

EXHIBIT B



BOARD OF TRUSTEES

Bylaw, Policy, and Curriculum Committee Agenda Items

To: Board of Trustees

From: Office of the President

Date: October 29, 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 **Thursday, November 5, 2020**:

1. Recommend approval of the following revised policies:
 - a. Policy #2400, Administration, Administrative Operations, Communicable Disease (**Exhibit B-1**)
 - b. Policy #5020, Students, All Employees, College-Wide Advisement (**Exhibit B-2**)
2. Recommend approval of the following revised policy and name change:
 - a. Policy #5335, Students, Tuition and Fees, N.J. National Guard to Veteran and Military Affiliated Students (**Exhibit B-3**)
3. Recommend approval of the following items as accepted by the College Senate at its meeting on October 15, 2020:
 - a. New Certificate
 - 1) Certificate of Completion in Industrial Hygiene/Hazardous Materials Management (**Exhibit B-4**)
 - b. New Courses
 - 1) CHEM 155, Principals of General Organic and Biochemistry (**Exhibit B-5**)
 - 2) ENVI 142, Industrial Hygiene (**Exhibit B-6**)
 - 3) ENVI 205, Hazardous Materials Management (**Exhibit B-7**)
 - 4) ENVI 210, Indoor Environmental Quality (**Exhibit B-8**)
 - 5) ENVI 217, Occupational Safety and Health (**Exhibit B-9**)

c. Revised Courses

- 1) BUSN 210, Business Communications (**Exhibit B-10**)
- 2) CSIT 131, Multimedia for the Web (**Exhibit B-11**)
- 3) CSIT 200, Information Security Fundamentals (**Exhibit B-12**)
- 4) CSIT 231, Dynamic Scripting Programming Elements for Web Pages (**Exhibit B-13**)
- 5) CSIT 265, Data Structures and Analysis (**Exhibit B-14**)
- 6) HEHP 100, Aerobic Conditioning (**Exhibit B-15**)
- 7) HEHP 101, Weight Training and Body Building (**Exhibit B-16**)
- 8) HEHP 102, Volleyball (**Exhibit B-17**)
- 9) HEHP 106, Basketball (**Exhibit B-18**)
- 10) HEHP 227, Introduction to Public Health (**Exhibit B-19**)
- 11) HEHP 237, Sports Officiating (**Exhibit B-20**)
- 12) HEHP 265, Kinesiology (**Exhibit B-21**)

d. Revised Courses and Name Changes

- 1) BUSN 133, Microcomputer Keyboarding to Computer Keyboarding (**Exhibit B-22**)
- 2) HEHP 160, First Aid CPR AED For the Workplace, Schools and the Community to First Aid/CPR/AED (**Exhibit B-23**)

EXHIBIT B-1

Ocean County College, Toms River, NJ

ADMINISTRATION

Administrative Operations

Communicable Disease #2400

POLICY

~~The College shall establish criteria for evaluation of each case of diagnosed communicable disease.~~

Ocean County College is committed to providing, to the extent possible, a healthy and safe educational environment for all students and employees. To mitigate the spread of communicable diseases at the college, decisions involving persons who have communicable diseases shall be based on current and well-informed medical judgments concerning the disease, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable disease, and a careful weighing of the identified risks and the available alternative for responding to a student or employee with a communicable disease. The College is required to uphold any and all federal, state, or local legislation enacted to protect public health; and, in addition to this policy, students and employees must adhere to any and all individual requirements set forth through federal, state, or local legislation in order to protect public health. As such, the eCollege sets forth the following procedures in order to ensure the health and safety of the community.

EXHIBIT B-2

Ocean County College, Toms River, NJ

STUDENTS
ALL EMPLOYEES
College-Wide Advisement #5020

POLICY

The College will maintain a program for college-wide advisement and support services to ensure that students are provided with multiple services and tools to accomplish their academic and lifelong learning goals. The Vice President of Academic Affairs and the Vice President of Student Affairs will oversee these services.

| ADOPTED: July 27, 2009

EXHIBIT B-3

Ocean County College, Toms River, NJ

STUDENTS
TUITION AND FEES

Veteran and Military Affiliated Students #5335

Ocean County College, Toms River, NJ

STUDENTS
TUITION AND FEES
N.J. National Guard #5335

POLICY

Ocean County College is committed to support the academic success of active Mmilitary personnel, Vveterans, and their Ddependents-veterans and dependents-i in accordance with the rules of U.S. Code Title 38;- U.S. Code;- N.J.S.A. 18A:62-4.2;- N.J.P.L. 2001, Chapter 9; and N.J.P.L. 2001, Chapter 427.

EXHIBIT B-3

Ocean County College, Toms River, NJ

STUDENTS
TUITION AND FEES

Veteran and Military Affiliated Students #5335

ADOPTED: December 13, 1994

Revised: November 5, 2001

Revised: January 28, 2002

Reference: NJ Public Law 2001, Chapter 9 and NJ PL 2001, Chapter 427

Revised: July 25, 2011

EXHIBIT B-4



**BOARD OF TRUSTEES
RESOLUTION**

WHEREAS, Ocean County College desires to offer a new Certificate of Completion in Industrial Hygiene/Hazardous Materials Management (CIP Code 51.2206); and

WHEREAS, the Certificate of Completion in Industrial Hygiene/Hazardous Materials Management is designed to provide students with the knowledge, skills, and training required to conduct industrial hygiene and hazardous materials testing and assessment; and

WHEREAS, this certificate program is designed for students who may be required to learn new survey, testing, and analytical techniques as industrial hygiene and hazardous materials management field technicians for employment purposes or who need updates on current practices and procedures; and

WHEREAS, the Certificate of Completion in Industrial Hygiene will assist students with ultimately obtaining certification as Certified Hazardous Material Managers (CHMM) and Certified Industrial Hygienists (CIH); and

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

WHEREAS, this certificate program consists of 17 credits;

NOW, THEREFORE, BE IT RESOLVED that the Ocean County College Board of Trustees, at its meeting on November 5, 2020, approves the Certificate of Completion in Industrial Hygiene/Hazardous Materials Management.

November 5, 2020

Stephan R. Leone
Secretary

Certificate of Completion in Industrial Hygiene/Hazardous Materials Management**Effective Catalog Year 2020-2021 (Effective spring '21)****Program Code: CC. IHM****CIP Code: 51.2206**

This certificate will be an extension of our environmental studies degree program. This certificate will provide students with the knowledge, skills, and training required to conduct industrial hygiene and hazardous materials testing and assessment. Students will conduct sampling and surveys in the field. Students will typically work under the direction of a senior scientist.

Course Code	Course Title	Credit Hours
First Term:		
	Any Chemistry Course (CHEM)	4
ENVI 210	Indoor Environments	3
ENVI 217	Occupational Safety and Health	3
Second Term:		
ENVI 142	Industrial Hygiene	4
ENVI 205	Hazardous Materials Management	3
	Total Credits:	17 cr.

Certificate Outcomes:

Students who successfully complete this certificate will be able to:	
1	Identify and analyze the fundamental aspects of the work environment and those elements that may create an unsafe or unhealthy work environment.
2	Evaluate the various globally harmonized, national, and local standards we use to classify hazardous materials.
3	Explain why common hazardous materials such as lead based paint or lead water supply systems in homes and schools pose a serious health risk.
4	Student will be able to identify the specific sources of indoor pollutants that cause negative health effects and recommend mitigation measures.
5	Critically evaluate and develop management control systems that promote a safe and healthy work environment.

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-5

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

1. COURSE NUMBER AND TITLE: CHEM 155: Principles of General, Organic, and Biochemistry

2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 2 + 0)
Lecture Lab Practicum

3. CATALOG DESCRIPTION

This is a one-semester laboratory course designed to cover the basic concepts of inorganic, organic, and biological chemistry. This course is intended for those students entering a health-related pre-professional program. The topics covered include: properties of matter, composition of matter at the atomic and molecular level, quantitative analysis, chemical reactions, structure and function of organic compounds and their applications in a biological system-biochemistry of carbohydrates, proteins, lipids, and nucleic acids. The laboratory work includes basic laboratory techniques and is intended to support lecture topics. This course will not count towards the Associates of Science degree in Chemistry.

4. PREREQUISITES: MATH-023 OR MATH PLACEMENT REQUIRING NO REMEDIATION
COREQUISITES: NONE

5. COURSE FEE CODE: 5

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 a requirement for many bachelor-level degrees in health-related pre-professional disciplines. It allows students to obtain basic exposure to inorganic, organic, and biological chemistry in a one-semester course.

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

EXHIBIT B-5

- 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):

- i. Providing student-centered, high quality educational experiences that prepare and empower diverse learners. (Mission Statement)

- ii. Cultivating a technologically progressive spirit. (Mission Statement)

- iii. Providing and supporting the delivery of high quality, relevant, and emerging STEM courses. (Academic Master Plan)

- iv. Reviewing and revising course content, prerequisites, learning objectives, and integrated assessments to meet current trends and transferability. (Academic Master Plan)

7. RELATED COURSES AT OTHER INSTITUTIONS

- 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	Introduction to Inorganic, Organic, and Biological Chemistry	CHEM-136	4	

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Mercer CC	General & Physiological Chemistry	CHE-107	4	
Middlesex CC	Principles of General, Organic and Biochemistry	CHM-107	4	

- 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	CH151, Chemistry for the Health Sciences, 4 cr.	Major, General Ed.		
Kean University	CHEM 1030, Essentials of Chemistry, 4cr.	Major, General Ed.		
Monmouth University	CE109, Introduction to General, Organic, and Biochemistry 4cr.	Major, General Ed.		
Stockton University	Chemistry Elective, 4 cr.	Elective		
Rowan University	CHEM05102, Chemistry of Everyday Life, 4 cr.	General Ed.		
Rutgers – New Brunswick, School of Arts & Sciences	01:160:128, Chemistry of Life, 3 cr.	Major, General Ed.		

- 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:

- Explain the Properties of matter.
- Perform scientific/quantitative calculations to carry out dimensional and stoichiometric analysis.
- Interpret nomenclature, predict atomic/molecular structure, bonding and periodic trends.

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- d. Illustrate the chemistry of solutions and calculate concentrations.
- e. Identify Brønsted-Lowry acids/bases and evaluate k_w , pK_w , pH, and pOH.
- f. Differentiate between organic functional groups, such as alcohols, aldehydes, amines, amides, ketones, carboxylic acids, and esters.
- g. Examine the functions of carbohydrates, lipids, proteins, enzymes, and nucleic acids.

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. Structure of Atoms. Classes of matter, States of matter, Atomic Structure, Atoms, isotopes, ions, molecules, The periodic Table.	Lab Experiment, homework, group assignment	Test, quiz, Laboratory experiment	8:a, c
2. Quantitative Calculations for chemistry. Measurements, Significant figures, SI units, unit conversion and dimensional analysis, stoichiometry.	Lab Experiment, homework, group assignment	Test, quiz, Laboratory experiment	8:b
3. Structure of molecules Molecular Formulas, isomers, molecular compounds, ionic compounds, covalent bonding, nomenclature, Lewis dot structures. Intermolecular forces	Lab Experiment, homework, group assignment	Test, quiz, Laboratory experiment	8: c
4. Solution chemistry Properties of water, solvent, electrolytes, polarity, calculating concentrations, Brønsted-Lowry Acids and Bases, pH, pOH, k_w , pK_w , buffers.	Lab Experiment, homework, group assignment	Test, quiz, Laboratory experiment	8:b, d, e
5. Organic Chemistry Carbon, hydrocarbons,	Lab Experiment, homework, group assignment	Test, quiz, Laboratory experiment	8:f

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enantiomers, alcohols, ethers, ketones, carboxylic acids, esters, amines, amides.			
6. Biochemistry Synthesis of biological macromolecules, Carbohydrates, Lipids, Proteins, Enzymes, Nucleic Acids, DNA, RNA	Lab Experiment, homework, group assignment	Test, quiz, Laboratory experiment	8:g

10. METHODS OF INSTRUCTION

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

Lecture, Laboratory, Discussion

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				
Quantitative Knowledge and Skills	X	8:b, d, e	9: 2, 4	Test and Laboratory Experiment
Scientific Knowledge and Reasoning	X	8: All	9: All	Test and Laboratory Experiment
Technological Competency				

EXHIBIT B-5

Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	8:All	9: All	Test and Laboratory Experiment

12. NEEDS

- Instructional Materials (text, etc.): An appropriate textbook and/or open educational resource will be selected. Please contact the department for current adoptions.
- Technology Needs: Chemistry animations, and data graphing (Microsoft Office). Laboratory technology appropriate for planned experiments.
- Human Resource Needs (Presently Employed vs. New Faculty): Presently employed and Adjunct Faculty.
- Facility Needs: Laboratory Setting and appropriate laboratory materials.
- 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-5

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: November 5, 2020

EXHIBIT B-6

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

1. COURSE NUMBER AND TITLE: ENVI 142 - Industrial Hygiene
2. SEMESTER HOURS: 4 CONTACT HOURS: (3 + 2 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course will introduce students to the science of Industrial Hygiene. Students will develop an understanding of the chemical, physical and biological stressors in the workplace.

This course gives students the tools and laboratory experience needed for identifying the characteristics of workplace toxins, health hazards, and other stressors. The analysis of Industrial Hygiene intoxication will allow students to understand the everyday disease-causing agents and health hazards to which workers are exposed.

4. PREREQUISITES: ANY CHEMISTRY COURSE (CHEM)
COREQUISITES: NONE

5. 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.

This course is one of four courses required for the Industrial Hygiene/Hazardous Materials Management Certification. Also, there is a need for additional environmental courses in the Environmental Studies degree program. This is demonstrated in the fact that most environmental courses are seasonally specific. This course can be offered year-round.

Industrial Hygiene is the practice and science of anticipation, recognition, evaluation, and control of stress factors in the work environment. The Industrial Hygienist is trained in all the basic sciences. This course is needed to prepare students to recognize environmental stressors that may endanger life or are a health risk in the workplace.

