

EXHIBIT B



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

To: Board of Trustees
From: Office of the President
Date: September 22, 2010

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, September 27, 2010**:

1. Recommend approval of the following items accepted by the College Senate at its meetings on September 1 and September 15, 2010:
 - a. Revised Courses
 - 1) BIOL 101, The Pine Barrens (**Exhibit B-1**)
 - 2) COEM 120, Television Production (**Exhibit B-2**)
 - 3) CSIT 171, Computer Programming I (**Exhibit B-3**)
 - 4) PHIL 191, Introduction to Philosophy (**Exhibit B-4**)
 - 5) PHIL 192, Contemporary Ethical Issues (**Exhibit B-5**)
 - 6) PHIL 193, World Religions (**Exhibit B-6**)
 - 7) PHIL 198, Introduction to Business Ethics (**Exhibit B-7**)
2. Recommend revision of the following policy:
 - a. Policy #5160, Students, Academic Standards, Waiver of Courses (**Exhibit B-8**)

EXHIBIT B-1

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

1. COURSE NUMBER AND TITLE: BIOL-101 The Pine Barrens
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION:

An investigation into the ecological aspects of the natural history of the New Jersey Pine Barrens. The course will explore the geography, plants and animals of New Jersey's most famous wilderness. Students must provide their own transportation for required monthly field trips to the Pine Barrens.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 24 35 LAB 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 a growing interest in and concern with the Pinelands and its increased endangerment. The special ecological, botanical, and zoological characteristics and the remarkable geography, hydrologic, and soil phenomena continue to be topics of immediate concern to our students and community. By examining these characteristics in the context of ecosystem interrelations, and providing an adequate reference to basic information on the flora, fauna, and other natural features of the Pine Barrens, students will have a better understanding of what is unique and special about the area.

This course will become part of the OCC Center for Coastal and Environmental Studies. There are no other courses on the campus in this area.

b. Relationship to courses within the College:

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

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

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

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

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

x Elective

- c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institutions	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				X
Georgian Court University				X
Richard Stockton College	GNM 2234 The Pine Barrens	General Ed, Elective		
Monmouth University				X
Kean University				X
Rowan University				X

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

Ocean County College and its service area are situated within this environmentally unique region of the United States. In response to the density and intensity of development within Ocean County, ongoing study of the Pinelands is essential to maintain the area's viability as a valuable environmental resource. A course such as this would do much to enhance the connections of the students and faculty to the area around them, and has the potential to achieve a tremendous good in addition to broadening college public relations.

Most of the students attending Ocean County College demonstrate very little knowledge of their natural surroundings, and a sense of stewardship has yet to be developed. It is hoped the course will attract and teach a general student audience and help our students understand that biology is a relevant, central element of our curriculum.

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Describe the scientific principles that govern the organization and perpetuation of organisms and associations in the Pine Barrens.
- b. Describe the unique operation of these principles in the Pine Barrens in reference to the unique physical properties of the area.
- c. Examine and describe the origin, evolution, and classification of the areas' flora and fauna.
- d. Describe the unique organisms, populations, and communities of the Pine Barrens.

8. METHODS OF INSTRUCTION:

Lecture/Discussion. Attendance at monthly field trips. Participation at Pine Barrens Conference, Burlington County College.

9. INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (presently employed vs. new faculty)

Instructional Materials:

- a. Text: An appropriate text will be selected. Contact the department for current adoptions.
- b. Internet Articles
- c. Newspapers
- d. Other available materials in the public domain

Technology:

This course will not require any technology beyond which is currently available (titanium laptop, GPS, digital camera, binoculars, field guides).

Human Resources Needs:

Presently employed faculty can teach this course.

