

EXHIBIT B



BOARD OF TRUSTEES

Bylaw, Policy, and Curriculum Committee Agenda Items

To: Board of Trustees

From: Office of the President

Date: March 31, 2020

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Tuesday, April 7, 2020**:

1. Recommend approval of the following items as accepted by the College Senate at its meeting on March 5, 2020:
 - a. Revised Policy
 - 1) Policy #5144, Students, Withdrawal, Refund (**Exhibit B-1**)
 - b. Revised Certificate of Completion
 - 1) Holistic Health and Wellness (**Exhibit B-2**)
 - c. New Course
 - 1) STSC 160, Student Success Seminar for Engineering Majors (**Exhibit B-3**)
 - d. Revised Courses
 - 1) CSIT 115, Introduction to Computer Game Development (**Exhibit B-4**)
 - 2) CSIT 126, Intermediate Spreadsheets and Database (**Exhibit B-5**)
 - 3) CSIT 144, Introduction to Operating Systems Using UNIX (**Exhibit B-6**)
 - 4) CSIT 160, Introduction to Visual Basic (**Exhibit B-7**)
 - 5) CSIT 166, Programming II (**Exhibit B-8**)
 - 6) CSIT 168, Introduction to Python Programming (**Exhibit B-9**)
 - 7) CSIT 173, Game Programming with Open GL (**Exhibit B-10**)
 - 8) CSIT 176, Computer Organization and Architecture (**Exhibit B-11**)
 - 9) CSIT 184, Networking Essentials (**Exhibit B-12**)

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- 10) CSIT 185, Networking I (**Exhibit B-13**)
- 11) CSIT 186, Networking II (**Exhibit B-14**)
- 12) FREN 191, Elementary French I (**Exhibit B-15**)
- 13) FREN 192, Elementary French II (**Exhibit B-16**)
- 14) GRMN 191, Elementary German I (**Exhibit B-17**)
- 15) GRMN 192, Elementary German II (**Exhibit B-18**)
- 16) HHAW 120, Philosophies and Paradigms of Healthcare (**Exhibit B-19**)
- 17) HHAW 220, Oriental Theories in Health and Medicine (**Exhibit B-20**)
- 18) ITAL 100, Elementary Italian I (**Exhibit B-21**)
- 19) ITAL 102, Elementary Italian II (**Exhibit B-22**)
- 20) RUSS 101, Elementary Russian I (**Exhibit B-23**)
- 21) RUSS 102, Elementary Russian II (**Exhibit B-24**)

EXHIBIT B-1

Ocean County College, Toms River, NJ

STUDENTS
WITHDRAWAL
Refund #5144

POLICY

Students who withdraw from courses shall be eligible for a percentage refund of tuition and certain fees in accordance with College procedures.

Students who withdraw from Continuing Education courses or activities are eligible for a refund in accordance with College procedures.

The estate(s) of student(s) who become deceased shall be eligible for a full refund of tuition and all fees in accordance with College procedures.

In the event of the death of a student, see Policy #5030.

ADOPTED: February 23, 1970
Revised: February 25, 1974
Revised: November 28, 1977
Revised: April 24, 1978
Revised: December 8, 1980
Revised: May 28, 1991
Revised: December 5, 2011
Revised: May 30, 2019

EXHIBIT B-2

Holistic Health and Wellness - Certificate of CompletionEffective Catalog Year ~~2018~~ ~~2019~~ 2020-2021Program Code: CC.HHAW CIP Code: 513306

The Holistic Health and Wellness certificate program is designed to provide students an overall understanding of the foundations and philosophies associated with various professions that utilize a vitalistic philosophical perspective. This area of study has become progressively more popular in the marketplace of healthcare. Students transferring to four year institutions may pursue this certificate as a foundation for their future studies. It is also a stand-alone certificate for people personally interested in this type of healthcare philosophy.

Certificate Requirements		
Course Code	Course Title	Credit Hours
BIOL 119	Science and the Human Body	4 cr.
HHAW 101	Alternative Therapies in Health and Wellness	3 cr.
HHAW 120	Philosophies and Paradigms in Healthcare	3 cr.
HHAW	Holistic Elective	3 cr.
HHAW	Holistic Elective	3 cr.
HHAW	Holistic Elective	3 cr.
HHAW	Holistic Elective	3 cr.
HHAW	Holistic Elective	3 cr.
	Total Credits:	25 <u>16</u> cr.
Holistic Electives*		
<ul style="list-style-type: none"> • HHAW 100 – Global History of Healthcare • <u>HHAW 101 – Alternative Therapies in Health and Wellness</u> • HHAW 102 – Environmental Harmony: A Holistic Perspective • <u>HHAW 120 – Philosophies and Paradigms in Healthcare</u> • HHAW 121 – Psychology and Physiology of Stress • HHAW 200 – Food & Healing: A Holistic Approach to Nutrition • HHAW 201 – Plants and Healing: Herbology & Organic Gardening • HHAW 220 – Oriental Theories in Health & Medicine • HHAW 221 – Principles of Energy Movement • HHAW 222 – Holistic Design 		
*All holistic electives are 3 credit courses.		

Program Outcomes

Students who successfully complete this program will be able to:	
1	Describe the historical significance of health care as it developed through the history of mankind.

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2	Identify foundations and paradigms of vitalistic philosophy.
3 <u>2</u>	Demonstrate an understanding of the various professions which are founded in vitalism
4 <u>3</u>	Develop a personal regimen for a healthy lifestyle.

Board of Trustees Approval Date: March 29, 2018
Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-3

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1 / OFFICIAL COURSE DESCRIPTION
SCHOOL OF BUSINESS AND SOCIAL SCIENCES

1. COURSE NUMBER AND TITLE: STSC 160: Student Success Seminar for Engineering Majors
2. SEMESTER HOURS: 2 CONTACT HOURS: (1 + 2 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This comprehensive course is designed to build a solid foundation for a successful college experience. This seminar based course will help students develop the critical thinking, emotional, academic, and intellectual skills necessary to work toward graduating with an A.S. in Engineering. In addition to learning to develop a self-motivated academic passion, students can expect to develop their understanding of academic expectations and college life. Students will use course components such as Information Literacy, Service Learning, and Career Exploration specifically applied to the field of Engineering.

4. PREREQUISITES: None COREQUISITES: None
5. COURSE FEE CODE: 2

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course is designed to introduce students to the academic skills and strategies of a successful college student. Students who have developed strong critical thinking and academic skills within their specific degree path, are actively engaged and have an increased graduation and transfer rate.

- 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)

___ 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):

 A.S. in Engineering

___ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- Perform analysis of engineering problems starting with establishing design concepts and ending with providing multiple solutions to engineering problems.
- Use teamwork and organizational skills in carrying out design and problem-solving projects.
- Present technical information in oral, written, and graphic form.
- Display creative and critical thinking in connection with engineering applications.
- Communicate effectively using specialized engineering terminologies through reading, listening, speaking, and writing.
- Develop an understanding of technology and its impact on society and the environment.

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

This course is consistent with the student success strategies in the OCC Academic Master Plan. It will help students become intentional learners who are empowered, informed, and responsible. It will encourage them to become engaged learners who understand and meet the expectations of college life. Specifically it will achieve the following AMP goals:

- i. Improving Academic Student Success by:
- Creating an innovative delivery system
 - Assessing instructional technology
 - Understanding learners
 - Providing faculty development

- ii. Delivering Innovative Curricula Programs and Assessing Current Programs by mirroring the Guided Pathways model for students
- iii. Enhancing Academic Support Systems by maximizing the support functionality in the Center for Student Success

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
Bergen County College	Success 101	IST 123	3	
Essex County College	College Success seminar	CSS 101	3	
Middlesex County College	Strategies for Success	CPS 041	3	
	Student Success	SSD101	3	
Rowan County College	Student Success	COS 103	3	
Salem County College	Skills for Success	SCO 104	3	
Sussex County College	Foundations of College success	COLL 101	3	
Union County College	Introduction to Fundamentals of Engineering	EGG-105	3	
Camden County College	Introduction to Engineering	EGR-101	2	
Brookdale Community College	Introduction to Engineering	EGIN-105	1	
County College of Morris	Introduction to Engineering	ENR-123	N1	

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- 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	EC, Elective Credit, 3 credits	Elective		
Kean University	FEX 1000, Free Elective, 3 credits	Elective		
	TECH1010: IT Foundations, 3 credits	Elective		
Monmouth University	LC100, Freshman Seminar, 3 credits	Elective		
	FE 001 (100-level free elective)	Elective		
NJIT	FED 101 Fundamentals of Engineering Design, 2 credits	Major		
Stockton University	TRCREC "03" (ELECTIVE TRANS CREDIT)	Elective		
Rowan University	INTR 99081, Free Elective, 3 credits	Elective		
	INTR 99070: Free elective, 3 credits	Elective		
Rutgers – New Brunswick, School of Arts & Sciences	EC: Elective credit, 3 credit	Elective		

- 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. Utilize written and oral communication to discover, develop, and articulate ideas and viewpoints both in general and within an Engineering lab context.
- b. Apply higher order thinking skills in making decisions about responsible behavior inside and outside the classroom, and specifically in the context of ethical situations in Engineering.
- c. Apply civic knowledge both locally and globally to evaluate the value of multiple perspectives and cultures, especially as that impacts the overall Engineering process and methodology.
- d. Demonstrate critical thinking skills as they actively engage in a critical thinking and information literacy project specifically through an Engineering design project and lab activities.
- e. Apply academic skills (i.e. time management, note-taking, and test preparation) to their Engineering courses and learning experiences and extrapolate them into professional skills for a career in Engineering
- f. Apply their educational experience by participating in labs, workshops, and service-learning activities in the context of Engineering.
- g. Effectively and efficiently use the technological services of the OCC community, including College Portal, Learning Management System (LMS), and online Advising and Registration systems.
- h. Analyze issues that interconnect society and educational success by participating in an Engineering-centric service learning project.
- i. Explain how brainstorming sessions should be managed and utilize them in the context of Engineering innovation.
- j. Apply financial analysis methods in both personal and professional Engineering contexts.

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)
1. Getting on Course to Success	Reading, discussions	Exams, Written and Oral Presentation of Projects	8 all
2. Exploring Your Purpose for Attending College -- Engineering Science	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8b, c and d
3. Academic Skills -- Project Documentation	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8 a, e, g and d
4. Active Learning Styles -- Project Management	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8 all
5. Mastering Self-Management -- Project Steps	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8 all
6. Developing Emotional Intelligence	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8 b, f, b and d

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-- Brainstorming			
7. Advising/Career Planning --What Engineers Do, Engineering Viewpoint	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8b, c and d
8. Financial Literacy -- Engineering Design	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8b, d, h and j
9. Service Learning -- Ethics, Team Projects	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8 a, b, d and i
10. Critical Thinking/Information Literacy -- Engineering Design, Problem Solving Approaches, Forward and Reverse Engineering, Project Research	Reading, discussions, projects	Exams, Written and Oral Presentation of Projects	8 a, b, d and i
11. Basic Engineering Problem Solving & Design Methodology	Discussions, labs, projects	Exams, Written and Oral Presentation of Projects	8 a, d and f
12. Engineering Communication	Discussions, labs, projects	Exams, Written and Oral Presentation of Projects	8 a, d and f
13. Engineering Tools & Fundamental Theories/Knowledge	Discussions, labs, projects	Exams, Written and Oral Presentation of Projects	8 a, d and f

10. METHODS OF INSTRUCTION

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

- Small group discussions
- Group activities
- Specialized workshops and presentations: career project, financial literacy, academic advising, and leadership
- Service Learning Project
- Collaborative Learning
- Use of student writing assignments that include a series of discovery statements, personal journals, essay examinations, and a final research and development project.
- Lectures
- Information Literacy selected article
- Labs: opportunities for technical discovery and oral and written presentations of Engineering analysis and design
- Engineering design projects

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

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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	X	8 a and b	9:all	Discussions, exams, projects
Quantitative Knowledge and Skills	X	8 j, and d	9: 3, 6, 10	Discussions, exams, projects
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy	X	8 a, b, d, and i	9: all	Discussions, exams, projects
Society and Human Behavior	X	8 b, c, d, and i	9: all	Discussions, exams, projects
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness	X	8 b, d, f, and i	9: 2,3,4,5,6,7,8,9,10	Discussions, exams, projects
Ethical Reasoning and Action	X	8 d	9:6, 9 and 10	Discussions, exams, projects
Independent/Critical Thinking	X	8 all	9: all	Discussions, exams, projects

12. NEEDS

- o Instructional Materials (text, etc.): Textbook and/or open educational resources will be chosen by the department .
- o Technology Needs: OCC Learning Management System, computers, MathCAD, 3DCAD, project management software, printers, 3D manufacturing printer and software, Mindstorm or like technology, Robotics systems, Consumer electrical devices that can be disassembled, multimeters, vernier calipers, micrometers, hand tools
- o 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	

Board of Trustees Approval date: February 27, 2020

EXHIBIT B-4

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

1. COURSE NUMBER AND TITLE: CSIT-115: Introduction to Computer Game Development
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:
This course is an overview of game development. Students will analyze games and gameplay elements, examine genres and trends in games and formulate their own proposal for an original game. The course will also discuss the history of videogames, the current state of electronic gaming, as well as possible future developments. Open lab time required.
4. PREREQUISITES: NONE COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This is a required course in the Computer Science AS Degree: Game Development and Design Option.

- 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):
AS Computer Science — AAS Computer Science
AS Computer Science - Game Development and Design Option
☐ Elective

iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- *Demonstrate independent thinking through mathematical, scientific and philosophical reasoning.*
- *Communicate effectively through reading, listening, speaking, and writing.*
- *Solve problems by collecting, organizing and evaluating information.*

iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

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)~~
- i. *Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)*
- ii. *Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)*
- iii. *Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)*
- iv. *Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)*
- v. *Seek to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)*
- vi. *Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)*

7. Related courses in 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.]

EXHIBIT B-4

- 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
<u>Brookdale Community College</u>	<u>Game Design and Development</u>	<u>COMP175</u>	<u>3</u>	<u>Prerequisite COMP126 Computer Logic and Design</u>
<u>Camden County College</u>	<u>Game Design and Development I</u>	<u>CGR125</u>	<u>3</u>	
<u>Mercer County Community College</u>	<u>Game Theory and Culture</u>	<u>GAM120</u>	<u>3</u>	
<u>Middlesex</u>	<u>None</u>			
<u>Raritan Valley Community College</u>	<u>Fundamentals of Game Design</u>	<u>CISY106</u>	<u>3</u>	
<u>Salem Community College</u>	<u>Introduction to Game Engines</u>	<u>CGA160</u>	<u>3</u>	<u>Digital Art prerequisites</u>
<u>Union County College</u>	<u>Game Design and Development I</u>	<u>GDP110</u>	<u>4</u>	

- 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	<u>EC, 3 credits</u>	<u>Elective</u>		
Kean University	<u>CPSX1003, Computer Science Elective, 3 credits</u>	<u>Elective</u>		
Monmouth University	<u>FE01, Elective credit, 3 credits</u>	<u>100 Level Free Elective</u>		
Rowan University	<u>INTR 99088, Elective Credit, 3 credits</u>	<u>General Education</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<u>X</u>	
Stockton University	<u>CSISEC, Computer Science & Info System Elective, 3 credits</u>	<u>Elective</u>		

- 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: : *There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.*

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a) Compare historical events/periods with types of games played in that time.
- b) Explain various recurring strategy elements common to all game play.
- c) Describe the various video game platforms.
- d) Recognize the basic types and genres of and classify games according to type and genre.
- e) Demonstrate a working knowledge of game history, identifying and relating the history of a game to its development.
- f) Explain and identify the concept of Game Theory.
- g) Critically evaluate a game based on historical importance, effectiveness of strategy, genre, and game theory.
- ~~h) Explain games in the context of market factors (including the differences in the Japanese and European markets).~~

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
<u><i>A) Introduction</i></u> <u><i>1) Introduction to gaming</i></u> <u><i>2) Origins and Evolution of Gaming</i></u> <u><i>3) Gaming Genres (strategy, adventure, simulation, action, role-playing, sports, and war games)</i></u>	<u><i>Reading, lecture</i></u>	<u><i>Tests/Quizzes</i></u>	<u><i>8: A, C, D,E</i></u>
<u><i>B) Game Research: What, Why, Where, How?</i></u> <u><i>1) Introduction to Video Games</i></u> <u><i>2) Video Game Platforms</i></u> <u><i>3) Video Game Genres</i></u> <u><i>4) Writing with Games: The Quest for Interactive Storytelling</i></u>	<u><i>Reading, lecture, demonstration, gameplay, videos, current event articles</i></u> <u><i>Group Work</i></u>	<u><i>Tests/ Quizzes</i></u> <u><i>Hands on Gameplay, Game Design, Story Boarding</i></u> <u><i>Game Creation Discussion and interaction via online venues</i></u> <u><i>Paper and Game</i></u>	<u><i>8: A-G</i></u>

<u>5) Games as a Medium I: Entertainment and Communication</u> <u>6) Games as a Medium II: Game Play vs. Narrative</u> <u>7) Game Genres and Categories</u> <u>8) Culture: Gender, Player Communities, Violence and Subversion of Mainstream Games</u> <u>9) Case Study</u>		<u>Development</u>	
<u>C) Overview of Game Theory</u> <u>1) Introduction to Game Development</u> <u>2) Basic Elements of Game Production</u>	<u>Reading, Lecture, PowerPoint</u>	<u>Tests/Quizzes/ Practical game applications</u>	<u>8: A-G</u>
<u>D) Writing about Games: Criticism, the Game Press and Reviews</u> <u>1) How to Analyze a Game and Case Studies</u>	<u>Reading, Articles, Lecture</u>	<u>Online Discussions and in class discussions</u>	<u>8: A, B, C, D, E, F</u>
<u>E) Process of Game Development</u> <u>1) Developing a Game Concept - Brainstorming</u> <u>2) Establishing the focus</u> <u>3) Creating a Story Line</u> <u>4) Documenting the design</u> <u>5) Playtesting</u>	<u>Lecture, PowerPoint, Group Work Storyboarding</u>	<u>Group Work, Paper</u>	<u>8: A-G</u>
<u>F) The Business: Game Production</u> <u>1) Effect of Market Factors on Game Development</u> <u>2) Culture: The International Scene (Europe, Japan, Korea)</u> <u>3) How to Identify a Market for Your Game</u>	<u>Lecture, PowerPoint</u>	<u>Tests, Quizzes, Discussions</u>	<u>8: A-G</u>
<u>G) Final Project</u>	<u>Lecture, PowerPoint</u>	<u>Group Work, Paper</u>	<u>8: A-G</u>

10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

EXHIBIT B-4

- Class lecture/discussion, demonstrations, current readings, computer interaction, assignments, and game project.

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 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 (including 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	X	<u>8: All</u>	<u>9: All</u>	<u>Group Presentation, Tests, Quizzes</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbooks **and/or open educational resources** will be selected. Contact the department for current adoptions. Class notes, software, manuals and online help, College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.
- Technology Needs:
Compatible equipment for older consoles

- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
Room with open desks for gameplay and quipment that is compatible with old consoles
- Library needs (list specific needs and must be initialed by library director):
Research books on game history and game theory

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 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

EXHIBIT B-4

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: March 26, 2012

Board of Trustees Approval Date: February 25, 2013

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-5

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

1. COURSE NUMBER AND TITLE: CSIT 126: Intermediate Spreadsheets and Database
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course expands on the introductory spreadsheet and database concepts presented in Integrated Office Software. Applications include the use of personal computers and integrated software (Microsoft Excel, Access) to solve contemporary non-discipline specific information processing problems. Open lab time required.