- a. 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

EXHIBIT B-6

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):
Certificate of Completion: Industrial Hygiene/Hazardous Materials
Management (pending BOT approval)
☐ Elective

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

- Identify and analyze the fundamental aspects of the work environment and those elements that may create an unsafe or unhealthy work 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):

- Providing student-centered, high quality educational experiences that prepare and empower diverse learners (Mission Statement)
- Cultivating a technologically progressive spirit (Mission Statement)
- Providing and supporting the delivery of high quality, relevant, and emerging STEM courses (Academic Master Plan)

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: No other NJ Community College offers an Industrial Hygiene/Hazardous Materials Management Certificate

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

EXHIBIT B-6

				NONE
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- b. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJ Transfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Montclair University	NA			
Kean University	NA			
Monmouth University	NA			
Stockton University	NA			
Rowan University	NA			
Rutgers – New Brunswick, School of Env Biological Sciences	ENOH 0699 - Principles of Industrial Hygiene 3 Credits			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:

- Identify chemical, physical, and biological workplace stressors.
- Evaluate and create corrective measures used to control workplace health hazards.
- Apply the principles and sciences employed in workplace hazard identification and control procedures to case studies, which can include product substitution.
- Critically evaluate and develop management control systems that promote a safe and healthy work environment.

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)
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EXHIBIT B-6

1. History and Development of Industrial Hygiene: a. Anatomy and Physiology and Pathology b. Recognition of Hazards c. Biological Hazards	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8.a,b,c
2. Evaluation of Hazards: a. Evaluation b. Direct Read instruments c. Air Sampling	Reading, class discussion	Quiz on reading Graded oral presentation of project Test Research paper	8. a, b,c
3. Control of Hazards: a. Method of Control b. Ventilation c. Respiratory protection d. Personal Protective equipment	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8.a,b,c.d
4. Government Regulations: a. Government Regulations b. International Standards	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8.d

10. METHODS OF INSTRUCTION

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

- Lecture
- Discussion
- Video
- Case studies
- Hands-on/modeling

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

EXHIBIT B-6

(this section is to fulfill state requirements):

a. In column 1, please check off any General Education Goal that is applicable

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	X	8.a, b, c	Evaluation of Hazards (9.2)	Research paper
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):
Textbook and/or open educational resource materials chosen by department.
- Technology Needs: None
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently Employed
- Facility Needs: None
- 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

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 5, 2020

EXHIBIT B-7

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

1. COURSE NUMBER AND TITLE: ENVI 205 : Hazardous Materials Management
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course will introduce students to Hazardous Materials Management. Students will develop an understanding of the chemical, physical, and biological properties of hazardous materials. This course gives students the tools needed for identifying the characteristics of hazardous materials, quantifying, and delineating the hazard, as well as the management and design of remediation methods. The analysis of hazardous materials will allow students to understand how common they are in their homes and everyday environments.

4. PREREQUISITES: CHEMISTRY 180 OR HIGHER COREQUISITES: NONE
5. COURSE FEE CODE: 0

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

Describe the need for this course.

There is a need for additional environmental courses in the Environmental Studies degree program. This is demonstrated in the fact that most environmental courses are seasonally specific. This course can be offered year-round.

Hazardous material management is the testing and evaluation of the of toxic conditions or materials in our environment. Hazardous materials management is a logical addition to our environmental and industrial hygiene / hazardous materials courses.

a. 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.

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☐ 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):
 Certificate of Completion: Industrial Hygiene/Hazardous Materials
 Management (pending BOT approval)
☐ Elective

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

Student will be able to identify the specific sources of indoor pollutants that cause negative health effects and recommend mitigation measures.

- 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. Providing student-centered, high quality educational experiences that prepare and empower diverse learners (Mission Statement)
- ii. Cultivating a technologically progressive spirit (Mission Statement)
- iii. Providing and supporting the delivery of high quality, relevant, and emerging STEM courses (Academic Master Plan)

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: No other New Jersey Community College a similar 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			

EXHIBIT B-7

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- b. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJ Transfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Montclair University	NA			
Kean University	NA			
Monmouth University	NA			
Stockton University	NA			
Rowan University	NA			
Rutgers – New Brunswick, School of Env Biological Sciences	NA			

- 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 course is not taught at any of the New Jersey 4-year colleges/universities.

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a. Identify hazardous pollutants.
- b. Analyze the fundamental impact and future consequences of hazardous pollutants in the environment
- c. Identify the principles and good practices in hazardous materials testing, and delineation.
- d. Utilize the principles and sciences employed in hazardous material management to design remediation of impacted sites.
- e. Critically evaluate the various globally harmonized, national and local standards used to classify hazardous materials.

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

EXHIBIT B-7

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Introduction to Hazardous Materials Management: a. Hazards of Materials b. Impact of Hazardous Materials c. Management Fundamentals	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8. a, b, c, d, e
2. Assessment and Remediation: a. Hazardous Materials on Site b. Hazardous Materials Disposal and Release c. Hazardous Materials Incidents d. Remediation of Contaminated Sites	Reading, class discussion	Quiz on reading Graded oral presentation of project Test Research paper	8. c, d, e
3. Other classified wastes a. Substances with Special Standards b. Systemic Hazardous Materials Management	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8. b, c, d, e

10. METHODS OF INSTRUCTION

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

- Lecture
- Video and discussion
- Case studies
- Hands-on/modeling

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

EXHIBIT B-7

(this section is to fulfill state requirements):

a. In column 1, please check off any General Education Goal that is applicable

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	x	8. b, c	Assessment and Remediation (9.2)	Research paper
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):
Textbook and/or open educational resource materials chosen by department.
- Technology Needs: None
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently Employed
- Facility Needs: None
- 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

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 5, 2020

EXHIBIT B-8

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

1. COURSE NUMBER AND TITLE: ENVI 210 Indoor Environmental Quality
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course will introduce students to Indoor Environmental Quality. Students will develop an understanding of the quality of a building environment relative to the health and wellness of its occupants. Indoor Environments are complex, and occupants can be exposed to many sources of intoxication or health hazards. Indoor air pollutants can be allergens, chemicals, dust, or microbes. This course gives students the ability to assess indoor pollutants in an occupant's living space or work environment.

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

Describe the need for this course.

There is a need for additional environmental courses in the Environmental Studies degree program. This is demonstrated in the fact that most environmental courses are seasonally specific. This course can be offered year-round.

Indoor Environmental Quality is a multidisciplinary science, its scope is broad, and includes a wide variety of disciplines, such as microbiology, ventilation control, and chemistry.

a. 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 |

EXHIBIT B-8

- 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):
 Certificate of Completion: Industrial Hygiene/Hazardous Materials
 Management (pending BOT approval)

 Elective

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

Explain why common hazardous materials such as lead based paint or lead water supply systems in homes and schools pose a serious health risk.

- 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. Providing student-centered, high quality educational experiences that prepare and empower diverse learners (Mission Statement)
- ii. Cultivating a technologically progressive spirit (Mission Statement)
- iii. Providing and supporting the delivery of high quality, relevant, and emerging STEM courses (Academic Master Plan)

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: No other New Jersey Community Colleges offer this course or any comparable course or program.

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 NJ Transfer by OCC students.

EXHIBIT B-8

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Montclair University			X	
Kean University			X	
Monmouth University			X	
Stockton University			X	
Rowan University			X	
Rutgers – New Brunswick, School of Env Biological Sciences			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: None of the New Jersey Colleges/Universities offer such a course.

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a. Identify indoor environmental pollutants.
- b. Analyze the fundamental impact of indoor environmental pollutants.
- c. Identify the principles of good practice in the research of Indoor Environmental Quality.
- d. Apply the principles of Indoor Environmental Quality to create comfortable and healthy indoor spaces.
- e. Critically evaluate new and more effective methods of creating and managing a safe and healthy indoor environment.

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)
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EXHIBIT B-8

1. Historical Perspective: The History of Indoor Environmental Quality	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: a,b,c,d
2. Bioaerosols: a. Mold and Spores b. Allergens and Dust c. Microbes	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: b,c,e
3. Chemicals and Unknown Gases: a. Volatile Organic Compounds b. Chemical Odors c. Health Hazard Evaluations	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: b,c,d,e
4. Building Systems: a. Building Ventilation b. Construction and Renovation	Reading and discussions	Graded oral presentation of project Test Research paper	8: b,c,d,e

10. METHODS OF INSTRUCTION

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

- ☐ Lecture
- ☐ Video and discussion
- ☐ Case studies
- ☐ Hands-on/modeling

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

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-8

				but not limited to)
Communication-Written and Oral				
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning	X	8: All	Chemicals and Unknown Gases (3. a, b, c)	Exam, research paper
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

- Instructional Materials (text, etc.):
Textbook and/or open educational resource materials chosen by department.
- Technology Needs: None
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently Employed
- Facility Needs: None
- 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:
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EXHIBIT B-8

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: November 5, 2020

EXHIBIT B-9

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

1. COURSE NUMBER AND TITLE: ENVI 217 Occupational Safety and Health
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course will introduce students to Occupational Safety and Health (OSH). Students will develop an understanding of disease-causing agents or conditions, and hazards in the workplace. This course provides students the ability to recognize potential for illness and injury in the working environment. This course will provide a coherent way of understanding the biological, chemical, physical, and radiological components of occupational health and safety, enabling students to conduct workplace evaluations, and make recommendations for remedial actions.

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

Describe the need for this course.

There is a need for additional environmental courses in the Environmental Studies degree program. This is demonstrated in the fact that most environmental courses are seasonally specific. This course can be offered year-round.

Occupational Health and Safety is a multidisciplinary science. Its scope is broad, and includes a wide variety of disciplines, such as toxicology, accident prevention and control, as well as ergonomics. The course prepares students to be active creators of safe and healthy work environments.

a. 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-9

☐ 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):
Certificate of Completion: Industrial Hygiene and Hazardous Materials
Management (pending BOT approval)

☐ Elective

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

- **Identify and analyze the fundamental aspects of the work environment and those elements that may create an unsafe or unhealthy work environment.**
- **Critically evaluate and develop management control systems that promote a safe and healthy work 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):

- Providing student-centered, high quality educational experiences that prepare and empower diverse learners (Mission Statement)
- Cultivating a technologically progressive spirit (Mission Statement)
- Providing and supporting the delivery of high quality, relevant, and emerging STEM courses (Academic Master Plan)

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: No other New Jersey Community College offers such a 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			

EXHIBIT B-9

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- b. Complete the table below. The four-year institutions listed below comprise the top six institutions queried on NJ Transfer by OCC students.

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Montclair University				U
Kean University				U
Monmouth University				U
Stockton University				U
Rowan University				U
Rutgers – New Brunswick, School of Env Biological Sciences	ENOH 0654 - Occupational Safety and Workplace Risk Mitigation 3 crdts		No	
The College of New Jersey				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:

- Analyze the fundamental aspects of the work environment and label those elements that may create an unsafe or unhealthy work environment.
- Identify the principles of good practice in research of a safe and healthy workplace.
- Appraise the principles of occupational safety and health through various work environment scenarios.
- Critically evaluate new and more effective methods of creating and managing a safe and healthy workplace.

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

EXHIBIT B-9

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Historical Perspective: a. Safety and Health Movement b. Accidents and Their Effects c. Theories of Accident Causation	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: a,b,c
2. Laws and Regulations: a. The OSH Act b. Accident Investigation and Reporting c. Product Safety and Liability	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: a,b,d
3. The Human Element: a. Ergonomics b. Safety and Health Training	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: a,b,c,d
4. Hazard Assessment, Prevention and Control: a. Mechanical Hazard b. Slip, Trip and Fall c. Vision, Temperature, noise and other hazards d. Personal Protective Equipment (PPE)	Reading, class discussion	Quiz on reading Graded oral presentation of project Test	8: b,c,d
5. Management of Safety and Health: a. Ethics of Safety b. Disaster management c. Hazard Analysis	Reading and discussions	Graded oral presentation of project Test Research paper	8: a,b,c,d

EXHIBIT B-9

d. Environmental Safety e. Safety Culture			
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10. METHODS OF INSTRUCTION

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

- Lecture
- Video and discussion
- Case studies
- Hands-on/modeling

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

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	X	8: All	The Human Element (3. a,b)	Exam, research paper
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

EXHIBIT B-9

- Instructional Materials (text, etc.):
Textbook and/or open educational resource materials chosen by department.
- Technology Needs: None
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently Employed
- Facility Needs: None
- 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

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.
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EXHIBIT B-9

#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 5, 2020

EXHIBIT B-10

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

1. COURSE NUMBER AND TITLE: BUSN-210: Business Communications
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
 Lecture Lab Practicum
3. CATALOG DESCRIPTION

A ***This course is a*** study of the principles underlying effective written communications in business. The use of correct ***and forceful*** English is stressed in various types of business correspondence. ~~P~~***The course is p***resented in computer-assisted mode.

4. PREREQUISITES: ENGL-151 COREQUISITES: None
5. COURSE FEE CODE: 1

DIFFERENTIAL FUNDING CATEGORY: A

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.

Students enroll in this course to improve their business writing skills. This is a required course in some business programs and is an elective for some other business programs. Non-business students will also enroll to improve their written communication and computer skills.

- 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):
Administrative Office Management Assoc. in Applied Science
AAS Business
AAS Web Marketing

 Elective

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

AAS Business: Discuss and analyze activities which comprise the field of business, including business communication, ownership, management, organization, purchasing, marketing, production, personnel, finance, and government regulations.

AAS Web Marketing: Write publicity materials for businesses, industries, non-profit institutions, and community organizations

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)

i. Creatively and engagingly present the most current and relevant training (Vision Statement).

ii. Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission 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)

7. RELATED COURSES AT OTHER INSTITUTIONS

EXHIBIT B-10

[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</u>	<u>Business Writing</u>	<u>ENGL 127</u>	<u>3</u>	
<u>Mercer</u>	<u>Business Communications</u>	<u>BUS 209</u>	<u>3</u>	
<u>Middlesex</u>	<u>Business Communication</u>	<u>BUS 240</u>	<u>3</u>	
<u>Rowan Burlington</u>	<u>Business Communications</u>	<u>ENG 106</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>BU242 Managerial Communications 3 credits</u>			
Kean University	<u>FEX1000 “K1,K3” 3 credits</u>	<u>Free Elective</u>		
Monmouth University	<u>FE001 3 credits</u>	<u>100 Level Free Elective</u>		
Stockton University	<u>COMM 2208 Special Topics in Public Relations and Advertising 3 credits</u>			
Rowan University	<u>CMS04208 Business and Professional Communication 3 credits</u>			
Rutgers – New Brunswick, School of Arts & Sciences			<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: _____

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- a. Identify the five elements of the communication cycle and the potential barriers and their influence.

~~***b. Name the three major components of the CBO approach.***~~

~~***b.e.***~~ Revise messages to reflect the six Cs of effective communication.

~~***c.d.***~~ ***Distinguish among the three major components of the Communication-by-Objectives (CBO) approach, and p***Plan, compose, and complete a message using the CBO approach.

~~***d.e.***~~ Identify Internet search techniques and conduct efficient searches.

