arabic I. The course further promotes language development in the areas of listening, speaking, reading, and writing, and reviews fundamental structures and how they progress into more complex grammatical structures and communicative skills. In addition, the course further develops students' awareness of the cultures and dialects of the Arabic-speaking world.
4. PREREQUISITES: ARBC 201 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 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.

Progressing in a global environment necessitates a greater understanding of and proficiency in world languages and cultures. Since Arabic is the principal language of communication for a significant part of the world today, this course will be of interest to persons who are interested in Middle Eastern and North African history, politics, and current affairs.

The growing interest in and concern with the language, culture, and politics of the Arabic world has inspired a nation-wide call for more attention to that world at all levels of American higher education, including the community colleges.

- 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
None				

- ii. If "None" was inserted, please explain.
Nine community colleges offer Elementary Arabic, but none offer Intermediate Arabic.
- iii. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJTransfer by OCC students.

Since there are no Intermediate Arabic II courses offered by NJ community colleges, the transferability of Ocean County College's ARBC 201: Intermediate Arabic I was checked. The following chart reflects the transfer of ARBC 201 and assumes that ARBC 202 will have the same transferability (or lack thereof).

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			X	
Georgian Court University				Not yet evaluated
Richard Stockton College	LANG 2ECI – Int. Arabic I - 3 cr.	Humanities Gen Ed –		
Monmouth University	FO 002 – Int. Arabic I - 3 cr.	Cross Cultural Gen Ed		

Kean University			X	
Rowan University	LANG 01075 – Int. Arabic I – 3 cr.	Elective for language majors only		

- 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

In OCC's attempt to promote global awareness within the curriculum, adding Arabic language and culture is crucial.

OCC mission states, "Our ultimate and most lasting vision-ensuring that our students have what they need to transfer well, to find meaningful career opportunities throughout their lives, and to thrive in an increasingly diverse and complex world-affirms our continuing desire to be, quite simply, the best." Learning Arabic satisfies the diversity and understanding we all strive for.

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input 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. Identify patterns and features in Arabic, and compare them with English.
- b. Write complete paragraphs about self, interests, and studies.
- c. Create simple original texts.
- d. Understand conversational exchanges.
- e. Develop a grammatical foundation to advance the learning process in the language.
- f. Distinguish key issues in dialects as well as modern vs. classical differences in speech.
- g. Understand of the Arabic culture.

8. METHODS OF INSTRUCTION

- a. In class lectures and exercises
- b. Web enhanced drills
- c. Media based exercises
- d. Practice through group work

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.
- A suitable mix of video, print, audio, internet, and power-point medias and technologies
- Use authentic films, recordings, short stories, newspaper articles and poetry/songs.

10. TENTATIVE TOPICAL OUTLINE

- ◆ Extended Family: Possessives
- ◆ College Life: Connectives
- ◆ Home and Family Tree: Negation of tenses
- ◆ Advertisements: Verbal Clauses
- ◆ Weather: Noun-adjective phrases
- ◆ Positions: Adverbs
- ◆ Food and menus: Word roots
- ◆ Hospitality: Forms of reasons
- ◆ Numbers & Infinitives
- ◆ Hobbies: Fronted Predicative

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. Oral presentations
- b. Compositions of monologues/recitations, dialogues/enactments/skits
- c. Research/documentation projects; these will encourage work in study pairs and groups
- d. Students will put together their personal portfolio or scrapbook telling the story of their study of Arabic.
- e. Class and homework
- f. Major tests after every chapter

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-2

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

1. COURSE NUMBER AND TITLE: ASLN 100: Basic American Sign Language I

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

3. CATALOG DESCRIPTION:

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

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

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

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

b. Relationship to courses within the College:

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

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

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

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

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

___ Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	American Sign Language I	ASL 101	4 cr.	
Camden County College	American Sign Language I	ASL 101	3 cr.	

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

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

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.

- ♦ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
 - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - Establish a shared commitment to high and meaningful educational and ethical standards.
 - Prepare students for successful transfer to other educational institutions.
 - Prepare students for a rewarding life of personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:
- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

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

8. METHODS OF INSTRUCTION:

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE:**I. Grammar**

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

II. Vocabulary

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

III. Conversation

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

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-3

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

1. COURSE NUMBER AND TITLE: ASLN 102: Basic American Sign Language II

2. SEMESTER HOURS: 4 CONTACT HOURS: (4+ 0)
Lecture Lab

3. CATALOG DESCRIPTION:

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

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

4. PREREQUISITES: ASLN 100 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

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

b. Relationship to courses within the College:

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

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

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

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

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

___ Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	American Sign Language II	ASL 103	4	
Camden County College	American Sign Language II	ASL 102	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	No Title Given. Elective – 4 cr.	Elective		
Georgian Court University	No Title Given. Elective – 4 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	FEX1001 Free Elective – 4 cr.	Elective		
Rowan University	Language Elective – 3 cr.	Gen Ed Lang Elective		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

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

8. METHODS OF INSTRUCTION:

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE:

I. Grammar

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

II. Vocabulary

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

III. Conversation Strategies

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

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-4

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

1. COURSE NUMBER AND TITLE: ASLN 110: Intermediate American Sign Language I
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course engages students in the composite language functions of American Sign Language. Focus will be placed on higher level communication in order to help students broaden and deepen interpersonal relationships with the deaf community, and increase skill level using more sophisticated sign language skills. Skill development application will be reinforced through interactive activities in order to achieve a broader scope of understanding complex discourse. This course requires students to complete 15 contact hours with the deaf community.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

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

- b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
AAS in Interpreter Training

___ Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	American Sign Language III	ASL 201	3	
Camden County College	American Sign Language III	ASL 201	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	No Title Given Elective – 4 cr.	Elective		
Georgian Court University	No Title Given Elective – 3 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003: Free Elective – 4 cr.	Elective		
Rowan University	INTR 99077 – Elective – 3 cr.	Free Elective		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate the ability to show how sign movements can be modified to change meaning.
- b. Demonstrate the ability to change facial expression in order to change the meaning of a signed utterance.
- c. Discuss how body, head, and eye movements are used in phrasing and agreement.
- d. Demonstrate the ability to understand signer's perspective.
- e. Demonstrate the ability to engage in narrative skills.
- f. Demonstrate the ability to engage in the following language functions: discuss money issues, discuss major life decisions, discuss various health conditions, and storytelling.
- g. Demonstrate comprehension of signed messages through receptive skills
- h. Demonstrate the ability to identify grammatical aspects of ASL through use of topic-comment structure, classifiers, temporal aspect, when clauses, contrastive structure, and time signs with durative aspect.
- i. Demonstrate the ability to discuss rules we live by, games, and cultural behavior and customs in ASL.
- j. Demonstrate the ability to write cogently and to illustrate critical thinking skills when answering journal prompts.

8. METHODS OF INSTRUCTION:

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE:

I. Grammar

- a. Classifiers
- b. Verb agreement
- c. Spatial agreement
- d. Non-manual markers
- e. When clauses
- f. Temporal aspect
- g. Facial Expression
- h. Contrastive structure
- i. Listing
- j. Mouth morphemes
- k. Negation
- l. Affirmation

II. Vocabulary

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

III. Conversation Strategies

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

IV. Storytelling Strategies

- a. Analyze key elements of a folktale or fairytale told by a deaf storyteller
- b. Analyze, translate, and adapt written stories in order to adapt in American Sign Language without source language intrusions

- c. Analyze character development in American Sign Language via the following techniques: role shifting, changing the size of signs, changing the tempo of signs, and exaggerating signs in order to reflect emotions

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-5

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

1. COURSE NUMBER AND TITLE: ASLN 120: Interpreting Theory I

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

3. CATALOG DESCRIPTION:

This course examines the history of interpreting, interpreting in a variety of specialized settings, interpreting process, attitudes, and the role of the interpreter. Ideological components, principles, and practices of interpreting for the Deaf community will be examined. Students will learn about national certification, educational licensure and state screening. Students are required to accrue 10 mandatory field observation hours observing sign language interpreters with five or more years of experience.

4. PREREQUISITES: ASLN 110 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

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

b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Introduction to Interpreting	HUD 105	3	
Camden County College	ASL for Interpreters	IEP 201	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick			X	
Georgian Court University	No Title Given. Elective – 3 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – 3 cr.	Elective		
Rowan University	INTR 99070 Free Elective – 3 cr.	Elective		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input checked="" type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input 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. Discuss the influence of culture on communication
- b. Discuss working in multicultural communities
- c. Discuss identity and communication in the deaf community
- d. Discuss beneficence, audism, power and oppression
- e. Discuss the work of interpreters
- f. Discuss the history and profession of interpreters
- g. Discuss the process of interpreting
- h. Discuss business practices of interpreters
- i. Discuss the RID Code of Professional Conduct

8. METHODS OF INSTRUCTION:

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

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

Text: An appropriate text will be selected. Contact the department for current adoptions.
 Technology needs: Use of lab with ASL software, recording functions, and computers
 Human Resource Needs: Presently, one full-time faculty member and five adjuncts teach within the Interpreter Training Program.