10. TENTATIVE TOPICAL OUTLINE

- I. Overview of New Jersey
- II. Overview of the Pine Barrens
 - Dimensions and Boundaries
 - Geology and Soils
 - Climate
 - Hydrology and Aquifers
 - Streams, Lakes, and Watersheds
- III. Vegetation Patterns & Plants of the Pine Barrens
 - Uplands
 - Pine-Dominated Forests
 - Pygmy Forests
 - Oak-Dominated Forests
 - Human Influences & Management of Uplands
 - Wetlands
 - Cedar Swamps
 - Hardwood Swamps
 - Pitch Pine Lowlands
 - Bogs
 - Human Influences on Wetlands
- IV. Animals and Animal Communities of the Pine Barrens
 - Phylum Mollusca
 - Phylum Annelida
 - Phylum Arthropoda
 - Phylum Chordata
 - Subphylum Vertebrata
 - Class Osteichthyes
 - Class Amphibia
 - Class Reptilia

- Class Aves
Class Mammalia
- V. Human Exploitation of the Pine Barrens
Plant Products
Animal Products
- VI. Indians of the Pine Barrens
- VII. Ecological & Environmental Trends in the Pine Barrens

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:

4 Hourly Exams
Writing Assignments and Course Journal
Written and Oral Project

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: April 27, 2009

EXHIBIT B-2

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

1. COURSE NUMBER AND TITLE: COEM-120: Television Production
2. SEMESTER HOURS: 3 CONTACT HOURS: (~~3~~ + ~~0~~) (2 + 2)
Lecture Lab
3. CATALOG DESCRIPTION:

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

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 12 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: B

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

6. JUSTIFICATION

- a. Describe the need for this course.

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

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

- b. Relationship to courses within the College

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

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

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

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

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

c. Related courses in other institutions

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

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

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

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

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

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

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

8. METHODS OF INSTRUCTION:

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

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

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

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

Computer Software: Compix Television Studio graphics and titling

Print Media:

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

Video: Video maker basic video production series

Network television programs

10. TENTATIVE TOPICAL OUTLINE:

I. Introduction to TV Production

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

II. Production Tools

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

III. Production Team

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

IV. Audio and Visual Perception

- A. Students will be asked to view at home and record if possible samples of different types of video production paying particular attention to shot composition, shot selection, techniques, lighting and audio.

- B. Students will learn the principles of audio recording and the various types of recording devices.
- C. Students will view in class and critique how audio and video techniques are used to manipulate perceptions of the viewing audience.

V. The Production Process

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

VI. TV Production Project

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

VI. Learning Activities

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

11. GRADE DETERMINANTS:

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

A	Excellent	C	Average	I	Incomplete
B+	Very Good	D	Below Average	W	Withdrawn
B	Good	F	Failure	R	Audit

C+ Above Average P Passing NC No Credit

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Board of Trustees Approval Date: October 4, 2005

Board of Trustees Approval Date: July 28, 2008

EXHIBIT B-3

- This course introduces the student to the software development process and programming. Topics include the structure and design of algorithms, data types, function modularity, documentation and an introduction to object oriented programming. Students will develop programs using the department's computer facilities and a modern structured procedural and object oriented programming language (C++). This is the first course in a two-semester sequence designed for computer science majors. Working knowledge of Microsoft™ Windows required. Open lab time required.

- COREQUISITES:** CSIT 140

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

- a. Describe the need for this course.

This is a required course in all Computer Science AS degrees and a programming language option in the Computer Science/Information Technology AAS degree.

- b. Relationship to courses within the College

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

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

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

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

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

___ Elective

- c. Related courses in other institutions:

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

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

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

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

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

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

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

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

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

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Identify the steps required in problem solving.
- b. Identify the elements of step-wise refinement.
- c. Identify the properties of an algorithm.
- d. Differentiate between an algorithm and a computer program.
- e. Identify the general components of a computer language.
- f. Differentiate between structured and unstructured programs.
- g. Differentiate between a function that returns a value and a void function (procedure).
- h. Differentiate between value and address parameters.
- i. Identify the basic data types available in C++.
- j. Write programs in C++ utilizing the concepts of algorithms and stepwise refinement.
- k. Write programs in C++ utilizing interactive and batch processing modes.
- l. Write programs in C++ utilizing repetition and selection structures.
- m. Write programs in C++ utilizing subprogram structures.
- n. Write application programs in C++ utilizing the text files.

8. METHODS OF INSTRUCTION: Class lecture, discussion, demonstrations, lab assignments, programs and online presentations.

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

Appropriate textbooks will be selected. Contact the department for current adoptions. Class notes, presentations, software and online materials, College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.