~~***d.f.***~~ Explain when and how to use e-mail and various other means of communications effectively, such as the good news strategy to write good news and neutral news messages.

~~***f.g.***~~ Apply the CBO approach and the good news strategy to write good news and neutral news messages.

~~***e.h.***~~ Implement the CBO approach and the ***persuasive Attention, Interest, Desire, and Action (AIDA)*** strategy, and incorporate the six Cs of effective messages to plan and complete persuasive messages.

~~***f.i.***~~ Identify and use a variety of sources efficiently, including the Internet, ***to conduct searches and*** research employment opportunities.

~~***g.***~~ ***Prepare a resume and cover letter that accurately and effectively presents qualifications.***

~~***j.***~~ ***Prepare a resume that accurately and effectively presents your qualifications***

~~***h.k.***~~ Implement the CBO approach and the persuasive strategy AIDA and incorporate the six Cs of effective messages to plan and complete an effective cover letter.

~~***h.l.***~~ Use the CBO approach to create meaningful and ethical visuals, ***prepare effective presentations and develop clear, complete instructions.***

~~***m.***~~ ***Use the CBO approach to prepare effective presentations.***

~~***n.***~~ ***Use the CBO approach to develop clear, complete instructions.***

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

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
List major themes/skills- (include content areas where possible and number each row for reference purposes)	List broad assignments for theme/skill – (Example- Reading assignment, writing component, group project, project, performance based assignment, lab component...)	List assessment in relation to theme/skill – (Example- Quiz, exam, research paper, group project, oral, presentation, group presentation, etc.)	List the specific course learning outcome from section 8 that relates to this theme/skill - (you can list the reference number for the outcome, such as “8:a”)
1. <u>Effective Communication, Communication Cycle, The Six C's of Effective Communication</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:a,b</u>
2. <u>Communication by Objectives</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:c</u>
3. <u>Communication and Electronic Technology</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:f</u>
4. <u>Good News and Neutral News Messages, Bad News Messages</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:d</u>
5. <u>Persuasive Messages</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:e</u>
6. <u>Job Searches, Resumes, and Cover Letters</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:f,g</u>
7. <u>Visuals, Presentations, and Instructions</u>	<u>Readings, Group work, class writing activities, writing assignments, computer assignments</u>	<u>Written Assignments, Exams</u>	<u>8:h</u>

“Chapter 1: Partners for Effective Communication

“Chapter 2: The Six Cs of Effective Communication

~~Chapter 3: The Communication-by Objectives Approach~~

~~Chapter 4: Communication and Electronic Technology~~

~~Chapter 5: Good News and Neutral News Messages~~

~~Chapter 6: Bad News Messages~~

~~Chapter 7: Persuasive Messages~~

~~Chapter 8: Job Searches, Resumes, and Cover Letters~~

~~Chapter 10: Visuals, Presentations and Instructions~~

10. METHODS OF INSTRUCTION

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

Lecture, Teamwork and Hand's On Personal Computers

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 through h</u>	<u>1 through 7</u>	<u>Written Assignments, Exams</u>
Quantitative Knowledge and Skills				

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Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	<u>x</u>	<u>8 a through j</u>	<u>1 through 7</u>	<u>Written Assignments, Exams</u>

12. NEEDS

- Instructional Materials (text, etc.): An appropriate text will be selected. Contact the department for current adoptions.
- Technology Needs: Microsoft Office 2003, The Internet access and the World Wide Web
- 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.

~~A minimum of three major examinations and one major written assignment, or the equivalent~~

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

Revised: December 1990; 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 5, 2020

EXHIBIT B-11

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

1. COURSE NUMBER AND TITLE: CSIT-131: Multimedia for the Web
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course is designed to provide an overview of Multimedia concepts and applications using the most prevalent software for Multimedia design. This course will concentrate on creating graphics and small animations for use in conjunction with web design, gaming, and other applications. ~~(PowerPoint)~~. Discussion of vector versus raster graphic design will be stressed. File types will be compared and contrasted in order to provide the student with the skills needed to ascertain the best method for file storage; and which type to use in order to minimize file size and save time in the download process. Students will work in ~~both~~ 2-D and will explore 3-D space, building on the previous lesson lessons to gain insight into the new dimension graphics. The course will improve the skills and knowledge of current, as well as aspiring, web designers and publishers graphic designers. 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 program specific elective in the AAS Technical Studies with Computer Science/Information Technology Option AAS degree and an elective in the AS General Studies Computer Studies 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 checked="" type="checkbox"/> Technology | <input type="checkbox"/> Diversity |

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

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

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

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):

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: __No community college courses listed on NJ Transfer

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>Designing/Dev eloping Websites</u>	<u>COMP 140</u>	<u>3</u>	
<u>Camden County College</u>	<u>Web Multimedia</u>	<u>CGR220</u>	<u>3</u>	
<u>Mercer County Community College</u>	<u>Web Design I</u>	<u>DMA145</u>	<u>3</u>	
<u>Middlesex County College</u>	<u>Introduction to Web Technologies</u>	<u>CSC 118</u>	<u>3</u>	
<u>Raritan Valley Community College</u>	<u>Web Page Development I</u>	<u>CISY225</u>	<u>3</u>	<u>Introductory level</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	<u>Elective, 3 cr</u>	EC <u>Elective</u>		
Kean University	CPSX1003 <u>Elective, 3 cr</u>	K1; K3 <u>CS Free elective.</u>		
Monmouth	FE001	EC		

University	<u>Elective, 3 cr</u>	<u>100 Level Free Elective</u>		
Stockton University	CSISEC <u>Computer Science & Info Sys</u> <u>Elective, 3 cr</u>	EC <u>Elective</u>		
Rowan University	INTR99088 <u>Elective, 3 cr</u>	<u>Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences	TRT10EC TRT37EC		<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: There is no known course on the Rutgers New Brunswick campus to which transfer credit will be given.

8. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. ~~Define Multimedia, and discuss its uses.~~
- b. ~~Discuss Multimedia project stages.~~
- c. ~~Learn how to design, assemble and deliver a professional multimedia product.~~
- d. ~~Manipulate photos and pictures, and enhance them using graphical elements.~~
- e. ~~Create new images to be used in web designs as web page enhancements as well as pictorial links.~~
- f. ~~Learn and use raster technology and raster and vector tools, and learn the difference between the two types.~~
- g. ~~Become proficient in identifying the tool types and Photoshop editing windows, and be able to confidently use the more common tools.~~
- h. ~~Embed text into pictures.~~
- i. ~~Learn how to use and merge layers.~~
- j. ~~Embed Photoshop images in their web pages.~~
- k. ~~Create new, original graphic elements from “scratch”.~~
- l. ~~Create life-like images using vector technology.~~
- m. ~~Discuss the differences and similarities between Photoshop and Illustrator, and the uses for each application.~~

- n. ~~Become proficient in identifying the tools and windows unique to the Illustrator software package.~~
 - o. ~~Save Illustrator images as web ready designs.~~
 - p. ~~Animate in layers.~~
 - q. ~~Use vector paint tools.~~
 - r. ~~Create animated objects~~
 - s. ~~Create animated, 2-D movies.~~
- a. *Demonstrate how to design, assemble and deliver a professional multimedia product.*
 - b. *Create images, manipulate photos and pictures, embed text into pictures and enhance them using elements for graphical applications.*
 - c. *Explain and demonstrate both raster and vector tools to create new, original graphic elements from “scratch”.*
 - d. *Identify the tool types and Photoshop editing windows, and be able to confidently use the more common tools.*
 - e. *Illustrate how to use, merge, and animate in layers.*
 - f. *Demonstrate vector paint tools, animation tools, and embed sound in animations.*
 - g. *Create animated, 2-D movies.*

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 1. What is Multimedia? Definitions and Uses 2. Making Multimedia— stages of production 1. 3. Needs – Software, Hardware, Individual (Creativity, Organization B. Multimedia Hardware 2. Macintosh versus Windows Platforms 2. Review of Hardware and Peripherals	<u><i>Hands on ; lecture</i></u>	<u><i>Hands on ; lecture</i></u>	<u><i>8: a</i></u>

C. B. Multimedia <u>Building Blocks Software</u> 1. Basic Tools 2. Tools for the World Wide Web D. Multimedia Building Blocks 1. Text <ul style="list-style-type: none"> a. Using Text in Multimedia Projects b. Font types c. Font editing and design 	<u>Projects; assignments</u>	<u>Projects</u>	<u>8: b; d</u>
2. Sound <ul style="list-style-type: none"> a. The power of Sound b. MIDI versus Digital audio c. Enhancing and modifying sound 	<u>Projects; assignments</u>	<u>Projects</u>	<u>8: f; g</u>
3. Images <ul style="list-style-type: none"> a. Before you start to create – planning and organizing your work b. The process of making still images – vector versus raster c. Understanding color (computerized and natural) and the color palette d. Image file formats 	<u>Projects; assignments</u>	<u>Projects</u>	<u>8: a; b; c; d</u>
E. C. Adobe Photoshop <ul style="list-style-type: none"> 1. Getting Started – Raster Technology 2. Incorporating Color Techniques 3. Placing Type Into an Image 4. Understanding Layers 5. Using Layers 6. Creating Images F. Adobe Illustrator <ul style="list-style-type: none"> 1. Getting Started—Vector Technology 2. Creating an Illustration 3. Positioning and Arranging Illustrated Objects 	<u>Projects; assignments</u>	<u>Projects</u>	<u>8: a; b; c; d; e</u>

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<u>7.</u> Drawing with the Pen Tool <u>8.</u> Working with Layers and Paths <u>9.</u> Designing Logos with Text and Gradient Tools			
G. <u>D.</u> Adobe After Effects 1. Getting Started – Combining Vector and Raster Technologies 2. Combining Photoshop with After Effects, creating objects in Photoshop and animating them in After Effects 3. Creating an animation in Layers <u>4.</u> Utilizing Camera Angles and lighting to create <u>4.</u> 5. Creating an animated 2-D Movie <u>5.</u> 6. Working with timelines <u>6.</u> 7. Discussing parent vs. child	<u>Projects; assignments</u>	<u>Projects</u>	<u>8: c; e; f; g</u>

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

Class lecture/discussion, demonstrations, student projects, tutorials and assignments.

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

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General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcomes	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: <i>all</i>	9: <i>All</i>	<i>projects</i>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	*			
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action	*			
Independent/Critical Thinking	x	8: <i>all</i>	9: <i>All</i>	<i>projects</i>

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:
Macintosh, Windows, and Adobe Professional Software Package
- Human Resource Needs (Presently Employed vs. New Faculty):
Presently employed
- Facility Needs:
Appropriate software
- 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

EXHIBIT B-11

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

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

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Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 4, 2013

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-12

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

1. COURSE NUMBER AND TITLE: CSIT 200: Information Security Fundamentals
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course equips students with fundamental concepts and principles in the area of information security. The course introduces the relationships between and concepts involved in information assets, confidentiality, data integrity and availability, security threats, and information damage. This course analyzes access control, security mechanism, cryptography, vulnerability, and risk management. Key security areas (computer security and network security) will be addressed as integral parts of the complete cyber security umbrella.

4. PREREQUISITES: ~~(1) CSIT 165, and (2) CSIT 184 or~~ CSIT 185
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 course provides the required training in Cyber Security programs of study and helps students prepare for the basics of Information Security.

- 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 in Computer Science – Cyber – Information Security
 Option

___ Elective

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

- Explain the topics of cyber security.
 - Apply the concepts, principles, and technologies of information security.
-

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)

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
Raritan Valley	Information Security Fundamentals	CISY 229	3	

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Morris	Foundations of Information Security	CMP 120	3	
Middlesex	Introduction to Information Systems Security	CSC 116	3	
Atlantic	Issues in Computer Security	CISM 222	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	EC (Elective Credit) – No title given; 3 cr.	Elective		
Kean University	Tech X 2000 (Tech Major – guided elective); 3 cr.	CS Elective		
Monmouth University	CS000 (CS Elective) – 3 cr.	CS Elective		
Rowan University	CS01211 (Principles of Info. Security); 3 cr.	CS Elective		
Rutgers – New Brunswick, School of Arts & Sciences			Will not transfer to most Rutgers's Schools	
Stockton University	CSISEC (CS & Info Systems Elective) – 3 cr.	CS and Info Systems 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:

- Describe information security topics, terms, and concepts
- Apply the Principles of Least Privilege, Confidentiality, Integrity, and Availability.

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- c. Explain password security, encryption, phishing, browser security, etc. and identify SPAM email messages
- d. Demonstrate knowledge of basic cryptographic principles, processes, procedures, and applications
- e. Identify computer network basics and the meaning of TCP, IP, UDP, MAC, ARP, NAT, ICMP, DNS, etc. and their roles in network security.
- f. Utilize built-in Windows tools to observe and change network settings
- g. Discuss various security technologies, including anti-malware, firewalls, and intrusion detection systems.
- h. Describe physical security issues and how they support cybersecurity
- i. Demonstrate knowledge regarding incident response, business continuity, and disaster recover planning

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. Theme: Information Security and Risk Management Content: 1) Information Security Principles 2) Information Security Management 3) Risk management 4) Information Classification 5) Professional ethics	Reading Class discussion	Quiz Exam	8a, 8b
B. Theme: Access Controls Content: 1) Identification and Authentication 2) Access Control Types 3) Access Control Threats 4) Access Control Technologies	Reading Research	Quiz Exam	8c
C. Theme:	Reading	Quiz	8d

EXHIBIT B-12

<p>Cryptography Content:</p> <ol style="list-style-type: none"> 1) Applications and uses of cryptography 2) Encryption methodologies 3) Management of cryptography 4) Key management 	Research	Exam	
<p>D. Theme: Security Architecture and Design Content:</p> <ol style="list-style-type: none"> 1) Security models 2) Information systems evaluation models 3) Computer hardware architecture 4) Computer software: operating systems, applications, and tools 5) Security threats and countermeasures 	Reading Research	Quiz Exam	8e, 8f, 8g, 8h, 8i
<p>E. Theme: Network Security Content:</p> <ol style="list-style-type: none"> 1) Wired and wireless network technologies 2) Network topologies and cabling 3) The OSI and TCP/IP network models 4) TCP/IP networks, protocols, addressing, devices, routing, authentication, access control, tunneling, and services 5) Network based threats, attacks, vulnerabilities, and countermeasures 	Reading Research	Quiz Exam	8e, 8f

EXHIBIT B-12

<p>F. Theme: Application Security</p> <p>Content:</p> <ol style="list-style-type: none">1) Types of applications2) Application models and technologies3) Application threats and countermeasures4) Security in the software development life cycle5) Application security controls6) Databases and data warehouses	<p>Reading Project Research</p>	<p>Exam Presentation</p>	<p>8f, 8g</p>
<p>G. Theme: Operations Security</p> <p>Content:</p> <ol style="list-style-type: none">1) Applying security concepts to computer and business operations2) Records management security controls3) Backups4) Anti-virus software and other anti-malware controls5) Remote access6) Resource protection7) Incident management8) High availability architectures9) Vulnerability management10) Change management and configuration management	<p>Reading Project Research</p>	<p>Exam Presentation</p>	<p>8f, 8g, 8h</p>
<p>H. Theme: Physical and Environmental Security</p> <p>Content:</p> <ol style="list-style-type: none">1) Site access controls2) Identifying and avoiding threats and risks	<p>Reading Class discussion Research</p>	<p>Quiz Exam</p>	<p>8h</p>

associated with a building site 3) Equipment protection from theft and damage 4) Environmental controls including HVAC and backup power			
I. Theme: Business Continuity and Disaster Recovery Planning Content: 1) Business continuity and disaster recovery planning 2) Testing business continuity and disaster recovery plans 3) Training users 4) Maintaining business continuity and disaster recovery plans	Reading Class discussion Research	Quiz Exam	8i

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

- Class lecture, presentations, discussions, lab assignments/exercises, case studies and 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.).