10. TENTATIVE TOPICAL OUTLINE:

- a. Identify the Code of Professional Conduct delineated by the Registry of Interpreters for the Deaf.
- b. Describe the history of interpreting.
- c. Identify the various specialized settings within the realm of interpreting.
- d. Explain personal characteristics and abilities of interpreters.
- e. Explain the effects of time lag on interpreter errors.
- f. Explain the necessity of proper use of register.
- g. Explain the various modes of communication.
- h. Explain oppression within the Deaf community.
- i. Explain how interpreters can be oppressors.
- j. Explain the influence of culture on communication.
- k. Explain the RID, NJ State Screening and EIPA processes.

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-6

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

1. COURSE NUMBER AND TITLE: ASLN 155: Intermediate American Sign Language II
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course examines folklore and the art of storytelling in American Sign Language. Students will engage in literary analysis of stories and poetry presented in American Sign Language. Students will study cultural and linguistic aspects used in storytelling, folklore, and poetry in addition to presenting stories in American Sign Language. This course requires students to complete 15 contact hours with the deaf community.

4. PREREQUISITES: ASLN 110 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational
6. JUSTIFICATION

- a. Describe the need for this course.

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

- b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	American Sign Language IV	ASL 202	3	
Camden County College	American Sign Language IV	ASL 202	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	No Title Given. Elective – 3 cr.	Elective		
Georgian Court University	No Title Given. Elective – 3 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – c cr.	Elective		
Rowan University	INTR 99070 Free Elective – 3 cr.	Elective		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate an understanding of how narratives are developed in ASL
- b. Demonstrate narrative skills using linguistic forms, structures, and concepts
- c. Demonstrate an acute awareness of how deaf culture is embedded within poetry, folklore and storytelling as a mechanism to preserve history
- d. Demonstrate an understanding of how poetry, folklore and storytelling derives from the experiences of deaf individuals
- e. Demonstrate narrative retelling skills
- f. Demonstrate comprehension of ASL signed stories
- g. Demonstrate the ability to write cogently and to illustrate critical thinking skills when answering journal prompts.

8. METHODS OF INSTRUCTION:

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

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

Text: An appropriate text will be selected. Contact the department for current adoptions.
 Technology needs: Use of lab with ASL software, recording functions, and computers
 Human Resource Needs: Presently, one full-time faculty member and five adjuncts

teach within the Interpreter Training Program.

10. TENTATIVE TOPICAL OUTLINE:

I. Grammar

- a. Classifiers
- b. Verb agreement
- c. Non-manual markers
- d. When clauses
- e. Facial Expression – for syntactic and adverbial markings
- f. Temporal aspect
- g. Topic/Comment structure
- h. Pronominalization
- i. Tense with time adverb
- j. Rhetorical questions
- k. Negation
- l. Affirmation

II. Vocabulary

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

IV. Storytelling Strategies

- a. Comprehensibility
- b. Prosody
- c. Facial Expression
- d. Contrastive structure
- e. Mouth morphemes
- f. Spatial agreement

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-7

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

1. COURSE NUMBER AND TITLE: ASLN 160: ASL-English Translation Studies

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

3. CATALOG DESCRIPTION:

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

4. PREREQUISITES: ASLN 155 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

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

b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
AAS in Interpreter Training

___ Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Advanced Techniques of Interpreting	HUD 215	2	
Camden County College	Interpreting Seminar	IEP 204	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick			X	
Georgian Court University	No Title Given. Elective – 2 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – 2 cr.	Elective		
Rowan University	INTR 99070 Free Elective	Elective		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate the ability to engage in message analysis with ASL or English texts (written and video).
- b. Demonstrate the ability to process messages in ASL or English using various interpreter processing models.
- c. Discuss salient linguistic features of ASL or English text (written and video).
- d. Demonstrate the ability to translate text (written and video) from English to cogent ASL.
- e. Demonstrate the ability to translate text (written and video) from ASL to cogent English.
- f. Discuss strategies to distinguish the speaker or signer's goals, register, and components of prosody used.
- g. Demonstrate the ability to engage in discourse mapping techniques in order to process and translate the source message into the target language.
- h. Demonstrate comprehension of intralingual skills when interpreting
- i. Demonstrate comprehension of interlingual skills when interpreting
- j. Engage in peer assessment
- k. Engage in self analysis

8. METHODS OF INSTRUCTION:

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE:

Students will examine the following translation and interpreting processing models:

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

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

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
--	---

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

EXHIBIT B-8

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

1. COURSE NUMBER AND TITLE: ASLN 220 Interpreting Theory II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

Students will develop an understanding of the role culture and language plays in relation to interpreting. Students will discuss American deaf culture, multicultural deaf culture, and American culture. Students will explore cultural identity and affiliation, techniques for cultural adjustments and culture and technology. Students will learn how to navigate various interpreting situations in which they must apply ethical principles in addition to the RID Code of Professional Conduct. Students will explore any possible conflicts that could arise from their decisions and how they would approach these challenging scenarios. Students are required to accrue 10 mandatory field observation hours observing sign language interpreters with five years or more experience.

4. PREREQUISITES: ASLN 120 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational
6. JUSTIFICATION

- a. Describe the need for this course.

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

- b. Relationship to courses within the College:

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

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

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

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

- X Program-specific requirement for the following degree program(s):
 AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Text/Discourse Analysis for Interpreting	HUD 103	3	
Camden County College	Consecutive Interpreting	IEP 202	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	No Title Given. Elective – 3 cr.	Elective		
Georgian Court University	No Title Given. Elective – 3 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – 3 cr.	Elective		
Rowan University	INTR 99070 Free Elective – 3 cr.	Elective		

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life-long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Discuss the impact culture and language has on the interpreter.
- b. Discuss cultural identity, audism, power and oppression in relation to the interpreter.
- c. Discuss ethical situations and how the RID Code of Conduct is applicable to those situations.
- d. Discuss Individualist and Collectivist cultures.
- e. Discuss multicultural communities within the deaf community at large.
- f. Discuss the impact of cultural differences on interpreting situations.
- g. Discuss the impact of technology on the deaf community and interpreters.

8. METHODS OF INSTRUCTION:

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

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

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

Technology needs: Use of lab with ASL software, recording functions, and computers
 Human Resource Needs: Presently, one full-time faculty member and five adjuncts teach within the Interpreter Training Program.

10. TENTATIVE TOPICAL OUTLINE:

- a. Discuss various interpreting scenarios in the field of medical, legal, theatrical, religious, corporate as they relate to ethical judgment
- b. Discuss how culture impacts the interpreting situation and why
- c. Discuss how technology has changed the face of interpreting
- d. Discuss how ethnocentricity impairs an interpreter's judgment
- e. Discuss how racism, sexism, stereotyping and audism play a role in an interpreter oppressing his or her deaf consumer
- f. Discuss the negative affects when an interpreter acts as the benefactor when interpreting for a deaf consumer

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-9

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

1. COURSE NUMBER AND TITLE: ASLN 225: Deaf-Blind Interpreting
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course will examine the implications of hearing loss and visual impairment upon a deaf-blind student's learning process and language acquisition. Basic strategies of tactual and restricted field interpreting and adaptation in the delivery of linguistic and non-linguistic information will be explored. Collaborative models for interaction between the educational interpreter and additional resource personnel from outside agencies will be analyzed.

4. PREREQUISITES: ASLN 155 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 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.

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

- b. Relationship to courses within the College:

- i. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement? ☐ 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):
 AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Deaf-Blind Interpreting and Interpreting Strategies	DBI 2100-90	3	

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

Transferability of Proposed Course				
Institution	Course 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			X	
Georgian Court University	No Title Given. Elective – 2 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – 2 cr.	Elective		
Rowan University	INTR 99070 Free Elective	Elective		

- iv. If a "U" was inserted above, document the course transferability by providing

either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).

v. If not transferable to any institution, explain.

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Define common terms used in the field of deaf-blindness.
- b. Demonstrate the ability to explain the differences between the dual loss of vision and hearing and the loss of just one of these senses.
- c. Demonstrate the ability to explain the role vision and hearing play in communication.
- d. Demonstrate the ability to explain basic ergonomic and environmental adaptations for restricted field of vision and diminished visual acuity.
- e. Define the Deaf-Blind Community and explain the aspects of becoming a deaf-blind person.
- f. Demonstrate an understanding of the relationship of communication, transportation, and employment for deaf-blind people.
- g. Demonstrate basic guiding techniques.
- h. Demonstrate various hand positions for tactile communication.
- i. Demonstrate an understanding for the role of interpreters who work for deaf-blind persons and be able to articulate the role of the interpreter as distinct from that of a support service provider; intervener and friend.