10. TENTATIVE TOPICAL OUTLINE:

- A) Problem Solving and Algorithms
 - 1) Problem Solving Techniques
 - 2) Algorithms
 - 3) Programming Style
 - 4) Stepwise Refinement
 - 5) System Life Cycle
 - 6) Algorithm Analysis (big O)
- B) Data Representation
 - 1) Data Types
 - 2) Identifiers
 - 3) Arithmetic Operations
 - 4) Variable and Declaration Statements
 - 5) Data Type Conversions
 - 6) Assignment Statements
- C) Input/Output
 - 1) Input/Output Objects
 - 2) Interactive Algorithm
 - 3) Batch Algorithm
- D) Functions
 - 1) Declarations
 - a) Prototypes
 - b) Function Calls
 - c) Function Definition
 - d) Function Stubs
 - e) Overloading
 - 2) Returning Values
 - a) Function Type
 - b) Void Functions
 - 3) Variable Storage Class
 - a) Local
 - b) Global
 - c) Rules of Scoping

- 4) Parameter Passing
 - a) Void
 - b) Call by Value
 - c) Call by Reference
 - d) Relationship between Formal and Actual Parameters
- 5) Standard Library Functions
- E) Selection Structures
 - 1) Selection Criteria -Relational and Logical Operators
 - 2) One and Two-way Selection
 - 3) Multi-way Selection
 - 4) Compound Conditions
 - 5) Problem Solving - Data Validation
- F) Repetition Structures
 - 1) Pre-test Loops
 - 2) Post-test Loops
 - 3) Counter Loops
 - 4) Interactive Loops
 - a) Sentinels
 - b) Breaking Loops
 - c) Null Statement
 - 5) Nested loops
- G) Text Files
 - 1) Files and Streams
 - 2) Standard Library Input/Output Functions
 - 3) Formatting Input and Output
 - 4) Character Input/Output Functions
 - 5) Detecting File Errors

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 6 minor programs and 3 major programs, a minimum of 5 minor chapter quizzes, exercises or labs, a minimum of 2 exams, and a final outcomes assessment exam.

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

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

March 8, 2006

Board of Trustees Approval Date: December 11, 2006

Board of Trustees Approval Date: April 27, 2009

Board of Trustees Approval Date: August 24, 2009

EXHIBIT B-4

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

1. COURSE NUMBER AND TITLE: PHIL-191: Introduction to Philosophy
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course is an introduction to Western philosophy through exploration of *major topic areas within philosophy: metaphysics, theory of knowledge, ethics, political philosophy and philosophy of religion*. Within each topic area, an assortment of continuing philosophical problems will be presented and discussed, such as the problems of mind/body, personal identity, free will/determinism, the possibility and nature of knowledge, the foundation for moral and ethical judgment, the nature of justice, the existence of God, and the problem of evil. For each topic area and problem selected, philosophical perspectives will be presented from several different periods from the history of significant-historical eras within philosophy: Ancient, Medieval, Modern, Enlightenment, 19th Century, and Contemporary. Attention may also be given to non-Western philosophy. Within each historical era, certain continuing philosophical problems and themes will be stressed: metaphysics, theory of knowledge, ethics, political philosophy and philosophy of religion. The relevance of philosophy will be shown to current conditions and contemporary problems by encouraging students to think and write critically, be creative, and develop their own philosophical perspective and world view.

4. PREREQUISITES: ~~Placement test score or successful completion of required developmental English courses with a grade of "C" or higher~~ None

COREQUISITES: None

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

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

6. JUSTIFICATION

- a. Describe the need for this course.

The consistently large enrollment for the past twenty years with 10 to 12 sections per semester with approximately 35 students per section, within the past 10 years. The high transferability rate of this course to four year institutions. (See section 6.c., below.) In an increasingly complex world, the need to learn the critical thinking skills which the study of philosophy helps to provide. The intrinsic worth of studying some of the great influential ideas which form our civilization. This course is one of

the AA in Liberal Arts Group B Humanities courses, a cluster which includes broad-based literature, language, and philosophy courses.