4. PREREQUISITES: CSIT 123 COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This is a **required business elective** course in **the AAS Business Accounting Option program**.
~~This is an elective 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?
☐ 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

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:
- iv. This course is recommended for the following:
 The Limited Load List _____
 The Writing Intensive Course (WIC) List _____
- c. 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)~~
-
- i. Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)
- ii. Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)
- iii. Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)
- iv. Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)
- v. Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
- vi. Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

7. Related courses in 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

EXHIBIT B-5

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
<u>Cumberland County College</u>	<u>“T” Applications on the Microcomputer</u>	<u>CS 102</u>	<u>3</u>	
<u>Middlesex County College</u>	<u>INTERMEDIATE PC APPLICATIONS WITH PROGRAMMING</u>	<u>CSC 106</u>	<u>3</u>	
<u>Passaic County Community College</u>	<u>Microcomputer Software 2</u>	<u>CIS 126</u>	<u>3</u>	

- 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 (Major, General Ed., or Elective)	Will NOT Transfer (Place an “x” in box)	Unable to Determine Status (Place “U” in box)
Georgian Court University	Elective Credit, 3 Credits <u>IS224 (COMPUTING INFO SYSTEMS IN BUSINESS), 3 credits</u>	EC (ELECTIVE CREDIT)		
Kean University	CPS1032, MICROCOMPUTER APPLICATIONS, 3 Credits	Major		
Monmouth University	CS001, (100 LEVEL COMP SCIENCE ELECT)	Elective		
Stockton University	CSISEC, <u>COMP. SCIENCE & INFO SYS ELECTIVE, 3 Credits</u>	Elective		
Rowan University	INTR99088, (GENERAL	<u>GenED</u> Elective		

	EDUCATION COURSE), <u><i>Elective</i></u> , 3 Credits			
Rutgers – New Brunswick, School of Arts & Sciences			<u>X</u>	U

- 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: : *There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.*

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- ~~a. Create spreadsheets utilizing and manipulating lists and pivot tables.~~
 - ~~b. Create spreadsheets that integrate with other Windows programs and the World Wide Web.~~
 - ~~c. Create spreadsheets utilizing data validation and decision making functions.~~
 - ~~d. Create spreadsheets utilizing table manipulation functions.~~
 - ~~e. Create spreadsheets utilizing menu command macros.~~
 - ~~f. Create spreadsheets utilizing information from multiple worksheets and workbooks.~~
 - ~~g. Create spreadsheets utilizing data tables to perform what-if analysis and the scenario manager to create summary reports.~~
 - ~~h. Create spreadsheets utilizing goal seek and solver to determine best solutions.~~
 - ~~i. Create spreadsheets utilizing database functions.~~
 - ~~j. Enhance spreadsheets with customized menus, toolbars and interactive macros.~~
 - ~~k. Create databases utilizing input masks, data validation criteria and lookup tables to validate user input.~~
 - ~~l. Create databases utilizing pattern matching, list matching and parameter in selection queries.~~
 - ~~m. Create databases utilizing action queries and self joins.~~
 - ~~n. Customize database forms.~~
 - ~~o. Customize databases reports to add calculated and conditional fields, group totals and embedded and linked objects.~~
 - ~~p. Customize the database to provide web-enabled information.~~
 - ~~q. Customize the database application by utilizing macros, command buttons, dialog boxes, list boxes, GUI, function and event procedures.~~
- a. *Create spreadsheets that integrate with other Windows programs and the World Wide Web.*
 - b. *Create spreadsheets utilizing: data validation, decision making functions, table manipulation functions and manipulating lists and pivot tables; information from*

multiple worksheets and workbooks; to perform what-if analysis and the scenario manager to create summary reports; and goal seek and solver to determine best solutions.

- c. Create spreadsheets utilizing database functions.
- d. Enhance spreadsheets with customized menus, toolbars and interactive macros.
- e. Create databases utilizing: input masks, data validation criteria and lookup tables to validate user input; pattern matching, list matching and parameter in selection queries; and action queries and self joins.
- f. Customize databases reports to add calculated and conditional fields, group totals and embedded and linked objects.
- g. Customize the database to provide web-enabled information.
- h. Customize database forms by utilizing macros, command buttons, dialog boxes, list boxes, GUI, function and event procedures.

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
<u>A) Spreadsheets (Microsoft Excel)</u> <u>1) Review</u> <u>a) Cell address</u> <u>b) Formulas</u> <u>c) Functions</u> <u>d) Formatting</u> <u>e) Charting</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: B
<u>2) Lists</u> <u>a) Sorting and Searching</u> <u>b) Maintaining</u> <u>c) Summarizing</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: A, B, C, D, E, F
<u>3) Integration</u> <u>a) Linking and Embedding</u> <u>b) World Wide Web</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: A, B, C, D, E
<u>4) Programming</u> <u>a) Data Validation</u> <u>b) Decision Making Functions</u> <u>c) Financial Functions</u> <u>d) Macros</u> <u>e) Summarizing Data From Multiple Worksheets</u> <u>f) Lookup Tables and Functions</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: A, B

<u>5) Problem Solving</u> <u>a) Data Tables</u> <u>b) What-if Analysis – Scenario Manager</u> <u>c) Best Solution - Solver</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: A, B, D
<u>6) Database</u> <u>a) Importing Data</u> <u>b) Queries</u> <u>c) Web Queries</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: A- D
<u>7) Application Development</u> <u>a) Interactive Macros</u> <u>b) Customized Toolbars and Menus</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: A, B, D
<u>B) Database (Microsoft Access)</u> <u>1) Review</u> <u>a) Fields,</u> <u>b) Indexing</u> <u>c) Relationships (1 to 1, 1 to many)</u> <u>d) Forms</u> <u>e) Reports</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: E,F
<u>2) Field Properties</u> <u>a) Input Masks</u> <u>b) Format</u> <u>c) Validation Rules</u> <u>d) Table Lookup</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: H, I, J, K, M
<u>3) Selection Queries</u> <u>a) Multiple Selection Queries</u> <u>b) Pattern Matching</u> <u>c) List of Values Matching</u> <u>d) Parameters</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: E,F
<u>4) Customized Forms</u> <u>a) Format Properties</u> <u>b) Forms and Subforms</u> <u>c) Filtering</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: E,F,H

<u>5) Customized Reports</u> <u>a) Calculated and Conditional Fields</u> <u>b) Groups and Aggregate Functions</u> <u>c) Embedded and Linked Objects</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: E,F,H
<u>6) Integration</u> <u>a) Exporting to Excel</u> <u>b) Creating Web-Enabled Information</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: E-H
<u>7) Additional Queries</u> <u>a) Crosstab Queries</u> <u>b) Action Queries</u> <u>c) Self-Join Queries</u> <u>d) SQL</u> <u>e) Using Functions</u>	<u>Case Studies, Projects, Reading, Lecture</u>	<u>Hands-on Exams / Case Problems</u>	8: E,F,H
<u>8) User Interface</u> <u>a) Macros</u> <u>b) Command Buttons, Dialog and List Boxes</u> <u>c) GUI</u> <u>d) Functions and Event Procedures</u>	<u>Case Studies, Projects, Reading, Lecture</u>		8: E,F,H

10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- Class lecture/discussion, demonstrations, labs and student projects.

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 objective 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 (including but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.)

EXHIBIT B-5

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	x	<u>8:ALL</u>	<u>9: 1 through 8 (and associated subtopics)</u>	<u>Hands-on Exams / Case Problems</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	x	<u>8:ALL</u>	<u>9: 1 through 8 (and associated subtopics)</u>	<u>Hands-on Exams / Case Problems</u>

12. NEEDS:

- Instructional Materials (text, etc.): Textbook, Spreadsheet and Database Software
Appropriate textbooks and/or open educational resources will be selected. Contact the department for current adoptions. Class notes, presentations, software, and online materials.
 - Technology Needs: Computer lab equipped with necessary software to accommodate each student
College portal and/or college distance learning platform and/or textbook or Instructor Website.
 - Human Resource Needs (Presently Employed vs. New Faculty): Faculty (Fulltime, Adjunct and Lecturers)_
Presently employed
 - Facility Needs: **Computer lab equipped with necessary software to accommodate each student. Ideally a computer-equipped podium with a connect projector (for demonstrations)**
-

- 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	
#2 Semester Hours/Contact Hours	#5 Maximum Class Size/Lab Fee Code/ Vocational Status
#3 Catalog Description	#7 Transfer Information
#4 Prerequisites & Corequisites	#9 Topical Outline
#6 Justification	#10 Methods of Instruction
#8 Course Objectives	#12 Needs
#11 General Education Goals - Rubric	#13 Grade Determinants

EXHIBIT B-5

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: March 26, 2012

Board of Trustees Approval Date: February 25, 2013

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-6

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

1. COURSE NUMBER AND TITLE: CSIT-144: INTRODUCTION TO OPERATING SYSTEMS USING UNIX
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:
A This course is designed to enable the student to use the UNIX operating system. Topics include basic commands, compilers, editors, text processors, shell and awk programming, file system organization and basic system administration. Students will have access to the Mac computers and a UNIX server housed in the Technology building. Open lab time required.
4. PREREQUISITES: Prior programming experience suggested

COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- X vocational (approved for Perkins funding)
 non-vocational (not approved for Perkins funding)

6. JUSTIFICATION
 - a. Describe the need for this course.
This is a program specific **elective requirement** in the **Computer Science/Information Technology AAS degree, AS Computer Science Degree with Cyber Security Option.**
 - 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):

AS in Computer Science **Cyber Security Option** (including
program options) and AAS in Computer Science/Information
Technology

Elective

iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- **Demonstrate foundational computer science knowledge.**
- **Demonstrate an understanding cryptography, authentication, and intrusion detection technologies.**

iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

~~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)~~

i. Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)

ii. Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)

iii. Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)

iv. Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)

v. Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)

vi. Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

7. Related courses in other institutions

[NOTE: The two charts below need to be completed when submitting a new course

EXHIBIT B-6

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
Brookdale Community College	Introduction to UNIX	COMP 145	3	
Middlesex County College	Unix and Shell Programming	CSC 145	3	
Mercer County Community College	Mastering Linux	NET 214	3	
Raritan Valley Community College	Unix and Linux	CISY 237	3	
Atlantic Cape Community College	<u>Using PC Operating Systems</u>	<u>CISM130</u>	<u>4</u>	<u>This course addresses the Unix Operating System although not exclusively</u>
<u>Bergen Community College</u>	<u>Unix/Linux Network Administration</u>	<u>INF-254</u>	<u>3</u>	
<u>Camden County College</u>	<u>Linux/UNIX Essentials</u>	<u>CIS-181</u>	<u>3</u>	
<u>Essex County College</u>	<u>Intro to Linux/Unix Operating System</u>	<u>CSC 113</u>	<u>4</u>	
<u>County College of Morris</u>	<u>Introduction to UNIX</u>	<u>CMP-209</u>	<u>3</u>	
<u>Warren County Community College</u>	<u>Operating Systems Fundamentals: UNIX</u>	<u>CSC 150</u>	<u>3</u>	

- 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

EXHIBIT B-6

Georgian Court University	Elective Credit EC 3 cr.	Elective		
Kean University	CPSX1003, Computer Science free Elective K1,K3 3 cr.	Computer Science Elective		
Monmouth University	CS001 100 Level Comp, <u>Computer</u> Science Elective 3 cr.	<u>100 Level</u> Computer Science Elective		
Rowan University	CS01102 Intro to Programming 3 cr.	Major, Gen. Ed.		
Rutgers – New Brunswick, School of Arts & Sciences	Elective Credit EC 3 cr.	Elective		
Stockton University	CSISEC, Computer Science & Info Sys Elective 3 cr.	Computer Science Elective		

- 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. Describe the UNIX system and how it works.
- b. Communicate electronically with users.
- c. Discuss the current use of UNIX and its advantages.
- d. Describe and use the UNIX file system.
- e. Describe and use filters and pattern matching.
- f. Describe and use Shell programming.
- g. Describe and use compilers, linkers and awk programming.
- h. Describe and use processes (scheduling, monitoring, prioritizing and canceling).
- i. Describe and use system administration.
- j. Compare the Unix system with other similar operating systems.

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
<u>A) Introduction to the UNIX system</u> <u>1) Components of the UNIX operating system</u> <u>2) History of UNIX</u> <u>3) Current uses and applications of the UNIX operating system</u> <u>4) Login/logout process</u> <u>5) Establishing passwords</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, H, J</u>
<u>B) Communication</u> <u>1) Determining users on</u> <u>2) Chat</u> <u>3) Mail</u> <u>4) Broadcast</u> <u>5) Preventing user messages</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, H, I</u>
<u>C) Popular tools</u> <u>1) Obtaining help</u> <u>2) Switching accounts</u> <u>3) Disk utilization</u> <u>4) Date and calendar</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, H</u>
<u>D) File system structure</u> <u>1) File types</u> <u>2) Directory structure</u> <u>a) Paths: absolute and relative</u> <u>b) Creating files and directories</u> <u>c) Copy, Move and Link files</u> <u>d) Mounting and unmounting file systems</u> <u>e) Default and home directories</u> <u>f) Hard and symbolic links</u> <u>3) Permissions</u> <u>a) Changing user, group and others</u> <u>b) Set user id, group id and sticky bit</u> <u>c) umask</u> <u>4) Listing files</u> <u>a) Wildcards and metacharacters</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, D, E, F, H, I</u>

<u>b) File types</u> <u>c) File substitutions</u> <u>d) Redirection and pipes</u>			
<u>E) Editor (vi vs. IDEs)</u> <u>1) Basic commands</u> <u>2) Searching, changing and replacement</u> <u>3) Inputting and saving text in vi</u> <u>4) Macros, abbreviations, set options and shell escapes</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, E, F, H, I</u>
<u>F) Compiling (JAVA vs. C++)</u> <u>1) Compilers</u> <u>2) Linking</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, G, H, I</u>
<u>G) Process Control</u> <u>1) Monitoring processes</u> <u>2) Background and foreground</u> <u>3) Timing</u> <u>4) Prioritizing</u> <u>5) Killing</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, H, I</u>
<u>H) Performance tuning</u> <u>1) Scheduling (at and cron)</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, G, H, I</u>
<u>I) Filters</u> <u>1) Sorting</u> <u>2) Differences between files</u> <u>3) Pattern matching</u> <u>4) Stream editor</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, E, F, H, I</u>
<u>J) Shell programming</u> <u>1) Kernel and Shell</u> <u>2) Functions of Shell</u> <u>3) Bourne Shell</u> <u>a) Variables</u> <u>b) Expressions</u> <u>c) Quoting</u> <u>d) Command line parameters</u> <u>e) Customizing</u> <u>4) Shell programming</u> <u>a) Looping</u> <u>b) Decision making</u> <u>c) Functions</u> <u>d) Validating input</u> <u>e) Calling shell scripts</u>		<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, D, E, F, H, I</u>

EXHIBIT B-6

<u>K) Awk programming</u> <u>1) Syntax</u> <u>2) Joining files using cut and paste</u> <u>3) Creating program</u> <u>4) Running program</u>		<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, D, F, G, H, I</u>
<u>L) Comparisons to other operating systems</u> <u>1) Linux</u> <u>2) Various versions of UNIX</u> <u>3) Mobile UNIX-based</u>		<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, F, H, I, J</u>
<u>M) Basic system administration</u> <u>1) Establishing users and groups</u> <u>2) Establishing environments</u> <u>3) Backup and restores</u> <u>4) System monitoring tools</u> <u>5) System accounting tools</u>		<u>Quizzes; Exams, Programing Projects</u>	<u>8: A, B, C, D, E, F, H, I</u>

10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- Class lecture, discussion, demonstrations, lab assignments, programs and online presentations.

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 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 (including 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	✕			

EXHIBIT B-6

Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	x	<u>8:ALL</u>	<u>9:ALL</u>	<u>Quizzes; Exams, Programing Projects</u>
Information Literacy				
Society and Human Behavior				
Humanistic Behavior				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	x	<u>8:ALL</u>	<u>9:ALL</u>	<u>Quizzes; Exams, Programing Projects</u>

12. NEEDS:

- Instructional Materials (text etc.):
An appropriate text **and/or open educational resource** will be selected. Assembly Language Programming Software, Logic Gate Simulation Software and/or actual Integrated Circuits. Contact the department for Current adoptions. Class notes, presentations, and online materials.
- Technology Needs:
College portal and/or college distance learning platform and/or textbook or instructor website. Computer lab equipped with necessary software to accommodate each student.
- Human Resource Needs (Presently Employed vs. New Faculty):
Faculty (Fulltime, Adjunct and Lecturers)
- Facility Needs:
Computer lab equipped with necessary software to accommodate each student. Ideally a computer-equipped podium with a connect projector (for demonstrations)
- 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 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

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: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 3, 2014

PLT Approval of Form: October 28, 2014

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-7

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

1. COURSE NUMBER AND TITLE: CSIT 160 - Introduction to Visual Basic
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:
This course is an introduction to structured procedural and object oriented/event driven programming using Visual Basic. Students will use a current integrated development environment to build applications for Microsoft Windows personal computers and mobile devices. Working knowledge of Microsoft™ Windows required. Open lab time required.
4. PREREQUISITES: NONE COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~This is a programming language option in the Computer Science/Information Technology AAS degree.~~ **This is a program elective in the AAS Technical Studies with Computer Technology Option. This is an embedded course offered in some Ocean County High Schools.**

- 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

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:
- _____

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

~~Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)~~

- ~~i. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)~~
 - ~~ii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)~~
 - ~~iii. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)~~
 - ~~iv. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)~~
- i. Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)
 - ii. Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)
 - iii. Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)
 - iv. Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)
 - v. Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
 - vi. Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

7. Related courses in 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
<u>Atlantic Cape Community College</u>	<u>Computer Programming- Visual Basic</u>	<u>CISM174</u>	<u>4</u>	
<u>Rowan College at Burlington County</u>	<u>Introduction to Visual Basic</u>	<u>CIS 130</u>	<u>3</u>	
<u>Camden County College</u>	<u>Visual Basic I</u>	<u>CSC-213</u>	<u>3</u>	
<u>Rowan College of Gloucester County</u>	<u>Introduction to Programming</u>	<u>CSC 101</u>	<u>4</u>	
<u>Middlesex County College</u>	<u>Visual Basic Programming</u>	<u>CSC 208</u>	<u>4</u>	

- 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	<u>Elective, 3 credits</u>	<u>Elective</u>		
Kean University	<u>CPSX1003, CS Elective, 3 credits</u>	<u>Elective</u>	<u>X</u>	
Monmouth University	<u>CS001, 100 Level CS Elective, 3 credits</u>	<u>Elective</u>	<u>X</u>	
Rowan University	<u>CS 01102 Introduction to Programming 3 credits</u>	<u>Gen Ed</u>		
Rutgers – New Brunswick, School of Arts & Sciences	<u>Elective or 01198110 if combined with CSIT 110 or 123, 3 credits</u>	<u>Elective</u>	<u>X</u>	
Stockton University	<u>CSISEC, Computer Science and Information Systems Elective, 3 credits</u>	<u>Elective</u>	<u>X</u>	

- 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: Visual Basic is no longer a language of first choice for Programing I courses and equivalent courses indicated by NJTranfer at these institutions are no longer active.

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- ~~a. Identify and describe the function of the Visual Basic Integrated Development Environment (IDE) and the properties, toolbox, tool bar, and project windows~~
 - ~~b. Describe classes, objects, and class libraries.~~
 - ~~c. Design applications identifying the tasks, objects, and events to solve problem definitions.~~
 - ~~d. Design the user interface for problem definitions.~~
 - ~~e. Choose and implement appropriate data types for problem definitions.~~
 - ~~f. Structure a program using event driven modules for problem definitions.~~
 - ~~g. Implement the design using Visual Basic.~~
 - ~~h. Document and test developed Visual Basic programs.~~
 - ~~i. Choose and utilize appropriate decision making structures to solve problem definitions and deploy the application.~~
 - ~~j. Use Visual Basic control objects in form design to solve Web problem definitions.~~
 - ~~k. Choose and use appropriate looping structures to solve problem definitions.~~
 - ~~l. Choose and use appropriate array structures to solve Windows application problem definitions.~~
 - ~~m. Choose and utilize appropriate data and control structures to manipulate sequential files in a Windows application.~~
 - ~~n. Use Visual Basic procedures and functions with appropriate arguments to solve programming problems~~
 - ~~o. Use appropriate exception handling to capture and handle exceptions in the Visual Basic application.~~
 - ~~p. Develop applications that connect to a database to add, select, update and delete records.~~
-
- a. Identify and describe the function of the Visual Basic Integrated Development Environment (IDE) and the properties, toolbox, tool bar, and project windows*
 - b. Describe classes, objects, and class libraries.*
 - c. Design applications by identifying the tasks, objects, and events; the appropriate data types; and the user interface to solve problem definitions.*
 - d. Structure a program using event driven modules for problem definitions; and document and test Visual Basic programs.*
 - e. Solve problem definitions and deploy applications, demonstrate how to choose and utilize the following: decision making structures; control objects in form design to solve Web problem definitions; looping structures; array structures; and data and control structures to manipulate sequential files in a Windows application.*
 - f. Use Visual Basic procedures and functions with appropriate arguments to solve programming problems*
 - g. Use appropriate exception handling to capture and handle exceptions in the Visual Basic application.*

h. Develop applications that connect to a database to add, select, update and delete records.

