

POLICY

- A. All courses, curricula and programs, including development, modifications and deletions are the responsibility of the Academic Division, who shall make proposals to the Curriculum Committee. The Committee will make recommendations to the College Senate.
- B. The College shall establish criteria and procedures to be utilized in developing courses and curricula to insure maximum participation of the College community, and also to provide the flexibility needed to permit timely response to community requests for educational services.
- C. All procedures established shall be in accordance with College Senate Bylaws and Rules of Procedures and standards established by the New Jersey Commission on Higher Education.

Adopted: February 21, 1972
Revised: April 23, 1979
Revised: March 28, 1988
Revised: April 22, 1996
Revised: February 28, 2000
Revised: August 25, 2008

PROCEDURE

- A. Curriculum matters outlined below shall be sent to the Curriculum Committee by the Vice President of Academic Affairs and presented to that committee by the Dean concerned, using the attached format, together with an Endorsement and Transmittal Form.
1. Proposals for the additions, deletions or revisions of curricula leading to an associate degree or to diplomas or certificates which include the awarding of college credit.
 2. Additions, deletions or revisions of all credit courses to which numbers are assigned and which are to appear in the College catalog as continuous offerings.
- B. If approved by the Curriculum Committee, the matter shall be forwarded by the chairperson, after signing the Endorsement and Transmittal Form, to the Executive Secretary of the College Senate for inclusion on the next Senate agenda.

If disapproved by the Curriculum Committee, the matter shall be returned to the Vice President of Academic Affairs.

- C. Curriculum matters approved by the College Senate shall be endorsed by the Executive Secretary and transmitted to the Office of the President for review and recommendation to the Board of Trustees for final approval or return to the College Senate.

Adopted: March 22, 1971
Revised: February 21, 1972
Revised: April 23, 1979
Revised: May 17, 1983
Revised: February 27, 1996
Revised: April 30, 1996
Revised: April 25, 2000
Revised: November 21, 2000
Revised: November 20, 2003
Revised: August 25, 2008

c. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College (explain):

i.

ii.

iii.

7. RELATED COURSES AT OTHER INSTITUTIONS

[NOTE: The two charts below need to be completed when submitting a new course proposal. When revising a course, this section must be completed if the transfer area is blank or in need of updating.]

a. List any comparable course(s) at other community colleges by completing the table below. Insert “None” if there are no comparable courses. If “none” was inserted, please explain here: _____

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

b. 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	Will NOT Transfer	Unable to Determine Status
Georgian Court University				
Kean University				
Monmouth University				
Stockton University				
Rowan University				
Rutgers – New Brunswick, School of Arts & Sciences				
Stockton University				

- i. 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): _____
- ii. If not transferable to any institution, explain: _____

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a.
- b.
- c.
- d.
- etc.

9. TOPICAL OUTLINE (include as many themes/skills as needed):

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
List major themes/skills- (include content areas where possible and number each row for reference purposes)	List broad assignments for theme/skill – (Example- Reading assignment, writing component, group project, project, performance based assignment, lab component...)	List assessment in relation to theme/skill – (Example- Quiz, exam, research paper, group project, oral, presentation, group presentation, etc.)	List the specific course learning outcome from section 8 that relates to this theme/skill - (you can list the reference number for the outcome, such as “8:a”)
1. Ex Theme: Paradigms of Sociology Content: a. Structural Functionalism b. Conflict Theory c. Symbolic Interaction	Ex: Reading Class discussion Group project	Ex: Quiz on reading Graded oral presentation of project Test Research paper	8:c
2.			
3.			
Etc.			

10. METHODS OF INSTRUCTION

In the structuring of this course, what major methods of instruction will be utilized?

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- a. In column 1, please check off any General Education Goal that is applicable to this course (definitions for each goal are available in the College Catalog).
- b. For each General Education Goal checked in column 1, in column 2 you must list the related course learning outcome from section 8 of this form.
- c. In column 3, you will also need to list the section of your outline (section 9 of this form) that relates to each goal you have chosen. List the row number from the outline in section 9.
- d. In column 4, list how each checked off General education goal will be assessed within the course (recommended but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.).

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral				
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):

- Technology Needs:

- Human Resource Needs (Presently Employed vs. New Faculty):

- Facility Needs:

- Library needs (list specific needs and must be initialed by library director):

13. 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:

Grade:	Performance:
A	Excellent
B+	Very good
B	Good
C+	Above average
C	Average
D	Below average
F	Failure
I	Incomplete
R	Audit

For more detailed information on the Ocean County College grading system, please see Policy #5154.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Connect, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or “For Information Only.” This process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent “For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Lab Fee Code/ Vocational Status
#2 Semester Hours/Contact Hours	#7 Transfer Information
#3 Catalog Description	#9 Topical Outline
#4 Prerequisites & Corequisites	#10 Methods of Instruction
#6 Justification	#12 Needs
#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

Revised: December, 1990
 Revised: February 27, 1996
 Revised: April 30, 1996
 Revised: December, 1998
 Revised: May 4, 2004
 Revised: August 18, 2005
 Revised: August 27, 2007

Revised: September 22, 2016
 Revised: February 23, 2017
 Revised: November 2, 2017
 Revised: July 26, 2018
 Revised: July 25, 2019

Revised: April 27, 2009
Revised: May 22, 2012
Revised: March 28, 2016