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
 x 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

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

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
1. This course is consistent with the philosophy and vision of the College because this course stimulates a love of learning by asking students to investigate the intellectual development of Western civilization through the study of philosophy. In doing this, students may begin to understand the complex relationship of human history from the past and the present and explore how those connections may affect their perspective on the world around them.
 2. This course is consistent with the mission of the College because the primary goal of the course is the development of intentional learners by helping students to develop their thinking skills which will help to prepare them to thrive in a complex and challenging world. This course does this by introducing students to a great variety of philosophical theories within the Western philosophy.
 3. This course is consistent with the College's strategic initiatives because the content of this course is regularly reviewed to ensure that teaching and presentation modes help to develop intentional learners through regular assessment of learning outcomes.
 4. This course is consistent with the College's "Academic Master Plan" because students may gain a more sophisticated way of interpreting the events of the world by developing critical thinking skills; thereby leading to independent and intentional learners through writing-intensive and critically self-reflective course content.
- 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 checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to *demonstrate the following knowledge and philosophical thinking skills within philosophy, as indicated below:*

- a. Describe and discuss general areas of philosophy (Metaphysics, Theory of Knowledge, Ethics, Political Philosophy, Philosophy of Religion, Problems within Non-Western Philosophy).*
 - b. Describe and discuss various philosophical problems, such as the nature of reality and appearance, the problem of mind/body, standards of truth, conditions and limits of human knowledge, free will/determinism, arguments concerning the existence of God, the problem of evil, moral principles, and political principles.*
 - c. Re-present and formulate different types of arguments and answers which have been offered in response to philosophic problems.*
 - d. Clearly engage in critical summary, analysis and/or evaluation of a philosopher's argument, by explicitly employing the methods of argument through writing, (identification of assumptions, identification of premise/conclusion relationships, evaluation of logical validity and overall soundness within an argument's inferences).*
 - e. Clearly draw conclusions on the basis of explicit presentation of supporting arguments.*
-
- ~~a. Describe and discuss alternative approaches to philosophical problems, through writing and speaking, which exist within philosophy, including recognition of the historical development of philosophical theories.~~
 - ~~b. Re-present and formulate different types of arguments and answers which have been given to philosophic problems in the past through discussion and writing.~~
 - ~~c. Engage in critical summary, analysis and/or evaluation of a philosopher's argument, by explicitly employing the methods of argument through writing.~~
 - ~~d. Evaluate, analyze and form philosophical arguments by reading course materials and then completing a semester project about traditional philosophical themes~~
 - ~~e. Identify and demonstrate knowledge of the historical eras in philosophy: Ancient, Medieval, Modern, Enlightenment, 19th Century, Contemporary and/or Non-Western by regular quizzing or writing on the themes and topics unique to these eras.~~

- f. ~~Identify and demonstrate knowledge of the major areas within traditional Western philosophy such as metaphysics, theory of knowledge, ethics, political philosophy and philosophy of religion by regular quizzing or writing on the themes and topics unique to each area of philosophy.~~
- g. ~~Identify and demonstrate knowledge of the basic problems, concepts, and issues that have arisen within traditional Western philosophy, such as the nature of reality and appearance, the mind/body problem, standards of truth, etc., by regular quizzing or writing on the basic problems, concepts, and issues unique to each historical era and area in philosophy.~~
- h. ~~Demonstrate the ability to employ philosophical concepts such as premise, conclusion, assumption, inference, valid reasoning and sound reasoning by writing short papers and completing critical thinking exercises.~~

8. METHODS OF INSTRUCTION

- a. Formal lecture covering at least four main historical eras of philosophy and the most frequently raised questions within those eras. Lectures should stress both the perennial and historical nature of philosophical questions to give students a sense of both continuity and change in the development of Western thought.
- b. Class discussion that attempts to make clear the enduring significance, unavailability, and thus, the continued relevance of philosophical questions. Students should be encouraged to distinguish between questions and answers so that they may be able to develop their own answers while in dialogue with the Western tradition.
- c. Through formal presentation within lecture, classroom discussion, web enhanced course materials, students will apply the skills and techniques involved in philosophical analysis and philosophical argument. By using teaching techniques that foster these ends, students should have the ability to think critically and creatively by the end of the term.

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.