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments / Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
A) Introduction to Computers and Visual Basic 1) File organization 2) An Introduction and History of Visual Basic 3) The Visual Basic Environment (Visual Studio) 4) Types of Visual Basic Applications	<u>Hands-on</u>	<u>None</u>	<u>8: A,B</u>
B) Problem Solving 1) Program Development Cycle 2) Implement graphical user interface design principles 3) Event planning document 4) Visual Basic application that create a Windows application	<u>In-class exercise</u>	<u>Programming Exercises Exam</u>	<u>8: C, D</u>
C) Fundamentals of Programming in Visual Basic 1) Writing Code 2) Tasks, Objects, and Events 3) Building the User Interface 4) Control Objects 5) Data Types and Variables 6) Input and Output 7) Built in Functions 8) Testing and Debugging 9) Visual Basic Windows application	<u>Hands-on, Lab exercises</u>	<u>Programming Exercises</u>	<u>8:C-E</u>
D) Decisions 1) Relational and Logical Operations 2) Conditional Statements 3) If Blocks	<u>Hands-on, Lab exercises</u>	<u>Programming Exercises Exam</u>	<u>8: D, E</u>

EXHIBIT B-7

4) Select case Blocks 5) Visual Basic mobile application			
E) Repetitions 1) Do Loops 2) For / Next Loops 3) Data validation 4) Visual Basic web application	<u>Hands-on, Lab exercises</u>	<u>Programming Exercises Exam</u>	<u>8:D,E</u>
F) General Procedures 1) Sub Procedures 2) Functions 3) Modular Design 4) Visual Basic Windows application using exception handling with Try-Catch block	<u>Hands-on, Lab exercises</u>	<u>Programming Exercises Exam</u>	<u>8:E,F,G</u>
G) Arrays 1) Creating and accessing Arrays 2) Using Arrays 3) Sorting and Searching 4) Two Dimensional Arrays 5) Visual Basic Windows application that uses arrays and sequential files	<u>Hands-on, Lab exercises</u>	<u>Programming Exercises Exam</u>	<u>8:E,F</u>
H) Databases 1) Connecting to database 2) Add, select, update and delete records 3) Visual Basic Windows application that manipulates a database	<u>Hands-on, Lab exercises</u>	<u>Programming Exercises Exam</u>	<u>8:F,H</u>

10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- **Lecture, group work, lab exercises**

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).

EXHIBIT B-7

- 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 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 (including 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	X	<u>8:ALL</u>	<u>9:ALL</u>	<u>Mastering the basic skills necessary to take written specifications and turn them into a functional and well organized computer program</u>
Information Literacy	X			
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	<u>8:C</u>	<u>9:B,C</u>	<u>Mastering the basic skills necessary to take a problem statement and turn it into a functional algorithm</u>

12. NEEDS:

- Instructional Materials (text etc.):
**Appropriate textbooks and/or open educational resources will be selected.
Contact the department for current adoptions. Class notes, presentations,
software and online materials.**
- Technology Needs:
**College portal and/or college distance learning platform and/or textbook or
instructor website.**
- Human Resource Needs (Presently Employed vs. New Faculty):

Presently employed.

-
- Facility Needs:
Laboratory classrooms equipped with computer workstations, each configured to support program development using Java. Podium computer similarly equipped plus the ability to present audio-video presentations to the class.
 - 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.

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#1 Course Number & Title	#5 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

2006. March 8, 2006

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: April 25, 2011

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 4, 2013

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-8

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

1. COURSE NUMBER AND TITLE: CSIT 166: Programming II
2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 1 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course continues the study of software development using the Java™ programming language. The course extends the development and growth of object-oriented paradigms through discussions of patterns, use of Unified Modeling Language (UML), and case studies. Students shall develop proficiency in debugging and test-driven development. Additional topics include files, arrays, collections, enumeration, recursion, sorting and searching. Open lab time required.

4. PREREQUISITES: CSIT165 **with a grade of C or better** COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

Describe the need for this course.

- a. This is a required course for all **AS and AAS** Computer Science **degree** programs, many Engineering programs, and many Information Technology certificates. The course resolves the need for good problem solving skills.

This course also addresses two key topics identified by the Association for Computing Machinery (ACM):

- i. Finding new and better ways of teaching programming
- ii. Trying to place computing in a context that would serve to motivate and inspire 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?
☐ yes ☒ no

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

☐ Communication ☐ Social Science ☐ 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):
AS Computer Science (including program options) and an elective
AAS Computer Science/Information Technology (including
program concentrations)

 Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

AS Computer Science:

- Recognize the problems involved in program portability and be able to identify the solutions to these problems.
- Describe the software life cycle.
- Discuss the rationale and implement both member and friend examples of operator overloading.
- Explain the benefits of derived classes (including private, protected and public data members and methods) and implement examples of derived classes.
- Demonstrate independent thinking through mathematical, scientific and philosophical reasoning.
- Solve problems by collecting, organizing and evaluating information.

AAS Computer Science/Information Technology:

- Discuss the rationale and implement both member and friend examples of operator overloading.
 - Explain the benefits of derived classes (including private, protected and public data members and methods) and implement examples of derived classes.
-

- iv. This course is recommended for the following:

The Limited Load List
The Writing Intensive Course (WIC) List

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

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)~~
- i. Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)
- ii. Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)
- iii. Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)
- iv. Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)
- v. Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
- vi. Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

7. Related courses in 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
<u>Atlantic Cape Community College</u>	<u>Advanced Computer Programming- Java</u>	<u>CSIM254</u>	<u>4</u>	<u>Requires CSIM154 Computer Programming-Java</u>
Brookdale Community College	Programming II	Comp271	3	Requires COMP-126 Computer Logic and Design (3 credits)
<u>Rowan College at Burlington County</u>	<u>Introduction to Java</u>	<u>CSE151</u>	<u>3</u>	
<u>Camden County College</u>	<u>Advanced Java</u>	<u>CSC262</u>	<u>3</u>	<u>Requires CSC161</u>
<u>Mercer County Community College</u>	<u>Computer Science I – Algorithms & Programming</u>	<u>COS102</u>	<u>4</u>	<u>Requires COS101</u>

EXHIBIT B-8

Middlesex County College	Object Oriented Programming Using Java	CSC161	4	
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- 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 (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University	CS126 Computer Programming II 4 credits	Major/Minor		
Kean University	CPS 2231 Computer Organization & Programming 4 credits	Major		
Monmouth University	CS176 Introduction to Computer Science II 4 credits	Major		
Stockton University	CSIS2102 Programming and Problem Solving II 4 credits	Major		
Rowan University	CS 04.114 Object Oriented Programming and Data Abstraction 4 credits	Major		
Rutgers – New Brunswick, School of Arts & Sciences	Topics covered in First Course	Major	X	

- 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: **There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.**

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- ~~a. Discuss Object-Oriented concepts~~
- ~~b. Demonstrate how to read and create UML diagrams~~
- ~~c. Explain and use Javadoc documentation~~
- ~~d. Write programs that use Exception Handling capabilities~~
- ~~e. Demonstrate how to debug programs using Integrated Development Environment (IDE)~~
- ~~f. Define Inheritance, Polymorphism, Virtual Classes and Interfaces~~
- ~~g. Write programs that use Inheritance and Polymorphism~~
- ~~h. Write programs that use file Input/Output (I/O) facilities~~
- ~~i. Write programs that use tables~~
- ~~j. Write programs that use sequential and binary search algorithms~~
- ~~k. Write programs that use common quadratic sorting algorithms~~
- ~~l. Examine programs that use Collections Classes.~~
- ~~m. Describe generics and enumeration types~~
- ~~n. Examine programs that use recursion~~
- ~~o. Demonstrate critical thinking skills through the analysis, design, implementation and documentation of real world problems in an object-oriented language~~

- a. Discuss Object-Oriented concepts and techniques of how to read and create UML diagrams; how to create Javadoc documentation, and how to debug programs using Integrated Development Environment (IDE)
- b. Define and write programs that use the concepts of Inheritance, Polymorphism, Abstract Classes, Interfaces, generics and enumeration types
- c. Write programs that use file Input/Output (I/O) facilities and that use Exception Handling capabilities
- d. Write programs that use tables
- e. Write programs that use sequential and binary search algorithms and common quadratic sorting algorithms
- f. Examine programs that use basic Collections Classes.
- g. Examine programs that use recursion
- h. Demonstrate critical thinking skills through the analysis, design, implementation and documentation of real world problems in an object-oriented language
- i. Design, code and test simple event-driven Graphical User Interface (GUI) applications in Java.

9. Topical Outline (include as many themes/skills as needed):

1.Major Themes/Skills	2.Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4.Related Course Learning Outcome(s)
<u>A) Review of Fundamental Language Constructs</u>	<u>Hands-on</u>	<u>None</u>	<u>8:a</u>
<u>B) UML</u> <u>1) Reading and creating structure diagrams - Class Diagrams, Component Diagrams and Object Diagrams</u>	<u>In-class exercise</u>	<u>None</u>	<u>8:a</u>

<u>2) Reading and creating behavior diagrams – Activity Diagrams and Use Case Diagrams</u>			
<u>C) Javadoc</u> <u>1) Reading and using Javadoc for new and unfamiliar classes</u> <u>2) Creating Javadoc to document programs</u>	<u>In-class exercise</u>	<u>None</u>	<u>8:a</u>
<u>D) Object-Oriented Details</u> <u>1) Object Interaction</u> <u>2) Inheritance and Polymorphism</u> <u>3) Virtual classes and Interfaces</u> <u>4) Describe generics and enumeration types</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:b,d,g,i</u>
<u>E) Debugging and Error Handling</u> <u>1) How to use the debugging facility</u> <u>2) Using the try/catch exception handling constructs</u> <u>3) Creating and catching user-created Exception classes</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:a,c</u>
<u>F) Files and Streams</u> <u>1) Creating and processing Sequential-Access Files</u> <u>2) Exception Handling</u> <u>3) Creating and reading objects</u> <u>4) Serialization of Objects</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:c</u>
<u>G) Array Processing</u> <u>1) Text Processing</u> <u>2) Tables</u> <u>3) Unordered lists</u> <u>4) Ordered lists</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:b</u>
<u>H) Searching and Sorting</u> <u>1) Sequential and binary search algorithms</u> <u>2) Quadratic sorting algorithms</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:e,f</u>
<u>I) Collections</u> <u>1) Overview</u> <u>2) Methods</u> <u>3) Interface</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:f</u>
<u>J) Recursion</u> <u>1) Concepts and Implementation</u> <u>2) Examining classic examples: factorial, Fibonacci, Towers of Hanoi</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:h,i</u>

<u>K) Graphical User Interfaces</u> <u>1) Concepts of Event Driven Programs</u> <u>2) Write simple Graphical User Interface (GUI) applications in Java</u>	<u>Hands-on; Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:i</u>
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10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

Class lecture, discussion, demonstrations, lab assignments, programs and online presentations.

11. General Education Goals addressed by this course (this section is to fulfill state requirements):

- 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).
- 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.
- In column 3, you will 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.
- In column 4, list how each checked off General education goal will be assessed within the course (including 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	x	8:ALL	9:ALL	Mastering the basic skills necessary to take written specifications and turn them into a functional and well organized computer program. Knowledge of programming methods, practices and paradigms.
Information Literacy				
Society and Human Behavior				
Humanistic Behavior				
Historical Perspective				
Global and Cultural				

EXHIBIT B-8

Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	x	8:A,D,E,H,I,K,L 8:ALL	9:B,D,H,I,J,K 9:ALL	Mastering the basic skills necessary to take a problem statement and turn it into a functional algorithm

12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbooks and/or open educational resources will be selected. Contact the department for current adoptions. Class notes, presentations, software and online materials.
- Technology Needs:
College portal and/or college distance learning platform and/or textbook or instructor website.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
Laboratory classrooms equipped with computer workstations, each configured to support program development using Java. Podium computer similarly equipped plus the ability to present audio-video presentations to the class.
- 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	
#2 Semester Hours/Contact Hours	#5 Maximum Class Size/Lab Fee Code/ Vocational Status
#3 Catalog Description	#7 Transfer Information
#4 Prerequisites & Corequisites	#9 Topical Outline
#6 Justification	#10 Methods of Instruction
#8 Course Outcome(s)	#12 Needs
#11 General Education Goals - Rubric	#13 Grade Determinants

Board of Trustees Approval Date: February 28, 2011

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 3, 2014

PLT Approval of Form: October 28, 2014

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-9

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1/ OFFICIAL COURSE DESCRIPTION
 SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

1. COURSE NUMBER AND TITLE: CSIT 168: Introduction to Python Programming
2. SEMESTER HOURS: 2 CONTACT HOURS: (2 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course introduces the student to the fundamental techniques used in the development of software applications. The course teaches students with prior programming experience how to apply basic programming concepts and principles using Python. Students will learn the Python programming language in an integrated and interactive software development environment. The topics covered include classes, objects, algorithms, data types, control structures, arrays, attributes, and methods. Working knowledge of Windows required. Open lab time required.

4. PREREQUISITES: Grade of C or higher in **CSIT 163 OR** CSIT **166 165** **with**

COREQUISITES: NONE

5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This can be used as an elective for any computer science and engineering related program.

- b. Relationship to courses within the College

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

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills: ___

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Across the Curriculum List _____

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

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

- ~~○ Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)~~
- ~~○ Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)~~
- ~~○ Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)~~
- ~~○ Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)~~
- ~~○ Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)~~
- i. *Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)*
- ii. *Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)*
- iii. *Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)*
- iv. *Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)*
- v. *Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)*
- vi. *Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)*

7. Related courses in 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
Bergen Community College	Introduction to Programming (Python)	INF-103	3	
Brookdale Community College	Programming Using Python	COMP238	3	
Rowan College at Burlington County	Introduction to Python	CIS 139	3	
Camden County College	Introductory Python Programming	CSC171	3	
Hudson County Community College	Python Programming	CSC118	3	
County College of Morris	Python Programming			Continuing Education Course
Raritan Valley Community College	Python Programming	CISY200	3	

- 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 (Major, General Ed., or Elective)	Will NOT Transfer (Place an “x” in box)	Unable to Determine Status (Place “U” in box)
Georgian Court University			X	Under Review
Kean University	FEX1000, Elective, 2 credits	Elective	X	
Monmouth University	CS001, 100 level CS Elective, 2 credits	Elective	X	
Stockton	SCICEC, Computer Science	Elective	X	

University	and Information Systems Elective, 2 credits			
Rowan University	INTR99070, elective, 2 credits	Elective	X	
Rutgers – New Brunswick			X	

- 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:
This is a 2 credit course and it is unlikely that transfer credits will be given for 3 or 4 credit courses.

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a. Identify the steps required in problem solving.
- b. Identify the properties of an algorithm.
- c. Differentiate between an algorithm and a computer program.
- d. Identify the basic data types available.
- e. Design, code, test and debug simple programs written in an object-oriented language.
- f. Apply conditional control structures and methods.
- g. Utilize repetition structures and methods in programs.
- h. Apply the technique of decomposition in program construction.
- i. Differentiate between a void method and one that returns a value.
- j. Construct and manipulate arrays.

9. Topical Outline (include as many themes/skills as needed):

Major Themes/Skills	Assignments (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome(s)
1. Introduction to Programming <ol style="list-style-type: none"> a) History of Computers and Programming Languages b) How to set up the Python Programming Environment 	In-class demonstration	Exam	8: a

c) Using an Integrated Development Environment (IDE)			
2. Problem Solving and Algorithms a) Problem Solving Techniques b) Algorithms c) Decomposition	In-class exercise	Programming Exercises Exam	8: a, b, c
3. Data Representation a) Data Types b) Identifiers c) Arithmetic Operations d) Variable and Declaration Statements e) Data Type Conversions f) Assignment Statements	In-class exercise	Lab assignment	8: d
4. Programming by Example a) Simple keyboard input b) Simple console output c) Formatting output	In-class demonstration, Lab exercises	Programming Exercises	8: e
5. Object Oriented Details a) Object Interaction b) Inheritance and reuse of code	In-class demonstration	Programming Exercises	8: e
6. Selection Structures a) Selection Criteria - Relational and Logical Operators b) One and Two-way Selection c) Multi-way Selection d) Compound Conditions e) Problem Solving - Data Validation	In-class demonstration & Lab Exercises	Programming Exercises Exam	8: f
7. Repetition Structures a) Pre-test Loops b) Post-test Loops c) Counter Loops d) Interactive Loops e) Nested loops	In-class demonstration & Lab Exercises	Programming Exercises Exam	8: g
8. Methods a) Creating methods b) Invoking methods c) Passing parameters d) Returning Values	In-class demonstration & Lab Exercises	Programming Exercises Exam	8: h, i

9. Arrays a) Creating arrays b) Examples c) Using arrays in a loop	In-class demonstration & Lab Exercises	Programming Exercises Exam	8: j
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10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- Class lecture
- Discussion
- Demonstrations
- Lab assignments
- Programs and online presentations

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.
- 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 (including but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.)

General Education Goals	1.Applicable	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment (Recommended but not limited to)
Communication-Written and Oral				
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	X	8: b, d-j	9: 2-9	Programming Exercises Exam
Information Literacy	X	8: b, c	9: 2,8	Programming Exercises

				Exam
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	8: a, b	9: 1-2	Programming Exercises Exam

12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbooks **and/or open educational resources** will be selected.
Contact the department for current adoptions. Class notes, presentations, software and online materials.
 - Technology Needs:
College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.
 - Human Resource Needs (Presently Employed vs. New Faculty):
~~Four (4) presently employed full-time faculty plus additional Adjunct Professors as needed.~~ Presently employed
 - Facility Needs:
Laboratory classrooms equipped with computer workstations, each configured to support program development using Python. Podium computer similarly equipped plus the ability to present audio-video presentations to the class.
 - 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	
#2 Semester Hours/Contact Hours	#5 Maximum Class Size/Lab Fee Code/ Vocational Status
#3 Catalog Description	#7 Transfer Information
#4 Prerequisites & Corequisites	#9 Topical Outline
#6 Justification	#10 Methods of Instruction
#8 Course Objectives	#12 Needs
#11 General Education Goals - Rubric	#13 Grade Determinants

Board of Trustees Approval Date: March 28, 2019

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-10

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

1. COURSE NUMBER AND TITLE: CSIT 173: Game Programming with OpenGL
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:
~~This course is a required course in the AS in Computer Science – Game Development and Design Option, and an elective in the AAS Computer Science/Information Technology program degree.~~ This course will build on the topics learned in a prior object-oriented programming language course to provide both theory and practice in game programming as supported by the graphical structures in the Open Graphic Library (GL). This course will provide students with a comprehensive introductory background in interactive game programming. It will explore programming options not offered in traditional programming courses, thus widening the scope of their knowledge, adding to their diversity in the programming sector, and enhancing their opportunities within the field of programming. Open lab time required.
4. PREREQUISITES: **CSIT163** OR CSIT165 COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- ☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION
 - a. Describe the need for this course.
This is a required course in Computer Science AS Degree: Game Development and Design Option and an elective 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?
☐ 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):
AS Computer Science *Game Development and Design Option*
~~AAS Computer Science~~
 Elective

iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

AS Computer Science - Game Development and Design Option

- *Recognize the problems involved in program portability and be able to*
- *identify the solutions to these problems.*
- *Demonstrate independent thinking through mathematical, scientific and philosophical reasoning.*
- *Solve problems by collecting, organizing and evaluating information.*

iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

- ~~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)~~
-
- i. *Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)*
- ii. *Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)*
- iii. *Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)*
- iv. *Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)*
- v. *Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)*
- vi. *Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)*

7. Related courses in 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
<u>Brookdale Community College</u>	<u>Game Programming I</u>	<u>COMP275</u>	<u>3</u>	<u>Uses Microsoft DirectX and prerequisite C++ course</u>
<u>Camden County College</u>	<u>Game Design and Development II</u>	<u>CGR200</u>	<u>3</u>	
<u>Mercer County Community College</u>	<u>Game Programming I</u>	<u>GAM145</u>	<u>3</u>	<u>Programming using Quake</u>
<u>Raritan Valley Community College</u>	<u>Programming for Game Developers</u>	<u>CISY242</u>	<u>3</u>	<u>Programming prerequisite is equivalent to CSIT166</u>
<u>Salem Community College</u>	<u>Introduction to Game Programming</u>	<u>CGA162</u>	<u>3</u>	<u>Uses Javascript</u>
<u>Union County College</u>	<u>Game Design and Development II</u>	<u>GDP210</u>	<u>3</u>	<u>Uses Microsoft DirectX</u>

- 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	<u>Elective, 3 credits</u>	<u>Elective</u>		
Kean University	<u>CPSX1003, CS Elective, 3 credits</u>	<u>Elective</u>		
Monmouth University	<u>CS001, 100 Level CS Elective, 3 credits</u>	<u>Elective</u>		
Rowan University	<u>Elective, 3 credits</u>	<u>Elective</u>		
Rutgers – New			<u>X</u>	

Brunswick, School of Arts & Sciences				
Stockton University	<u><i>CSISEC, Computer Science and Information Systems Elective, 3 credits</i></u>	<u><i>Elective</i></u>		

- 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: *There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.*

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- ~~a. Discuss the applications of computer graphics.~~
 - ~~b. Utilize Application Programming Interfaces (API's) within the Open GL library.~~
 - ~~c. Identify the principles and tools of rasterization and apply them to applications within the graphic programming platform.~~
 - ~~d. Create polygons utilizing Open GL and C++ commands.~~
 - ~~e. Create spheres utilizing Open GL and C++ commands.~~
 - ~~f. Utilize RGB and Indexed color within their programming designs.~~
 - ~~g. Utilize aspect ratios and programming structures.~~
 - ~~h. Code two and three dimensional objects.~~
 - ~~i. Utilize input devices to make their objects “move”.~~
 - ~~j. Define and utilize display lists and array objects.~~
 - ~~k. Utilize fonts within the GLUT (Graphic Library Utilities) library.~~
 - ~~l. Write an event driven program.~~
 - ~~m. Program geometric objects and transformations of those objects.~~
 - ~~n. Utilize the matrix operations needed to create geometrical objects within their programs.~~
 - ~~o. Utilize frames, N-Tuples, and the coordinate system.~~
 - ~~p. Scale, rotate, and translate objects.~~
 - ~~q. Create user interfaces.~~
 - ~~r. Utilize perspective within their programs.~~
 - ~~s. Utilize light and color to add appeal and depth to their objects.~~
- a. *Discuss the applications of computer graphics and how to utilize Application Programming Interfaces (API's) within the Open GL library.*
 - b. *Identify the principles and tools of rasterization and apply them to applications within the graphic programming platform.*
 - c. *Utilize Open GL and C++ commands, create polygons and spheres; RGB and Indexed color within their program designs; and code two and three dimensional objects utilizing aspect ratios and programming structures.*
 - d. *Define and utilize display lists and array objects.*

- e. Utilize fonts within the GLUT (Graphic Library Utilities) library.
- f. Program geometric objects and transformations of those objects such as scale, rotate, and translation (movement).
- g. Utilize the matrix operations needed to create geometrical objects within their programs.
- h. Utilize frames, N-Tuples, and the coordinate system.
- i. Create user interfaces and event driven programs.
- j. Utilize perspective; and employ light and color to add appeal and depth to their objects within their program.