8. METHODS OF INSTRUCTION:

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE:

1. Demographics, terminology, and restricted field of vision
2. Compensating for partial sight (visual acuity) and partial hearing
3. The life of a deaf-blind person and themes
4. Etiquette, recreation, and sighted guide
5. Ethics and decision-making and roles
6. Tactile communication
7. Midterm
8. Awareness of Context
9. Describing the Visual Environment
10. Consecutive copy signing
11. Simultaneous copy signing
12. Condensing ASL and English
13. Project with deaf-blind participants
14. Final Exam
15. Final Exam evaluations

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
---	--

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

EXHIBIT B-10

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

1. COURSE NUMBER AND TITLE: ASLN 260: Interactive Interpreting
2. SEMESTER HOURS: 5 CONTACT HOURS: (5+ 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This capstone course-provides the student the opportunity to apply previously acquired interpreting skills within a controlled environment. Students will interpret to various interactive interpreting scenarios in order to improve ASL-to-English and English-to-ASL interpreting skills. Students will engage in self analysis and peer analysis. This capstone course requires students to submit a graduation portfolio which must include various topics in interpreting.

4. PREREQUISITES: ASLN 230 and ASLN 235 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 18 Course Fee Code: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational
6. JUSTIFICATION

- a. Describe the need for this course.

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

- b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Field Work in Interpreting	HUD 216	3	
Camden County College	Interpreting Lab	IEP 206	3	

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

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick			X	
Georgian Court University	No Title Given Elective – 3 cr.	Elective		
Richard Stockton College			X	
Monmouth University			X	
Kean University	SPEDX 1003 Elective – 3 cr.	Elective		
Rowan University	INTR 99072 Free Elective – 3 cr.	Elective		

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students
- Establish a shared commitment to high and meaningful educational and ethical standards.
- Prepare students for successful transfer to other educational institutions.
- Prepare students for a rewarding life of personal growth and life- long learning.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Demonstrate the ability to interpret American Sign Language into spoken English.
- b. Demonstrate the ability to interpret spoken English into American Sign Language.
- c. Demonstrate pertinent strategies while interpreting to include the multitude of components incorporated with the use of prosody
- d. Demonstrate the ability to use cultural and linguistic expansions and reductions when interpreting.
- e. Demonstrate the ability to incorporate dynamic equivalence when interpreting between American Sign Language and English.
- f. Demonstrate use of semantic equivalence when interpreting between American Sign Language and English.

8. METHODS OF INSTRUCTION:

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

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

Text: An appropriate text will be selected. Contact the department for current adoptions.
 Technology needs: Use of lab with ASL software, recording functions, and computers
 Human Resource Needs: Presently, one full-time faculty member and five adjuncts teach within the Interpreter Training Program.

10. TENTATIVE TOPICAL OUTLINE:

Students will examine the following translation and interpreting processing models:

- a. Engage in mock interpreting situations
- b. Practice interpreting between American Sign Language and English using video text
- c. Provide peer feedback analysis
- d. Provide self-analysis
- e. Students will submit a portfolio outlining the following topics: act bicultural, communicate bilingually, interpret meaning, laws, act ethically, take care of self, appropriate business 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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-11

OCEAN COUNTY COLLEGE
COURSE PROPOSAL
SCHOOL OF LANGUAGE AND THE ARTS

1. COURSE NUMBER AND TITLE: MUSC 131: Introduction to Guitar Instruction 1

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

3. CATALOG DESCRIPTION

This course is designed as an introduction to guitar playing for students with no prior music experience. In addition to sight-reading, transposition and improvisation, this is a practical way of introducing the materials of music to students who plan to study music further or just play for their own enjoyment. Students are required to provide their own guitar (acoustic, or electric with amplifier).

4. PREREQUISITES: None COREQUISITES: None

5. MAXIMUM CLASS SIZE: 16 COURSE FEE CODE: 2
DIFFERENTIAL FUNDING CATEGORY: A
COURSE TYPE FOR PERKINS REPORTING: ___ vocational x non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

Guitar instruction can be of use to students wishing to pursue careers in music, education, early childhood, or health (music therapy and rehabilitation). This course proposal is a response to many students asking if OCC offered a guitar class.

b. Relationship to courses within the College

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

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

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

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

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

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

- x Elective
- c. Related courses in other institutions

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Bergen	Guitar 1	MUA 102	1	
Brookdale	Group Guitar	MUPF 131	3	
Mercer	Guitar Class 1	MUS 142	1	
Middlesex	Guitar 1	MUS 131	3	
Morris	Guitar 1	MUS 159	1	
Passaic	Guitar Instruction	MU 148	2	
Raritan Valley	Guitar Class 1	MUSC 125	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)
Georgian Court University	1 cr.	Elective		
Kean University	MUS 3640: Guitar - 1 cr.	Elective		
Monmouth University			X	
Richard Stockton College	ARTPEC – 1 cr.	Performing Arts Elective		
Rowan University	MUS97229: Guitar Class I – 3 cr.	Elective		
Rutgers – New Brunswick	EC – 1 cr.	Elective		

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

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

- ◆ This course 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 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. Play open and basic bar chords in a variety of songs and chord progressions.
- b. Play melodies in open position in several keys.
- c. Play and improvise with several scales.
- d. Play Blues (chords, improvise, and compose) in several keys
- e. Play power chords.
- f. Acquire a basic, yet thorough understanding of guitar history.
- g. Tune and change strings.
- h. Play in an ensemble.
- i. Read guitar music in tablature.

8. METHODS OF INSTRUCTION

Lecture, demonstration, and laboratory

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.

Students are required to provide their own guitar (acoustic, or electric with amplifier).
Classroom: the current keyboard lab. New adjunct faculty required to teach the course.

10. TENTATIVE TOPICAL OUTLINE

In order to achieve the specific course learning objectives, the topic outline shall include:

- a. Sitting position and basic fretboard orientation.
- b. Music notation in treble clef.
- c. Rhythmic notation: simple and compound meters.
- d. Syncopation and borrowed meter.
- e. Key signatures for all major keys.
- f. Major scales in two octaves.
- g. All minor pentatonic scales.
- h. Chromatic scales (on individual strings and in first position).
- i. All open chords (major, minor, dominant 7)
- j. Intervals (on individual strings and in first position).
- k. All power chords and basic bar chords (major, minor, dominant 7)
- l. Tempo and dynamics.
- m. Musical forms: song form, blues, binary, ternary.
- n. Transposition of common chord progression.
- o. Duets and ensemble playing.
- p. Sight-reading on all 6 strings.
- q. Compositions with simple melodies and accompaniments.

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

Evaluation will be based on students' musical growth throughout the semester as measured by an ensemble performance and/or an individual performance assessment.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

EXHIBIT B-12

OCEAN COUNTY COLLEGE
OFFICAL COURSE DESCRIPTION
DEPARTMENT OF HUMANITIES, FINE ARTS AND MEDIA STUDIES

1. COURSE NUMBER AND TITLE: ~~COMM-108: American Deaf Culture and History~~
ASLN 105: Deaf Culture and History
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0) .
Lecture Lab
3. CATALOG DESCRIPTION

This course introduces the *history and* culture of the Deaf *deaf*. This course will discuss *Discussions will include* the values, norms, identities, traditions, and subcultures within the larger culture *of the deaf community*. This course raises questions of *Questions such as* the nature of sign language, the education of the Deaf *deaf individuals*, and the historical treatment of deafness *will be explored*.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: ~~46~~ **18** COURSE FEE CODE: 0 2
DIFFERENTIAL FUNDING CATEGORY: A
Course Type for Perkins Reporting: x vocational non-vocational

6. *Justification*

a. *Describe the need for this course.*

~~Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 each give rights to the deaf to equal access of communication. The field of sign language interpreting is rapidly expanding, which in turn, has increased job opportunities. Qualified Interpreters for the Deaf are employed by public and private agencies or institutions within education, social services, rehabilitation, medicine, mental health, criminal justice, business, and the arts, especially the theater.~~

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

b. *Relationship to courses within the College*

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

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

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

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

 x Program-specific requirement for the following degree program(s):
 AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

<i>Comparable Courses at NJ Community Colleges</i>				
<i>Institution</i>	<i>Course Title</i>	<i>Course Number</i>	<i>Number of Credits</i>	<i>Comments</i>
<i>Union County College</i>	<i>American Deaf Culture and History</i>	<i>ASL 208</i>	<i>3</i>	
<i>Camden County College</i>	<i>American Deaf Culture and History</i>	<i>SLS 202</i>	<i>3</i>	

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

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

<i>Transferability of Proposed Course</i>				
<i>Institution</i>	<i>Course Code, Title, and Credits</i>	<i>Transfer Category (Major, General Ed., or Elective)</i>	<i>Will NOT Transfer (Place an "x" in box)</i>	<i>Unable to Determine Status (Place "U" in box)</i>
<i>Rutgers – New Brunswick</i>	<i>No Title Given. Elective – 3 cr.</i>	<i>Elective</i>		
<i>Georgian Court University</i>	<i>No Title Given. Elective – 3 cr.</i>	<i>Elective</i>		
<i>Richard Stockton College</i>			<i>X</i>	
<i>Monmouth University</i>			<i>X</i>	
<i>Kean University</i>	<i>SPEDX 1003 Elective – 3 cr.</i>	<i>Elective</i>		
<i>Rowan University</i>	<i>INTR 99070 Free Elective – 3 cr.</i>	<i>Elective</i>		