10. TENTATIVE TOPICAL OUTLINE

Instructors have discretion concerning which philosophers to cover, as well as which aspects of each philosopher's teaching they wish to stress. However, by the end of the term, students should be exposed to most of the major topics within Western philosophy; including, metaphysics, epistemology, ethics, logic, philosophy of religion, political philosophy, and/or Non-Western philosophy. By the end of the term, students should be exposed to many of the major problems within philosophy, as well as many of the major solutions that have been proposed for these problems, both historical and

contemporary, western and non-western. Each category below identifies suggested topics.

a. Metaphilosophy

- *Survey of alternative definitions of philosophy, love of wisdom, first science, foundational thinking, search for truth, etc.*
- *Survey of the main problems/areas of philosophy*
- *Survey of the main historical periods of philosophy*
- *The pre-Socratic origin of philosophy*
- *Philosophy in action: Socrates and the Sophists*

b. Epistemology

- *The nature of logic and its role within the philosophical conception of argument*
- *Possible sources of knowledge: reason, sense experience, authority, faith, intuition, etc.*
- *Theories of truth*
- *Problems of skepticism, ancient (Sophists) and modern (Hume)*
- *Ancient Greek approaches to the theory of knowledge: Socrates, Plato and Aristotle*
- *Modern reflections on knowledge: development of rationalism and empiricism*
- *Alternative conceptions of epistemological method: dialectic, deduction, induction, etc.*
- *Arguments for and against the separation of epistemology from other areas of philosophy*

c. Metaphysics

- *Early Greek cosmology: Thales, Heraclitus, Parmenides, etc.*
- *Different conceptions of the distinction between appearance and reality*
- *Problem of universals/particulars*
- *Problems of permanence/change*
- *Problem of mind/body*
- *Alternative conceptions of being*
- *Idealism vs. Materialism*
- *Problems concerning the possibility of metaphysical knowledge*

d. Ethics

- *Problem of moral relativism (Sophists)*
- *The Socratic/Platonic view of the soul and its relationship to virtue*
- *Aristotle's Golden Mean and the Natural Law/teleological view*
- *Early philosophies of life: Stoicism, Skepticism, Epicureanism, Jesus's Agapism*
- *Medieval ethics*
- *Contractualism*
- *Kant and the deontological view*

- *Utilitarianism*
- *Intuitionism*
- *Egoism and Altruism*
- *Contemporary views: Rawls, Sartre, MacIntyre, etc.*
- *Applied Ethics*

e. Political Philosophy

- *Early Greek conception of the Polis*
- *Alternative conceptions of justice*
- *Alternative views of the nature and function of the state: Plato, Augustine, Hobbes, Locke, Marx*
- *Social Ethics*

f. Philosophy of Religion

- *Distinctions between religion and philosophy of religion*
- *Religious definitions and religious language*
- *The atheistic argument: problem of evil*
- *Theistic Arguments*
- *Faith vs. Reason*
- *Evolution vs. Creationism*
- *Religion in relationship to ethics*

Instructors should select at least four of the following seven eras: Ancient, Medieval, Modern, Enlightenment, 19th Century, Contemporary and/or non-Western. Within each area, at least three of the figures should be covered. Instructors have discretion, concerning which aspects of each philosopher's teaching they wish to stress. However, by the end of the term, students should be exposed to most of the major topics within Western philosophy, including, metaphysics, epistemology, ethics, logic, philosophy of religion, political philosophy, and/or Non-Western.

~~_____ a. The Ancient Period~~

~~_____ Suggestions for figures covered~~

~~The Presocratic Philosophers~~

~~The Sophists~~

~~Socrates~~

~~Plato~~

~~Aristotle~~

~~The post-Aristotelian Period: Stoics, Hedonists, Skeptics, and/or Plotinus~~

~~_____ b. The Medieval Period~~

~~_____ Suggestions for figures covered~~

~~Anselm~~

~~Bonaventure~~

~~Scotus~~

~~Augustine~~

~~Aquinas~~

- c. The Modern Period
 - Suggestions for figures covered——
 - Survey of Renaissance figures
 - Descartes
 - Spinoza
 - Leibniz
 - Locke
 - Hobbes
 - Berkeley
- d. The Enlightenment
 - Suggestions for figures covered——
 - Hume
 - Kant
 - Voltaire
 - Rousseau
- e. The Nineteenth Century
 - Suggestions for figures covered
 - Hegel
 - Marx
 - Nietzsche
 - Mill
- f. Contemporary Philosophy
 - Suggestions for figures covered
 - Heidegger
 - Wittgenstein
 - The Existentialists
 - The American Pragmatists
 - Analytical Philosophy
 - Feminism
 - African-American Philosophy
 - Postmodern Philosophy
- g. Non-Western Philosophy
 - Suggestions for figures covered
 - Chinese Philosophy
 - Lao-tzu
 - Chuang-tzu
 - Confucius
 - The Maoists
 - Indian Philosophy
 - Siddhartha Gautama (The Buddha)
 - Shankara
 - Ramakrishna
 - Sarvepalli Radhakrishnan
 - Mohandas Gandhi