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
<u>A) Graphic Systems and Models</u> <u>1) Applications of Computer Graphics</u> <u>2) Graphic systems</u> <u>4) The Human Visual System</u> <u>5) The Pinhole Camera and Synthetic Camera Model</u> <u>6) API's (Application Programmer's Interfaces)</u> <u>7) Graphic Architecture and Rasterization</u>	<u>Lectures, hands on projects</u>	<u>Projects/ Programming</u>	<u>8: A</u>
<u>B) Graphic Programming</u> <u>1) Arrays and Structs</u> <u>2) Programming Two Dimensional Applications and the Coordinate System</u> <u>3) The Open GL API</u> <u>4) Primitives and Attributes</u> <u>5) Color</u> <u>6) Viewing</u> <u>7) Control Functions</u> <u>8) Polygons and Recursive Programming</u>	<u>Lectures, hands on projects</u>	<u>Projects/ Programming</u>	<u>8: B,C,E,G,I</u>
<u>C) Input and Interaction</u> <u>1) Input Devices</u> <u>2) Definition and Execution of Display Lists</u> <u>3) Programming Event Driven Input</u> <u>4) Animating and Designing Interactive Programs</u>	<u>Lectures, hands on projects</u>	<u>Projects/ Programming</u>	<u>8: E-I</u>
<u>D) Geometric Objects and Transformations</u> <u>1) Scalars, Points, and Vectors</u>	<u>Lectures, hands on projects</u>	<u>Projects/ Programming</u>	<u>8: F-I</u>

<u>2) Two and Three Dimensional Primitives</u> <u>3) Frames and the Coordinate System</u> <u>4) Modeling a Colored Cube</u> <u>5) Scaling, Rotating, and Translating</u> <u>6) Transformations</u>			
<u>E) Viewing</u> <u>1) Classical and Computer Viewing</u>	<u>Lectures, hands on projects</u>	<u>Projects/ Programming</u>	<u>8: A-C</u>
<u>F) Shading</u> <u>1) Light and Light Sources</u> <u>2) Color Sources</u> <u>3) Polygonal Shading</u> <u>4) Approximating a Sphere by Recursive Subdivision and Sphere Shading</u>	<u>Lectures, hands on projects</u>	<u>Projects/ Programming</u>	<u>8: G,I,J</u>

10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- o Class lecture/discussion, demonstrations, current readings, computer interaction, assignments, and programming projects.

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 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 (including 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge				

and Reasoning				
Technological Competency	X	<u>8: ALL</u>	<u>9: ALL</u>	<u>PROJECTS AND PROGRAMS</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbooks and/or open educational resources will be selected. Contact the department for current adoptions. Class notes, presentations, software and online materials.
- Technology Needs:
College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
Laboratory classrooms equipped with computer workstations, each configured to support program development using C++. Podium computer similarly equipped plus the ability to present audio-video presentations to the class.
- 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

EXHIBIT B-10

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 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

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: March 26, 2012

Board of Trustees Approval Date: February 25, 2013

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-11

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

1. COURSE NUMBER AND TITLE: CSIT 176: Computer Organization & Architecture

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

3. CATALOG DESCRIPTION

This course examines the structure and functions of the components comprising a contemporary computer system. The student will learn the fundamental elements in a computer system including the processor, memory, and interfaces to external components and systems. Additional topics include digital circuits, Boolean algebra, addressing modes, input/output and arithmetic. The course will use an assembly language to strengthen and reinforce the concepts. Open lab time required.

4. PREREQUISITES: CSIT 165 COREQUISITES: NONE

5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

X vocational (approved for Perkins funding)
 non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

a. Describe the need for this course.

This is a required course in all Computer Science AS and AAS degrees.

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):
All AS Computer Science and AAS Computer Science
 Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

All AS Computer Science and AAS Computer Science/Information Technology:

- **Describe the main functions of an operating system.**
 - **Identify the basic concepts of the computer system and computer architecture.**
 - **Identify the major computer data, instruction and addressing formats.**
 - **Demonstrate independent thinking through mathematical, scientific and philosophical reasoning.**
-

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

- ~~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)~~
- i. **Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)**
 - ii. **Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)**
 - iii. **Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)**
 - iv. **Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)**
 - v. **Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)**
 - vi. **Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)**

7. Related courses in 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.]

EXHIBIT B-11

- 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
Brookdale Community College	Computer Architecture Using Assembly Language	COMP135	3	
<u>Rowan College at Burlington County</u>	<u>Computer Organization</u>	<u>CSE 225</u>	<u>3</u>	
<u>Camden County College</u>	<u>Computer Organization</u>	<u>CSC-240</u>	<u>3</u>	
Middlesex County College	Computer Architecture and Assembly Language	CSC 233	4	
<u>County College of Morris</u>	<u>Computer Architecture and Assembly Language</u>	<u>CMP-230</u>	<u>3</u>	
<u>Passaic County Community College</u>	<u>Computer Organization and Architecture</u>	<u>CIS 236</u>	<u>3</u>	
<u>Raritan Valley Community College</u>	<u>Computer Architecture & Assembly Language</u>	<u>CISY 256</u>	<u>4</u>	

- 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	EC (ELECTIVE CREDIT), 3 Credits <u>Elective, 3 credits</u>	EC (ELECTIVE CREDIT)		
Kean University	CPS2390, COMPUTER ASSEMBLY LANG, 3 credits	Major		
Monmouth	CS286, Computer	Major		

University	Architecture I, 3 Credits			
Rowan University	CS06205, Computer Organization, 3 Credits	Major		
Rutgers – New Brunswick, School of Arts & Sciences			X	
Stockton University	CSISEC (COMP SCIENCE & INFO SYS, ELECTIVE, 3 credits), 3 Credits	General Ed. (Computer Science)		

- 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: ***There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.***

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a. ~~Discuss the history of the digital computer~~
 - b. ~~Use binary and hexadecimal number systems~~
 - c. ~~Demonstrate the effects of Boolean and logical operators~~
 - d. ~~Determine the output of digital logic circuits~~
 - e. ~~Design simple circuits using digital logic gates~~
 - f. ~~Describe the representation of numeric data~~
 - g. ~~Describe the concept of an instruction set architecture~~
 - h. ~~Write programs in Assembly Language that use various classes of machine instructions~~
 - i. ~~Write programs in Assembly Language that use subroutines~~
 - j. ~~Explain Input/Output (I/O) fundamentals: handshaking and buffering~~
 - k. ~~Explain the operation of interrupts~~
 - l. ~~Explain addressing modes~~
-
- a. ***Discuss the history of the digital computer***
 - b. ***Use binary and hexadecimal number systems***
 - c. ***Explain Boolean and logical operators, basic digital logic circuits, and design simple circuit using digital logic gates***
 - d. ***Describe the representation of numeric data***
 - e. ***Describe the concept of an instruction set architecture***
 - f. ***Write programs and subroutines in Assembly Language that use various classes of machine instructions***
 - g. ***Explain Input/Output (I/O) fundamentals: handshaking and buffering***
 - h. ***Explain the operation of interrupts***
 - i. ***Explain addressing modes***

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
<u>A) History of Computer Architectures</u> <u>1) Languages and Virtual machines</u> <u>2) Evolution of computers</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Quizzes; Exam, Programing Projects</u>	<u>8: a</u>
<u>B) Data Representation</u> <u>1) Data types</u> <u>2) Number systems</u> <u>3) Mathematical and logical operations</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Programming Exercises; Exam, Programing Projects</u>	<u>8: b</u>
<u>C) Digital Logic</u> <u>1) Logic gates</u> <u>2) Boolean algebra</u> <u>3) Logic circuits</u> <u>4) Digital logic simulators</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Programming Exercises; Exam, Programing Projects</u>	<u>8: c</u>
<u>D) Computer Systems</u> <u>1) Processors</u> <u>2) Memory</u> <u>3) Storage</u> <u>4) Input/Output</u> <u>5) Interrupts</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Programming Exercises; Exam, Programing Projects</u>	<u>8: c, e</u>
<u>E) Assembly Language</u> <u>1) Overview of architecture of different machines</u> <u>2) Data type representation on different machines</u> <u>3) Instruction Formats</u> <u>4) Integral operations</u> <u>5) Addressing modes</u> <u>6) The use of carry, borrow and overflow flags</u> <u>7) Creating assembly language programs</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Programming Exercises; Exam, Programing Projects</u>	<u>8: c, d, e, f, g, h, I</u>

EXHIBIT B-11

<u>F) Assembly Language – Advanced Concepts</u> <u>1) Subroutines</u> <u>2) Parameter passing</u> <u>3) Recursion</u>	<u>Hands-on; In-class & Lab exercises, Programing Projects</u>	<u>Programming Exercises; Exam, Programing Projects</u>	<u>8: c, d, e, f, g, h, I</u>
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10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- Class lecture, discussion, demonstrations, lab assignments, programs and online presentations.

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 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 (including 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	X	<u>8:ALL</u>	<u>9:ALL</u>	<u>Programming Exercises; Exam</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and				

EXHIBIT B-11

Action				
Independent/Critical Thinking	X	<u>8:ALL</u>	<u>9:ALL</u>	<u>Programming Exercises; Exam</u>

12. NEEDS:

- Instructional Materials (text etc.):
Textbook and/or open educational resources, Assembly Language Programming Software, Logic Gate Simulation Software and/or actual Integrated Circuits

- Technology Needs:
Computer lab equipped with necessary software to accommodate each student

- Human Resource Needs (Presently Employed vs. New Faculty):
(Presently Employed vs. New Faculty): Faculty (Fulltime, Adjunct and Lecturers)

- Facility Needs:
Computer lab equipped with necessary software to accommodate each student. Ideally a computer-equipped podium with a connect projector (for demonstrations)

- 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	Revisions to the following items must be sent
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EXHIBIT B-11

action by the Curriculum Committee, College Senate, and Board of Trustees.	“For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: February 28, 2011

Board of Trustees Approval Date: March 26, 2012

Approval of Form:

September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-12

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

1. COURSE NUMBER AND TITLE: CSIT 184: Networking Essentials
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course will examine the conceptual and physical structure of industry-wide computer networking standards. The concepts covered in this course will aid the perspective networking professional in a practical understanding of the implementation and fundamentals of a viable network. LANs, WANs, Inter and Intra net, among other topics will be extensively covered within this course. **Fall semester evening sections only. Familiarity with MS DOS and programming is recommended.**

4. PREREQUISITES: **NONE-FAMILIARITY WITH MS DOS OR PERMISSION OF INSTRUCTOR.**
5. COREQUISITES: NONE
6. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

7. JUSTIFICATION

- a. Describe the need for this course.

This is a program specific elective 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?
☐ 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):
AS in Computer Science (including program options) and
 AAS in Computer Science/Information Technology
 Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- **Identify the basic concepts of the computer system and computer architecture.**
- **Identify the major computer data, instruction and addressing formats.**
- **Recognize the problems involved in program portability and be able to identify the solutions to these problems.**

- iv. This course is recommended for the following:

The Limited Load List _____
 The Writing Intensive Course (WIC) List _____

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

- ~~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)~~
- i. **Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)**
- ii. **Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)**
- iii. **Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)**
- iv. **Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)**
- v. **Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)**
- vi. **Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)**

8. Related courses in 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
<u>Atlantic Cape Community College</u>	<u>INTERNET AND THE WORLD WIDE WEB</u>	<u>CISM1273</u>	<u>3</u>	
<u>Bergen Community College</u>	<u>NETWORKING TECHNOLOGIES AND DATA COMMUNICATIONS</u>	<u>INF160</u>	<u>3</u>	
<u>Brookdale Community College</u>	<u>NONE</u>	<u>NONE</u>		
<u>Rowan College at Burlington County</u>	<u>INTRODUCTION TO WINDOWS AND NETWORKING</u>	<u>CIS135</u>	<u>3</u>	
<u>Camden County College</u>	<u>INTRODUCTION TO NETWORKING</u>	<u>CST102</u>	<u>3</u>	
<u>Mercer County Community College</u>	<u>FUNDAMENTALS OF COMPUTER NETWORKS</u>	<u>NET104</u>	<u>3</u>	

- 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	<u>Elective, 3 credits</u>	<u>Elective</u>		
Kean University	<u>CPSX1003, CS Elective, 3 credits</u>	<u>Elective</u>		

Monmouth University	<u><i>CS001, 100 Level CS Elective, 3 credits</i></u>	<u><i>Elective</i></u>		
Rowan University	<u><i>Elective credit, 3 credits</i></u>	<u><i>Elective</i></u>		
Rutgers – New Brunswick, School of Arts & Sciences			<u><i>X</i></u>	
Stockton University	<u><i>CSISEC, Computer Science and Information Systems Elective, 3 credits</i></u>	<u><i>Elective</i></u>		

- 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: *There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.*

9. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a. ~~Understand the history and development of voice and data communications networks. This survey will range from the telephone network to high-speed, local area networks.~~
- b. ~~Identify the major computer data, instruction and addressing formats.~~
- c. ~~Understand the history and architecture of networks.~~
- d. ~~Identify and understand the types of networking protocols.~~
- e. ~~Identify the hardware and software required to design, build, and operate networks in general.~~
- f. ~~Describe the computer hardware used in LANs (Local Area Networks) and WANs (Wide Area Networks).~~
- g. ~~Identify the requirements for LANs.~~
- h. ~~Identify the requirements for LAN workstations and servers.~~
- i. ~~Identify network management/maintenance procedures.~~
- j. ~~Implement network troubleshooting techniques.~~
- k. ~~Discuss Intranet and Internet based applications and networking systems.~~
- l. ~~Discuss circuit and packet switching.~~
- m. ~~Implement and work with a wireless network.~~
- n. ~~Identify major network architectures, topologies and associated manufacturers.~~
- o. ~~Describe major network configurations.~~
- p. ~~Describe networking security systems.~~
- q. ~~Describe the major components of network management.~~

- A. Explain the history and development of voice and data communications networks; this survey will range from the telephone network to high-speed, local area networks.**
- B. Identify and explain the architecture, topology, and type of networks and networking protocols, and explain the major computer data, instruction, and addressing formats.**
- C. Discuss Intranet and Internet based applications and networking systems.**
- D. Identify the hardware and software required to design, build, and operate networks in general and LANs (Local Area Networks) and WANs (Wide Area Networks), including wireless networks.**
- E. Describe the major components of network management, maintenance procedures and network troubleshooting techniques. Identify and explain networking security systems.**

10. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
A) Data Communications 1) History 2) Equipment 3) Asynchronous Communications 4) Synchronous Communications 5) Protocols 6) Network Structure and Architecture 7) OSI Model and IEEE 802 Project	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u> <u>Real case analysis</u>	<u>Exam</u>	<u>8: A, B, C, D, E.</u>
B) Physical Layer 1) Transmission Media 2) Analog Transmission 3) Digital Transmission 4) Network Types	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>8: A, B</u>
C) Data Link Layer 1) Functions 2) Protocols 3) Examples and Comparisons	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u>	<u>Exam</u>	<u>8: A, B, D</u>

	<u><i>Class discussion</i></u>		
D) Network Layer <ul style="list-style-type: none"> 1) Network Topology 2) Functions 3) Examples and Comparisons 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u> <u><i>Real case analysis</i></u>	<u><i>Exam</i></u>	<u><i>8: A, B, C, D, E.</i></u>
E) Remaining OSI Layers and Equivalents <ul style="list-style-type: none"> 1) Transport Layer 2) Session Layer 3) Presentation Layer 4) Application Layer 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u>	<u><i>Exam</i></u>	<u><i>8: A, B, C, D, E.</i></u>
F) Network System Software and Topologies <ul style="list-style-type: none"> 1) LANs 2) WANs 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u>	<u><i>Exam</i></u>	<u><i>8: B, D</i></u>
G) Network Maintenance and Troubleshooting <ul style="list-style-type: none"> 1) Managing Data, Users, and Security 2) Test Equipment 3) Protocol Analysis Software 4) Troubleshooting Procedures 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u> <u><i>Real case analysis</i></u> <u><i>Hands-on practice</i></u>	<u><i>Exam</i></u> <u><i>Project & Presentation</i></u>	<u><i>8: C, E</i></u>
H) Windows, LAN, Operating Systems <ul style="list-style-type: none"> 1) Evolving Industry Standards and Novell Proprietary Protocols 2) Windows Operating Systems 3) Windows Workstation Shell 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u> <u><i>Real case analysis</i></u>	<u><i>Exam</i></u>	<u><i>8: B, C, E</i></u>

EXHIBIT B-12

4) Operating System Installation			
5) Administration			
6) User Environment			
7) Network Printing			
8) Application Software Installation			
9) Electronic Mail			
10) Multiple File Servers			

11. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- o Class lecture, discussion, demonstrations, demonstration, student lab assignments

12. 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 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 (including 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	x	<u>8: All</u>	<u>9: All</u>	<u>Exam & Project presentation</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				

Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	x	<u>8: All</u>	<u>9: All</u>	<u>Exam & Project presentation</u>

13. NEEDS:

~~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.~~

- Instructional Materials (text etc.):
Appropriate textbook and./or open educational resources will be selected. Contact the department for current adoptions. Class notes, presentations, software, and online materials.
- Technology Needs:
College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.
- Human Resource Needs (Presently Employed vs. New Faculty):
Four (4) presently employed full-time faculty plus additional Adjunct Professors as needed.
- Facility Needs:
Laboratory classrooms equipped with computer workstations, each configured to support networking, and networking hardware. Podium computer similarly equipped plus the ability to present audio-video presentations to the class.
- Library needs (list specific needs and must be initialed by library director):

14. 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 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

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: March 26, 2012

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-13

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

1. COURSE NUMBER AND TITLE: CSIT 185: Networking I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course will provide students with an introduction to fundamental networking concepts. It will place emphasis on concepts such as: networking applications, data delivery and routing, network architecture, layering, and protocols. This course will address the basic principles of wireless networking and network security. Students will gain a greater understanding of increasingly prevalent network technology in the modern world and will learn concepts behind changing network environments. Whenever applicable, concepts will be explained through the use of hands-on exercises that reinforce lecture material. **MS Dos and Programming are highly recommended.**

4. PREREQUISITES: ~~CSIT165~~ NONE
COREQUISITES: NONE **CSIT-165 OR CSIT-163**

5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- X vocational (approved for Perkins funding)
 non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~This course will be required in a new program that is being developed, the AAS in Computer Science/Information Technology: Cyber Security. Students will master networking concepts for the CompTIA Network+ examination. The CompTIA Network+ certification is required to obtain positions in the field such as network administrator, network technician, network installer, help desk technician and IT cable installer.~~

This course will be required in a new program that is being developed, the AAS in Computer Science/Information Technology. Students will master networking concepts for various certification examinations, which are frequently required to obtain positions in the field such as network administrator, network technician, network installer, help desk technician and IT cable installer.