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- *Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students*
- *Establish a shared commitment to high and meaningful educational and ethical standards.*
- *Prepare students for successful transfer to other educational institutions.*
- *Prepare students for a rewarding life of personal growth and life-long learning.*

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

~~Students will gain insight into the Deaf community by learning their values, the impact of the visual environment on group behavior, code-switching, traditions, rules of politeness, ethical treatment towards the Deaf community, and subcultures within the larger culture of ASL. Students will also learn the history of ASL and its origin~~

- a. *Describe the education of the deaf*
- b. *Describe the historical treatment of the deaf*
- c. *Describe the values, norms, and identities of the deaf*
- d. *Assess the evolution of the deaf community*
- e. *Describe how historical treatment of the deaf lead to sign language becoming forbidden*
- f. *Discuss deaf role models*

8. METHODS OF INSTRUCTION

~~Students will be taught through various books on culture and history regarding ASL. Videos will also be presented throughout this course.~~

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE

- ~~a. Lessons will be presented weekly~~
- ~~b. Homework will be assigned weekly~~
- ~~c. Students will be tested weekly~~
- ~~d. Students will discuss the many facets involved within Deaf culture~~
- ~~e. Students will have reports to submit regarding the history of ASL~~
- ~~f. Students are required to research and present Deaf jokes in ASL~~

- ***Discuss historical treatment of the deaf community***
- ***Discuss the relevance of Thomas Gallaudet as a hearing individual who decided to travel to Europe to learn American Sign Language***
- ***Discuss how Alexander Graham Bell was a driving force in trying to eradicate the deaf community and why***
- ***Discuss the impact cochlear implants have on the deaf community***
- ***Discuss the ramification that Dr. Itard had on the deaf community and why he is still regarded as the 'Father of the ear, nose, and throat' – even though he maimed and killed many innocent young deaf individuals***
- ***Mainstreaming vs. Schools for the deaf***
- ***Discuss the importance of deaf jokes***
- ***Discuss how important Laurent Clerc was to the deaf community and how he served as a role model***

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: November 9, 2005

EXHIBIT B-13

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HUMANITIES, FINE ARTS AND MEDIA STUDIES

1. COURSE NUMBER AND TITLE: ~~COMM-109: American Sign Language Syntax and Grammar~~
ASLN 115: ASL Grammar and Syntax
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

~~This course is designed to introduce to the student the grammar and structure of ASL. Students will learn about ASL transcription symbols, sentence types, classifiers, non-manual behaviors, time pronomilization, locatives, pluralization, subjects and objects, verbs, and temporal and distributional aspects.~~

This course examines the grammar and syntax of American Sign Language. Students will develop skill application through modeling signed stories as well as translating stories from English to grammatically and syntactically correct American Sign Language. Components of American Sign Language such as transcription symbols, sentence types, classifiers, non-manual behaviors, pronominalization, locatives, pluralization, subjects and objects, verbs, and temporal and distributional aspects will be explored.

4. PREREQUISITES: ~~COMM-105: American Sign Language II~~ **ASLN 110**
COREQUISITES: None
5. MAXIMUM CLASS SIZE: ~~46~~ **18** COURSE FEE CODE: ~~0-2~~
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: x vocational non-vocational

6. Justification

a. Describe the need for this course.

~~Demonstrated demand. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 each give rights to the deaf to equal access of communication. The field of sign language interpreting is rapidly expanding, which in turn, has increased job opportunities. Qualified Interpreters for the Deaf are employed by public and private agencies or institutions within education, social services, rehabilitation, medicine, mental health, criminal justice, business, and the arts, especially the theater.~~

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

b. *Relationship to courses within the College:*

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

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

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

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

 x *Program-specific requirement for the following degree program(s):*
AAS in Interpreter Training
 Elective

c. *Related courses in other institutions:*

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

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

<i>Comparable Courses at NJ Community Colleges</i>				
<i>Institution</i>	<i>Course Title</i>	<i>Course Number</i>	<i>Number of Credits</i>	<i>Comments</i>
<i>Union County College</i>	<i>ASL Classifiers</i>	<i>ASL 104</i>	<i>2</i>	
<i>Camden County College</i>	<i>ASL Syntax & Grammar</i>	<i>SLS 201</i>	<i>3</i>	

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

<i>Transferability of Proposed Course</i>				
<i>Institution</i>	<i>Course Code, Title, and Credits</i>	<i>Transfer Category (Major, General Ed., or Elective)</i>	<i>Will NOT Transfer (Place an "x" in box)</i>	<i>Unable to Determine Status (Place "U" in box)</i>
<i>Rutgers – New Brunswick</i>	<i>04192120: ASL I – 2 cr.</i>	<i>Elective</i>		

<i>Georgian Court University</i>	<i>No Title Given. Elective – 2 cr.</i>	<i>Elective</i>		
<i>Richard Stockton College</i>			X	
<i>Monmouth University</i>			X	
<i>Kean University</i>	<i>SPEDX 1003 Elective – 2cr.</i>	<i>Elective</i>		
<i>Rowan University</i>	<i>INTR 99070 Free Elective – 2 cr.</i>	<i>Elective</i>		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- *Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students*
- *Establish a shared commitment to high and meaningful educational and ethical standards.*
- *Prepare students for successful transfer to other educational institutions.*
- *Prepare students for a rewarding life of personal growth and life-long learning.*

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

~~Students will learn the grammar and structure of ASL through written dialogues in ASL. Students will be able to decipher each sentence within the dialogue and understand the meaning of the transcription symbols in each sentence. The student will also comprehend the use of time pronominalization, locatives, pluralization, subjects and objects, verbs and~~

temporal and distributional aspects in sentence form.

- a. *Demonstrate the ability to read transcription symbols.*
- b. *Demonstrate the ability to identify the following components within ASL sentences: pronominalization, locatives, pluralization, subjects and objects, verbs, and temporal and distributional aspects.*
- c. *Demonstrate the ability to translate ASL dialogues into English.*
- d. *Demonstrate the ability to translate English dialogues into ASL.*
- e. *Demonstrate the ability to sign syntactically and grammatically correct dialogues in American Sign Language.*

8. METHODS OF INSTRUCTION

~~Students will be taught from the text along with transparencies for each dialogue. The students will also view videotapes regarding linguistics and various sentence types.~~

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE

- a. ~~Lessons will be presented weekly~~
- b. ~~Homework will be assigned weekly~~
- c. ~~Students will be tested weekly~~
- d. ~~Students will transcribe ASL dialogues into English~~
- e. ~~Students will write stories in ASL using transcription symbols~~
- f. ~~Students will present a written dialogue in ASL, on a transparency, to the class and explain and demonstrate~~

- a. *Sentence types*
- b. *Pronominalization*
- c. *Temporal Aspect*
- d. *Classifiers*
- e. *Distributional Aspect*
- f. *Rhetorical Questions*
- g. *Spatial Referencing vs. Role Shifting*
- h. *Locatives*
- i. *Subjects and Objects*

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	

EXHIBIT B-14

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HUMANITIES, FINE ARTS AND MEDIA STUDIES

1. COURSE NUMBER AND TITLE: ~~COMM 111: Sign To Voice~~
ASLN 230: ASL-to-English Interpreting
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

~~Demonstrated demand. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 each give rights to the deaf to equal access of communication. The field of sign language interpreting is rapidly expanding, which in turn, has increased job opportunities. Qualified Interpreters for the Deaf are employed by public and private agencies or institutions within education, social services, rehabilitation, medicine, mental health, criminal justice, business, and the arts, especially the theater.~~

This course examines the theory and practice of processing a signed message into spoken English. Emphasis will be on application of appropriate vocabulary selection; use of syntactically correct English sentences, and appropriate voicing register. Various interpreting process models will be introduced and discussed. Consecutive and simultaneous interpreting will be examined.

4. PREREQUISITES: ~~COMM 112: American Sign Language IV~~ **ASLN 160**
COREQUISITES: None
5. MAXIMUM CLASS SIZE: ~~16-18~~ COURSE FEE CODE: 0 2
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: x vocational non-vocational

6. *Justification*

a. *Describe the need for this course.*

~~Demonstrated demand. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 each give rights to the deaf to equal access of communication. The field of sign language interpreting is rapidly expanding, which in turn, has increased job opportunities. Qualified Interpreters for the Deaf are employed by public and private agencies or institutions within education, social services, rehabilitation, medicine, mental health, criminal justice, business, and the arts, especially the theater~~

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

b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
 AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Interpreting Process Application in ASL to English	HUD 106	3	
Camden County College	Introduction to Interpreting I	SLS 203	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title,	Transfer Category (Major, General	Will NOT Transfer	Unable to Determine Status

	<i>and Credits</i>	<i>Ed., or Elective)</i>	<i>(Place an "x" in box)</i>	<i>(Place "U" in box)</i>
<i>Rutgers – New Brunswick</i>	<i>04192344: Language and Communication – 3 cr.</i>	<i>Elective</i>		
<i>Georgian Court University</i>	<i>No Title Given. Elective – 3 cr.</i>	<i>Elective</i>		
<i>Richard Stockton College</i>			<i>X</i>	
<i>Monmouth University</i>			<i>X</i>	
<i>Kean University</i>	<i>SPEDX 1003 Elective – 3 cr.</i>	<i>Elective</i>		
<i>Rowan University</i>	<i>INTR 99070 Free Elective – 3 cr.</i>	<i>Elective</i>		

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- *Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students*
- *Establish a shared commitment to high and meaningful educational and ethical standards.*
- *Prepare students for successful transfer to other educational institutions.*
- *Prepare students for a rewarding life of personal growth and life-long learning.*

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

Students will learn theory and practice of processing a signed message into spoken English through videotapes and various classroom exercises. The student will learn appropriate vocabulary selection, use of syntactically correct English sentences, and appropriate voicing register. Students will be videotaped during sign to voice exercises. The student will then watch the videotape and critique themselves in their journals.