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, *several short written assignments*, 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: June 30, 2005

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-5

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

1. COURSE NUMBER AND TITLE: PHIL-192: Contemporary Ethical Issues
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

This course introduces students to traditional ethical theories and considers some of the major unresolved ethical issues of our time. Possible contemporary ethical issues covered include socially sanctioned taking of human life; sexual behavior and its broader social implications; equality; discrimination and reverse discrimination; violence; social, environmental and political effects of globalization; economic justice and welfare; pornography and censorship; the values of a business society; and alienation in the modern world. ~~It is recommended that students taking this course have already completed PHIL-191.~~

4. PREREQUISITES: ~~Placement test score or successful completion of required English courses with a grade of "C" or higher.~~ None
COREQUISITES: None

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

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

6. JUSTIFICATION

- a. Describe the need for this course.

The student will demonstrate through discussion and writing an understanding of three theories or grounds for deciding whether an action is right or wrong.

The student will demonstrate through discussion and writing the basic position of each author and, most importantly, the reasons, which support his/her views.

- 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

The student will demonstrate the skill of developing a paper on a specific issue by investigating conflicting views and then presenting his or her own personal defense or conclusion.

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

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

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

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

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

Monmouth University				
Kean University				
Rowan University				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course 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. <i>Communication – Written and Oral</i> | <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 checked="" type="checkbox"/> 8. <i>Global and Cultural Awareness</i> |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" type="checkbox"/> 5. <i>Society and Human Behavior</i> | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Demonstrate through discussion and writing an understanding of three theories or grounds for deciding whether an action is right or wrong.
- b. Discuss the basic position of each author and, most importantly, the reasons, which support his/her views.
- c. Develop a paper on a specific issue by investigating conflicting views and then presenting his or her own personal defense or conclusion.

- d. Demonstrate a concern for objectivity and impartiality of analysis of contrary views energized by the belief that people with conflicting views on volatile issues can struggle sympathetically to discover moral truth.

8. METHODS OF INSTRUCTION

- a. Reading
- b. Lecture
- c. Discussion
- d. Oral and written reports

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.

10. TENTATIVE TOPICAL OUTLINE

- I. Overview of the Nature of ethics.
 - a. What is ethics?
 - b. What is ethical Theory?
 - c. What are some Major Ethical Theories?
 - d. Are Morals Relative?
- II. Euthanasia
- III. Punishment
- IV. Discrimination
 - a. Racial
 - b. Sexual
 - c. Sexual Orientation
- V. Abortion
- VI. Animal Rights
- VII. Censorship
- VIII. Economic Justice
- IX. Gun Control
- X. Drugs

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: September 22, 2008

EXHIBIT B-6

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

1. COURSE NUMBER AND TITLE: PHIL 193: World Religions
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab

3. CATALOG DESCRIPTION

The course examines the historical evolution, fundamental doctrines, beliefs, and practices of religious traditions. The course has an emphasis on some essential differences and similarities which exist among religious traditions. The major religions covered are tribal/oral traditions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. ~~This course satisfies the Liberal Arts Diversity Requirement.~~

4. PREREQUISITES: ~~Placement test score or successful completion of required developmental English courses with a grade of "C" or higher.~~ None

COREQUISITES: None

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

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

6. JUSTIFICATION

- a. Describe the need for this course.

The study of religion, as reflected in the following quotation, is central to the development and understanding of human civilizations. "Who are . . . the greatest benefactors of the living generation of mankind?" asks Toynbee. "I should say: 'Confucius and Laotze, the Buddha, the Prophets of Israel and Judah, Zoroaster, Jesus, Mohammed and Socrates.'"

Current global events suggest that students would be interested in taking a course that would further their knowledge and understanding of the diverse religions of the world.

The intrinsic value of studying diverse religious belief in an increasingly global community demonstrates a need for this course.