- b. Relationship to courses within the College

EXHIBIT B-13

- 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 Computer Science/Information Technology: Cyber Security
AS in Computer Science: Cyber Security Option
 ___ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

AS in Computer Science: Cyber Security Option:

- **Apply the concepts, principles, and technologies of information security.**
- **Demonstrate foundational computer science knowledge.**

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

- ~~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)~~
- i. **Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)**
 - ii. **Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and empowered. (Vision Statement)**

- iii. *Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)*
- iv. *Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)*
- v. *Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)*
- vi. *Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)*

7. Related courses in 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
Atlantic Cape Community College	None <i>COMPUTER NETWORKING</i>	None <i>CISM146</i>	N/A 3	
Brookdale Community College	Introduction to Networking TCP/IP <i>NONE</i>	NETW 106 <i>NONE</i>	3	First course in Brookdale's A.A.S in Network Information Technology Program
Rowan College at Burlington County	<i>NETWORKING FUNDAMENTALS</i>	<i>CIS150</i>	3	
Camden County College	<i>INTRODUCTION TO NETWORKING</i>	<i>CST102</i>	3	
Mercer County Community College	The Internet and Computer Technology <i>FUNDAMENTALS OF COMPUTER NETWORKS</i>	IST 140 <i>NET104</i>	3	Offers content overlapping with our proposal in one section, covering client-server networks, in a much broader

				context.
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- 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	CSCISEC (COMP.SI/COMP.INFO.SYS.ELEC.COURSE) <u>ELECTIVE CREDIT (3)</u>	ELECTIVE		
Kean University	CPSX1003"K1,K3"(COMPUTER SCIENCE FREE ELECTIVE) <u>TECH1100 TECHNOLOGY SYSTEMS (3)</u>	<u>Elective GEN ED</u> <u>A minimum grade of 'D' is required to transfer for non-major and 'Free Elective' courses. A minimum grade of 'C' is required for major courses</u>		
Monmouth University	CS001 (3) <u>Computer Science Elective</u>	<u>100 Level CS</u> Elective		
NJIT	CIS456 (OPEN SYSTEMS NETWORKING) – 3CR	MAJOR		
Rowan University	CS01077 (3) <u>Computer Science Elective– 3 CR</u>	<u>General Education Computer Science Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences			X	
Stockton University	<u>Computer Science and Info Systems Elective</u>	<u>Computer Science Elective</u>		

- If a “U” was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal): _____
- If not transferable to any institution, explain: **There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.**

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- ~~a. Create diagrams of layers of networks including the application layer, the transport layer, the network layer and the link layer.~~
 - ~~b. Summarize the concepts of network architecture, layering, and protocols~~
 - ~~c. Assess the function of routers and routing protocols as well as addressing internet protocol~~
 - ~~d. Distinguish different types and topologies of wired networks, and discuss the advantages/disadvantages of each.~~
 - ~~e. Construct models of current wireless networking technology.~~
 - ~~f. Demonstrate how wireless technology has changed the usage of networks and mobile devices in today's society~~
 - ~~g. Analyze multi-media networks designs for strengths and weaknesses.~~
 - ~~h. Evaluate how concepts such as media streaming have impacted the usage, and technical requirements of both wired and wireless networks.~~
 - ~~i. Analyze security concerns on both wired and wireless networks.~~
 - ~~j. Describe the fundamentals of network management.~~
 - ~~k. Investigate the impact that networking technology has on both society and individuals.~~
 - ~~l. Identify concepts in networking that are likely to change and require further study.~~
- A. Explain the concept of Internet and its architecture as well as network layering, protocols, and its communications; create diagrams of layers of networks including the application layer, the transport layer, the network layer and the link layer.*
 - B. Distinguish different types and topologies of wired and wireless networking technology and discuss their applications and limitations and the advantages/disadvantages of each.*
 - C. Assess each network layer protocols' function and application, and explain internet data flow and controls.*
 - D. Assess the function of routers and routing protocols as well as network addressing and routing methodologies.*
 - E. Address various types of network attacks, and analyze security concerns on both wired and wireless networks.*
 - F. Describe the fundamentals of network management and envision the future networking development.*

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
I. Introduction to Internet architecture 1. What is the Internet?	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u>	<u><i>Exam</i></u>	<u><i>A, B, C, E, F.</i></u>

2. Network edge (Access networks and physical media) 3. Network core (Packet and Circuit Switching) 4. Protocol layers and their service models	<u><i>Internet research</i></u> <u><i>Class discussion</i></u> <u><i>Real case analysis</i></u>		
II. Network architecture, layering, and protocols 1. Application Layer <ul style="list-style-type: none"> a. Network applications b. Application layer protocols 2. Transport Layer <ul style="list-style-type: none"> a. Principles of reliable data transfer b. Types of transport 3. Network Layer <ul style="list-style-type: none"> a. The Internet Protocol (IP) addressing in the Internet b. Forwarding and routing 4. Link Layer: <ul style="list-style-type: none"> a. Access networks and links b. LANs 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u> <u><i>Project</i></u>	<u><i>Exam</i></u> <u><i>Project & Presentation</i></u>	<u><i>A, B, C, D, E, F.</i></u>
III. Other aspects of the Internet 1. Wireless and mobile Networks <ul style="list-style-type: none"> a. Wireless (Cellular) Internet Access b. WiFi: Wireless LANs c. Mobility management principles 2. Multimedia Networking <ul style="list-style-type: none"> a. Multi-media applications 	<u><i>Reading of textbook</i></u> <u><i>Homework</i></u> <u><i>Internet research</i></u> <u><i>Class discussion</i></u> <u><i>Project</i></u>	<u><i>Exam</i></u> <u><i>Project & Presentation</i></u>	<u><i>A, B, D, E, F.</i></u>

b. Multi-media applications impact on network design 23. Security in Computer Networks a. Types of network attack and data security b. Encryption and authentication, firewalls and Intrusion Detection Systems 34. Network Management a. Definition b. Infrastructure for Network Management			
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10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- o Lecture, homework, case studies, labs, a minimum of three examinations.

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 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 (including 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				

EXHIBIT B-13

Technological Competency	<u>X</u>	<u>8:All</u>	<u>9:All</u>	<u>Exam & Project presentation</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	<u>X</u>	<u>8:All</u>	<u>9:All</u>	<u>Exam & Project presentation</u>

12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbook and /or open educational resources will be selected. Contact the department for current adoptions. Class notes, presentations, software and online materials.
- Technology Needs:
College Portal and/or College Distance Learning Platform and/or Textbook or Instructor Website.
- Human Resource Needs (Presently Employed vs. New Faculty):
One (1) presently employed full-time faculty plus additional Adjunct Professors as needed.
- Facility Needs:
Laboratory classrooms equipped with computer workstations, each configured to support networking. Podium computer similarly equipped plus the ability to present audio-video presentations to the class.
- 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 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: February 23, 2015

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-14

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

1. COURSE NUMBER AND TITLE: CSIT 186: Networking II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course continues the exploration of the fundamental concepts of computer networks. Topics to be covered include the Network Layer, Linked Layer, Local Area Network, Network Management, Wireless and Mobile Networks, and Multimedia Networking. Network Security will be introduced. Lab activities will provide students with practical experiences in computer networking. It will be centered on implementation, configuration and troubleshooting of a LAN. Open lab time required.

4. PREREQUISITES: CSIT 185 COREQUISITES: NONE
5. COURSE FEE CODE: 3

COURSE TYPE FOR PERKINS REPORTING:

- X vocational (approved for Perkins funding)
 non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~This course will provide students with an in-depth understanding of applicable security concepts by helping to prepare students for the CompTIA Security + exam, a cyber security certification approved by the U.S. Dept. of Defense to meet IA technical and management certification requirements.~~

~~CSIT 186 is a continuation of Networking I and provides a more in-depth understanding of networking concepts by continuing to focus on preparation for the CompTIA Security + exam. Covered topics include: computer security principles, software security, multi-level security, more advanced network management issues and cryptology.~~

This course will provide students with an in-depth understanding of applicable networking concepts by preparing students for various professional certification exams accepted in the IT industry. CSIT 186 is a continuation of Networking I and provides a more in-depth understanding of networking concepts by continuing to focus on most frequently used internet protocols at application, transport, network and link layers.

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):
to be developed: AAS in Computer Science/Information Technology: Security Program
 X Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- iv. This course is recommended for the following:

The Limited Load List _____
 The Writing Intensive Course (WIC) List _____

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

- ~~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)~~

- i. Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs. (Mission Statement)
 ii. Foster educational innovation through effective teaching-learning strategies, designed to develop and nurture intentional learners who are informed and

- empowered. (Vision Statement)
- iii. Employ technology and learning outcomes assessment to ensure student success in an increasingly diverse and complex world. (Vision Statement)
- iv. Prepare students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)
- v. Seek to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
- vi. Challenge students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

7. Related courses in 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
Atlantic Cape Community College	None <u>INTERNET SERVER ADMINISTRATION</u>	None <u>CISM243</u>	N/A <u>3</u>	
Bergen Community College	Networking Experience/Networking Technologies and Data communications <u>NETWORKING FUNDAMENTALS II</u>	INF-170/NF-160 <u>INF264</u>	3	160 can be taken in lieu of 170
Brookdale Community College	Introduction to Wireless <u>LOCAL AREA NETWORKS</u>	NETW-125 <u>COMP261</u>	3	
Hudson County Community College	None <u>INTRODUCTION TO NETWORKS AND NETWORKING CONCEPTS</u>	None <u>CSC240</u>	N/A <u>3</u>	
Mercer County Community College	None <u>ADVANCED NETWORK TOPICS</u>	None <u>NET278</u>	N/A <u>3</u>	

- 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	ELECTIVE CREDIT (3)	ELECTIVE		
Kean University	CPS3276"K1,K3"(LOCAL AREA NETWORKS) <u>TECH1500 INTRO TO TELECOMMUNICATIONS (3)</u>	<u>Elective</u>		
Monmouth University	CS001 (3) (100-LEVEL COMP SCIENCE ELECT) <u>Computer Science Elective</u>	<u>100 Level Computer Science</u> Elective		
Rowan University	INTR99088 (GENERAL EDUCATION COURSE) CS01077 (3) <u>Computer Science Elective</u>	GenEd <u>COMPUTER SCIENCE ELECTIVE</u>		
Rutgers – New Brunswick, School of Arts & Sciences			X	
Stockton University	CSISEC COMP SCIENCE & INFO SYS ELECTIVE (3)	Elective <u>Computer Science</u>		

- 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: **There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.**

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- ~~a. Identify topics covered on the CompTIA security+ exam.~~
- ~~b. Describe the stages of an information security attack.~~

- ~~e. List cryptographic tools and their applications.~~
- ~~d. Evaluate user authentication and access control concepts.~~
- ~~c. Differentiate special security measures for database and cloud security.~~
- ~~f. Assess types of malicious software, their methods of delivery, and propagation.~~
- ~~g. Recognize and discuss the role of information security in an organization on the whole, include administrative, human resources and legal perspectives.~~
- ~~h. Critique the roles of networked technologies in the modern world and discuss the impact of those technologies.~~
- ~~i. Demonstrate an understanding of the role mobile and cloud technologies play in modern networking.~~
- ~~j. Theorize about different types of network breaches and propose possible responses to those breaches.~~

- A. Identify and explain Internet architecture. Describe Internet Protocol stack and ISO/OSI network reference model and functions of each layer.
- B. Construct models of current wireline and wireless networking technology.
- C. Identify and explain common Application layer protocols: HTTP, FTP, SMTP/POP3/IMAP, DNS, DHCP, TLS/SSL, SNMP, etc.
- D. Identify and explain common Transport layer TCP and UDP, protocols' segment structure, reliable data transfer, flow control, and congestion control as well as connection management
- E. Identify and explain Network layer operations, concepts of IPv4 and IPv6, network layer data plane and control plane, and functions of DHCP, ICMP, RIP, OSPF, and BGP protocols.
- F. Familiarize with Link layer protocols and knowledge of network trouble shooting using network diagnosis commands; obtain hands-on knowledge of LAN installation and management and explain the concept of error detection and error correction.
- G. Assess wireless technologies and understand the 2G/3G/LTE wireless technology and IEEE 802.11 family of wireless technologies (Wi-Fi) as well as routing for mobile users.
- H. Explain multi-media networking application, the concepts and technology of network support for multimedia contents, and learn the various types of video and audio streaming and the protocols such as RTP and SIP.
- I. Explain network security, cryptography, authentication and data security. Familiarize with TLS/SSL, IPsec, firewalls, and IDS.
- J. Identify new trends in networking technology, such as SDN (Software Defined Network) and NFV (Network Function Virtualization). , as well as Cloud Networking.

9. Topical Outline (include as many themes/skills as needed):

1. Major Themes/Skills	2. Assignments/Activities (Recommended but not limited to)	3. Assessment (Recommended but not limited to)	4. Related Course Learning Outcome(s)
1) Network architecture, layering, and protocols <ul style="list-style-type: none"> a. Network topology b. Internet Protocol stack and ISO/OSI network reference models 	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>A, B.</u>

2) Application Layer <ul style="list-style-type: none"> a. Principles of Network Applications b. Internet protocols: HTTP, FTP, SMTP/POP3/IMAP, DNS, DHCP, TLS/SSL, SNMP, etc. 	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>C.</u>
3) Transport Layer <ul style="list-style-type: none"> a. TCP and UDP protocols b. Connection vs connectionless: Reliable Data Transfer c. Flow control, congestion control, and connection management 	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>D.</u>
4) Network Layer (Control Plane and Data Plane) <ul style="list-style-type: none"> a. IPv4 and IPv4: IP addressing and network routing. b. Intranet and internet routing. RIP, BGP, and OSPF protocols c. Router functions and routing tables 	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>E.</u>
5) Link Layer <ul style="list-style-type: none"> a. LAN and VLAN b. Error-Detection and -Correction Techniques c. Network trouble shooting and diagnostics 	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u> <u>Projects</u>	<u>Exam</u> <u>Project presentation</u>	<u>F.</u>
6) Wireless and Mobile Networks <ul style="list-style-type: none"> a. Wireless Links and Network Characteristics b. CDMA, TDMA, 2G/3G/LTE wireless network 	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u> <u>Projects</u>	<u>Exam</u> <u>Project presentation</u>	<u>G.</u>

c. IEEE 802.11 family networks (Wi-Fi, Bluetooth, etc.)			
7) Multimedia Networking a. Streaming video, Voice-over-IP, and RTP and SIP protocols b. Network requirements and implementation for multimedia	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>H.</u>
8) Security in Computer Networks a. Principles of cryptography and end-point authentication b. Operational Security: IPsec, TLS/SSL, Firewalls and Intrusion Detection Systems	<u>Reading of textbook</u> <u>Homework</u> <u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>I.</u>
9) Network for the future a. Introduction to Cloud Networking, and application of Software Defined Network (SDN) and Network Function Virtualization (NFV)	<u>Internet research</u> <u>Class discussion</u>	<u>Exam</u>	<u>J.</u>

10. Methods of Instruction – In the structuring of this course, what major methods of instruction will be utilized?

- o Lecture, homework, case studies, labs, a minimum of three examinations.

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 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.

EXHIBIT B-14

- d. In column 4, list how each checked off General education goal will be assessed within the course (including 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	X	<u>All</u>	<u>All</u>	<u>Exam & Project presentation</u>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	<u>All</u>	<u>All</u>	<u>Exam & Project presentation</u>

12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbook and/or open educational resource will be selected.
Contact the department for current adoptions. Class notes, presentations,
software and online materials.
- Technology Needs:
College Portal and/or College Distance Learning Platform and/or Textbook
or Instructor Website.
- Human Resource Needs (Presently Employed vs. New Faculty):
One (1) presently employed full-time faculty plus additional Adjunct
Professors as needed.
- Facility Needs:
Laboratory classrooms equipped with computer workstations, each
configured to support networking. Podium computer similarly equipped
plus the ability to present audio-video presentations to the class.
- Library needs (list specific needs and must be initialed by library director):

13. GRADE DETERMINANTS

EXHIBIT B-14

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 Maximum Class Size/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 Outcome(s)	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: February 23, 2015

Approval of Form: September 2017

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-15

OCEAN COUNTY COLLEGE
~~COURSE PROPOSAL FORM #7100-1~~ / OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: FREN 191 Elementary French I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course addresses the basic skills of French reading, writing, and conversation. The course will expose students to an introduction to French civilization and culture through language studies. This course is designed for beginning students or students who have taken one year or less of high school French.

4. PREREQUISITES: None COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~Most liberal arts students and all Honors students must study a foreign language.~~

Language study is a traditional component of a liberal *arts* education. The study of foreign languages provides an invaluable asset in international business relations. Since a language does not exist in a vacuum, but rather in a close knit social, cultural, and historical context, the study of any foreign language also contributes to the student's awareness of diversity.

- 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 checked="" 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):

_____ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:
- _____

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

~~◆ 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.~~

i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement)

ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)

iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)

iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).

v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

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
<u>Brookdale CC</u>	<u>Elementary French I</u>	<u>FRCH101</u>	<u>3</u>	
<u>Mercer CC</u>	<u>Beginning French I</u>	<u>FRE101</u>	<u>3</u>	
<u>Atlantic Cape CC</u>	<u>Elementary French I</u>	<u>FREN111</u>	<u>3</u>	

- 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	<u>FR101, Elementary French I, 3 credits</u>	<u>General Education: Bridge modern language, Culture, Global Studies</u>		
Kean University	<u>FREN 1101, Basic French I, 3 credits</u>	<u>Humanities</u>		
Monmouth University	<u>FF101, Elementary French I, 3 credits</u>	<u>Major credit</u>		
Rowan University	<u>FREN02101, Elementary French I, 3 credits</u>	<u>General Education, History, Humanities and Language</u>		
Rutgers – New Brunswick, School of Arts & Sciences	<u>21420191, Elementary French, 3 credits</u>	<u>Major credit</u>		
Stockton University	<u>LANG1230, Beginning French I, 3 credits</u>	<u>Humanities, International/Multicult ural Course</u>		

- 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. Develop ~~the four basic skills of listening, speaking, reading, and writing.~~ the ability to read at an elementary level in French.
- b. ~~Communicate in French.~~ Utilize elementary words and phrases in French to speak and write.
- c. Describe the culture and civilization of France, as well as the Francophone world.
- d. ~~Benefit from an instructional approach which combines video, audio, and print materials as an integrated presentation.~~ Identify parts of speech in French.
- e. Compose sentences in French at the elementary level.
- f. Demonstrate proper pronunciation of French letters and words.