- a. *Demonstrate the ability to process a signed message into spoken English.*
- b. *Use appropriate vocabulary selection when interpreting into English.*
- c. *Use syntactically correct English sentences.*
- d. *Use appropriate voicing register.*
- e. *Engage in self-analysis.*
- f. *Provide peer feedback.*
- g. *Discuss various interpreting process models.*

8. METHODS OF INSTRUCTION

Students will learn the dynamics of voice to sign interpreting through practice with videotapes and classroom exercises. Student will be presented with various interpreting situations within the classroom setting and will voice for various conversations, and stories.

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

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

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

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

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

10. TENTATIVE TOPICAL OUTLINE

- a. ~~Students will learn the theory and practice of processing a signed message into spoken English~~
 - b. ~~Students will learn appropriate vocabulary selection for voice interpreting~~
 - c. ~~Students will learn to use syntactically correct English sentences while voice interpreting~~
 - d. ~~Students will learn how to use appropriate voicing register while voice interpreting~~
 - e. ~~Students will be tested weekly~~
 - f. ~~Students will be videotaped during classroom exercises and then critique themselves in their journal~~
 - g. ~~This course requires students to procure 10 hours of field observation~~
- a. *Discuss the various skill based components of interpreting from American Sign Language into English, to include: use of appropriate register in order to match the speaker, prosody, inflection and intonation.*

- b. Discuss interactional management during interpreting assignments will be addressed. Additional focus will include turn-taking norms, requests for clarification, and source attribution.*
- c. Discuss interpreting strategies such as expansion and compression strategies*
- d. Skills based activities will incorporate various interpreting components mentioned above.*

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: November 9, 2005

EXHIBIT B-15

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HUMANITIES, FINE ARTS AND MEDIA STUDIES

1. COURSE NUMBER AND TITLE: ~~COMM-116: Voice to Sign~~
ASLN 235: English-to-ASL Interpreting
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

~~This course will review ideological components, principles, and practices of interpreting for Deaf people. Strategies for effective listening skills, text analysis, conceptual accuracy and linguistic factors of sign language will be discussed and applied. Classroom exercises will be conducted. This course requires 10 hours of field observation.~~

This course examines the theory and practice of processing a spoken English message into American Sign Language. Emphasis will be on application of appropriate vocabulary selection; use of syntactically correct sentences, and appropriate signing register. Various interpreting process models will be introduced and discussed. Consecutive and simultaneous interpreting will be examined.

PREREQUISITES: ~~COMM-112: American Sign Language IV,~~
~~COMM-113: Introduction to Interpreting, ASLN 160~~
COREQUISITES: None

4. MAXIMUM CLASS SIZE: ~~16~~ 18 COURSE FEE CODE: 0 2
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting: x vocational non-vocational

5. Justification

- a. Describe the need for this course.

~~Demonstrated demand. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 each give rights to the deaf to equal access of communication. The field of sign language interpreting is rapidly expanding, which in turn, has increased job opportunities. Qualified Interpreters for the Deaf are employed by public and private agencies or institutions within education, social services, rehabilitation, medicine, mental health, criminal justice, business, and the arts, especially the theater.~~

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

b. Relationship to courses within the College:

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

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

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

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

 x Program-specific requirement for the following degree program(s):
 AAS in Interpreter Training
 Elective

c. Related courses in other institutions:

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

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Union County College	Interpreting Process Application in English to ASL	HUD 108	3	
Camden County College	Simultaneous Interpreting	IEP 203	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)

<i>Rutgers – New Brunswick</i>	<i>04192121: ASL II – 3 cr.</i>	<i>Social Science Gen Ed</i>		
<i>Georgian Court University</i>	<i>No Title Given. Elective – 3 cr.</i>	<i>Elective</i>		
<i>Richard Stockton College</i>			<i>X</i>	
<i>Monmouth University</i>			<i>X</i>	
<i>Kean University</i>	<i>SPEDX 1003 Free Elective – 3 cr.</i>	<i>Elective</i>		
<i>Rowan University</i>	<i>INTR 99070 Free Elective – 3 cr.</i>	<i>Elective</i>		

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

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

This course maintains the department's and the college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- *Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students*
- *Establish a shared commitment to high and meaningful educational and ethical standards.*
- *Prepare students for successful transfer to other educational institutions.*
- *Prepare students for a rewarding life of personal growth and life-long learning.*

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

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

6. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

~~Students will learn the theory and practice of interpreting spoken English into ASL through videotapes and classroom exercises. Students will focus on appropriate use of facial expression, temporal and distributional aspects, contrastive structure, non-manual~~

~~behavior, locatives, and classifiers. Students will be videotaped during classroom exercises and will then critique themselves in their journal.~~

- a. Demonstrate the ability to process a message from spoken English into American Sign Language*
- b. Use appropriate vocabulary selection when interpreting into American Sign Language*
- c. Use syntactically correct sentences in American Sign Language*
- d. Use appropriate register to match the speaker*
- e. Engage in self-analysis*
- f. Provide peer feedback.*
- g. Discuss various interpreting process models.*

7. METHODS OF INSTRUCTION:

~~Students will learn from text and videotapes. Students will also be taught through voice to sign exercises within the classroom.~~

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

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

Text: An appropriate text will be selected. Contact the department for current adoptions.
Technology needs: Use of lab with ASL software, recording functions, and computers
Human Resource Needs: Presently, one full-time faculty member and five adjuncts teach within the Interpreter Training Program.

9. TENTATIVE TOPICAL OUTLINE:

- ~~a. Students will learn the theory and practice of processing spoken English into ASL~~
 - ~~b. Students will learn appropriate use of facial expression, classifiers, non-manual behavior and locatives~~
 - ~~c. Strategies for effective listening skills, text analysis, conceptual accuracy and linguistic factors will be discussed and applied~~
 - ~~d. Students will be tested weekly~~
 - ~~e. Students will be videotaped during classroom exercises and then critique themselves in their journal~~
 - ~~f. This course requires students to procure 10 hours of field observation~~
- a. Discuss various skill based components of interpreting from English into American Sign Language, to include: use of appropriate register in order to match the speaker, prosody, inflection and intonation.*
 - b. Discuss interactional management during interpreting assignments will be addressed. Additional focus will include turn-taking norms, requests for clarification, and source attribution.*
 - c. Discuss interpreting strategies such as expansion and compression strategies*

- d. Skills based activities will incorporate various interpreting components mentioned above.*

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:

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: November 9, 2005

EXHIBIT B-16

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

1. COURSE NUMBER AND TITLE: ENGL 242: Women in Film
2. SEMESTER HOURS: 3 CONTACT HOURS: (3+ 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course studies gender concerns in the art of cinema. It focuses on female images, icons, cultural change and role redefinition, what has been lost and found at the movies and the various contributions of women to films and filmmaking.

4. PREREQUISITES: ENGL 151 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.

There is currently a need for students to have increased selections in courses involved with cultural and gender issues in the Humanities. This course will address both. In addition, it takes advantage of the current wave of enthusiasm for film study, the availability of films on video at reasonable cost, and new scholarship in the field of film theory, semiotics, post-structuralism, and feminism.

- b. *Relationship to courses within the College:*

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

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

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

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

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

___ *Elective*

c. *Related courses in other institutions:*

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

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

<i>Comparable Courses at NJ Community Colleges</i>				
<i>Institution</i>	<i>Course Title</i>	<i>Course Number</i>	<i>Number of Credits</i>	<i>Comments</i>

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

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

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

- 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*

As with all other Humanities electives, this course will seek to expand a student's experience in art and culture. *This course also maintains the department's and the*

college's commitment to the best possible educational opportunities for OCC students. It is consistent with the following goals of the college as expressed in the Academic Master Plan:

- *Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students*
- *Establish a shared commitment to high and meaningful educational and ethical standards.*
- *Prepare students for successful transfer to other educational institutions.*
- *Prepare students for a rewarding life of personal growth and life-long learning.*

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills | <input 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. Utilize concepts of textual analysis as they apply to cinematic analysis.
- b. Discover how movies have projected social images and a shared view of gender definitions.
- c. Distinguish between stereotypical images, icons, and deconstructed views of gender roles and identity.
- d. Examine the release of anatomy, anger, intimacy, and revisionist mythology as each permeates cinematic themes and re/visions of gender definitions.
- e. Examine the deconstruction of traditional male images in contemporary films.
- f. Focus on the narrative structure of film and how this structure influences gender identity.