Continued and increasing enrollments at other institutions of higher education in courses in world religions.

b. Relationship to courses within the College

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

☒ yes ☐ no

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

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

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

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

c. Related courses in other institutions:

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

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments
Atlantic Cape May	World Religions	RELG 110	3	
Bergen Community College	Religions of the World	PHR 121	3	
Cumberland County College	World Religions	RL 102	3	
Gloucester County College	Religions of the World	PHI 110	3	
Mercer County Community College	Living World Religions	REL 102	3	
Raritan Valley Community College	Major World Religions	PHIL 105	3	
Hudson County College	Asian Religions	PHIL 102	3	
Hudson County College	Religions of the West	PHIL 103	3	
Middlesex County College	History of Major World Religions	HIS 245	3	

Salem Community College	Comparative Religions	PHIL 222	3	
Sussex County College	Comparative Religions	PHIL 201	3	

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	01840 (RELIGION)	Free Electives, Humanities Area 2		
Georgian Court University	RS140 (RELIGIONS IN AMERICA)	General Education		
Richard Stockton College	PHIL 2400 Comparative Religions	Humanities, International / Multicultural Course		
Monmouth University	CC001 RS101 Living Religions of the World	Cross Cultural Course		
Kean University	REL 1700, Introduction to Religion	Humanities		
Rowan University	1510200 Religions of the World	General Education Course, History, Humanities and Language, Multicultural/Global		

- 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
- 1) This course will transfer to nearly all New Jersey higher education institutions and so meets the College's vision to have students take courses that transfer well. In addition, this course introduces students to the culturally diverse religious traditions which will

help them to communicate in an increasingly global community and assist students to become life long learners.

- 2) This course is consistent with the College's "Academic Master Plan" because, students may develop a more sophisticated way of interpreting the events of the world by development of an understanding of different religious belief systems; thereby leading to the development of independent learners through writing-intensive and critically self-reflective course content. By having students investigate the diverse religious practices, doctrines and beliefs within the world, they may begin to understand the complex relationship of human experiences from the past and the present and explore how those connections may affect future perspectives.
 - 3) This course is consistent with the strategic initiatives of the College because it draws upon the talents of existing faculty who can teach courses in religion. The course also will help to prepare students to thrive in a complex and challenging global community. This course does this by introducing students to a global perspective of all of the world's major religious traditions.
- 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. Demonstrate knowledge of the historical, cultural, and philosophical foundations of the world religions.
- b. Recognize that one's world view is one view among many others and that each religious tradition is to be appreciated for its special uniqueness and individuality.
- c. Demonstrate an understanding of his/her own unique cultural traditions and religious world view, as well as realize the common threads of our shared humanity and religiosity, transcending our cultural and religious differences.
- d. Develop an appreciation and understanding of the diversity of religious traditions as a first step to facilitating the ability to effectively communicate, cooperate and collaborate with those who are different from ourselves.
- e. Develop the ability to think both empathetically and critically about conflicting religious claims.

8. METHODS OF INSTRUCTION

Formal lecture and class discussion. Lectures will be brief and introduce the key ideas of the religion covered. Discussion should be directed to facilitating student comprehension and empathy of the diversity of religious doctrines, rituals, and practices of the major world religions.

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

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

Technology: Internet Access for Web Enhanced Course Materials

Human Resources Needs: Presently Employed Faculty can teach this course.

10. TENTATIVE TOPICAL OUTLINE

I. Introduction

II. Religions of Tribes and City-States

A. Religions of the Americas.

B. Religions of Africa.

III. Religions Arising In India.

A. Hinduism.

B. Buddhism.

C. Jainism and Sikhism.

IV. Religions of China and Japan.

A. China.

B. Japan.

V. Religions that Influenced East and West.

♦ Ancient Religions of Iraq and Iran.