EXHIBIT B-12

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	All	All	Exam & Project presentation
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	X	All	All	Exam & Project presentation
Information Literacy	X	All	All	Exam & Project presentation
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	All	All	Exam & Project presentation

12. NEEDS:

- Instructional Materials (text etc.):
Text: Appropriate textbook(s) will be selected. Please contact the
department for current adoptions.
- Technology Needs:

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

- Facility Needs:

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

13. GRADE DETERMINANTS

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

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

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: November 4, 2013

Board of Trustees Approval Date: March 29, 2018

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-13

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

1. COURSE NUMBER AND TITLE: CSIT 231 Dynamic Scripting Programming
Elements for Web Pages
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION:
This course provides an overview of the construction of dynamic and interactive web pages with a concentration on client side, object-oriented core technologies and server-side scripting languages. The course will cover how dynamic content can be provided with plug-in technologies and scripting languages. The course improves the skills of current and aspiring website authors and Internet/Intranet developers. Open lab time required.
4. PREREQUISITES: ~~CSIT160~~ or CSIT165 and CSIT133
COREQUISITES: None
5. MAXIMUM CLASS SIZE: 22 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 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:

☒ Program-specific requirement for the following degree program(s):
AS in Computer Science (including program options) and AAS

_____ **in Computer Science / Information Technology**
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):

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.~~
- ~~ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world.~~
- ~~iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce.~~
- ~~iv. Seeking to empower students as active learners through hands-on learning.~~
- ~~v. Challenging students to employ quantitative and qualitative analysis to solve problems.~~
- ~~vi. Seeking to empower students through the mastery of intellectual and Practical Skills.~~
- ~~vii. Challenging students to transfer information into knowledge and knowledge into action.~~
 - 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-13

- 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
<i>Atlantic Cape Community College</i>	<i>Web Page Design</i>	<i>CISM163</i>	<i>3</i>	
<i>Brookdale Community College</i>	<i>None</i>			
<i>Rowan College at Burlington County</i>	<i>Fundamentals of Web Design</i>	<i>CIS 155</i>	<i>4</i>	
<i>Camden County College</i>	<i>Web Development</i>	<i>CGR-220</i>	<i>3</i>	
<i>Mercer County Community College</i>	<i>None</i>			

- 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	<i>CS209 Programming for the Web 3 cr.</i>	<i>Computer Science Elective</i>		
Kean University	<i>CPSX1003 Computer Science Free Elective 3 cr.</i>	<i>Computer Science Elective</i>		
Monmouth University	<i>CS002 200 Level Computer Science Elective 3 cr.</i>	<i>Computer Science Elective</i>		
Rowan University	<i>INTR99070 Free Elective 3 cr.</i>	<i>Elective</i>		
Rutgers – New Brunswick, School of Arts & Sciences			X	
Stockton University	<i>CSISEC Comp Science & Info Sys Elective</i>	<i>Computer Science Elective</i>		

- 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. Write dynamic interactive programs in the major Web programming and scripting languages.~~
 - ~~b. Use scripting and programming languages together to create quality Web sites.~~
 - ~~c. Use basic script elements, variables, rules, and flow control structures.~~
 - ~~d. Create pop-up windows, image rollovers, and form validation.~~
 - ~~e. Write scripts to animate Web pages.~~
 - ~~f. Write scripts to control applets.~~
 - ~~g. Create and use scripting functions.~~
 - ~~h. Include plug in technology controls into the Web page.~~
 - ~~i. Use and manage different technologies using scripting.~~
 - ~~j. Create event handlers and describe the event model.~~
 - ~~k. Use filters and transitions to create special effects.~~
 - ~~l. Use the Structured Graphics to create and control various shapes.~~
 - ~~m. Use the DirectAnimation multimedia to add animation to a Web page.~~
 - ~~n. Use Sequence Control to control timing and synchronization of Transactions on a Web page.~~
- a. *Develop scripting and programming languages to create quality Web sites that are dynamic and interactive.*
 - b. *Use basic script elements, variables, rules, flow control structures functions and event handlers.*
 - c. *Create pop-up windows, image rollovers, and form validation.*
 - d. *Employ scripts and use DirectAnimation multimedia as well as plug in controls to animate Web pages and control applets.*
 - e. *Apply Structured Graphics to control various shapes with filters and transitions to create special effects.*
 - f. *Describe how to use Sequence Control to control timing and synchronization of Transactions on a Web page.*

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	<i>None</i>	<i>None</i>	<i>8:a</i>

EXHIBIT B-13

1. How Browsers and Web Servers work Protocols - HTTP			
B. Introduction to Scripting 1. Adding scripting to an HTML page 2. Input and Output scripting statements Variables	<i>Hands-on; Lab exercises</i>	<i>Programming Exercises; Exam</i>	<i>8: a, b</i>
C. Scripting – Advanced Topics 1. Control Structures 2. Basic problem-solving techniques Creating and using Functions	<i>Hands-on; Lab exercises</i>	<i>Programming Exercises; Exam</i>	<i>8: a, b</i>
D. Common Applications with Scripting 1. Form Validation 2. Event Handling 3. User Interaction 4. Creating Windows Interactive Graphics	<i>Hands-on; Lab exercises</i>	<i>Programming Exercises; Exam</i>	<i>8: b, c, f</i>
E. Adding Dynamic Elements 1. Using Programming for Viewer Involvement 2. Action Scripting and Programming Commands 3. Applying Actions to Created Objects 4. Utilizing Action Scripting in the Web Animation 5. Normal vs. Expert Mode 6. Navigation and Interaction for the End User 7. Applying the Algorithm to build a cohesive Web Animation Complex Animations	<i>Hands-on; Lab exercises</i>	<i>Programming Exercises; Exam</i>	<i>8: c, d, e, f</i>
F. Imported Objects 1. Compatibility among Formats 2. Utilizing and Implementing Objects 3. Layers and Merging 4. Symbols and Libraries o. Sound	<i>Hands-on; Lab exercises</i>	<i>Programming Exercises; Exam</i>	<i>8: b, d</i>

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

EXHIBIT B-13

- Class notes, textbooks, presentations, software and online materials.

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				
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	X	8:ALL	9:ALL	<i>Mastering the basic skills necessary to take written specifications and create a dynamic and quality web site. Knowledge of web scripting methods, practices and technologies.</i>
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	8:ALL	9:ALL	<i>Mastering the basic skills necessary to create a quality website</i>

12. NEEDS:

- Instructional Materials (text etc.):

An appropriate text or open educational resource will be selected. 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.
- 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 Maximum Class Size/Lab Fee Code/Vocational Status
#2 Semester Hours/Contact Hours	#7 Transfer Information
#3 Catalog Description	#9 Topical Outline

EXHIBIT B-13

#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: September 24, 2007

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 4, 2013

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-14

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

1. COURSE NUMBER AND TITLE: CSIT 265: Data Structures and Analysis
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course examines the representation, implementation and application of data structures and their use in programs developed using the object-oriented paradigm. The data structures include lists, stacks, queues, dequeues, vectors, trees and graphs. Additional topics include array and linked list implementation, recursion, binary search tree, sequences and dictionaries. Algorithms are developed to operate upon these structures. All assignments will be programmed in a modern object oriented programming language. Open lab time **required available.**

4. PREREQUISITES: CSIT166 **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

- a. Describe the need for this course.

This is a required course in all Computer Science AS degrees ~~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 (including program options) ~~and an elective~~
AAS Computer Science/Information Technology
____ Elective

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

9. Analyze (big O) sequential, binary and hashing algorithms.

10. Analyze (big O) common selection, exchange and insertion sorting algorithms.

11. Discuss the benefits, resource requirements and implementation of logical sorting algorithms.

12. Explain the concepts, data structure and benefits involved in logically representing common data structures algorithms, such as ordered lists, stacks, queues and trees.

13. Demonstrate independent thinking through mathematical, scientific and philosophical reasoning.

15. 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.]

- 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	Data Structures	COMP228	3	
<u>Rowan College at Burlington County</u>	<u>Introduction to Computer Science II</u>	<u>CSE111</u>	<u>3</u>	
<u>Camden County College</u>	<u>Computer Science II</u>	<u>CSC223</u>	<u>4</u>	
<u>Mercer County Community College</u>	<u>Computer Science II Data Structures</u>	<u>COS210</u>	<u>4</u>	
Middlesex County College	Data Structures in Java	CSC253 <u>236</u>	4	

- 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	CS227 Data Structures	Minor		

	3 credits			
Kean University	CPS 2232 Data Structures & Algorithm Analysis 4 credits	Major		
Monmouth University	CS305 Data Structures and Algorithms 4.0 credits	Major		
Stockton University	CSIS3103 Data Structures 4 credits	Major		
Rowan University	CS 04.222 Data Structures and Algorithms 4 credits	Major		
Rutgers – New Brunswick, School of Arts & Sciences	01:198:112 Data structures 4 credits	Major	<u>X</u>	

- i. If a “U” was inserted above, document the course transferability by providing either 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. Define and use the Big-O notation in the analysis of algorithms~~
- ~~b. Describe the core elements that encompass the collections framework~~
- ~~c. Construct and implement the linked list class~~
- ~~d. Construct and implement circular and doubly linked classes~~
- ~~e. Construct and implement the stack class~~
- ~~f. Construct and implement the queue and priority queue classes~~
- ~~g. Define and evaluate recursive algorithms~~
- ~~h. Construct and implement search and hash algorithms~~
- ~~i. Construct and implement both internal and external sorting algorithms~~
- ~~j. Analyze the various sorting algorithms~~
- ~~k. Construct and implement trees and generic trees~~
- ~~l. Construct and implement a binary search tree~~
- ~~m. Construct and implement the Adelson, Veiskii and Landis (AVL) tree class~~
- ~~n. Construct and implement the graph class~~

- a) Analyze, using Big-O notation, the efficiency of algorithms
- b) Describe the core elements that encompass the collections framework
- c) Construct and implement linked structures including singly linked lists, circular lists, and doubly linked classes
- d) Develop data structures representing a stack, queue and priority queue
- e) Design and apply recursive algorithms
- f) Formulate search and hash algorithms
- g) Design and categorize various internal and external sorting algorithms
- h) Describe and implement trees including generic trees, binary search trees, and the Adelson, Veiskii and Landis (AVL) tree class
- i) Generate an implementation of the graph class

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) Analysis 1) Algorithms 2) Big-O Notation a) Constant Function b) Logarithmic Function c) Linear Function d) Log Function e) Quadratic Function f) Cubic Function g) Exponential Functions 3) Best-Case and Worst-Case Running Times	<u>In-class exercises</u>	<u>Exam</u>	<u>8:a</u>
B) The base data structures, abstraction and ADTs 1) Definition 2) Array Implementation 3) Multidimensional Arrays 4) Collection Framework 5) Application	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:b</u>
C) Linked Lists 1) ADT 2) Dynamic 3) Singly and Doubly Linked Lists 4) Circular Linked Lists 5) Multiple Linked Lists 6) Application	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:c</u>
D) Stacks 1) ADT 2) Implementing a Stack using an Array	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:d</u>

EXHIBIT B-14

3) Implementing a Stack using a generic linked list 4) Application			
E) Queues 1) ADT 2) Circular Queues 3) Priority Queues 4) Application	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:d</u>
F) Recursion 1) Implementation 2) Evaluation 3) Backtracking Algorithms 4) Parsing Algorithms	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:e</u>
G) Trees 1) General Trees 2) Tree Traversal Algorithms 3) Binary Trees 4) Application	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:h</u>
H) Maps and Dictionaries 1) Definition and implementation 2) Hash tables 3) Dictionary ADT	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:f</u>
I) Search Trees 1) Definition and Implementation 2) Binary Search Trees 3) Infix, Prefix and Postfix 4) AVL Trees 5) Splay Trees	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:h</u>
J) Sorting and Sets 1) Merge-Sort 2) Quick-Sort 3) Bucket-Sort and Radix-Sort 4) Comparing Sorting Algorithms	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:g</u>
K) Graphs 1) Definition 2) Data Structures for Graphics 3) Graph Traversal 4) Directed Graphs 5) Weighted Graphs 6) Algorithms involving graphs a) Shortest Path b) Minimum Spanning Tree 7) Applications	<u>Hands-on; In-class & Lab exercises</u>	<u>Programming Exercises; Exam</u>	<u>8:i</u>

EXHIBIT B-14

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	<i>x</i>	<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. Knowledge of data structure, uses and paradigms.</u>
Information Literacy				
Society and Human Behavior				
Humanistic Behavior				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical	<i>x</i>	<u>8:ALL</u>	<u>9:ALL</u>	<u>Mastering the basic</u>

Thinking				<u>skills necessary to take a problem statement and, using various data structures, turn it into a functional algorithm</u>
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12. NEEDS:

- Instructional Materials (text etc.):
Appropriate textbooks 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 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

EXHIBIT B-14

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: November 5, 2020

EXHIBIT B-15

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE SCHOOL OF BUSINESS
AND SOCIAL SCIENCES

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 100: Aerobic Conditioning
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 2 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course is an aerobic conditioning program **that** utilizes jogging, power walking, stationary cycling, steppers, elliptical, treadmills, rhythmic exercise, and calisthenics.