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

- a. ~~Definite and indefinite articles (singular and plural)~~
- b. ~~Pronouns~~
- c. ~~Gender and number of noun and adjective (agreement)~~
- d. ~~Contractions of the article~~
- e. ~~Alphabet, accents, numbers, dates (including days of the week, months of the year)~~
- f. ~~Present tense of first conjugation (verbs ending in -er) and of irregular verbs etre, avoir, aller, faire, prendre, vouloir, pouvoir)~~
- g. ~~Immediate future (with aller)~~
- h. ~~Negation of the verb (ne...pas)~~
- i. ~~Order forms (imperative)~~
- j. ~~Question forms~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Elementary I French vocabulary</u> <u>a. alphabet and accents</u> <u>b. numbers</u> <u>c. dates (days of the week, months of the year)</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, b, d, e, f</u>
<u>2. Elementary I French grammar</u> <u>a. articles (definite and indefinite)</u> <u>b. pronouns</u> <u>c. verb conjugation</u> <u>d. negation of the verb</u> <u>e. present tense and immediate future tense</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, b, d, e</u>
<u>3. Elementary I French structure</u> <u>a. order forms</u> <u>b. question forms</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, b, d, e</u>
<u>4. Basics of pronunciation</u> <u>a. phonology of the French</u>	<u>Reading</u> <u>Class discussion</u>	<u>Quizzes</u> <u>Oral presentations</u>	<u>8: b, f</u>

<u>language</u>	<u>Utilizing practice tools</u>	<u>Written responses</u> <u>Examinations</u>	
<u>5. Cultural Studies</u> <u>a. culture and civilization of</u> <u>France and the Francophone</u> <u>world</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral Presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group project</u> <u>Research paper</u>	<u>8: c</u>

10. METHODS OF INSTRUCTION

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

- Video presentation
- Lecture
- Text and workbook exercises (pronunciation and grammar)
- Language laboratory (audio tapes and/or CD-Rom program)
- Group interaction
- Testing and skills assessment

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- 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).
- 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.
- 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.
- 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	<u>X</u>	<u>8: b,d,e,f</u>	<u>9:1,2,3,4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				

EXHIBIT B-15

Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	<u>8: c</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Group project</u> <u>Research paper</u>
Historical Perspective	X			
Global and Cultural Awareness	<u>X</u>	<u>8: c</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentation</u> <u>Written responses</u> <u>Examinations</u> <u>Group project</u> <u>Research paper</u>
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
NA
- Library needs (list specific needs and must be initialed by library director):
NA

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

EXHIBIT B-15

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	

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-16

OCEAN COUNTY COLLEGE
~~COURSE PROPOSAL FORM #7100-1~~ / OFFICIAL COURSE DESCRIPTION
~~SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES~~

1. COURSE NUMBER AND TITLE: FREN 192 Elementary French II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION
Elementary French II continues concepts addressed in A continuation of FREN 191 Elementary French I, stressing the use of conversational dialogues, a comprehensive study of grammar, and readings of French literature chosen to increase the student's ability to read French. It is highly recommended that students enrolling in this course have taken two to three years of high school French if they cannot meet the prerequisite.
4. PREREQUISITES: FREN 191 COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~Most liberal arts students and all Honors students must study a foreign language. Language study is a traditional component of a liberal arts education. Similar courses for the study of Spanish and German continue to increase in popularity. Language study is an asset in the international business community.~~

Language study is a traditional component of a liberal arts education. The study of foreign languages provides an invaluable asset in international business relations. Since a language does not exist in a vacuum, but rather in a close knit social, cultural, and historical context, the study of any foreign language also contributes to the student's awareness of diversity.

- 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 checked="" 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):

___ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

~~This course is consistent with the stated purposes of the College in that it promotes an awareness of another culture and increases student proficiency in a foreign language.~~

i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement)

ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)

iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)

iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).

v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

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	Course Title	Course Number	Number of Credits	Comments

Cape CC, etc.)				
<u>Brookdale CC</u>	<u>Elementary French II</u>	<u>FRCH 102</u>	<u>3</u>	
<u>Mercer CC</u>	<u>Beginning French II</u>	<u>FRE 102</u>	<u>3</u>	
<u>Atlantic Cape CC</u>	<u>Elementary French II</u>	<u>FREN 112</u>	<u>3</u>	

- 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	<u>FR 102, Elementary French II, 3 credits</u>	<u>Bridge Modern Language, Culture, Global Studies</u>		
Kean University	<u>FREN 1102, Basic French II, 3 credits</u>	<u>Gen Ed: Humanities</u>		
Monmouth University	<u>FF102, Elementary French II, 3 credits</u>	<u>Major credit</u>		
Rowan University	<u>FREN 02102, Elementary French II, 3 credits</u>	<u>Gen Ed, History, Humanities and Language</u>		
Rutgers – New Brunswick, School of Arts & Sciences	<u>21420102, Elementary French, 3 credits</u>	<u>Major credit</u>		
Stockton University	<u>LANG 1231, Beginning French II, 3 credits</u>	<u>Gen Ed: Humanities, International/Multicultural Course</u>		

- 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:

- Develop ~~the communicative~~ the ability to read at the Elementary II level in French language-communication skills through practice in listening, speaking, reading, and writing.
- Describe pertinent aspects of French civilization and culture.
- Utilize words and phrases in French to speak and write at an Elementary II level.

- d. Identify parts of speech and basic grammar in French.
e. Compose sentences in French at the Elementary II level.
f. Demonstrate proper pronunciation of French words and phrases.

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

- ~~a. Adverb derived from adjective.~~
~~b. Telling time (the hours of the day).~~
~~c. Demonstrative adjective~~
~~d. Accentuated pronouns~~
~~e. Present tense of the second conjugation (regular and irregular verbs ending in -ir)~~
~~f. The immediate future (aller + infinitive)~~
~~g. Present tense of the third conjugation (regular and irregular verbs ending in -re)~~
~~h. Partitive article, article in negative context, expressions of quantity, review of article.~~
~~i. Pronouns and their position in the sentence~~
~~j. Superlative of adjectives and adverbs~~
~~k. Imperative~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Elementary II French vocabulary</u> <u>a. telling time (hours of the day)</u> <u>b. expressions of quantity</u> <u>c. imperatives</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, e, f</u>
<u>2. Elementary II French grammar</u> <u>a. adverb derived from adjective</u> <u>b. demonstrative adjective</u> <u>c. accentuated pronouns</u> <u>d. Superlative of adjectives and adverbs</u> <u>e. Partitive articles</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>3. Verb conjugation</u> <u>a. present tense of the second conjugation (regular and irregular verbs ending in -ir)</u> <u>b. present tense of the third conjugation (regular and irregular verbs ending in -re)</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>4. Basics of pronunciation</u> <u>a. phonology of the French language</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, f</u>

<u>5. Cultural Studies</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Examinations</u> <u>Group project</u> <u>Research paper</u>	<u>8: b</u>
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10. METHODS OF INSTRUCTION

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

- Lecture
- Text and workbook exercises
- Language laboratory for audio and visual reinforcement
- Group interaction
- Testing and skill assessment

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- 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).
- 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.
- 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.
- 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	<u>X</u>	<u>8: a,c,d,e</u>	<u>9: 1, 2, 3, 4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	<u>X</u>	<u>8: b</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u>

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				<u>Written responses</u> <u>Research paper</u>
Historical Perspective	X			
Global and Cultural Awareness	X	<u>8: b</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group Project</u> <u>Research Paper</u>
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
N/A
- Library needs (list specific needs and must be initialed by library director):
N/A

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	

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-17

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1/ OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: GRMN 191 Elementary German I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
 Lecture Lab Practicum

3. CATALOG DESCRIPTION

~~This course is for beginning students, for students who have taken one year or less of high school German, and for those wishing to refresh and further develop the four basic skills of speaking, listening, reading, and writing. Progressing from simple vocabulary and sentence structure, the student is encouraged to speak the language in simple conversational patterns. An introduction to German customs, including food and beverages, culture and civilization is a fringe benefit of the course.~~

This course addresses the basic skills of German reading, writing, and conversation. The course will expose students to an introduction to German civilization and culture through language studies. This course is designed for beginning students or students who have taken one year or less of high school German.

4. PREREQUISITES: None COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~Most liberal arts students and all Honors students must study a foreign language.~~ Language study is a traditional component of a liberal arts education. ~~They are of particular importance within the framework of OCC's expanding international education program.~~ The study of foreign languages provides an invaluable asset in international business relations. Since a language does not exist in a vacuum, but rather in a close knit social, cultural, and historical context, the study of any foreign language also contributes to the student's awareness of diversity.

- 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 checked="" 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):

☐ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:
-

- iv. This course is recommended for the following:

The Limited Load List ☐

The Writing Intensive Course (WIC) List ☐

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

- ~~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.~~

- i. *Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);*
- ii. *Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)*
- iii. *Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)*
- iv. *Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).*
- v. *Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)*

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
<u>Brookdale CC</u>	<u>Elementary German I</u>	<u>GRMN101</u>	<u>3</u>	
<u>Camden CC</u>	<u>Elementary German I</u>	<u>GER101</u>	<u>3</u>	
<u>Mercer CC</u>	<u>Beginning German I</u>	<u>GER 101</u>	<u>3</u>	
<u>Rowan College at Burlington County</u>	<u>Elementary German I</u>	<u>GER101</u>	<u>3</u>	
<u>Sussex CC</u>	<u>Elementary German I</u>	<u>GRMN101</u>	<u>3</u>	

- 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
<u>Georgian Court University</u>	<u>GenEd, General Education, 3 credits</u>	<u>GenEd: Bridge Modern Language, Culture, Global Studies</u>		
<u>Kean University</u>	<u>GERM1101, Basic German I, 3 credits</u>	<u>Humanities</u>		
<u>Monmouth University</u>	<u>FG101, Elementary German I, 3 credits</u>	<u>Elective</u>		
<u>Rowan University</u>	<u>GERM03101, Elementary German I, 3 credits</u>	<u>General Education, History, Humanities and Language</u>		
<u>Rutgers – New Brunswick, School of Arts & Sciences</u>	<u>01470101, Elementary German, 3 credits</u>	<u>Elective</u>		
<u>Stockton University</u>	<u>LANG1250, Beginning German</u>	<u>Humanities, International/</u>		

	<u><i>I, 3 credits</i></u>	<u><i>Multicultural</i></u>		
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- 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. ~~Develop the four basic skills of listening, speaking, reading, and writing with emphasis on communicative proficiency.~~ Demonstrate proper pronunciation of German letters and words.
- b. Describe the culture and civilization of Germany
- c. Develop the ability to read at an elementary level in German.
- d. Identify parts of speech in German.
- e. Utilize elementary words and phrases in German to speak and write.

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

- a. ~~Definite and indefinite articles (singular and plural).~~
- b. ~~Pronouns~~
- c. ~~Gender and number of noun and adjective (agreement).~~
- d. ~~Contractions of the article.~~
- e. ~~Alphabet, accents, numbers, dates (including days of the week, months of the year).~~
- f. ~~Present tense of first conjugation~~
- g. ~~Immediate future~~
- h. ~~Negation of the verb~~
- i. ~~Order forms (imperative).~~
- j. ~~Question forms.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u><i>1. Elementary I German vocabulary</i></u> <u><i>a. alphabet and accents</i></u> <u><i>b. numbers</i></u> <u><i>c. dates (days of the week, months of the year)</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u> <u><i>Utilizing practice tools</i></u>	<u><i>Quizzes</i></u> <u><i>Oral presentations</i></u> <u><i>Written responses</i></u> <u><i>Examinations</i></u>	<u><i>8: c, d, e</i></u>
<u><i>2. Elementary I German grammar</i></u> <u><i>a. definite and indefinite articles (singular and plural)</i></u> <u><i>b. pronouns</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u> <u><i>Utilizing practice tools</i></u>	<u><i>Quizzes</i></u> <u><i>Oral presentations</i></u> <u><i>Written responses</i></u> <u><i>Examinations</i></u>	<u><i>8: c, d, e</i></u>

<u>c. gender and number of noun and adjective (agreement)</u> <u>d. contractions of the article</u> <u>e. present tense of first conjugation</u> <u>f. immediate future</u> <u>g. negation of the verb</u>			
<u>3. Elementary I German structure and composition</u> <u>a. order forms (imperative)</u> <u>b. question forms</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, d, e</u>
<u>4. Basics of pronunciation</u> <u>a. phonology of the German language</u> <u>b. conversational practice</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, e</u>
<u>5. Cultural Studies</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group project</u> <u>Research paper</u>	<u>8: b</u>

10. METHODS OF INSTRUCTION

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

- Video presentation
- Lecture
- Text and workbook exercises (pronunciation and grammar)
- Language laboratory (audio tapes and/or CD-Rom program)
- Group interaction
- Testing and skills assessment

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- 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).
- 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.
- 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.
- 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)
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EXHIBIT B-17

				but not limited to)
Communication-Written and Oral	X	<u>8: a, c, d, e</u>	<u>9: 1, 2, 3, 4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	<u>X</u>	<u>8: b</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Historical Perspective	X			
Global and Cultural Awareness	<u>X</u>	<u>8: b</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group Project</u> <u>Research Paper</u>
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently Employed
- Facility Needs:
N/A
- Library needs (list specific needs and must be initialed by library director):
N/A

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	

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-18

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1 / OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: GRMN 192 Elementary German II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

Elementary German II continues concepts addressed in GRMN 191 Elementary German I, stressing the use of conversational dialogues, a comprehensive study of grammar, and readings of German literature chosen to increase the student's ability to read German. ~~This course is a continuation of oral practice combined with reading of interesting and thought-provoking texts. Additional exposure to the four language skills of speaking, listening, reading and writing will contribute to the student's overall confidence in handling a foreign language. Further exposure to German customs, culture, and civilization is part of the course.~~ It is highly recommended that students enrolling in this course have taken two to three years of high school German if they cannot meet the prerequisite.

4. PREREQUISITES: GRMN 191 COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~This course continues and develops the skills learned in GRMN 191 and provides additional work in speaking, listening, reading, and writing.~~

Language study is a traditional component of a liberal arts education. The study of foreign languages provides an invaluable asset in international business relations. Since a language does not exist in a vacuum, but rather in a close knit social, cultural, and historical context, the study of any foreign language also contributes to the student's awareness of diversity.

- 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 checked="" 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):

☐ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- iv. This course is recommended for the following:

The Limited Load List ☐

The Writing Intensive Course (WIC) List ☐

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

~~• 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.~~

- i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);
- ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)
- iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)
- iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).
- v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

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
<u>Brookdale CC</u>	<u>Elementary German II</u>	<u>GRMN102</u>	<u>3</u>	
<u>Camden CC</u>	<u>Elementary German II</u>	<u>GER102</u>	<u>3</u>	
<u>Mercer CC</u>	<u>Beginning German II</u>	<u>GER102</u>	<u>3</u>	
<u>Rowan College at Burlington County</u>	<u>Elementary German II</u>	<u>GER102</u>	<u>3</u>	
<u>Sussex CC</u>	<u>Elementary German II</u>	<u>GRMN102</u>	<u>3</u>	

- 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
<u>Georgian Court University</u>	<u>GenEd, General Education, 3 credits</u>	<u>GenEd: Bridge Modern Language, Culture, Global Studies</u>		
<u>Kean University</u>	<u>GERM1102, Basic German II, 3 credits</u>	<u>Humanities</u>		
<u>Monmouth University</u>	<u>FG102, Elementary German II, 3 credits</u>	<u>Elective</u>		
<u>Rowan University</u>	<u>GERM03102, Elementary German II, 3 credits</u>	<u>General Education, History, Humanities and Language</u>		
<u>Rutgers – New Brunswick, School of Arts & Sciences</u>	<u>01470102, Elementary German, 3 credits</u>	<u>Elective</u>		

<u>Stockton University</u>	<u>LANG1251, Beginning German II, 3 credits</u>	<u>Humanities, International/Multicultural</u>		
----------------------------	---	--	--	--

- 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. ~~Master the essentials of grammar.~~ Identify parts of speech and basic grammar in German.
- b. ~~Use good pronunciation.~~ Demonstrate proper pronunciation of German words and phrases.
- c. ~~Use~~ Utilize a large active vocabulary and a wide passive vocabulary, including the more common idiom phrases, when speaking and writing.
- d. ~~Understand German when spoken slowly.~~ Compose sentences and short paragraphs at the Elementary II level.
- e. ~~Use a moderate amount of oral German.~~
- f. ~~e.~~ Translate English sentences into German ~~and write short and simple compositions and letters in German.~~ at the Elementary II level.
- f. Describe pertinent aspects of German civilization and culture.

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

a. ~~Pronunciation:-~~

~~If students wish to be able to read fluently, they must be able to pronounce words and phrases with a reasonable degree of accuracy. It is with this thought in mind that a reasonable period of time is devoted to a thorough study of the basic fundamentals of pronunciation. Special attention is directed to the pronunciation of vowels, modified vowels, consonants, divisions of syllable and accent. All reading done in connection with pronunciation is carried out by concert and individual drill. It is felt that the student acquires more confidence in pronunciation of the foreign word through concert reading. After considerable practice in the manner, individual students are required to repeat material read by the group or the teacher.~~

b. ~~Grammar:-~~

~~The following grammatical principles are studied thoroughly:-~~

~~1. Declensions~~

- a. ~~Definite and indefinite articles~~
- b. ~~Nouns of all classes~~
- c. ~~Use of all cases~~
- d. ~~Strong, weak and mixed declension of ordinary adjectives~~
- e. ~~"de" and "ein" words~~
- f. ~~Possessive adjectives~~

~~g. Personal, interrogative and reflexive pronouns~~

~~—2. Verbs~~

- ~~a. All tenses of the weak, strong, irregular and reflexive verbs~~
- ~~b. Separable and inseparable prefixes~~
- ~~c. Mixed verbs~~
- ~~d. Dative verbs and idioms~~
- ~~e. Active and passive voice~~
- ~~f. Indicative and subjunctive mood~~

~~—3. Numerals~~

~~—4. Prepositions~~

- ~~a. Uses with the dative case~~
- ~~b. Uses with the accusative case~~
- ~~c. With the dative and accusative cases~~
- ~~d. With the genitive case~~

~~—5. Word Order~~

- ~~a. Position of verbs in normal, inverted and transposed orders~~
- ~~b. Position of direct and indirect objects~~
- ~~c. Position of adverbial modifiers~~

~~c. Reading~~

~~Reading in the elementary course of German is directed toward development of vocabulary, improvement of pronunciation, and comprehension of the printed page with a minimum of translation. Translation is not to be the goal. Occasionally, use of translation may prove helpful. But the aim is direct comprehension of the text. Since learning a foreign language means acquiring new symbols for objects and ideas, direct association of the symbols with the object and idea is indispensable. In order to determine the extent of comprehension, summarizations of paragraphs, pages and chapters are made through oral German questions and answers. It is felt that students who are subject to such oral drill will more readily recall vocabularies, phrases and idioms.~~

~~d. Writing~~

~~In addition to the written work done by the student in preparation of the home work assignment, practice is given in dictation. It is felt that dictation is very important in the development of aural comprehension. Furthermore, the student must spell correctly as well as make use of the correct forms, particularly the inflectional endings. Students are required to write dictated sentences on the blackboard in full view of all the students who play an active part in the correction. Dictation is usually given by the teacher or one of the students.~~

~~e. Method~~

~~In acquiring a basic knowledge of German, a happy combination of the Direct and Indirect Method is possible. In connection with the Direct Method, which seeks to establish a direct association of the object with the foreign word, and the~~

~~thought with the foreign expression, the matter of forms and syntax is not to be cast aside. it is almost impossible to read a language with comprehension without some recognition of the more frequently used forms and grammatical relations. Memorization of paradigm, of rules or exceptions, helps to put order into one's knowledge of the structure of a language. there is no point in dispensing with translation entirely. It can help the student to weigh words, manipulate vocabulary, and improve comprehension and reading of the language.~~

~~Integrated with these Indirect method devices there may be much reading and practice in aural comprehension and oral response. These, together with supplementary materials, and constant, live explanations, are needed to make the students' experience more practical and pleasurable.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Grammar: declensions</u> <u>a. definite and indefinite articles</u> <u>b. nouns of all classes</u> <u>c. use of all cases</u> <u>d. strong, weak, and mixed declension of ordinary adjectives</u> <u>e. "de" and "ein" words</u> <u>f. possessive adjectives</u> <u>g. personal, interrogative, and reflexive pronouns</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>2. Grammar: verbs</u> <u>a. all tenses of the weak, strong, irregular, and reflexive verbs</u> <u>b. separable and inseparable prefixes</u> <u>c. mixed verbs</u> <u>d. dative verbs and idioms</u> <u>e. active and passive voice</u> <u>f. indicative and subjunctive mood</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>3. Grammar: numerals</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>4. Grammar: prepositions</u> <u>a. uses with the dative case</u> <u>b. uses with the accusative case</u> <u>c. uses with the genitive case</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>5. Grammar: word order</u> <u>a. position of verbs in</u>	<u>Reading</u> <u>Class discussion</u>	<u>Quizzes</u> <u>Oral presentations</u>	<u>8: a, c, d, e</u>

<u>normal, inverted, and transposed orders</u> <u>b. position of direct and indirect objects</u> <u>c. position of adverbial modifiers</u>	<u>Utilizing practice tools</u>	<u>Written responses</u> <u>Examinations</u>	
<u>6. Basics of pronunciation</u> <u>a. phonology of the German language</u> <u>b. conversational practice</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: b</u>
<u>7. Cultural studies</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group project</u> <u>Research paper</u>	<u>8: f</u>

10. METHODS OF INSTRUCTION

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

~~Lecturing and constant interaction in the language between teacher and student, and student to student.~~

- a. Video presentation
- b. Lecture
- c. Text and workbook exercises (pronunciation and grammar)
- d. Language laboratory (audio tapes and/or CD-Rom program)
- e. Group interaction
- f. Testing and skills assessment

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)

EXHIBIT B-18

Communication-Written and Oral	X	<u>8: a,b,c,d,e</u>	<u>9: 1,2,3,4,5,6</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	<u>X</u>	<u>8: f</u>	<u>9: 7</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Historical Perspective	X			
Global and Cultural Awareness	<u>X</u>	<u>8: f</u>	<u>9: 7</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group Project</u> <u>Research Paper</u>
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently Employed
- Facility Needs:
N/A
- Library needs (list specific needs and must be initialed by library director):
N/A

13. GRADE DETERMINANTS

EXHIBIT B-18

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	

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-19

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF NURSING & HEALTH SCIENCES

1. COURSE NUMBER AND TITLE: HHAW 120 : Philosophies and Paradigms of Healthcare
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:

This course covers the basic development of healthcare philosophies, paradigms and the assessment of healthcare as a cultural, social and economic development. Students will study the business of healthcare and the rising healthcare industry, the politicizing of health and medicine, and the ethical dilemmas predicated by our current model of healthcare with a special emphasis on the globalization of medicine.