VI. Religions of the Family of Abraham.

A. Judaism.

B. Christianity.

C. Islam.

VI. Conclusions

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

Regular quizzes (about 12)

Mid-term and Final Exam

One Major Research Paper

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

Developed by Dr. Katherine Tietge March 2006

Board of Trustees Approval Date: May 22, 2006

Board of Trustees Approval Date: September 22, 2008

EXHIBIT B-7

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

1. COURSE NUMBER AND TITLE: PHIL-198: Introduction to Business Ethics

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

3. CATALOG DESCRIPTION:

This course explores major ethical issues facing the business community today, such as job security, privacy, health care, whistle blowing, environmental employee rights and businesses' social responsibility, affirmative action programs and the political responsibility of multinationals. The emphasis of this course will be on teaching students to use critical thinking to arrive at informed moral judgments. ~~It is recommended that students taking this course have already completed PHIL-191.~~

4. PREREQUISITES: ~~Placement test score or successful completion of required developmental English courses with a grade of "C" or higher.~~ None
COREQUISITES: None

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

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

6. JUSTIFICATION

a. Describe the need for this course.

The need for this course is made evident by the generally poor reasoning and critical thinking skills of the students on moral issues.

Business Ethics courses are taught in most universities, colleges and in any community college throughout the country.

b. Relationship to courses within the College

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

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

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

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

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

 x Elective

c. Related courses in other institutions

This course will serve the same needs of business students that the Bio-Medical Ethics course serves for nursing students and the Contemporary Ethical Problems course serves for the general student.

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

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

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

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

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

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

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Describe what the study of business ethics is and why it is central to the study of business.
- b. Develop a battery of rules and principles which find immediate application toward the analysis and evaluation of ethical problems and their proposed solutions. To teach students to reason about ethical problems.
- c. Demonstrate an interest in ethics in business by the use of actual cases in which business contexts raise oral issues, thereby avoiding the conviction that ethics is too academic for a "practical business person" to be concerned with.

8. METHODS OF INSTRUCTION

- a. Lectures which cover the theoretical aspects of ethics and ethical reasoning. Lectures should emphasize the mastering of a set of concepts which serve as the basis of analysis and evaluation.
- b. In-class time spent discussing the concepts of and then applying them to prepared classroom exercises using actual case studies.

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.

10. TENTATIVE TOPICAL OUTLINE

- a. Ethics, Applied Ethics and Business Ethics
- b. Ethical Theory
- c. The Nature and Structure of Moral Argumentation
- d. Selected Issues in Business Ethics

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: September 22, 2008

EXHIBIT B-8

Ocean County College, Toms River, NJ

STUDENTS
ACADEMIC STANDARDS
Waiver of Courses #5160

POLICY

- ~~1. A required course in a given curriculum may be substituted by another course where deemed appropriate by the Dean/Department Chairperson.~~
- ~~2. A required course in a given curriculum may be waived by the Dean/Department Chairperson. When the course is waived, an equal number of credits must be earned to meet graduation requirements.~~
- ~~3. A waiver form must be filed with the Office of Admissions & Records by the Dean/Department Chairman.~~
- ~~4. No more than three courses may be waived without the additional approval of the Vice President of Academic Affairs.~~
- 1. A required course in a given curriculum may be substituted by another course or may be waived when deemed appropriate by the Dean/Assistant Dean. (See stipulations and exceptions below.)**
- 2. There are three distinct waiver forms:**
 - a. The Substitution of Degree Requirements must be signed by a Dean/Assistant Dean and by the student. The Dean/Assistant Dean must send the completed form to the Office of Registration and Records.**
 - b. The Waiver of Developmental Course Requirement is completed by a faculty member to waive a student from the second-level of remediation (i.e., ENGL 095 or MATH 012). After completing his/her section of the form, the faculty member must send the form to the designated Dean/Assistant Dean, who signs the form and sends it to the Office of Registration and Records.**
 - c. The Prerequisite Course Exemption is used to waive a prerequisite for registration purposes only (e.g., to allow a student to take a prerequisite as a co-requisite).**
- 3. Only developmental courses and prerequisites can be waived; otherwise, the college grants course substitutions.**
- 4. General education courses cannot be waived and are ineligible for substitution.**
- 5. When a course is waived, an equal number of credits must be earned to meet graduation requirements.**
- 6. No more than three courses may be substituted for an academic program without the additional approval of the Vice President of Academic Affairs.**
- 7. All waiver and course substitution forms are available in the academic school offices.**

ADOPTED: August 26, 1968
Revised: February 25, 1974
Revised: August 25, 1980
Revised: March 28, 1988
Revised: April 22, 1996
Revised: February 28, 2000
Revised: November 20, 2000
Revised: September 27, 2010

REVIEWED: April 23, 1991