8. METHODS OF INSTRUCTION:

- a. Viewing the films
- b. Study packets
- c. Lecture, discussion
- d. Quizzes, papers

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

- a. *Text: An appropriate text will be selected. Contact the department for current adoptions.*
- b. Videocassettes

- c. Study packets
- d. Reserve reading materials and online resources as appropriate

10. TENTATIVE TOPICAL OUTLINE:

- a. Introduction: Traditional Images
- b. Against the Grain I: Victims - "Rescue Me!!"
The Best of Everything, Blue, The Accused, Mean Girls
- c. Against the Grain II: Outlaws - Disobeying "the Laws of the Father"
Klute, Thelma and Louise, The Ballad of Little Jo, The Last Seduction
- d. Against the Grain III: Transformations - Finding a New Way to Selfhood
Up Close and Personal, A Thousand Acres, Prime Suspect I (made-for-TV movie)
- e. Women Direct: A View from the Other Side
Strangers in Good Company, Antonia's Line, Mrs. Dalloway

Note: Films are subject to change.

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:

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

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)

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

EXHIBIT B-17

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF ENGLISH AND LITERATURE

1. COURSE NUMBER AND TITLE: ENGL-280: American Poets: Voices and Visions

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

3. CATALOG DESCRIPTION:

~~Based on the PBS television series,~~ This course offers students the opportunity to study the distinctive voices and visions of eight American poets, from Walt Whitman through Robert Frost to Sylvia Plath.

4. PREREQUISITES: ENGL 151 COREQUISITIES: None

5. MAXIMUM CLASS SIZE: 30 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 fulfills the need for an elective literature course devoted to poetry. Since the approximately one-hundred-year span from Whitman to such mid-20th century poets as Plath and Bishop produced a flowering of innovative American poetry, this poetic sampling is an excellent introduction to the genre for students.

b. Relationship to courses within the College:

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

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

___ Communication	___ Social Science	___ History
<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):

X Elective

c. Related courses in other institutions:

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

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

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

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

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

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

This course helps prepare students to become intentional learners, who will be able to "effectively communicate orally...and in writing," appreciate "the diversity of the

human imagination and the variety of its expressions across...cultures," "interpret and evaluate information from a variety of sources," "demonstrate intellectual agility and the ability to manage change," and "transform information into knowledge."

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input 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. Discuss the life and work of at least eight American poets in their historical and cultural contexts in order to see the distinctiveness of each poet as well as the connections among them.
- b. Read poetry in many distinct styles and voices.
- c. Use appropriate critical terminology to explore a poet's craft.
- d. Read on their own more poems by these and other poets.
- e. Explore their responses to a variety of poets and explain what in the poem and what in themselves as readers elicits their particular responses.

8. METHODS OF INSTRUCTION:

- a. Lecture, discussion, and small-group work in literary response, interpretation, and analysis.
- b. Reading assignments from the textbook, current periodicals, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, text explications, response essays, analytic essays, research essays, and collaborative projects (a minimum of 3000 words of finished writing).
- d. Instructor-student conferences.
- e. Use of appropriate instructional media, e.g., filmed versions of literary works.
- f. Student readings, performances, or simulations.
- g. Guest readers or speakers.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services *Excellence*.

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

- a. Text: An appropriate text will be selected. Contact the department for current adoptions.
- b. Technology: A dedicated computer lab supports independent student work in literature classes. Classroom projectors are used regularly by instructors to demonstrate useful techniques of literary interpretation, composition, and research

to students.

- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

10. TENTATIVE TOPICAL OUTLINE:

Close readings, class discussions, and written assignments will focus on at least eight of the following poets:

Walt Whitman
 Emily Dickinson
 Robert Frost
 Wallace Stevens
 William Carlos Williams
 Ezra Pound
 Marianne Moore
 T.S. Eliot
 Hart Crane
 Langston Hughes
 Elizabeth Bishop
 Robert Lowell
 Sylvia Plath

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:

This is a writing-intensive course. Writing assignments may be divided, at the instructor's discretion, into 2-5 essays, one or more essay exams, and a research paper.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction

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

Revised: Spring 2001; G. Perabo
Sept 2006; J. Angona, G. Perabo

Board of Trustees Approval Date: July 28, 2008

EXHIBIT B-18

**OCEAN COUNTY COLLEGE
ACADEMIC AFFAIRS
MEMORANDUM**

TO: CURRICULUM COMMITTEE MEMBERS
FROM: RICHARD STRADA, INTERIM VP OF ACADEMIC AFFAIRS
SUBJECT: COURSES TO BE RENDERED OBSOLETE
DATE: SEPTEMBER 10, 2009

Please review the following courses and render them obsolete. These have not been offered in several years and need to be removed from the college catalog.

Language and the Arts

- ARTS 282: Art Seminar in Italy (last offered in 2004S6)
- HUMN 205: 20th-21st Century Humanities (never offered because replaced by HUMN 200: Humanities I: Modernism and HUMN 201: Humanities II: Postmodernism)
- COMM 209: Introduction to Language (never offered)

Math, Science, and Technology

- SCL 161: Biology Transfer Credit - Old prefix course still listed as "Inactive"

Social Science and Human Services

- HEHP 153: Open Water Scuba (last offered in 2003SF5)
- HEHP 155: Advanced Open Water Scuba (last offered in 1992SP)
- HEHP 222: Motor Learning [had a start date of 2002 but was never offered]

EXHIBIT B-19

The Associate in Science Engineering program is designed to prepare the beginning engineering student to successfully transfer to upper division programs at four or five year engineering schools. Participants in the associate program will enroll and successfully complete course work in basic science, mathematics, and engineering related courses that will provide the serious student with the knowledge and background to take upper level courses in his/her chosen field of study.

FIRST SEMESTER

CHEM 181	General Chemistry I	4 cr.
PHYS 281	General Physics I	4 cr.
MATH 265	Calculus I	4 cr.
ENGR 181	Graphics for Engineers	2 cr.
ENGL 151	English I	<u>3 cr.</u>
		17 cr.

SECOND SEMESTER

CHEM 182	General Chemistry II	4 cr.
PHYS 282	General Physics II	4 cr.
MATH 266	Calculus II	4 cr.
ENGR 124	Engineering Analysis	3 cr.
ENGL 152	English II	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

MATH 267	Calculus III	4 cr.
ENGR 221	Engineering Statics	3 cr.
	Social Science <i>or</i> Humanities	
	Gen Ed Requirement	3 cr.
	Humanities Gen Ed Requirement	<u>3 cr.</u>
PHYS 283	General Physics III	<u>4 cr.</u>
		17 cr. 14 cr.

FOURTH SEMESTER

	Technology Gen Ed Requirement *	3 cr.
	OCC Requirement: Any course from the List of Approved General Educational Courses or ACAD 155 or any HEHP Course	2-3 cr.
ENGR 222	Engineering Dynamics	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	Elective (to meet required 64 cr.)	<u>0-1 cr.</u>
		14- 15 cr.

TOTAL CREDITS ~~66-67~~ **64**

* Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) to meet the required 64 total credits.

Note: Transfer students are strongly advised to take MATH 280: Differential Equations.

Note: cr. (credit) = semester credit hour

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

Board of Trustees Approval Date: January 24, 2005

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: July 28, 2008

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: August 24, 2009

EXHIBIT B-20

**OCEAN COUNTY COLLEGE
ACADEMIC AFFAIRS
MEMORANDUM**

TO: CURRICULUM COMMITTEE, COLLEGE SENATE AND
BOARD OF TRUSTEES

FROM: RICHARD STRADA, INTERIM VP OF ACADEMIC AFFAIRS

SUBJECT: PROGRAM TERMINATION: GERONTOLOGY CERTIFICATE OF
COMPLETION

DATE: AUGUST 28, 2009

On June 1, 2009, the New Jersey Presidents' Council affirmed the March 23, 2009 decision of the Ocean County College Board of Trustees to open a new program, the AS in Public Service. As indicated on the attached program summary, the AS in Public Service offers students clusters of courses in Addictions Counseling, Child Care, Developmental Disability Assistant, Fire Science, Human Services, Municipal Administration, and Public Administration/Government.

The approval of the AS in Public Service allows the college to terminate three programs plus related certificates which have had decreasing enrollment over the last 10 years. As indicated in the chart below, one of these certificates is the Gerontology Certificate of Completion. Because no courses associated with these programs are being terminated, students will still be able to pursue their interests in these areas by taking courses in the AS in Public Service.

Graduation Data											
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Average
Gerontology Certificate of Completion	0	0	5	2	1	1	3	0	0	0	1

EXHIBIT B-20

The Associate in Science (A.S.) degree program allows students to successfully complete a program of study in one of several areas of public service. Program graduates may transfer to a four year school and/or directly enter the workforce.

FIRST SEMESTER

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
PSYC 172	General Psychology	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Any course from the list of Approved General Education Courses	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

	Lab Science Gen Ed Requirement	4 cr.
	OCC Requirement: Any Course from the list of Approved General Education Courses, ACAD 155, or any HEHP Course	2-3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy	3 cr.
HSRV 292	Field Experience	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	Elective (to meet 64 cr. requirement)	<u>0-1 cr.</u>
		15-16 cr.