4. PREREQUISITES: None COREQUISITES: None
5. **MAXIMUM CLASS SIZE: 20** COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

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.

HEHP 100 Aerobic conditioning (~~which would replace PE 135 and PE 144~~) gives individual students the opportunity to continue their exercise programs {and expand their knowledge} **after they have completed HEHP 110 and HEHP 225**. Students enrolled in ~~e~~**Exercise Science, Human Performance Teacher and Wellness and Health Promotion concentrations and General Studies – Health and Physical Education Concentration** would be able to both continue their personal strength development and increase their knowledge of human physiology. **Because numerous students have requested further instruction in this discipline, HEHP 100 would be offered to satisfy that need.**

- 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 |
| <u><input checked="" type="checkbox"/> Information Literacy</u> | | |
| <u><input checked="" type="checkbox"/> Ethical Reasoning/Action</u> | | |

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

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

x Elective

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

~~Ocean County College espouses goals which include developing the understanding of health and well being necessary to confront the challenges facing individuals, families, and communities. The college also aims to provide transfer opportunities for student. This course addresses both of these initiatives.~~

- i. ~~Creatively and engagingly present the most current and relevant training (Vision Statement).~~
- ii. ~~Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).~~
- iii. ~~Deliver innovative instruction on health and well-being necessary to confront the challenges facing individuals, families, and communities. (Master Plan).~~

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
<u>Bergan</u>	<u>Aerobic Conditioning</u>	<u>WEX111</u>	<u>1</u>	
<u>RVCC</u>	<u>Concepts of Aerobic Conditioning</u>	<u>FITN132</u>	<u>1</u>	

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

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University	<u>GENED</u> <u>(GENERAL ED).</u> <u>1 credit</u>	<u>General Ed</u>		
Kean University	<u>PED1130</u> <u>(AEROBIC DANCING).</u> <u>1 credit</u>	<u>Aerobic Dancing</u>		
Monmouth University	<u>PE001</u> <u>(LIFETIME SPORTS).</u> <u>1 credit</u>	<u>Lifetime Sports</u>		
Stockton University	<u>TRCREC</u> <u>(ELECTIVE TRANS CREDIT).</u> <u>1 credit</u>	<u>Elective</u>		
Rowan University	<u>INTR99070</u> <u>(FREE ELECTIVE).</u> <u>1 credit</u>	<u>Elective</u>		
Rutgers – New Brunswick			<u>X</u>	

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain: **NJtransfer indicates Rutgers – New Brunswick does not accept transfer credit for this course.**

8. SPECIFIC COURSE LEARNING **OBJECTIVES OUTCOMES**

Students who successfully complete this course will be able to:

- Display a high level of aerobics fitness (measured by physical fitness and testing).
- Use the proper techniques for each of the various aerobic fitness methods.
- Develop an individualized, personal, comprehensive aerobic fitness program.

9. TENTATIVE TOPICAL OUTLINE

EXHIBIT B-15

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
Walking	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Aerobic dance	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Jogging/Treadmills	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Cross country running/Skiing	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Cycling/Stationary bikes	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Rope jumping	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Rowing	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Rhythmic and continuous activities	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Swimming	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Skating (roller and ice)	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u>	<u>8:a, b, c</u>

EXHIBIT B-15

		<u>Research paper</u>	
Rebound running (mini tramps)	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>
Elliptical and steppers	<u>Reading</u> <u>Class discussion</u> <u>Group work</u> <u>Guest Lectures</u>	<u>Quiz on reading</u> <u>Graded oral presentation of project</u> <u>Test</u> <u>Research paper</u>	<u>8:a, b, c</u>

10. METHODS OF INSTRUCTION

Practical skill development and assessment
 Lecture
 Group work
 Student presentations
 Guest speakers

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE (this section is to fulfill state requirements):

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	X	<u>8:all</u>	<u>9:all</u>	<u>Test</u>
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	<u>X</u>			
Historical Perspective				

Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	<u>8: all</u>	<u>9:all</u>	<u>Test</u>

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

- Instructional Materials (text, etc.): An appropriate text **and/or open educational resources** will be selected. Contact the department for current adoptions.
- Technology Needs:
_____ N/A _____
- Human Resource Needs (Presently Employed vs. New Faculty):
_____ N/A _____
- Facility Needs:
_____ N/A _____
- Library needs (list specific needs and must be initialed by library director): _____

Research Material in the College Library:

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

Handouts

Videos

Overheads

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:

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

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

14. NUMBER OF PAPERS AND EXAMINATIONS

One written exam. Due to the nature of this course, participation/absences will be factored into the grade.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, 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.

<u>Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.</u>	<u>Revisions to the following items must be sent “For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.</u>
<u>#1 Course Number & Title</u>	<u>#5 Maximum Class Size / Course Fee Code / — Differential Funding Category</u>
<u>#2 Semester Hours/Contact Hours</u>	<u>#8 Methods of Instruction</u>
<u>#3 Catalog Description</u>	<u>#9 Instructional Materials</u>
<u>#4 Prerequisites & Corequisites</u>	<u>#10 Tentative Topical Outline</u>
<u>#6 Justification</u>	<u>#11 Grade Determinants</u>

<u>#7 Course Objectives</u>	<u>#12 Number of Papers and Examinations</u>

Board of Trustees Approval Date: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

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.

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

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-16

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE SCHOOL OF BUSINESS
AND SOCIAL SCIENCES

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 101: Weight Training and Body Building
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 2 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course is designed for students whose primary interest is learning the principles of strength and body shaping.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

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.

HEHP 101 Weight Training and Body **Building** gives individual students the opportunity to continue their exercise programs (and expand their knowledge) ~~after they have completed HEHP 101 and HEHP 225~~. Students enrolled in Exercise Science, **Human Performance Teacher and Wellness and Health Promotion concentrations and General Studies – Health and Physical Education Concentration** would be able to both continue their personal strength development and increase their knowledge of human physiology. ~~Because numerous students have expressed a desire for further instruction in this discipline, HEHP 101 would be offered to satisfy that need.~~ This course ~~is required for all~~ **can be used towards HEHP requirements by** Ocean County College students seeking to transfer to Kean @ Ocean in the **Health and PE teacher track Physical Education/Exercise Science and Physical Education and Health Teacher Certification programs.**

- 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
☒ **Information Literacy** ☒ **Ethical Reasoning/Action**

- ii. If the course does not satisfy a general education requirement, which of the following does it satisfy:
- ☐ Program-specific requirement for the following degree program(s):
☒ Elective
- c. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College (explain):
- Ocean County College espouses goals which include developing the understanding of health and well being necessary to confront the challenges facing individuals, families, and communities. The college also aims to provide transfer opportunities for students. This course addresses both of these initiatives.**
- i. **Creatively and engagingly present the most current and relevant training (Vision Statement).**
 ii. **Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).**
 iii. **Deliver innovative instruction on health and well-being necessary to confront the challenges facing individuals, families, and communities. (Master Plan).**

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
Brookdale	<u>Weight Training</u>	<u>FITN167</u>	<u>1</u>	
Mercer	<u>N/A</u>			
Atlantic Cape	<u>N/A</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>GENED (GENERAL ED), 1 credit</u>	<u>General Education</u>		
Kean University	<u>PED1011 (STRENGTH FITNESS), 1 credit</u>	<u>Strength Fitness</u>		
Monmouth University	<u>PE001 (LIFETIME SPORTS), 1 credit</u>	<u>Lifetime Sports</u>		
Stockton University	<u>TRCREC (ELECTIVE TRANS CREDIT), 1 credit</u>	<u>Elective</u>		
Rowan University	<u>INTR99070 (FREE ELECTIVE), 1 credit</u>	<u>Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<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: **NJtransfer indicates that the course is not transferable to Rutgers New Brunswick**

8. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Develop the ability to solve problems by collecting, organizing, and evaluating information.
- Develop the understanding of health and well-being necessary to confront the challenges facing individuals, families, and communities.
- Gain strength through resistance training and weight lifting.
- Develop and demonstrate proper techniques for weight lifting.
- Develop an individualized, written, comprehensive weight-training program.
- Demonstrate knowledge and basic skills levels of weight training and bodybuilding for lifetime physical activity/social and recreational enrichment.

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

EXHIBIT B-16

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
Skeletal muscles and joint actions	Activity Group work Student presentations Guest speakers	Exam	<u>8: a, b</u>
Applying the overload principle	Activity Group work Student presentations Guest speakers	Exam	<u>8: a, b</u>
Pre-training considerations	Activity Group work Student presentations Guest speakers	Exam	<u>8: a, b</u>
Basic lifts with barbells and dumbbells	Activity Group work Student presentations Guest speakers	Exam	<u>8: c, d, e, f</u>
Alternate lifts for body building	Activity Group work Student presentations Guest speakers	Exam	<u>8: c, d, e, f</u>
Long range training programs	Activity Group work Student presentations Guest speakers	Exam	<u>8: c, e, f</u>
Exercising without special equipment	Activity Group work Student presentations Guest speakers	Exam	<u>8: c, e, f</u>
Strength training	Activity Group work Student presentations Guest speakers	Exam	<u>8: c, d, e, f</u>
Competitive lifting, power lifting, Olympic weightlifting cyclical training or periodization	Activity Group work Student presentations Guest speakers	Exam	<u>8: c, d, e, f</u>

10. METHODS OF INSTRUCTION

Activity
 Group work
 Student presentations
 Guest speakers

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

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	X	<u>8: all</u>	<u>9: all</u>	<u>Test</u>
Technological Competency				
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>Test</u>

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

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

Handouts

Videos

Overheads

NEEDS

- Instructional Materials (text, etc.): An appropriate text *and/or open educational resources* will be selected. Contact the department for current adoptions.
- Technology Needs:

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

- Facility Needs:

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

Research Material in the College Library:

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:

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

14. NUMBER OF PAPERS AND EXAMINATIONS

~~Due to the nature of this course, participation and absences will be factored into the grade. One (1) exam.~~

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

~~In order to maintain a central file of current course documents on Ocean Cruiser, 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.~~

<u>Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.</u>	<u>Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.</u>
<u>#1 Course Number & Title</u>	<u>#5 Maximum Class Size / Course Fee Code /</u>

	<u><i>Differential Funding Category</i></u>
<u><i>#2 Semester Hours/Contact Hours</i></u>	<u><i>#8 Methods of Instruction</i></u>
<u><i>#3 Catalog Description</i></u>	<u><i>#9 Instructional Materials</i></u>
<u><i>#4 Prerequisites & Corequisites</i></u>	<u><i>#10 Tentative Topical Outline</i></u>
<u><i>#6 Justification</i></u>	<u><i>#11 Grade Determinants</i></u>
<u><i>#7 Course Objectives</i></u>	<u><i>#12 Number of Papers and Examinations</i></u>

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: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-17

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE SCHOOL OF
BUSINESS AND SOCIAL SCIENCES

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 102: Volleyball
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 2 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

A study of This course examines the fundamental rules and etiquette of play, including the progression form from simple to complex skills.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

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.

HEHP 102 Volleyball (~~replaces PE 135 and PE 144~~), ~~which has been offered for several years~~, gives students the opportunity to develop new skills in a popular sport. ~~Numerous students have requested Volleyball and because this course has been offered in the past with enthusiastic response, the HEHP Department believes that this course will continue to be in high demand. This course is required for all Ocean County College students seeking to transfer to Kean @ Ocean in Health and Physical Education Teacher track. This course can be used towards the HEHP requirement in the Kean Ocean Physical Education/Exercise Science and Physical Education and Health Teacher Certification programs.~~

- 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 |
| <input checked="" type="checkbox"/> <u>Information Literacy</u> | <input checked="" type="checkbox"/> <u>Ethical Reasoning/Action</u> | |

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

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

 x Elective

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

Ocean County College espouses goals which include developing the understanding of health and well being necessary to confront the challenges facing individuals, families, and communities. The college also aims to provide transfer opportunities for students. This course addresses both of these initiatives.

- i. **Creatively and engagingly present the most current and relevant training (Vision Statement).**
- ii. **Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).**
- iii. **Deliver innovative instruction on health and well-being necessary to confront the challenges facing individuals, families, and communities. (Master Plan).**

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	<u>N/A</u>			
Mercer	<u>N/A</u>			
Atlantic Cape	<u>N/A</u>			
Bergen	Volleyball	WEX174	1	
Camden	Volleyball	HPE113	1	

- 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	PE230 (VOLLEYBALL), 1 credit	<u>Volleyball</u>		
Kean University	PED1095 (BEGINNING VOLLEYBALL), 1 credit	<u>Beginning Volleyball</u>		
Monmouth University	PE001 (LIFETIME SPORTS), 1 credit	<u>Lifetime Sports</u>		
Stockton University	TRCREC (ELECTIVE TRANS CREDIT), 1 credit	<u>Elective</u>		
Rowan University	INTR99070 (FREE ELECTIVE), 1 credit	<u>Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<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): _____

i. If not transferable to any institution, explain: **NJtransfer indicates that this course is not transferable to Rutgers New Brunswick**

8. SPECIFIC COURSE LEARNING **OBJECTIVES** **OUTCOMES**

Students who successfully complete this course will be able to:

- Demonstrate knowledge of the rules and regulations of the game.
- Use the proper techniques and skills of volleyball and be able to perform each one.

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)
Facilities/Equipment	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8: a, b</u>
Rules and Terminology	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8:a, b</u>

EXHIBIT B-17

Warm ups/Preparing to Play Volleyball	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8: a, b</u>
Basics of Passing	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8: a, b</u>
Putting the Ball into Play: Serving	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8: a, b</u>
At the net: Spiking and Blocking	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8: a, b</u>
Play Systems – Offensive and Defense	Activity Group work Student presentations Guest speakers	Exam Paper	<u>8: a, b</u>

10. METHODS OF INSTRUCTION

Activity
Group work
Student presentations
Guest speakers

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

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: all</u>	<u>9: all</u>	<u>Paper</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning	X	<u>8: all</u>	<u>9: all</u>	<u>Test</u>

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

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

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

Handouts

Videos

Overheads

NEEDS

- Instructional Materials (text, etc.): An appropriate text **and/or open educational resources** will be selected. Contact the department for current adoptions.
- Technology Needs:
N/A
- Human Resource Needs (Presently Employed vs. New Faculty):
N/A
- Facility Needs:
N/A
- Library needs (list specific needs and must be initialed by library director): _____

Research Material in the College Library:

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:

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

14. NUMBER OF PAPERS AND EXAMINATIONS

Due to the nature of this course, participation and absences will be factored into the grade. One (1) exam.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, 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.