4. PREREQUISITES: NONE COREQUISITES: NONE
5. COURSE FEE CODE: NONE

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~Students in the AAS Program for Holistic Health and Wellness enroll in this required course.~~

Students enroll in this course to provide them with a study of the philosophical foundations of healthcare. **The course can be used towards one of the HHAW requirements in the Holistic Health and Wellness Certificate of Completion. It can also be utilized towards a Health and Physical Education department concentration in the General Studies 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? ☐ 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):
~~Associate in Applied Science:~~ Holistic Health and Wellness
~~Certificate of Completion~~
 _____ Elective

- iii. If the course is a program specific requirement, please list the program objectives that this course fulfills:

Holistic Health and Wellness *Certificate of Completion:*

- *Develop a personal regimen for a healthy lifestyle*

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Across the Curriculum List _____

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

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

- ~~7. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)~~
- ~~8. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)~~
- ~~9. Preparing students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)~~
- ~~10. Seeking to empower students through mastery of intellectual and Practical Skills. (Academic Master Plan)~~
- ~~11. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)~~

- i. *The offering of this unique course demonstrates creativity (Vision Statement)*
- ii. *The course provides an educational experience that prepares and empowers diverse learners in global societies (Mission Statement)*
- iii. *This academic offering could create a new market (Strategic Initiatives of the College)*

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.]

EXHIBIT B-19

- 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: **A course search yielded no community college in New Jersey that offers a comparable course.**

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				

- 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 (Major, General Ed., or Elective)	Will NOT Transfer (Place an “x” in box)	Unable to Determine Status (Place “U” in box)
Georgian Court University	3.0	Free Elective		
Kean University	3.0	Free Elective		
Monmouth University	3.0	Free Elective		
Richard Stockton College	3.0	Free Elective		
Rowan University	3.0	Free Elective		
Rutgers – New Brunswick			X	

- 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. **There are no colleges or universities which offer a comparable program.**

8. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Distinguish the foundations of philosophy in terms of inductive and deductive reasoning.
- Compare and contrast the basis of mechanistic medicine verses vitalistic healthcare paradigms.
- Evaluate the impact of the Social Sciences on healthcare and research agendas.

EXHIBIT B-19

- d. Discuss modern day medicine as a business model and healthcare in general, as an economic industry.
- e. Assess the effects of politics on the healthcare industry.
- f. Apply a global perspective to the effects of the current healthcare model.
- g. ~~Predict~~ **Explain** the ethical issues that stem from our healthcare model.

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)
<u>1. Basic Philosophical Constructs</u> <u>A. Deductive versus inductive reasoning</u> <u>B. Mechanism versus holistic vitalism</u>	<u>Reading, lecture, class discussion</u>	<u>Unit exam</u>	<u>8a,b</u>
<u>2. Public Health Ideology and Models</u> <u>A. Ancient times to Rene Descartes</u> <u>B. Post Descartes through colonial times</u> <u>C. Industrial age to the 20th century</u>	<u>Reading, lecture, class discussion</u>	<u>Unit Exam</u>	<u>8b</u>
<u>3. Social Science Impact</u> <u>A. Research Methodology</u> <u>B. Positive versus interpretists</u> <u>C. Quality versus quantity</u>	<u>Reading, lecture, class discussion</u>	<u>Unit Exam</u>	<u>8c</u>
<u>4. Business Models of the Healthcare Industry</u> <u>A. The advent of pharmaceea</u> <u>B. Legislative avenues</u> <u>C. Technology as a trigger</u> <u>D. Governmental inclusions</u>	<u>Reading, lecture, class discussions</u>	<u>Unit Exam</u>	<u>8d,e</u>
<u>5. Borders and Today's Paradox</u> <u>A. The Global Village</u> <u>B. Struggling economies</u> <u>C. Struggling healthcare</u> <u>D. Communicable diseases taking flight</u> <u>E. Incurable diseases: the End of Antibiotics</u>	<u>Reading, lecture, videos, class discussions</u>	<u>Unit Exam</u>	<u>8e,f</u>
<u>6. The Socio-ethic-economical Dilemma</u> <u>A. 21st century problems</u> <u>B. Proposed solutions</u>	<u>Reading, lecture, videos, class discussion</u>	<u>Research Paper</u>	<u>8g</u>

10. METHODS OF INSTRUCTION

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

~~Lecture, group discussion and other classroom activities will be employed~~ **PowerPoint assisted lecture, reading material, self-analysis surveys, class discussions, demonstrations, and/or student projects.**

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- 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).
- 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.
- 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.
- 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	<u>X</u>			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior	<u>X</u>			
Humanistic Behavior				
Historical Perspective				
Global and Cultural Awareness	<u>X</u>			
Ethical Reasoning and Action	<u>X</u>	<u>8g</u>	<u>9: 6</u>	<u>Exam, class discussions, research paper</u>

EXHIBIT B-19

Independent/Critical Thinking	<u>X</u>	<u>8c-g</u>	<u>9: 3-6</u>	<u>Exam, class discussions, research paper</u>
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12. NEEDS

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

- Instructional Materials (text etc.): **An appropriate textbook and/or open educational resource will be selected. Supplemental materials will be provided.**
- Technology Needs: **Classroom computer with access to video components**
- Human Resource Needs (Presently Employed vs. New Faculty): **presently employed**
- Facility Needs: **Regular classroom**
- Library Needs (list specific needs and must be initialed by library director): **None**

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

EXHIBIT B-19

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	

Board of Trustees Approval Date: November 3, 2014
PLT Approval of Form: October 28, 2014

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-20

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF NURSING **& HEALTH SCIENCES**

1. COURSE NUMBER AND TITLE: HHAW 220: Oriental Theories in Health and Medicine
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course is designed to introduce the student to the anthropological beginnings of oriental culture and the historical foundation and philosophical theories that developed into oriental medicine. Students will study Traditional Chinese Medicine, Acupuncture and other Oriental Healthcare doctrines. The course will cover the transplantation of oriental medicine into the western world, assessing trends in the U.S., China, and other regions. Students will learn an overall sense of the history, development, and basic foundational principles of Oriental Healthcare.

4. PREREQUISITES: NONE COREQUISITES: NONE
5. COURSE FEE CODE: NONE

COURSE TYPE FOR PERKINS REPORTING:

☒ vocational (approved for Perkins funding)
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

Students in the AAS Program for Holistic Health and Wellness enroll in this program specific course.

Students enroll in this course to provide them with a study of the historical foundation of oriental healthcare and medicine. **The course can be used towards one of the HHAW requirements in the Holistic Health and Wellness Certificate of Completion. It can also be utilized towards a Health and Physical Education department concentration in the General Studies 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? ☐ yes ☒ no

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

☐ Communication ☐ Social Science ☐ History

EXHIBIT B-20

___ 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):
Associate in Applied Science: Holistic Health and Wellness
Certificate of Completion
___ Elective

- ii. If the course is a program specific requirement, please list the program objectives that this course fulfills:

Holistic Health and Wellness Certificate of Completion:

- **Develop a personal regimen for a healthy lifestyle**

- iii. This course is recommended for the following:

The Limited Load List _____

The Writing Across the Curriculum List _____

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

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

- ~~7. **Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)**~~
- ~~8. **Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)**~~
- ~~9. **Preparing students for entrance into the workforce and/or for successful transfer to other educational institutions. (Academic Master Plan)**~~
- ~~10. **Seeking to empower students through mastery of intellectual and Practical Skills. (Academic Master Plan)**~~
- ~~11. **Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)**~~

- i. **The offering of this unique course demonstrates creativity (Vision Statement)**
- ii. **The course provides an educational experience that prepares and empowers diverse learners in global societies (Mission Statement)**
- iii. **This academic offering could create a new market (Strategic Initiatives of the College)**

7.RELATED COURSES AT OTHER INSTITUTIONS

EXHIBIT B-20

[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: **A course search yielded no community college in New Jersey that offers a comparable course.**

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				

- 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 (Major, General Ed., or Elective)	Will NOT Transfer (Place an “x” in box)	Unable to Determine Status (Place “U” in box)
Georgian Court University	3.0	Free Elective		
Kean University	3.0	Free Elective		
Monmouth University	3.0	Free Elective		
Richard Stockton College	3.0	Free Elective		
Rowan University	3.0	Free Elective		
Rutgers – New Brunswick			X	

- 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. **There are no colleges or universities in New Jersey which offer a comparable degree.**

8. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

EXHIBIT B-20

- a. Discuss the anthropological and historical foundation for the development of oriental healthcare including the ancient texts used to document the thousands of years of medical history.
- b. Identify great Chinese physicians and philosophers, and compare the roots of oriental medicine with focuses on Daoism, Confucianism, and Buddhism.
- c. Describe the unique thinking process and characteristic outlook of oriental medicine.
- d. Explain Traditional Chinese, Acupuncture, and other Oriental Medical techniques with respect to concepts such as: Qi, Yin Yang, Ba Gang, Wu Xing, Shi Er Guan, Zang Fu, Jing Luo, Liu Xie, Qi Qing, Bunei Wai Yin, Bing Ji, and Shen.
- e. Identify the causes of disease, the methods of diagnosis, and associated signs and symptoms within the traditional oriental medical structure of Yin-Yang, Qi, the Five Elements, the organs, blood and body fluids.
- f. Describe typical treatment protocols associated with the traditional oriental disease states.
- g. **Relate Explain** the trends and roles of TCM, Acupuncture, and other oriental healthcare and medical techniques to their inclusion in western healthcare.
- h. **Examine Explain** some of the different approaches to oriental medicine in other parts of Asia such as Korea and Japan.

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)
<u>1. Anthropology</u> <u>A. Migrations into Asia and China</u> <u>B. Early pretexts and oral traditions</u> <u>C. Philosophical Foundation</u> <u>D. Early Dynasties</u> <u>1. “Nei Jing”: The Yellow Emporer’s Inner Canon of Medicine</u> <u>a) Basic theories of pathology</u> <u>b) Daosim</u> <u>2. Bian Que: authored: “Nan Jing”</u> <u>a) Diagnosis and treatment</u> <u>b) Development of Acupuncture</u> <u>3. Hua To: Father of Surgery</u> <u>a) Anesthesia</u> <u>b) Tai Chi: postures based on five animals</u> <u>4. Zhang Zhong-jing</u>	<u>Reading, lecture</u>	<u>Exam</u>	<u>8a-c</u>

<u>a) Text on diseases caused by cold</u> <u>b) Treatise on fever</u> <u>c) Book of household remedies</u> <u>d) Synopsis on prescriptions for herbal medicines</u> <u>5. Wang Shu-he: Mai Jing pulses</u> <u>6. Shen Nong: “Herbology”: earliest Chinese Pharmacopoeia</u> <u>7. Tao Hong-jing: Commentaries on Shen Nong’s “Herbology” doubling content</u> <u>E. Sui and Tang Dynasties increased medical science: “Materia Medica”</u> <u>F. Song and Yuan Dynasties</u> <u>1. Liu Wan-Su: Cold School of Thought</u> <u>2. Zhing Zi: Purgative School of Thought</u> <u>3. Li Dong-yuan: Spleen and Stomach for nutrient absorption</u> <u>4. Zhu Dan-xi: Yang=excess Yin</u> <u>G. Ming Dynasty: Li Shi-Zhen “Compendium of Materia Medica”</u>			
<u>2. Concepts of Traditional Oriental Medicine</u> <u>A. Yin-Yang and the Five Elements</u> <u>B. The Organs</u> <u>C. Qi, Blood and Body Fluids</u> <u>D. Cause of Disease</u> <u>E. Methods of Diagnosis and Differentiation of Syndromes</u> <u>F. Principles of Treatment and Prescription</u> <u>G. Traditional Chinese Herbs</u> <u>H. Acupuncture and Moxibustion</u> <u>I. Tui-na Therapy</u> <u>J. Qigong Therapy</u>	<u>Reading, lecture</u>	<u>Exam</u>	<u>8c-f</u>
<u>3. Western Perspectives on TCM and Acupuncture</u>	<u>Reading, lecture</u>	<u>Exam</u>	<u>8g</u>
<u>4. Worldwide Perspectives on Oriental Medicine</u>	<u>Reading, lecture</u>	<u>Exam</u>	<u>8h</u>

10. METHODS OF INSTRUCTION

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

~~Lecture, group discussion, and other classroom activities will be employed. Power point assisted lecture, reading material, self-analysis surveys, class discussions, demonstrations, student project.~~

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- 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).
- 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.
- 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.
- 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	X			
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning	X	<u>8a-f</u>	<u>9: 1-2</u>	<u>Exam</u>
Technological Competency				
Information Literacy				
Society and Human Behavior	X			
Humanistic Behavior	X			
Historical Perspective	X	<u>8a-c</u>	<u>9: 1</u>	<u>Exam</u>
Global and Cultural Awareness	X	<u>8a-h</u>	<u>9: 1-4</u>	<u>Exam</u>
Ethical Reasoning and Action				

Independent/Critical Thinking	<u>X</u>	<u>8a-h</u>	<u>9: 1-4</u>	<u>Exam</u>
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12. NEEDS

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

- Instructional Materials (text etc.): An appropriate textbook and/or open educational resource will be selected. Supplemental materials will be provided.
- Technology Needs: Classroom computer with access to video components
- Human Resource Needs (Presently Employed vs. New Faculty): presently employed
- Facility Needs: Regular classroom
- Library Needs (list specific needs and must be initialed by library director): None

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

EXHIBIT B-20

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	

PLT Approval: November 25, 2014

Board of Trustees Approval Date: December 8, 2014

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-21

OCEAN COUNTY COLLEGE
~~COURSE PROPOSAL FORM #7100-1~~ / OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: ITAL 100 Elementary Italian I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION
This is an elementary college-level course that focuses on the development of basic Italian conversation, reading, and writing skills. Equal attention will be given to ~~grammar~~ grammatical structures and ~~to~~ the development of a vocabulary that will enable students to have simple but useful everyday conversations in Italian. The course is designed for beginning students or students who have taken one year or less of high school Italian.
4. PREREQUISITES: None COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~Non-credit offerings in Italian by the OCC Continuing and Professional Education program have drawn large and enthusiastic enrollments. The Department of Humanities, Fine Arts, and Media Studies School of Arts and Humanities has been approached on several occasions by both students and non-students requesting the introduction of credit-bearing courses in Italian.~~

Language study is a traditional component of a liberal arts education. The study of foreign languages provides an invaluable asset in international business relations. Since a language does not exist in a vacuum, but rather in a close knit social, cultural, and historical context, the study of any foreign language also contributes to the student's awareness of diversity.

- 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

EXHIBIT B-21

☒ 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

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

- ◆ ~~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.~~

i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);

ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)

iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)

iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).

v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

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
<u>Brookdale CC</u>	<u>Elementary Italian I</u>	<u>ITAL101</u>	<u>3</u>	
<u>Mercer CC</u>	<u>Beginning Italian I</u>	<u>ITA101</u>	<u>3</u>	
<u>Atlantic Cape CC</u>	<u>Elementary Italian I</u>	<u>ITAL111</u>	<u>3</u>	

- 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	<u>ITA101, Elementary Italian I, 3 credits</u>	<u>Gen Ed: Bridge Modern Language, Culture, Global Studies</u>		
Kean University	<u>ITAL1101, Basic Italian I, 3 credits</u>	<u>Gen Ed: Humanities</u>		
Monmouth University	<u>FII01, Elementary Italian I, 3 credits</u>	<u>Major credit</u>		
Rowan University	<u>ITAL04101, Elementary Italian I, 3 credits</u>	<u>General Education, History, Humanities and Language</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<u>X</u>	
Stockton University	<u>LANG1180, Foreign Language Elective, 4 credits</u>	<u>Gen Ed: Humanities, International/Multicultural</u>		

- 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. ~~Pronounce the sounds in Italian correctly.~~ Demonstrate proper pronunciation of Italian letters and words.
- b. Describe the culture of Italy and its people through carefully selected readings, audio-visual materials, interactive computer texts, and lecture/discussions.
- c. Utilize ~~opportunities to speak and to read the language.~~ knowledge of basic grammar to compose elementary sentences in Italian.
- d. Develop ~~listening and speaking skills.~~ ability to speak in Italian at the Elementary I level.
- e. Use experiences in order to be prepared to continue on to Elementary Italian II.
- f. Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Italian.

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

- ◆ ~~Pronunciation and beginning conversation~~
- ◆ ~~Greetings, farewell, numbers, days of the week, months of the year,~~
- ◆ ~~Cognates, telling time, weather, essential classroom expression~~
- ◆ ~~Verb essere~~
- ◆ ~~Describe objects and people with adjectives~~
- ◆ ~~Daily activities, present tense~~
- ◆ ~~Negation~~
- ◆ ~~Exchange information with questions, ask questions with interrogative words~~
- ◆ ~~what one does or makes with the verb avere~~
- ◆ ~~Describe physical appearance with adjectives and with the verbs essere and avere~~
- ◆ ~~Describe inherent characteristics using buono, grande, and male~~
- ◆ ~~Express possession, talk about location, condition, and emotional states~~
- ◆ ~~Talk about likes and dislikes with the verb piacere~~
- ◆ ~~Talk about locations and destination with the verbs andare and stare~~
- ◆ ~~Indicate location with prepositions, tell time with prepositions of time~~
- ◆ ~~Talk about daily activities with stem-changing verbs, talk about future activities~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Elementary I Italian vocabulary</u> <u>a. daily activities</u> <u>b. greetings and farewell</u> <u>c. numbers</u> <u>d. time and date</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, e</u>

<u>e. weather</u> <u>f. inherent characteristics (using</u> <u>buono, grande, male)</u> <u>g. location</u> <u>h. emotional states</u>			
<u>2. Elementary I Italian grammar</u> <u>a. verbs (essere, avere, piacere,</u> <u>andare, stare, essere, avere)</u> <u>b. prepositions (to indicate</u> <u>location and tell time)</u> <u>c. stem-changing verbs</u> <u>d. cognates</u> <u>e. adjectives (to describe objects</u> <u>and people)</u> <u>f. negation</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, e</u>
<u>3. Elementary I Italian structure</u> <u>and composition</u> <u>a. question construction using</u> <u>interrogative words</u> <u>b. sentence construction in the</u> <u>present and future tense</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, e</u>
<u>4. Basics of pronunciation</u> <u>a. phonology of the Italian</u> <u>language</u> <u>b. conversational practice</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, d, e, f</u>
<u>5. Cultural Studies</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral Presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Project paper</u>	<u>8: b, e</u>

10. METHODS OF INSTRUCTION

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

- Italian will be taught through explanation of concepts, demonstration and analysis of structure and through immediate application of these concepts via oral exercises.
- The textbook will serve as a guide into listening and speaking exercises.
- The language lab will be used to reinforce learning and to allow students to work in groups and individually on language acquisition.
- Video material will supplement and enhance the classroom exchanges and the language lab exercises.

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

EXHIBIT B-21

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	<u>X</u>	<u>8: a,c,d,f</u>	<u>9: 1,2,3,4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	<u>X</u>	<u>8:b</u>	<u>9:5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Historical Perspective				
Global and Cultural Awareness	X	<u>8:b</u>	<u>9:5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions
- Technology Needs:
Instructor and students will need access to PC's.

- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
NA
- Library needs (list specific needs and must be initialed by library director):
NA

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

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#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: May 5, 2004

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-22

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1 / OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: ITAL 102 Elementary Italian II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

Elementary Italian II continues concepts addressed in ITAL 100 Elementary Italian I, stressing the use of conversational dialogues, a comprehensive study of grammar, and readings of Italian literature chosen to increase the student's ability to read Italian. ~~This is an elementary college-level course that focuses on the development of basic Italian conversation, reading, and writing skills. Equal attention will be given to grammar grammatical structures and to the development of a vocabulary that will enable students to have simple but useful everyday conversations in Italian.~~ It is highly recommended that students enrolling in this course have taken two to three years of high school Italian if they cannot meet the prerequisite.