TOTAL CREDITS 64

Note: cr. (credit) = semester credit hour

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

PUBLIC SERVICE ELECTIVES

Students may choose electives based on personal interest and/or transfer needs.

ADDICTIONS COUNSELING

ALDC 101	Addictions Counseling I
ALDC 102	Addictions Counseling II
ALDC 103	Addictions Counseling III
ALDC 104	Addictions Counseling IV

CHILD CARE

ARTS 174	Creative Arts for Children
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AHEC 130	Early Childhood Health, Nutrition, and Safety
EDUC 175	Introduction to Teaching
EDUC 177	School and Community
EDUC 241	Children's' Literature
EDUC 245	Language Arts in School Curriculum
PSYC 173	Child Psychology

DEVELOPMENTAL DISABILITY ASSISTANT

EDUC 178	Introduction to Education of Exceptional Children
EDUC 279	Curriculum Development in Early Childhood Education
PSYC 174	Personality Theory
PSYC 274	Social Psychology
PSYC 275	Educational Psychology

FIRE SCIENCE

FIRE 151	Principles of Fire Protection
FIRE 152	Fire Service Construction Principles
FIRE 153	Fire Department Organization and Management
FIRE 154	Fire Fighting Tactics and Strategy
FIRE 155	Hazardous Materials Incident Analysis
FIRE 251	Fire Service Hydraulics
FIRE 254	Elements of Arson Investigation
FIRE 255	Fire Prevention and Inspection I
FIRE 256	Fire Prevention and Inspection II

HUMAN SERVICES

HSRV 191	Human Services as a Social Institution
HSRV 200	Gerontology: The Study of Aging
HSRV 201	Economics of Aging
HSRV 204	Counseling Older Adults and Their Families
HSRV 206	Aging and Health
HSRV 291	Principles of Social Work
PSYC 274	Social Psychology
PSYC 276	Adult Psychology
SOCI 181	Introduction to Sociology
SOCI 182	Death and Dying
SOCI 231	Social Problems

MUNICIPAL ADMINISTRATION

CVET 123	Surveying I
CVET 124	Surveying II
ENGR 191	AutoCAD 2-D Graphics I
ENGR 192	AutoCAD 2-D Graphics II
POLI 185	Principles of Public Administration

PUBLIC ADMINISTRATION / GOVERNMENT

POLI 183	Introduction to Political Science
POLI 185	Principles of Public Administration
POLI 261	American Federal Government
POLI 262	American State and Local Government
POLI 263	Introduction to International Relations
POLI 183	Women and American Politics

EXHIBIT B-21

**OCEAN COUNTY COLLEGE
ACADEMIC AFFAIRS
MEMORANDUM**

TO: CURRICULUM COMMITTEE, COLLEGE SENATE AND
BOARD OF TRUSTEES

FROM: RICHARD STRADA, INTERIM VP OF ACADEMIC AFFAIRS

SUBJECT: PROGRAM TERMINATION: INTERPRETER TRAINING CERTIFICATE OF
PROFICIENCY

DATE: AUGUST 28, 2009

In August 2009, Ocean County College completed a program evaluation of the AAS in Interpreter Training program. One fact emerging from the program evaluation is that the Registry of Interpreters for the Deaf, a national certifying body, has mandated that individuals planning to take the national test must possess an associate degree by June of 2009 and a baccalaureate degree by June of 2010.

For this reason, the Interpreter Training Certificate of Proficiency needs to be terminated despite the fact that an average of 22 students graduated from this program each year since the program opened in 2005. The termination will not prevent students interested in Interpreter Training from pursuing their interests because they will still have the opportunity to enroll in OCC's AAS in Interpreter Training Program.

Graduation Data											
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Average
Interpreter Training Certificate of Proficiency	n/a	n/a	n/a	n/a	n/a	38	39	1	18	12	22

EXHIBIT B-22

[illegible]

EXHIBIT B-23

TO: CURRICULUM COMMITTEE, COLLEGE SENATE AND BOARD OF TRUSTEES

FROM: RICHARD STRADA, INTERIM VP OF ACADEMIC AFFAIRS

SUBJECT: PROGRAM TERMINATION: AS IN TEACHING ASSISTANT/CHILD CARE

DATE: AUGUST 28, 2009

On June 1, 2009, the New Jersey Presidents' Council affirmed the March 23, 2009 decision of the Ocean County College Board of Trustees to open a new program, the AS in Public Service. As indicated on the attached program summary, the AS in Public Service offers students clusters of courses in Addictions Counseling, Child Care, Developmental Disability Assistant, Fire Science, Human Services, Municipal Administration, and Public Administration/Government.

The approval of the AS in Public Service allows the college to terminate three programs plus related certificates which have had decreasing enrollment over the last 10 years. As indicated in the chart below, one of these programs is the AS in Teaching Assistant/Child Care. Because no courses associated with these programs are being terminated, students will still be able to pursue their interests in these areas by taking courses in the AS in Public Service program.

[illegible]

PUBLIC SERVICE - A.S. Degree Program - Effective Catalog Year 2009-2010

The Associate in Science (A.S.) degree program allows students to successfully complete a program of study in one of several areas of public service. Program graduates may transfer to a four year school and/or directly enter the workforce.

FIRST SEMESTER

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
PSYC 172	General Psychology	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Any course from the list of Approved General Education Courses	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

	Lab Science Gen Ed Requirement	4 cr.
	OCC Requirement: Any Course from the list of Approved General Education Courses, ACAD 155, or any HEHP Course	2-3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy	3 cr.
HSRV 292	Field Experience	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	Elective (to meet 64 cr. requirement)	<u>0-1 cr.</u>
		15-16 cr.

TOTAL CREDITS 64

Note: cr. (credit) = semester credit hour

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

PUBLIC SERVICE ELECTIVES

Students may choose electives based on personal interest and/or transfer needs.

ADDICTIONS COUNSELING

ALDC 101	Addictions Counseling I
ALDC 102	Addictions Counseling II
ALDC 103	Addictions Counseling III
ALDC 104	Addictions Counseling IV

CHILD CARE

ARTS 174	Creative Arts for Children
AHEC 130	Early Childhood Health, Nutrition, and Safety
EDUC 175	Introduction to Teaching
EDUC 177	School and Community
EDUC 241	Children's' Literature
EDUC 245	Language Arts in School Curriculum
PSYC 173	Child Psychology

DEVELOPMENTAL DISABILITY ASSISTANT

EDUC 178	Introduction to Education of Exceptional Children
EDUC 279	Curriculum Development in Early Childhood Education
PSYC 174	Personality Theory
PSYC 274	Social Psychology
PSYC 275	Educational Psychology

FIRE SCIENCE

FIRE 151	Principles of Fire Protection
FIRE 152	Fire Service Construction Principles
FIRE 153	Fire Department Organization and Management
FIRE 154	Fire Fighting Tactics and Strategy
FIRE 155	Hazardous Materials Incident Analysis
FIRE 251	Fire Service Hydraulics
FIRE 254	Elements of Arson Investigation
FIRE 255	Fire Prevention and Inspection I
FIRE 256	Fire Prevention and Inspection II

HUMAN SERVICES

HSRV 191	Human Services as a Social Institution
HSRV 200	Gerontology: The Study of Aging
HSRV 201	Economics of Aging
HSRV 204	Counseling Older Adults and Their Families
HSRV 206	Aging and Health
HSRV 291	Principles of Social Work
PSYC 274	Social Psychology
PSYC 276	Adult Psychology
SOCI 181	Introduction to Sociology
SOCI 182	Death and Dying
SOCI 231	Social Problems

MUNICIPAL ADMINISTRATION

CVET 123	Surveying I
CVET 124	Surveying II
ENGR 191	AutoCAD 2-D Graphics I
ENGR 192	AutoCAD 2-D Graphics II
POLI 185	Principles of Public Administration

PUBLIC ADMINISTRATION / GOVERNMENT

POLI 183	Introduction to Political Science
POLI 185	Principles of Public Administration
POLI 261	American Federal Government
POLI 262	American State and Local Government
POLI 263	Introduction to International Relations
POLI 183	Women and American Politics

EXHIBIT B-24

TO: CURRICULUM COMMITTEE, COLLEGE SENATE AND BOARD OF TRUSTEES

FROM: RICHARD STRADA, INTERIM VP OF ACADEMIC AFFAIRS

SUBJECT: PROGRAM TERMINATION: AS IN HUMAN SERVICES

DATE: AUGUST 28, 2009

On June 1, 2009, the New Jersey Presidents' Council affirmed the March 23, 2009 decision of the Ocean County College Board of Trustees to open a new program, the AS in Public Service. As indicated on the attached program summary, the AS in Public Service offers students clusters of courses in Addictions Counseling, Child Care, Developmental Disability Assistant, Fire Science, Human Services, Municipal Administration, and Public Administration/Government.