<u>Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.</u>	<u>Revisions to the following items must be sent “For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.</u>
<u>#1 Course Number & Title</u>	<u>#5 Maximum Class Size / Course Fee Code / — Differential Funding Category</u>
<u>#2 Semester Hours/Contact Hours</u>	<u>#8 Methods of Instruction</u>
<u>#3 Catalog Description</u>	<u>#9 Instructional Materials</u>
<u>#4 Prerequisites & Corequisites</u>	<u>#10 Tentative Topical Outline</u>
<u>#6 Justification</u>	<u>#11 Grade Determinants</u>
<u>#7 Course Objectives</u>	<u>#12 Number of Papers and Examinations</u>

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	Revisions to the following items must be sent “For Information Only” to the Curriculum
--	--

EXHIBIT B-17

Committee, College Senate, and Board of Trustees.	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: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-18

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE SCHOOL OF
BUSINESS AND SOCIAL SCIENCES

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 106: Basketball
2. SEMESTER HOURS: 1 CONTACT HOURS: (0 + 2 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

~~A study of~~ This course examines the fundamental rules and etiquette of play, including the progression ~~form~~ from simple to complex skills.

4. PREREQUISITES: None COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

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.

HEHP 106 Basketball gives students the opportunity to develop new skills in a popular sport. ~~Numerous students have requested Basketball and, because this course has been offered in the past with enthusiastic response, the department believes this course would be in high demand. This course is required for all Ocean County College students seeking to transfer to Kean @ Ocean in Health and Physical Education Teacher track. This course can be used to meet HEHP requirements for the Kean Ocean Physical Education/Exercise Science and Physical Education and Health Teacher Certification programs.~~

- 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 |
| <u>Information Literacy Ethical Reasoning/Action</u> | | |

- ii. If the course does not satisfy a general education requirement, which of the following does it satisfy:
- ____ Program-specific requirement for the following degree program(s):

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

~~*Ocean County College espouses goals which include developing the understanding of health and well being necessary to confront the challenges facing individuals, families, and communities. The college also aims to provide transfer opportunities for students. This course addresses both of these initiatives.*~~

- i. *Creatively and engagingly present the most current and relevant training (Vision Statement).*
- ii. *Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).*
- iii. *Deliver innovative instruction on health and well-being necessary to confront the challenges facing individuals, families, and communities. (Master Plan).*

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
Brookdale	<u>N/A</u>			
Mercer	<u>N/A</u>			
Atlantic Cape	<u>N/A</u>			
<u>Essex</u>	<u>Basketball</u>	<u>PHE153</u>	<u>1</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

EXHIBIT B-18

Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Georgian Court University	<u>GENED (GENERAL ED), 1 credit</u>	<u>General Education</u>		
Kean University	PED1010 (BEGINNING BASKETBALL), 1 credit	<u>Beginning Basketball</u>		
Monmouth University	PE001 (LIFETIME SPORTS), 1 credit	<u>Lifetime Sports</u>		
Stockton University	TRCREC (ELECTIVE TRANS CREDIT), 1 credit	<u>Elective</u>		
Rowan University	INTR99070 (FREE ELECTIVE), 1 credit	<u>Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<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): _____

i. If not transferable to any institution, explain: **NJtransfer indicates that this course is not transferable to Rutgers New Brunswick**

8. SPECIFIC COURSE LEARNING **OBJECTIVES** **OUTCOMES**

Students who successfully complete this course will be able to:

- Demonstrate knowledge of the rules and regulations of basketball.
- Use proper techniques and skills of basketball and be able to perform each one.

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)
Stationary ball handling/full and half court dribbling drills	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Passing and catching	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8:a, b</u>

EXHIBIT B-18

Fundamental shooting	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Set shot	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Jump shot	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Lay ups	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Basic ball handling	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Free throw	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Rebounding/blocking out	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
The pick	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Offense footwork/one-on-one moves	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Spacing	Activity Group work Student presentations	Exam Written assignment Activity assessment	<u>8: a, b</u>

EXHIBIT B-18

	Guest speakers		
Defense zone	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Out of bounds play	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Referee orientation techniques	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>
Age progression activities	Activity Group work Student presentations Guest speakers	Exam Written assignment Activity assessment	<u>8: a, b</u>

10. METHODS OF INSTRUCTION

Activity
Group work
Student presentations
Guest speakers

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

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: all</u>	<u>9: all</u>	<u>Paper</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning	<u>X</u>	<u>8: all</u>	<u>9: all</u>	<u>Test</u>
Technological Competency				
Information Literacy				
Society and Human Behavior				

Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness	<u>X</u>			
Ethical Reasoning and Action	<u>X</u>			
Independent/Critical Thinking	X	<u>8: all</u>	<u>9:all</u>	<u>Test</u>

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

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

NEEDS

- Instructional Materials (text, etc.): An appropriate text *and/or open educational resources* will be selected. Contact the department for current adoptions.
- Technology Needs:
_____ N/A _____
- Human Resource Needs (Presently Employed vs. New Faculty):
_____ N/A _____
- Facility Needs:
_____ N/A _____
- Library needs (list specific needs and must be initialed by library director): _____

Research Material in the College Library:

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:

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

14. NUMBER OF PAPERS AND EXAMINATIONS

Two exams and one written assignment.
Activity assessment

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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<u>#2 Semester Hours/Contact Hours</u>	<u>#8 Methods of Instruction</u>
<u>#3 Catalog Description</u>	<u>#9 Instructional Materials</u>
<u>#4 Prerequisites & Corequisites</u>	<u>#10 Tentative Topical Outline</u>
<u>#6 Justification</u>	<u>#11 Grade Determinants</u>
<u>#7 Course Objectives</u>	<u>#12 Number of Papers and Examinations</u>

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

EXHIBIT B-18

#6 Justification	#12 Needs
#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: ____

Board of Trustees Approval Date: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-19

- All nurses applying for a NJ School Nurse Certificate through the NJ Department of Education must have a minimum of 30 semester-hour credits including training in “Public health, including such areas as public health nursing, community health problems and communicable disease control.” Similarly, Introduction to Public Health or Community Health is frequently a required course for the BSN. Many of OCC’s pre-nursing students would benefit from such a course while waiting to be admitted to the nursing program. Additionally, many nursing students who fail or step out of the nursing program could utilize this course as a means of broadening*

~~their knowledge related to public and community health and improving their GPA for re-entrance into the Program. This course would be offered both as a face-to-face and an online course. Those considering OCC's One Day per Week RN Program would benefit by experiencing online instruction. This course would also bolster our offerings in the Wellness and Health Promotion and Health and Human Performance Teacher concentrations. It would also be an excellent stand-alone course for anyone seeking professional training in emergency response or bioterrorism. We would also become the only school in New Jersey to offer this course online.~~

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
☒ Information Literacy ☒ Ethical Reasoning/Action

- 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):
A.S. Business Administration – Health Administration Option
☒ Elective

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

~~In fulfilling the mission, Ocean County College enhances its educational and cultural programs with community, national and international partnerships, current technology, distance learning, and innovative teaching methods to reach an increasingly diverse population. This course facilitates this mission in that it~~

~~i. Focuses~~ on the public health of diverse communities which extends ~~s~~ from the local community to that of the global community. (Mission statement)

~~ii. It will be u~~Utilizing the latest in education technology featuring an online delivery which will make this critical course available beyond the boundaries of Ocean County. It will employ cutting-edge distance learning techniques, such as virtual field trips, which will allow prominent public health officials to become guest lecturers in a "live chat." (Vision statement)

~~*This course will support the college's Academic Master Plan by*~~ *iii. Promoting* the development of students who are: ~~*E*~~*Empowered* through mastery of intellectual and practical skills, learners who ~~*T*~~*Transform* information into knowledge and knowledge into action (*Academic Master Plan*)

iv. Promote the development of students who are ~~*I*~~*informed* by knowledge about the natural and social worlds, ~~*R*~~*Responsible* for their personal actions and for civic values, learners who demonstrate ~~*R*~~*Responsibility* for society's moral health and for social justice *and D*~~*d*~~*Discernment* of the ethical consequences of decisions and actions (*Academic Master Plan*)

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
Brookdale	<u><i>Introduction to Public Health</i></u>	<u><i>PBHL105</i></u>	<u><i>3</i></u>	
Mercer	<u><i>Principles of Public Health</i></u>	<u><i>PBH101</i></u>	<u><i>3</i></u>	
Atlantic Cape				

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><i>Elective</i></u>		
Kean University	HED3635 (INTRODUCTION TO PUBLIC HEALTH), 3 credits	<u><i>Introduction to Public Health</i></u>		
Monmouth University	HE440 (HEALTH POLICY), 3 credits	<u><i>Health Policy</i></u>		

Stockton University	PUBH1200 (INTRODUCTION TO PUBLIC HEALTH), 3 credits	<u><i>Introduction to Public Health</i></u>		
Rowan University	INTR99070 (FREE ELECTIVE), 3 credits	<u><i>Elective</i></u>		
Rutgers – New Brunswick, School of Arts & Sciences	10832201 (PRINCIPLES OF PUBLIC HEALTH), 3 credits	<u><i>Principles of Public Health</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): _____
- i. If not transferable to any institution, explain:

8. SPECIFIC COURSE LEARNING **OBJECTIVES—OUTCOMES**

Students who successfully complete this course will be able to:

- Describe public health as a system, including its unique and important features, to general audiences;
- Apply measures of population health and illness, including risk factors, to community health improvement initiatives;
- Identify and distinguish public health and prevention strategies from curative strategies for prevalent health problems;
- Describe the role of law and government in promoting and protecting the health of the public and identify specific functions and roles of governmental public health agencies in assuring population health;
- Identify and explain how various organizations, positions and roles contribute to carrying out public health's core functions and essential services
- Identify the components of the public health infrastructure;
- Apply principles derived from basic public health to planning, implementing, and evaluating public health interventions.

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. • What is Public Health? • Public Health: Science, Politics, and Prevention	class discussion, collaborative and cooperative learning, computer applications	Exam Paper Presentation	<u>8: a, d, e</u>

EXHIBIT B-19

<ul style="list-style-type: none"> • Why is Public Health Controversial? • Powers and Responsibilities of Government 	such as GIS, and other methods		
2. <ul style="list-style-type: none"> • Analytical Methods of Public Health • Epidemiology: The Basic Science of Public Health • Epidemiologic Principles and Methods • Problems and Limits of Epidemiology 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: b, e</u>
3. <ul style="list-style-type: none"> • Statistics: Making Sense of Uncertainty • The Role of Data in Public Health 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: b</u>
4. <ul style="list-style-type: none"> • Biomedical Basis of Public Health • The Conquest of Infectious Diseases • The Resurgence of Infectious Diseases • The Biomedical Basis of Chronic Diseases 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: e</u>
5. <ul style="list-style-type: none"> • Social and Behavioral Factors in Health • Do People Choose Their Own Health? • How Psychosocial Factors Affect Health and Health Behavior 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: b</u>
6. <ul style="list-style-type: none"> • Genetic Diseases and Other Inborn Errors • Tobacco: Public Health Threat Number One 	class discussion, collaborative and cooperative learning, computer applications	Exam Paper Presentation	<u>8: b, c</u>

<ul style="list-style-type: none"> Diet and Activity Patterns: Public Health Threat Number Two 	such as GIS, and other methods		
<p>7.</p> <ul style="list-style-type: none"> Injuries Are Not Accidents Maternal and Child Health as a Social Problem Minority Health Issues Refugee and Immigrant Health Issues Lesbian, Gay, Bisexual & Transgender Health Issues 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: d, e, g</u>
<p>8.</p> <ul style="list-style-type: none"> Environmental Issues in Public Health A Clean Environment: The Basis of Public Health Clean Air: Is It Safe to Breathe? Clean Water: A Limited Resource Solid and Hazardous Wastes: What to do with the Garbage? Safe Food and Drugs: An Ongoing Regulatory Battle Population: The Ultimate Environmental Health Issue 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: d, e, g</u>
<p>9.</p> <ul style="list-style-type: none"> Medical Care and Public Health Role of Public Health Professionals Including Public Health Nursing Is the Medical Care System a Public Health Issue? 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8: e, f</u>

EXHIBIT B-19

<ul style="list-style-type: none"> • Why the U.S. Medical System Needs Reform • Health Services Research: Finding What Works • Public Health and the Aging Population 			
10. <ul style="list-style-type: none"> • The Future of Public Health • Public Health at the End of the Century: Achievements and Challenges • Bioterrorism and Public Health 	class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods	Exam Paper Presentation	<u>8:a, e, g</u>

10. METHODS OF INSTRUCTION

Online/Face-to-face lecture, **PowerPoints, writing assignment, class presentation,** class discussion, collaborative and cooperative learning, computer applications such as GIS, and other methods

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

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	<u>X</u>			
Technological Competency	<u>X</u>			
Information Literacy	<u>X</u>			
Society and Human Behavior	X	<u>8:a, b, d</u>	<u>9: 5, 7, 8</u>	<u>Exam Paper</u>
Humanistic Perspective				
Historical Perspective	<u>X</u>			
Global and Cultural Awareness	<u>X</u>			

Ethical Reasoning and Action	<u>X</u>			
Independent/Critical Thinking	<u>X</u>			

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

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

Internet, self grading quizzes, PowerPoint presentations, electronic flash cards and handouts.

NEEDS

- Instructional Materials (text, etc.): An appropriate text *and/or open educational resources* will be selected. Contact the department for current adoptions. Self-grading quizzes, electronic flash cards, and handouts.
- Technology Needs:
_____ N/A _____
- Human Resource Needs (Presently Employed vs. New Faculty):
_____ N/A _____
- Facility Needs:
_____ N/A _____
- Library needs (list specific needs and must be initialed by library director): _____

Research Material in the College Library:

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:

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

14. NUMBER OF PAPERS AND EXAMINATIONS

There will be a minimum of 3 exams and 3 assigned projects or short papers, or their equivalents.

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, 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.