4. PREREQUISITES: ITAL 100 COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

- ☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

~~Non-credit offerings in Italian by the OCC Continuing and professional Education program have drawn large and enthusiastic enrollments. The Department of Humanities, Fine Arts, and Media Studies School of Arts and Humanities has been approached on several occasions by both students and non-students requesting the introduction of credit bearing courses in Italian.~~

Language study is a traditional component of a liberal arts education. The study of foreign languages provides an invaluable asset in international business relations. Since a language does not exist in a vacuum, but rather in a close knit social, cultural, and historical context, the study of any foreign language also contributes to the student's awareness of diversity.

- 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 checked="" 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):

☐ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- iv. This course is recommended for the following:

The Limited Load List ☐

The Writing Intensive Course (WIC) List ☐

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

- ~~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.~~

i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);

ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)

iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)

iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).

v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

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
Atlantic Cape <u>CC</u>	Elementary Italian II	ITAL112	3	
Bergen <u>CC</u>	Italian II	LAN220	3	
Brookdale <u>CC</u>	Elementary Italian II	ITAL102	3	
<u>Burlington-Rowan College at Burlington County</u>	Elementary Italian II	ITA102	3	
Camden <u>CC</u>	Elementary Italian II	ITA102	3	
Essex <u>CC</u>	Elementary Italian II	ITL102	3	
<u>Mercer CC</u>	<u>Beginning Italian II</u>	<u>ITA102</u>	<u>3</u>	

- 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	IT <u>4</u> 102, Elementary Italian II, 3 cr.	General Education: Humanities— Foreign Language <u>Bridge Modern</u> <u>Language, Culture,</u> <u>Global Studies</u>		
Kean University	Basic Italian II, ITAL 1102 <u>ITAL1101, Basic</u> <u>Italian I</u> , 3 cr.	General Education: Humanities		
Monmouth University	FI 102, Elementary Italian II, 3 cr.	General Education: Cross-Cultural <u>Major credit</u>		
Rowan University	Elementary Italian II, ITAL 04102, <u>ITAL04101,</u>	General Education: History, Humanities and		

	<u><i>Elementary Italian I</i></u> , 3 cr.	Language		
Rutgers – New Brunswick, School of Arts & Sciences	Elementary Italian, 01560102, 3 cr. <u><i>EC (Elective credit), 3 cr.</i></u>	General Education: Humanities, Social Sciences, Interdisciplinary Elective		
Stockton University	No title provided, LANGECE (Foreign Language Elective), 3 cr. <u><i>LANG 1181, Italian Language and Culture II, 4 credits</i></u>	General Education: Humanities; Int'l/ Multicultural Course		

- 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. ~~Acquire~~ *Develop* speaking and listening skills needed for entrance into Intermediate Italian I.
- b. ~~Develop~~ *Demonstrate* reading and writing skills needed for entrance into Intermediate Italian I.
- c. *Use conjugated verbs properly in sentences.*
- d. *Compose sentences and short paragraphs at the Elementary II level.*
- e. *Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Italian.*
- f. *Show knowledge of contemporary Italian culture.*

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

- a. ~~The first two weeks of the course will be spent mastering adjectives: questo, quello, bello, buono; talking about daily routines and interests; expressing reciprocal actions. Say what you MUST, CAN and WANT to do; Talking about common activities. Irregular verbs: dovere, potere, volere. Sedersi; Other reflexive and reciprocal verbs.~~
- b. ~~Students will continue to acquire the language by learning to provide personal information, describing people, expressing relationships, possession, direction and location using simple and compound prepositions; with special uses of the prepositions a, da, in and per; Partitive: di + definitive article, qualche, alcuni/e, un Poa.~~
- c. ~~Students will learn to identify and clarify; expressing likes and dislikes with the verb~~

~~piacere in the present and present perfect tense.~~

~~d. Students will describe needs, interests, aches and pains; with the verbs bastare, fare male, imporre, interessare, mancare, occorrere, and servire.~~

~~e. Students will learn to speak succinctly; wishing someone well; planning a party, extending, accepting and declining an invitation; with use of the direct and indirect object pronouns ci and ne.~~

~~f. Students will learn to describe events, personal characteristics, and states of mind in the past; and talking about past actions using the imperfetto and the present perfect and past perfect tenses using the verbs conoscere, dovere, potere, sapere and volere in the past.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Elementary II Italian vocabulary</u> <u>a. daily activities, routines, and interests</u> <u>b. expressing reciprocal actions</u> <u>c. personal information (personal characteristics, expressing relationships, possession, direction and location, likes and dislikes, needs, interests, states of mind)</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: b, c, d</u>
<u>2. Elementary II Italian grammar</u> <u>a. adjectives (questo, quello, bello, buono)</u> <u>b. irregular verbs (dovere, potere, volere)</u> <u>c. verbs (piacere, bastare, imporre, interessare, mancare, occorrere, servire, conoscere, dovere, potere, sapere, and volere)</u> <u>d. prepositions (a, da, in, and per)</u> <u>e. direct and indirect object pronouns (ci and ne)</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: b, c, d</u>
<u>3. Elementary II Italian structure and composition</u> <u>a. partitive construction (di + definitive article, qualche, alcuni/e, un Poa)</u> <u>b. sentences in the present, present perfect, past, and past perfect tenses</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: b, c, d</u>
<u>4. Basics of pronunciation</u> <u>a. phonology of the Italian language for Elementary II level students</u> <u>b. conversational practice</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, e</u>

<u>5. Cultural Studies</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral Presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Project paper</u>	<u>8: f</u>
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10. METHODS OF INSTRUCTION

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

- Italian will be taught through explanation of concepts, demonstration and analysis of structure and through immediate application of these concepts via oral exercises.
- The textbook will serve as a guide into listening and speaking exercises.
- The language lab will be used to reinforce learning and to allow students to work in groups and individually on language acquisition.
- Video material and student cassette tapes will supplement and enhance the classroom exchanges and the language lab exercises.

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

(this section is to fulfill state requirements):

- 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).
- 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.
- 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.
- 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	X	<u>8: a,b,c,d</u>	<u>9: 1,2,3,4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				

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Humanistic Perspective	<u>X</u>	<u>8: f</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Historical Perspective				
Global and Cultural Awareness	X	<u>8: f</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
NA
- Library needs (list specific needs and must be initialed by library director):
NA

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	

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 25, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-23

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1/ OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: RUSS 101 Elementary Russian I

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

3. CATALOG DESCRIPTION

~~This course is for students who have no previous knowledge of the language, or who are familiar with basic grammatical concepts and vocabulary, or who have varying backgrounds in Russian, including those who were born in Russian speaking families, but have had no formal education in the language. This course is designed to provide the student with a basic foundation in the Russian language, to assist the beginner in the gradual and harmonious development of all language skills. The course also explores contemporary Russian societal behavioral norms and current Russian-American relations.~~

This course addresses the basic skills of Russian reading, writing, and conversation. The course will expose students to an introduction to Russian civilization and culture through language studies. This course is designed for beginning students or students who have taken one year or less of high school Russian.

4. PREREQUISITES: None COREQUISITES: None

5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)

☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

a. Describe the need for this course.

This course incorporates Ocean County College's educational goal of encouraging a curriculum which integrates a multicultural approach to promote an understanding and appreciation of human diversity.

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

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

~~◆ 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.~~

i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);

ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)

iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)

iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).

v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

7. RELATED COURSES AT OTHER INSTITUTIONS

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[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
Brookdale CC	Elementary Russian I	RUSS 101	3	
Camden CC	Elementary Russian I	RUS 101	3	
Sussex CC	Elementary Russian I	RUSS 101	3	

- 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	RUSS 101, Elementary Russian I, 4 cr. <u>GEN ED,</u> <u>General Education, 3</u> <u>cr.</u>	Gen Ed: Languages <u>Bridge Modern</u> <u>Language, Culture,</u> <u>Global Studies</u>		
Kean University	FLX1101, Elementary Russian I, 3 cr.	Gen Ed Humanities	<u>X</u>	
Monmouth University	FO 001, <u>100 level for</u> Language Elective, <u>3</u> <u>cr.</u>	Gen Ed – Cross Cultural – Major credit		
Rowan University	RUSS 10 06101 Elementary Russian I, 3 cr.	Gen Ed – Humanities and Language – Major credit		
Rutgers – New Brunswick, School of Arts & Sciences	21860101, Elementary Russian I, <u>3 cr.</u>	Elective		
Stockton University	TRCREC, 4 cr. <u>GEN</u> <u>1260, Beginning</u> <u>Russian I, 4 credits</u>	Elective GenEd: <u>Humanities</u>		

- 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. ~~Read, write, and understand~~ Identify the phonetic ascriptions of the Cyrillic alphabet.
- b. Demonstrate oral/aural comprehension of the Russian language at the Elementary I level.
- c. ~~Reproduce~~ Translate in ~~written form~~ writing the vocabulary and sentence structure they have learned orally, during in-class discussions of the text and on quizzes.
- d. ~~Convey~~ Communicate their thoughts in sentences ~~which are clear and interesting, and~~ which convey knowledge of the relationships among sentence elements.
- e. Demonstrate the ability to recite simple poems using idiomatic and conversational Russian.
- f. ~~Discuss~~ Recall aspects of Russian culture and history.
- g. Discuss contemporary Russian–American relations and Russia’s social and cultural characteristics.

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

- ~~The Cyrillic alphabet. The importance of correct pronunciation.~~
- ~~The conjugation of the Russian verbs.~~
- ~~Possessive pronouns: subject and object forms.~~
- ~~Possessive pronouns: masculine and feminine.~~
- ~~The gender of nouns.~~
- ~~Declension of nouns.~~
- ~~Adjective agreement.~~
- ~~Demonstrative pronouns this and that.~~
- ~~Prepositional case of nouns, adjectives, possessive and demonstrative pronouns.~~
- ~~Comparative of adjectives. Superlative of adjectives.~~
- ~~Prepositional case of personal pronouns.~~
- ~~Time expressions: Frequency of actions.~~
- ~~Reflexive verbs.~~
- ~~Verbs of motion.~~
- ~~Past tense of verbs.~~
- ~~The genitive case singular: Nouns, adjectives, and possessive and demonstrative pronouns.~~
- ~~Ordinal numbers.~~
- ~~Verbal aspect: past tense, future tense, consecutive action.~~
- ~~Syntax: impersonal constructions with predicative adverbs.~~
- ~~Adjective + noun constructions.~~
- ~~Comparative of adjectives and adverbs.~~
- ~~IF clauses.~~
- ~~Conditional mood~~
- ~~Instrumental case of nouns, adjectives, and pronouns.~~
- ~~Substantivized adjectives.~~
- ~~Short adjectives~~
- ~~Use of the instrumental case with verbs and short adjectives.~~
- ~~The reflexive pronoun (self).~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Elementary I Russian vocabulary</u> <u>a. time expressions</u> <u>b. ordinal numbers</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, d</u>
<u>2. Elementary I Russian grammar</u> <u>a. verbs (of motion, reflexive, past tense)</u> <u>b. verbal aspect (past tense, future tense, consecutive action)</u> <u>c. possessive pronouns (masculine and feminine, subject and object forms)</u> <u>d. declension and gender of nouns</u> <u>e. adjective agreement</u> <u>f. genitive case singular (nouns, adjectives, and possessive and demonstrative pronouns)</u> <u>g. prepositional case of nouns and adjectives</u> <u>h. comparative and superlative of adjectives</u> <u>i. conditional mood</u> <u>j. instrumental case of nouns, adjectives, verbs, and pronouns</u> <u>k. reflexive pronoun (self)</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, d</u>
<u>3. Elementary I Russian structure and composition</u> <u>a. syntax (impersonal constructions with predicative adverbs)</u> <u>b. adjective + noun constructions</u> <u>c. if clauses</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: c, d</u>
<u>4. Basics of pronunciation</u> <u>a. phonology of the Russian language</u> <u>b. Cyrillic alphabet</u> <u>c. conversational practice</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, b, e</u>
<u>5. Cultural Studies</u> <u>a. Russian culture and history</u> <u>b. Russia's social characteristics</u> <u>c. contemporary Russian-American relations</u>	<u>Reading</u> <u>Class discussion</u> <u>Group project</u>	<u>Quizzes</u> <u>Oral Presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Group project</u> <u>Research paper</u>	<u>8: f, g</u>

10. METHODS OF INSTRUCTION

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

- This course of Russian is based entirely on the norms of contemporary conversational Literary Russian and upon the audio – lingual principles of the communicative competence approach.

- b. The methods used are lectures, discussions, and independent study on the works of phonology.
- c. The material will be presented in a cyclical fashion, in which the lexical items and constructions are presented over a number of lessons, and then are carefully reintroduced from time to time to help students remember them.
- d. The Russian course will provide models for practice in speaking and listening to the language in typical conversational uses and modes.

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	X	<u>8: a,b,c,d,e</u>	<u>9: 1,2,3,4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	<u>8: f,g</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Historical Perspective				

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Global and Cultural Awareness	X	<u>8: f,g</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
NA
- Library needs (list specific needs and must be initialed by library director):
NA

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

EXHIBIT B-23

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	

Board of Trustees Approval Date: May 27, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: March 26, 2020

EXHIBIT B-24

OCEAN COUNTY COLLEGE
COURSE PROPOSAL FORM #7100-1- OFFICIAL COURSE DESCRIPTION
SCHOOL OF LANGUAGE AND THE ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: RUSS 102: Elementary Russian II
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum

3. CATALOG DESCRIPTION

~~This course is intended for students who have completed initial coursework in Russian or who are familiar with basic grammatical concepts and vocabulary. The course provides a balanced communicative approach to Russian language and culture, integrating modern and useful vocabulary with functionally based grammatical concepts.~~

Elementary Russian II continues concepts addressed in A continuation of Elementary Russian I, stressing the use of conversational dialogues, a comprehensive study of grammar, and readings of Russian literature chosen to increase the student's ability to read Russian. It is highly recommended that students enrolling in this course have taken two to three years of high school Russian if they cannot meet the prerequisite.

4. PREREQUISITES: RUSS 101 COREQUISITES: None
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

☐ vocational (approved for Perkins funding)
☒ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course incorporates Ocean County College's educational goal of encouraging a curriculum which integrates a multicultural approach to promote an understanding and appreciation of human diversity.

- 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 checked="" 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):

___ Elective

- iii. If the course is a program specific requirement, please list the program objective that this course fulfills:
-

- iv. This course is recommended for the following:

The Limited Load List _____

The Writing Intensive Course (WIC) List _____

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

~~◆ 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.~~

i. Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);

ii. Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)

iii. Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement. (Academic Master Plan)

iv. Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).

v. Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)

7. RELATED COURSES AT OTHER INSTITUTIONS

EXHIBIT B-24

[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
Brookdale CC	Elementary Russian II	RUSS 102	3	
Camden CC	Elementary Russian II	RUS 102	3	
Sussex CC	Elementary Russian II	RUSS 102	3	

- 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	RUSS102, Elementary Russian I, 4 cr. <u>GENED, General</u> <u>Education, 3 cr.</u>	Gen Ed Elective: Languages<u>Bridge</u> Modern Language, <u>Culture, Globa</u> Studies		
Kean University	FLX1102, Elementary Russian I, 3 cr.	Gen Ed: Humanities	<u>X</u>	
Monmouth University	FO 001, <u>100 level</u> <u>for</u> Language Elective, <u>3 cr.</u>	Gen Ed: Cross Cultural <u>Elective</u>		
Rowan University	RUSS <u>06</u> 102, Elementary Russian 1, 3 cr.	Gen Ed: Humanities and Language <u>Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences	21860102, Elementary Russian I, <u>3 cr.</u>	Elective		
Stockton University	LANG1265, <u>Beginning Russian</u> <u>II</u> , 4 cr.	Elective<u>Gen Ed:</u> Humanities		

- 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. Understand native speakers on familiar topics.~~
- ~~b. Engage in conversation and communicate adequately about common topics in Russian.~~
- ~~c. Use basic Russian grammar.~~
- ~~d. Read short passages/stories in Russian and translate them into English.~~
- ~~e. Write short passages on topics discussed in group.~~
- ~~f. Create a website in Russian.~~
- ~~g. Compose and answer e-mail notes in Russian.~~
- ~~h. Write letters in Russian.~~
- ~~i. Compare information regarding Russian and American history, geography, and literature.~~
- ~~j. Discuss Russian-American relations and contemporary Russian culture.~~

- a. Develop Russian language communication skills through practice by conversation, reading, and writing.
- b. Describe pertinent aspects of Russian civilization and culture, including contemporary Russian-American relations.
- c. Utilize words and phrases in Russian to speak and write at an Elementary II level.
- d. Identify parts of speech and basic grammar in Russian.
- e. Compose sentences in Russian at the Elementary II level.
- f. Demonstrate proper pronunciation of Russian words and phrases.

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

- ~~Prepositional case forms for nouns and modifiers.~~
- ~~First and second conjugation verbs.~~
- ~~Accusative case forms for nouns and modifiers.~~
- ~~Composing and answering e-mail notes.~~
- ~~Requests and commands. The imperatives.~~
- ~~Writing letters in Russian: formal and informal letters.~~
- ~~Dative case forms for nouns, modifiers, and pronouns.~~
- ~~Forming the past tense of verbs, stress in past tense forms.~~
- ~~Sentence structure: the subject using the genitive case without prepositions.~~
- ~~Sentence structure: direct and indirect objects.~~
- ~~Verbs of asking and answering.~~
- ~~Using the infinitive.~~
- ~~Sentence structure: types of predicates.~~

- ~~Instrumental case forms for personal pronouns, nouns, and modifiers.~~
- ~~Using aspect in future tense.~~
- ~~Sentence structure: types of simple sentences.~~
- ~~Reflexive constructions.~~
- ~~Formation and use of active participles: present and past tense.~~
- ~~Formation and use of passive participles: present and past tense (long and short forms).~~
- ~~Formation and use of verbal adverbs.~~
- ~~Unprefixed verbs of motion: unidirectional and multidirectional verbs~~
- ~~Types of unidirectional and multidirectional motion. Translation of verbs of unidirectional motion.~~
- ~~Expressing comparison in Russian.~~
- ~~Using aspect of imperative forms.~~
- ~~Expressing indirect commands.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Elementary II vocabulary</u> <u>a. requests and commands</u> <u>b. indirect commands</u> <u>c. unidirectional and multidirectional verbs</u> <u>d. expressing comparison</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>2. Elementary II grammar</u> <u>a. prepositional case forms for nouns and modifiers</u> <u>b. first and second conjugation verbs</u> <u>c. accusative case forms (nouns and modifiers)</u> <u>d. dative case forms (nouns, modifiers, pronouns)</u> <u>e. forming the past tense of verbs</u> <u>f. direct and indirect objects</u> <u>g. verbs of asking and answering</u> <u>h. using the infinitive</u> <u>i. instrumental case (personal pronouns, nouns, modifiers)</u> <u>j. using aspect in future tense</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>
<u>3. Elementary II structure and composition</u> <u>a. composing and answering email notes</u> <u>b. composing formal and informal letters</u> <u>c. the subject using the genitive case without prepositions</u> <u>d. types of predicates</u> <u>e. types of simple sentences</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, d, e</u>

<u>4. Basics of pronunciation</u> <u>a. Phonology of the Russian language at the Elementary II level</u> <u>b. conversational practice</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>	<u>8: a, c, f</u>
<u>5. Cultural Studies</u> <u>a. Russian civilization</u> <u>b. Russian culture</u> <u>c. Contemporary Russian-American relations</u>	<u>Reading</u> <u>Class discussion</u> <u>Utilizing practice tools</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Examinations</u> <u>Project paper</u>	<u>8: b</u>

10. METHODS OF INSTRUCTION

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

- This course of Russian is based entirely on the norms of contemporary conversational Literary Russian and upon the audio – lingual principles of the communicative competence approach.
- The methods used are lectures, discussions, and independent study.
- The material will be presented in a cyclical fashion, in which the lexical items and constructions are presented over a number of lessons, and then are carefully reintroduced from time to time to help students remember them.
- This course will assist in the development of the four language skills: listening, speaking, reading, and writing, within realistic settings, situations, and contexts. Special attention will be given to grammatical accuracy as this is crucial to further progress in language acquisition.

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	X	<u>8: a,c,d,e,f</u>	<u>9: 1,2,3,4</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u>
Quantitative Knowledge and Skills				

Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	<u>8: b</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Historical Perspective				
Global and Cultural Awareness	X	<u>8: b</u>	<u>9: 5</u>	<u>Quizzes</u> <u>Oral presentations</u> <u>Written responses</u> <u>Examinations</u> <u>Paper project</u>
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

- Instructional Materials (text, etc.):
An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.
- Technology Needs:
Instructor and students will need access to PC's.
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
NA
- Library needs (list specific needs and must be initialed by library director):
NA

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

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