The approval of the AS in Public Service allows the college to terminate three programs plus related certificates which have had decreasing enrollment over the last 10 years. As indicated in the chart below, one of these programs is the AS in Human Services. Because no courses associated with these programs are being terminated, students will still be able to pursue their interests in these areas by taking courses in the AS in Public Service program.

Graduation Data											
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Average
AS in Human Services	10	9	5	12	6	12	4	5	1	6	7

PUBLIC SERVICE - A.S. Degree Program - Effective Catalog Year 2009-2010

The Associate in Science (A.S.) degree program allows students to successfully complete a program of study in one of several areas of public service. Program graduates may transfer to a four year school and/or directly enter the workforce.

FIRST SEMESTER

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
PSYC 172	General Psychology	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Any course from the list of Approved General Education Courses	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

	Lab Science Gen Ed Requirement	4 cr.
	OCC Requirement: Any Course from the list of Approved General Education Courses, ACAD 155, or any HEHP Course	2-3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy	3 cr.
HSRV 292	Field Experience	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	Elective (to meet 64 cr. requirement)	<u>0-1 cr.</u>
		15-16 cr.

TOTAL CREDITS 64

Note: cr. (credit) = semester credit hour

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

PUBLIC SERVICE ELECTIVES

Students may choose electives based on personal interest and/or transfer needs.

ADDICTIONS COUNSELING

ALDC 101	Addictions Counseling I
ALDC 102	Addictions Counseling II
ALDC 103	Addictions Counseling III
ALDC 104	Addictions Counseling IV

CHILD CARE

ARTS 174	Creative Arts for Children
AHEC 130	Early Childhood Health, Nutrition, and Safety
EDUC 175	Introduction to Teaching
EDUC 177	School and Community
EDUC 241	Children's Literature
EDUC 245	Language Arts in School Curriculum
PSYC 173	Child Psychology

DEVELOPMENTAL DISABILITY ASSISTANT

EDUC 178	Introduction to Education of Exceptional Children
EDUC 279	Curriculum Development in Early Childhood Education
PSYC 174	Personality Theory
PSYC 274	Social Psychology
PSYC 275	Educational Psychology

FIRE SCIENCE

FIRE 151	Principles of Fire Protection
FIRE 152	Fire Service Construction Principles
FIRE 153	Fire Department Organization and Management
FIRE 154	Fire Fighting Tactics and Strategy
FIRE 155	Hazardous Materials Incident Analysis
FIRE 251	Fire Service Hydraulics
FIRE 254	Elements of Arson Investigation
FIRE 255	Fire Prevention and Inspection I
FIRE 256	Fire Prevention and Inspection II

HUMAN SERVICES

HSRV 191	Human Services as a Social Institution
HSRV 200	Gerontology: The Study of Aging
HSRV 201	Economics of Aging
HSRV 204	Counseling Older Adults and Their Families
HSRV 206	Aging and Health
HSRV 291	Principles of Social Work
PSYC 274	Social Psychology
PSYC 276	Adult Psychology
SOCI 181	Introduction to Sociology
SOCI 182	Death and Dying
SOCI 231	Social Problems

MUNICIPAL ADMINISTRATION

CVET 123	Surveying I
CVET 124	Surveying II
ENGR 191	AutoCAD 2-D Graphics I
ENGR 192	AutoCAD 2-D Graphics II
POLI 185	Principles of Public Administration

PUBLIC ADMINISTRATION / GOVERNMENT

POLI 183	Introduction to Political Science
POLI 185	Principles of Public Administration
POLI 261	American Federal Government
POLI 262	American State and Local Government
POLI 263	Introduction to International Relations
POLI 183	Women and American Politics

EXHIBIT B-25

**OCEAN COUNTY COLLEGE
ACADEMIC AFFAIRS
MEMORANDUM**

TO: CURRICULUM COMMITTEE, COLLEGE SENATE AND
BOARD OF TRUSTEES

FROM: RICHARD STRADA, INTERIM VP OF ACADEMIC AFFAIRS

SUBJECT: PROGRAM TERMINATION: AS IN HUMAN SERVICES-GERONTOLOGY
OPTION

DATE: AUGUST 28, 2009

On June 1, 2009, the New Jersey Presidents' Council affirmed the March 23, 2009 decision of the Ocean County College Board of Trustees to open a new program, the AS in Public Service. As indicated on the attached program summary, the AS in Public Service offers students clusters of courses in Addictions Counseling, Child Care, Developmental Disability Assistant, Fire Science, Human Services, Municipal Administration, and Public Administration/Government.

The approval of the AS in Public Service allows the college to terminate three programs plus related certificates which have had decreasing enrollment over the last 10 years. As indicated in the chart below, one of these programs is the AS in Human Services/Gerontology Option. Because no courses associated with these programs are being terminated, students will still be able to pursue their interests in these areas by taking courses in the AS in Public Service program.

Graduation Data											
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Average
AS in Human Services – Gerontology Option	0	4	2	0	2	2	1	1	1	0	1

PUBLIC SERVICE - A.S. Degree Program - Effective Catalog Year 2009-2010

The Associate in Science (A.S.) degree program allows students to successfully complete a program of study in one of several areas of public service. Program graduates may transfer to a four year school and/or directly enter the workforce.

FIRST SEMESTER

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
PSYC 172	General Psychology	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
	Humanities Gen Ed Requirement	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Any course from the list of Approved General Education Courses	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

	Lab Science Gen Ed Requirement	4 cr.
	OCC Requirement: Any Course from the list of Approved General Education Courses, ACAD 155, or any HEHP Course	2-3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	<u>3 cr.</u>
		15-16 cr.

FOURTH SEMESTER

CSIT 110	Computer Literacy	3 cr.
HSRV 292	Field Experience	3 cr.
	Public Service Elective	3 cr.
	Public Service Elective	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	Elective (to meet 64 cr. requirement)	<u>0-1 cr.</u>
		15-16 cr.

TOTAL CREDITS 64

Note: cr. (credit) = semester credit hour

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

PUBLIC SERVICE ELECTIVES

Students may choose electives based on personal interest and/or transfer needs.

ADDICTIONS COUNSELING

ALDC 101	Addictions Counseling I
ALDC 102	Addictions Counseling II
ALDC 103	Addictions Counseling III
ALDC 104	Addictions Counseling IV

CHILD CARE

ARTS 174	Creative Arts for Children
AHEC 130	Early Childhood Health, Nutrition, and Safety
EDUC 175	Introduction to Teaching
EDUC 177	School and Community
EDUC 241	Children's' Literature
EDUC 245	Language Arts in School Curriculum
PSYC 173	Child Psychology

DEVELOPMENTAL DISABILITY ASSISTANT

EDUC 178	Introduction to Education of Exceptional Children
EDUC 279	Curriculum Development in Early Childhood Education
PSYC 174	Personality Theory
PSYC 274	Social Psychology
PSYC 275	Educational Psychology

FIRE SCIENCE

FIRE 151	Principles of Fire Protection
FIRE 152	Fire Service Construction Principles
FIRE 153	Fire Department Organization and Management
FIRE 154	Fire Fighting Tactics and Strategy
FIRE 155	Hazardous Materials Incident Analysis
FIRE 251	Fire Service Hydraulics
FIRE 254	Elements of Arson Investigation
FIRE 255	Fire Prevention and Inspection I
FIRE 256	Fire Prevention and Inspection II

HUMAN SERVICES

HSRV 191	Human Services as a Social Institution
HSRV 200	Gerontology: The Study of Aging
HSRV 201	Economics of Aging
HSRV 204	Counseling Older Adults and Their Families
HSRV 206	Aging and Health
HSRV 291	Principles of Social Work
PSYC 274	Social Psychology
PSYC 276	Adult Psychology
SOCI 181	Introduction to Sociology
SOCI 182	Death and Dying
SOCI 231	Social Problems

MUNICIPAL ADMINISTRATION

CVET 123	Surveying I
CVET 124	Surveying II
ENGR 191	AutoCAD 2-D Graphics I
ENGR 192	AutoCAD 2-D Graphics II
POLI 185	Principles of Public Administration

PUBLIC ADMINISTRATION / GOVERNMENT

POLI 183	Introduction to Political Science
POLI 185	Principles of Public Administration
POLI 261	American Federal Government
POLI 262	American State and Local Government
POLI 263	Introduction to International Relations
POLI 183	Women and American Politics

EXHIBIT B-26

Ocean County College, Toms River, NJ

STUDENTS
WITHDRAWAL
General Requirements #5142

POLICY

Withdrawal from classes includes dropping classes or totally withdrawing from Ocean County College. In order to officially withdraw, a student must complete a set of specific procedures. These procedures exist to maintain communication between the student and the College to clarify and understand the reasons a student is withdrawing and to provide supportive assistance in the best interest of the student. ~~Each of the respective procedures applies to all students dropping a course or withdrawing totally from the College. The withdrawal procedures apply to all students dropping a course or withdrawing completely from the College regardless of the length of time any student has attended class.~~

Revised: February 25, 1974
Revised: September 17, 1979
Revised: January 25, 1988
Revised: November 2, 2009

REVIEWED: February 5, 1991