<u><i>Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.</i></u>	<u><i>Revisions to the following items must be sent “For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.</i></u>
<u><i>#1 Course Number & Title</i></u>	<u><i>#5 Maximum Class Size / Course Fee Code / — Differential Funding Category</i></u>
<u><i>#2 Semester Hours/Contact Hours</i></u>	<u><i>#8 Methods of Instruction</i></u>
<u><i>#3 Catalog Description</i></u>	<u><i>#9 Instructional Materials</i></u>
<u><i>#4 Prerequisites & Corequisites</i></u>	<u><i>#10 Tentative Topical Outline</i></u>
<u><i>#6 Justification</i></u>	<u><i>#11 Grade Determinants</i></u>
<u><i>#7 Course Objectives</i></u>	<u><i>#12 Number of Papers and Examinations</i></u>

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

EXHIBIT B-19

#6 Justification	#12 Needs
#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: ____

Board of Trustees Approval Date: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-20

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF **BUSINESS AND SOCIAL SCIENCES**

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 237: Sports Officiating
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0 + 0)
Lecture Lab Practicum
3. CATALOG DESCRIPTION

A-This is an elective course designed to teach students and adults **in of** the community the rules and regulations for specific sports and how to apply them in games. Current rules changes will be reviewed and discussed, **as well as** ~~**Some time will be spent on**~~ the psychology of officiating, responsibilities of the official, game control techniques, and issues faced by sports officials.

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

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 is designed to serve as an elective for many students choosing to major in a **sports-related** field. ~~**It can be applied as an elective in many degree programs at the college including the new Sports Management program.**~~ This course will also serve to enhance the level of **sports** officials within the local community **and** assist struggling leagues with finding officials. It will prepare students for certification to officiate the ~~**two**~~ sports covered **within the course** and **assist them in earning** extra money as a **part-time** official.

- b. Relationship to courses within the College

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

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

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

- ii. If the course does not satisfy a general education requirement, which of the following does it satisfy:
- ____ Program-specific requirement for the following degree program(s):

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

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

- i. **Creatively and engagingly present the most current and relevant training (Vision Statement).**
- ii. **Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).**
- iii. **Seek to empower students through the mastery of intellectual and practical skills (Academic Master Plan).**

7. RELATED COURSES AT OTHER INSTITUTIONS

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

- 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 search indicated no results for general sports officiating at other NJ community colleges.**

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

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University	<u>EXSCIEC</u> <u>(EXERCISE</u> <u>SCIENCE</u> <u>ELECTIVE), 3</u> <u>credits</u>	<u>Elective</u>		
Kean University	<u>PEDX1003"</u> <u>PHYSICAL</u> <u>EDUC FREE</u> <u>ELECTIVE), 3</u> <u>credits</u>	<u>Elective</u>		
Monmouth University	<u>FE001 (100</u> <u>LEVEL FREE</u> <u>ELECTIVE), 3</u> <u>credits</u>	<u>Elective</u>		
Stockton University	<u>TRCREC00</u> <u>(ELECTIVE</u> <u>TRANS</u> <u>CREDIT), 3</u> <u>credits</u>	<u>Elective</u>		
Rowan University	<u>PHED35205</u> <u>(TCHG</u> <u>CONCEPTS</u> <u>TEAM</u> <u>SPORTS), 3</u> <u>credits</u>	<u>Teaching Concepts</u> <u>of Sports Teams</u>		
Rutgers – New Brunswick			<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: **NJTransfer indicates the course is not transferable to Rutgers New Brunswick**
8. SPECIFIC COURSE LEARNING **OBJECTIVES** OUTCOMES

Students who successfully complete this course will be able to:

- a. Demonstrate orally or in writing sufficient knowledge of the rules in certain athletic contests.

- b. Demonstrate competent officiating techniques, as well as exhibit required mechanics of officiating the sport.
- c. Enhance Improve spectator, coach, and participants conduct through better understanding identification of the rules and the psychological aspects of officiating.
- d. Gain understanding of their Describe the rights and responsibilities of spectators, coaches, and participants, and illustrate how to react in an undesirable situation.
- e. Develop an officiating style and philosophy that reflects the important link between fitness and good officiating.
- f. Take the certification test in each a specific sport and or understand enumerate the certification requirements.

9. TENTATIVE TOPICAL OUTLINE

<u>Week</u>	<u>Topics</u>
<u>1</u>	<u>Course introduction and psychology and responsibilities of an official.</u>
<u>2</u>	<u>Game control techniques and contemporary issues in officiating.</u>
<u>3</u>	<u>Introduction to the rules of sport 1.</u>
<u>4</u>	<u>Continue rules of sport 1.</u>
<u>5</u>	<u>Guest speaker (referee/professional) and continue rules of sport 1.</u>
<u>6</u>	<u>Finish rules of sport 1.</u>
<u>7</u>	<u>Practical test of sport 1.</u>
<u>8</u>	<u>Written and video test of sport 1.</u>
<u>9</u>	<u>Introduction to the rules of sport 2.</u>
<u>10</u>	<u>Continue rules of sport 2.</u>
<u>11</u>	<u>Guest speaker (referee/professional) and continue rules of sport 1.</u>
<u>12</u>	<u>Finish rules of sport 2.</u>
<u>13</u>	<u>Practical test of sport 2.</u>
<u>14</u>	<u>Written and video test of sport 2.</u>
<u>15</u>	<u>Written assessment portfolio due and final examination.</u>

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. <u>Introduction to Officiating</u>	<u>Reading</u> <u>Class discussion</u>	<u>Course discussion and participation, official evaluations, assignments, quizzes, and exams</u>	<u>8:c, e</u>

2. <u><i>Building a Sports Officiating Career</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u>	<u><i>Course discussion and participation, official evaluations, assignments, quizzes, and exams</i></u>	<u><i>8:b</i></u>
3. <u><i>Developing an Officiating Style (Part 1)</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u>	<u><i>Course discussion and participation, official evaluations, assignments, quizzes, and exams</i></u>	<u><i>8:c, d</i></u>
4. <u><i>Developing an Officiating Style (Part 2)</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u>	<u><i>Course discussion and participation, official evaluations, assignments, quizzes, and exams</i></u>	<u><i>8:c, d</i></u>
5. <u><i>Developing an Officiating Style (Part 3)</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u>	<u><i>Course discussion and participation, official evaluations, assignments, quizzes, and exams</i></u>	<u><i>8:c, d</i></u>
6. <u><i>Getting Fit to Officiate</i></u>	<u><i>Reading</i></u> <u><i>Class discussion</i></u>	<u><i>Course discussion and participation, official evaluations, assignments, quizzes, and exams</i></u>	<u><i>8:e</i></u>

7. <u>Managing Professional Responsibilities</u>	<u>Reading</u> <u>Class discussion</u>	<u>Course discussion and participation, official evaluations, assignments, quizzes, and exams</u>	<u>8:d</u>
8. <u>Successful Sports Officiating and Exam</u>	<u>Reading</u> <u>Class discussion</u>	<u>Course discussion and participation, official evaluations, assignments, quizzes, and exams</u>	<u>8:b, f</u>
9. <u>FIFA Laws of the Games (Soccer Rules)</u>	<u>Reading</u> <u>Class discussion</u>	<u>Course discussion and participation, official evaluations, assignments, quizzes, and exams</u>	<u>8:a,c</u>
10. <u>NCAA Basketball Rules</u>	<u>Reading</u> <u>Class discussion</u>	<u>Course discussion and participation, official evaluations, assignments, quizzes, and exams</u>	<u>8:a,c</u>
11. <u>NCAA Softball Rules</u>	<u>Reading</u> <u>Class discussion</u>	<u>Course discussion and participation, official evaluations, assignments, quizzes, and exams</u>	<u>8:a,c</u>

10. METHODS OF INSTRUCTION

Practical skill development and assessment

- Lecture and laboratory practice.
- Printed texts and planned non-print media.
- Movies and clips dealing with officiating of sports.
- Self-assessment and official assessment portfolio.
- PowerPoint presentations.

Guest speakers-local as well as professional officials when possible

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE (this section is to fulfill state requirements):

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</u>	<u>9:8</u>	<u>Quiz on reading</u> <u>Graded oral</u> <u>presentation of</u> <u>project</u> <u>Test</u> <u>Research paper</u>
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning	X			
Technological Competency				
Information Literacy				
Society and Human Behavior	X	<u>8:d</u>	<u>9:7</u>	<u>Quiz on reading</u> <u>Graded oral</u> <u>presentation of</u> <u>project</u> <u>Test</u> <u>Research paper</u>
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness	X	<u>8: a, c, e</u>	<u>9:9</u>	<u>Quiz on reading</u> <u>Graded oral</u> <u>presentation of</u> <u>project</u> <u>Test</u> <u>Research paper</u>
Ethical Reasoning and Action	X	<u>8:d</u>	<u>9:7</u>	<u>Quiz on reading</u>

				<u>Graded oral presentation of project Test Research paper</u>
Independent/Critical Thinking	X	<u>8:all</u>	<u>9: all</u>	<u>Quiz on reading Graded oral presentation of project Test Research paper</u>

12. NEEDS

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

Research Material in the College Library: N/A

- a. Guides dealing with individual sports.
- b. Rule books dealing with individual sports.
- c. Casebooks and officiating handbooks dealing with individual sports.
- d. Sports officiating equipment (flags, whistles, etc.).

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:

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

NUMBER OF PAPERS AND EXAMINATIONS

Final grades in the course will be based on the written rules tests, the referee assessment project, referee practical assessment, and an application of rules test using particular video clips.

Assessments will be averaged equally as follows to determine the final grade:

- **Practical test of sport 1**
- **Written and video test of sport 1**
- **Practical test of sport 2**
- **Written and video test of sport 2**
- **Written assessment portfolio**
- **Final examination**

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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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 / Course Fee Code / Differential Funding Category
#2 Semester Hours/Contact Hours	#8 Methods of Instruction
#3 Catalog Description	#9 Instructional Materials
#4 Prerequisites & Corequisites	#10 Tentative Topical Outline
#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-21

- HEHP 265 is an overview of** **This course focuses on** the study of human motion, structure and function. Principles governing movements related to the muscles, bones and joints are emphasized. This information will be used to analyze performance and motor skills.

- COURSE TYPE FOR PERKINS REPORTING:
 x vocational (approved for Perkins funding)
 non-vocational (not approved for Perkins funding)

- a. Describe the need for this course.

This course will offer information pertaining to movement of the human body. Kinesiology is a functional part of teaching exercise and coaching athletics. The student interested in physical therapy, orthopedic medicine, coaching, teaching, and athletic training will benefit from this comprehensive course. This course is the foundation of teaching motor skills and fostering neurological development.

- 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
___ Information Literacy	___ Ethical Reasoning/Action	

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

x Program-specific requirement for the following degree program(s):
~~Liberal Arts General Education with concentration in exercise Science, Health~~
~~Performance Teacher and Wellness and Health Promotion.~~
Certificate of Proficiency - Physical Therapy Aide

 Elective

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

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

- i. ~~Creatively and engagingly present the most current and relevant training (Vision Statement).~~
- ii. ~~Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).~~
- iii. ~~Deliver innovative instruction on health and well-being necessary to confront the challenges facing individuals, families, and communities. (Master Plan).~~

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
Brookdale	<u>N/A</u>			
Mercer	<u>Kinesiology for Exercise Science</u>	<u>HPE140</u>	<u>3</u>	
Atlantic Cape	<u>N/A</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

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Georgian Court University	<u>ES250 (KINESIOLOGY AND APPLIED ANATOMY), 3 credits</u>	<u>KINESIOLOGY AND APPLIED ANATOMY</u>		
Kean University	<u>EXSC3505 (KINESIOLOGY), 3 credits</u>	<u>KINESIOLOGY</u>		
Monmouth University	<u>HE001 (100 LEVEL HEALTH ELECT), 3 credits</u>	<u>Elective</u>		
Stockton University			<u>X</u>	
Rowan University	<u>PHED35075 (GE HEALTH PE/HES ELCT), 3 credits</u>	<u>Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences				<u>Not Yet Evaluated</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): _____

i. If not transferable to any institution, explain: **NJtransfer indicates that this course is not transferable to Stockton University.**

8. PECIFIC COURSE LEARNING **OBJECTIVES** **OUTCOMES**

Students who successfully complete this course will be able to:

- a. Define the relationship between movement, sport motion, and the forces associated with biomechanics.
- b. **Able to** Explain the concepts of strength, power and endurance **form** **from the** biomechanics perspective.
- c. Define directional terms and use these terms to explain joint movement.
- d. Identify and describe the different types of mechanical loads and forces that act on the human body.
- e. Identify basic muscle properties.

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)
---------------------	--	--	-------------------------------------

EXHIBIT B-21

1. Introduction to human movement a. Define the field b. Kinesiology and physical education	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: a, b</u>
2. Terms and Definitions a. Biomechanics b. Athletics	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: a, b</u>
3. The Professions a. Field of kinesiology b. Subdisciplines	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: a, b</u>
4. The Subdisciplines a. Sport pedagogy b. Motor behavior	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: a, b</u>
5. Professional Opportunities a. Establishing professional credibility b. Organizations	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material 	Exam Paper	<u>8: a, b</u>

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	<ul style="list-style-type: none"> reviews Videos/DVDs Practical use of bone movement and muscle action 		
6. Sport and Physical Activity a. Historical information b. The development of sport	<ul style="list-style-type: none"> Practical skill development and assessment Lecture Cooperative education Research material reviews Videos/DVDs Practical use of bone movement and muscle action 	Exam Paper	<u>8: a, b</u>
7. Musculoskeletal Concepts a. Anatomic landmarks b. Analysis positions	<ul style="list-style-type: none"> Practical skill development and assessment Lecture Cooperative education Research material reviews Videos/DVDs Practical use of bone movement and muscle action 	Exam Paper	<u>8: a, b</u>
8. Plane of Motion a. Traditional planes b. Diagonal planes	<ul style="list-style-type: none"> Practical skill development and assessment Lecture Cooperative education Research material reviews Videos/DVDs Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>
9. Joint Structure and Motion a. Classification of joints b. Joint motion definitions	<ul style="list-style-type: none"> Practical skill development and assessment Lecture Cooperative education Research material reviews Videos/DVDs Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>

EXHIBIT B-21

10. Aggregate Muscle Action a. Muscle contraction b. Neurologic considerations	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>
11. Lower Limb Motions a. Foot and ankle motions b. Knee and pelvic girdle motions	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>
12. Shoulder Girdle Motions a. Shoulder structure b. Girdle and joint motions	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>
13. Upper Limb Motions a. Elbow and radio-ulna Motions b. Wrist Motions	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>
14. Skill Analysis a. Biomechanic analysis b. Improving performance	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture 	Exam Paper	<u>8: a, b</u>

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	<ul style="list-style-type: none"> • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 		
15. Improvement through Exercise a. Strength and muscular endurance c. Flexibility and cardiovascular endurance	<ul style="list-style-type: none"> • Practical skill development and assessment • Lecture • Cooperative education • Research material reviews • Videos/DVDs • Practical use of bone movement and muscle action 	Exam Paper	<u>8: c, d, e</u>

10. METHODS OF INSTRUCTION

Practical skill development and assessment
 Lecture
 Cooperative education
 Research material reviews
 Videos/DVDs
 Practical use of bone movement and muscle action

11. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

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	X	<u>8: all</u>	<u>9: 9, 10, 11, 12, 13, 14</u>	<u>Test Paper Skill assessment</u>
Technological Competency				
Information Literacy				
Society and Human Behavior	X	<u>8: a, b</u>	<u>9: 3, 4, 5</u>	<u>Test Paper Skill assessment</u>

Humanistic Perspective	<u>X</u>			
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking	X	<u>8: all</u>	<u>9:all</u>	<u>Test</u> <u>Paper</u> <u>Skill assessment</u>

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

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

Handouts

Videos

Journals

NEEDS

- Instructional Materials (text, etc.): An appropriate text *and/or open educational resources* will be selected. Contact the department for current adoptions.
- Technology Needs:
_____ N/A _____
- Human Resource Needs (Presently Employed vs. New Faculty):
_____ N/A _____
- Facility Needs:
_____ N/A _____
- Library needs (list specific needs and must be initialed by library director): _____

Research Material in the College Library:

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:

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

14. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, 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.

<u><i>Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.</i></u>	<u><i>Revisions to the following items must be sent “For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.</i></u>
<u><i>#1 Course Number & Title</i></u>	<u><i>#5 Maximum Class Size / Course Fee Code / — Differential Funding Category</i></u>
<u><i>#2 Semester Hours/Contact Hours</i></u>	<u><i>#8 Methods of Instruction</i></u>
<u><i>#3 Catalog Description</i></u>	<u><i>#9 Instructional Materials</i></u>
<u><i>#4 Prerequisites & Corequisites</i></u>	<u><i>#10 Tentative Topical Outline</i></u>
<u><i>#6 Justification</i></u>	<u><i>#11 Grade Determinants</i></u>
<u><i>#7 Course Objectives</i></u>	<u><i>#12 Number of Papers and Examinations</i></u>

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

EXHIBIT B-21

#6 Justification	#12 Needs
#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

Board of Trustees Approval Date: ____

Board of Trustees Approval Date: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020

EXHIBIT B-22

OCEAN COUNTY COLLEGE
~~COURSE PROPOSAL FORM #7100-1~~ OFFICIAL COURSE DESCRIPTION
 SCHOOL OF ~~SOCIAL SCIENCE AND HUMAN SERVICES~~ BUSINESS AND SOCIAL
SCIENCES

1. COURSE NUMBER AND TITLE: BUSN-133: ~~Microe~~ Computer Keyboarding
2. SEMESTER HOURS: 1 CONTACT HOURS: (1 + 0 + 0)
 Lecture Lab Practicum
3. CATALOG DESCRIPTION

This course centers upon ~~M~~mastery of the mechanics of the computer keyboard. Emphasis is placed on correct typewriting techniques to develop accuracy and speed presented in a computer-assisted instruction mode. The course is available through credit by exam. Students who have earned 32 or more transfer credits are ineligible, and there is a fee for the exam. Within this program, students will be assigned a "pass/fail" grade only.

4. PREREQUISITES: None COREQUISITES: None

5. COURSE FEE CODE: 1
DIFFERENTIAL FUNDING CATEGORY: A

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.

Business and non-business students will enroll in this course because they want to acquire or improve keyboarding skills.

- b. Relationship to courses within the College

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

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

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

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

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

x Elective

- 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. Creatively and engagingly present the most current and relevant training (Vision Statement).

ii. Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).

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)

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

EXHIBIT B-22

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>Keyboarding and Document Production I</u>	<u>OSTM 110</u>	<u>3</u>	<u>Credit by Exam available</u>
<u>Brookdale</u>	<u>Computer Keyboarding</u>	<u>OADM 101</u>	<u>3</u>	<u>Course Inactive</u>
<u>Mercer</u>	<u>Keyboarding for Computer Users</u>	<u>OST 109</u>	<u>1</u>	
<u>Passaic County Community College</u>	<u>Computer Keyboarding</u>	<u>CIS 103</u>	<u>1</u>	
<u>Salem Community College</u>	<u>Keyboarding and Word Processing</u>	<u>BUS 114</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 1 credit</u>	<u>Elective Credit</u>		
Kean University			<u>X</u>	
Monmouth University			<u>X</u>	
Stockton University			<u>X</u>	
Rowan University	<u>INTR99076 3 credits</u>	<u>Free Elective</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<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: _____

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

EXHIBIT B-22

a. Key~~ing~~ straight copy alpha-numeric material for three minutes at an average rate of 22 words per minute with three or fewer errors.

b. Use~~ing~~ keyboard skills to compose coherent material with correct word usage at the word, sentence, paragraph, and document levels.

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

Emphasis is placed on correct keyboarding technique to develop alphanumeric accuracy and speed.

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
<u>1. Introduction to Proper Keyboarding Technique</u>	<u>Lecture, assignments, practice, readings</u>	<u>Typing exam and other activities and assignments</u>	<u>8:a,b</u>
<u>2. Development of Accuracy and Speed for Alpha-numeric material</u>	<u>Lecture, assignments, practice, readings</u>	<u>Typing exam and other activities and assignments</u>	<u>8:a</u>
<u>3. Quality of Documents and Word Usage</u>	<u>Lecture, assignments, practice, readings</u>	<u>Typing exam and other activities and assignments</u>	<u>8:b</u>

10. METHODS OF INSTRUCTION

In the structuring of this course, what major methods of instruction will be utilized?
Class Lectures/ computer-assisted program.

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

EXHIBIT B-22

within the course (recommended but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.).

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral				
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency	<u>X</u>	<u>8:a</u>	<u>1 through 3</u>	<u>Typing exam and other activities and assignments</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:</u>	<u>1 through 3</u>	<u>Typing exam and other activities and assignments</u>

12. NEEDS

- Instructional Materials (text, etc.): An appropriate text will be selected. Contact the department for current adoptions.
- Technology Needs:

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

- Facility Needs:

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

13. GRADE DETERMINANTS

The final grade in the course will be the cumulative grade based on the following letter

EXHIBIT B-22

grades or their numerical equivalents for the course assignments and examinations:

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

Revised: December 1990; 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 5, 2020

EXHIBIT B-23

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

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 160: First Aid/CPR/AED
~~For the Workplace, Schools and the Community~~

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

3. CATALOG DESCRIPTION

~~This is a~~ elective course designed to prepare the student in basic ~~first aid~~ care to the sick or injured. Classroom drills and practice will prepare ~~the~~ students to react properly in an accident situation, ~~and~~ plan ~~his/her~~ their actions and exercise good judgment in adapting ~~his/her~~ classroom training to the accident scene. Students ~~who~~ successfully complete the course will receive their American Red Cross First Aid /CPR/AED ~~for schools and Community c~~ Certification. ~~Certification is based on Red Cross requirements. This course is required for all Ocean County College students seeking to transfer to Kean @ Ocean in Health and Physical Education Teacher track.~~

4. PREREQUISITES: None COREQUISITES: None
5. ~~MAXIMUM CLASS SIZE: 30~~ COURSE FEE CODE: 2
~~DIFFERENTIAL FUNDING CATEGORY: A~~

COURSE TYPE FOR PERKINS REPORTING:

- x vocational (approved for Perkins funding)
~~x~~ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This course will offer knowledge of basic first aid and ~~community~~ cardiopulmonary resuscitation necessary to save lives. The student will be able to demonstrate effective action to keep the injured or ill person alive and in the best possible condition until medical treatment can be obtained. This knowledge will assist the OCC student to successfully compete for entry level employment in the areas of day care/recreation, teaching, coaching and service careers. Parents with small children and aging individuals will be better prepared to respond to emergency situations. This course is required for all Ocean County College students seeking to transfer to Kean @ Ocean in Health and Physical Education Teacher track. Nursing students are required to be certified in cardio-pulmonary resuscitation and first aid.

- 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
☒ **Information Literacy** ☒ **Ethical Reasoning/Action**

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

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

☒ Elective

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

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

- i. **Creatively and engagingly present the most current and relevant training (Vision Statement).**
 ii. **Provide high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).**
 iii. **Deliver innovative instruction on health and well-being necessary to confront the challenges facing individuals, families, and communities. (Master Plan).**

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

Brookdale	<u>Community First Aid and CPR</u>	<u>FITN177</u>	<u>3</u>	
Mercer	<u>First Aid, CPR, and AED</u>	<u>HPE105</u>	<u>3</u>	
Atlantic Cape	<u>N/A</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>ES160 (FIRST AID AND CPR), 3 credits</u>	<u>First Aid and CPR</u>		
Kean University	<u>HEDX1003 (HLTH EDUCATION FREE ELECTIVE)</u>	<u>Elective</u>		
Monmouth University	<u>PE201 (SAFETY AND FIRST AID) and PE001 (LIFETIME SPORTS), 3 credits</u>	<u>Safety and First Aid And Lifetime Sports</u>		
Stockton University	<u>HLTHEC (HEALTH SCIENCE ELECTIVE), 3 credits</u>	<u>Elective</u>		
Rowan University	<u>PHED35235 (SFTY, FST AD, BSC UNDR ATH INJ), 3 credits</u>	<u>SFTY, FST AD, BSC UNDR ATH INJ</u>		
Rutgers – New Brunswick, School of Arts & Sciences			<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): _____

If not transferable to any institution, explain: **NJtransfer indicates that this course is not transferable to Rutgers New Brunswick**

8. SPECIFIC COURSE LEARNING **OBJECTIVES OUTCOMES**

Students who successfully complete this course will be able to:

- a. Describe the body systems as it relates they relate to care and prevention of injury and disease.
- b. Use basic information to effectively respond to emergency and possible life-threatening situations.
- c. Demonstrate appropriate basic level care in response to emergency situations.
- d. Provide the necessary information and practical experience required to successfully acquire American Red Cross Certification in Community First Aid and Safety. CPR/AED.
- e. Discuss social health issues, which may effect affect their students' overall well-being.

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. • <u>What is First Aid?</u> • <u>Infections and Disease Transmission</u> • <u>Chain of Infection</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8:e</u>
2. • <u>Body Systems</u> • <u>Working knowledge of the Various Systems</u> • <u>Check Call Care</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8:a</u>
3. • <u>Victim Assessment</u> • <u>Emergency Action Principles</u> • <u>Psychological Emergencies and Shock</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: b, c, e</u>
4. • <u>BLS/Artificial Ventilation/Obstructed Airway</u> • <u>Cardiopulmonary Resuscitation (CPR)</u> • <u>Automated External Defibrillation (AED)</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: a,b, d</u>
5. • <u>Sudden Illness</u> • <u>Poisoning, Alcohol and Drugs</u> • <u>Stroke/Respiratory/Diabetic Event</u> • <u>Seizures/Dizziness/Fainting/ Acute Abdominal Issues</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: a, b, c</u>

6. • <u>Vehicle Stabilization</u> • <u>Lifting and Moving Victims</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: c</u>
7. • <u>Transportation</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: c</u>
8. • <u>Bleeding/Soft Tissue Injuries</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: c</u>
9. • <u>Bandaging/Tourniquet</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: c</u>
10. • <u>Musculoskeletal Injuries</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: c</u>
11. • <u>Splinting</u>	<u>Lecture</u> <u>Lab</u>	<u>Project</u> <u>Practical Exam</u>	<u>8: c</u>

TENTATIVE TOPICAL OUTLINE

<i>Week</i>	<i>Topics</i>
1	Introduction — “The Citizen Responder”
	The E.M.S. System
	Recognition and Response
	Prevention and preparation for emergencies
2	Body Systems
	Working knowledge of the various systems
	Interrelationships of body systems
3	Responding to emergencies
	Emergency Action Principles
	Decisions on victim transportation
4	Life threatening emergencies
	Breathing emergencies
	Cardiac emergencies
	Bleeding
	Shock
5	Exam #1
6	Injuries
	Soft tissue
	Musculoskeletal
	Injuries to the head and spine
	Injuries to chest, abdomen, and pelvis
	Injuries to the extremities
7	Medical Emergencies
	Sudden illness
	Poisoning, bites and stings
	Substance misuse and abuse
	Heat and cold exposure
8	Rescue
	Movement of victims
	Water rescue
9	Child Abuse
	Identification
	Action
	Prevention

10	Exam #2
11	Auto Safety
	Attitudes
	Impairment
12	HIV/AIDS
	Attitudes
	Prevention
	Signs and symptoms
13	Back Injuries
	Prevention
	Care
	Causes
14	Home Safety
	Poisoning
	Evacuation routes
	Various hazards
15	Exam #3

10. METHODS OF INSTRUCTION

Lecture and Lab practical

10. GENERAL EDUCATION GOALS ADDRESSED BY THIS COURSE

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	<u>X</u>			
Technological Competency				
Information Literacy				
Society and Human Behavior	X	<u>8: all</u>	<u>9: all</u>	<u>Exam</u> <u>Practical exam</u>
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness	<u>X</u>			
Ethical Reasoning and Action	<u>X</u>			

Independent/Critical Thinking	<u>X</u>			
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11. INSTRUCTIONAL MATERIALS / TECHNOLOGY NEEDS / HUMAN RESOURCE NEEDS (PRESENTLY EMPLOYED VS. NEW FACULTY)

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

DVD's, Videos

NEEDS

- Instructional Materials (text, etc.): An appropriate text ***and/or open educational resources*** will be selected. Contact the department for current adoptions.
DVDs/Videos
- Technology Needs:
N/A
- Human Resource Needs (Presently Employed vs. New Faculty):
N/A
- Facility Needs:
N/A
- Library needs (list specific needs and must be initialed by library director): _____

Research Material in the College Library:

12. GRADE DETERMINANTS

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

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

13. NUMBER OF PAPERS AND EXAMINATIONS

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, 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.

<u>Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.</u>	<u>Revisions to the following items must be sent “For Information Only” to the Curriculum Committee, College Senate, and Board of Trustees.</u>
<u>#1 Course Number & Title</u>	<u>#5 Maximum Class Size / Course Fee Code / — Differential Funding Category</u>
<u>#2 Semester Hours/Contact Hours</u>	<u>#8 Methods of Instruction</u>
<u>#3 Catalog Description</u>	<u>#9 Instructional Materials</u>
<u>#4 Prerequisites & Corequisites</u>	<u>#10 Tentative Topical Outline</u>
<u>#6 Justification</u>	<u>#11 Grade Determinants</u>
<u>#7 Course Objectives</u>	<u>#12 Number of Papers and Examinations</u>

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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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: March 7, 2008

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: November 5, 2020