EXHIBIT B

OCEAN
COUNTY COLLEGE

BOARD OF TRUSTEES

Bylaw, Policy, and Curriculum Committee Agenda Items

To: Board of Trustees

From: Office of the President

Date: December 3, 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, December 10, 2020**:

1. Recommend approval of the following 2020-21 Advisory Committees as listed in the Advisory Committee Handbook **(Exhibit B-1)**

    a. Addictions and Human Services Advisory Committee
    b. American Sign Language/English Interpreting Advisory Committee
    c. Business Advisory Committee
    d. Computer Studies Advisory Committee
    e. Criminal Justice Advisory Committee
    f. Engineering Advisory Committee
    g. Fine and Performing Arts Advisory Committee
    h. Fire Science Advisory Committee
    i. Health and Human Performance Advisory Committee
    j. Hospitality, Recreation, and Tourism Management Advisory Committee
    k. Media and Communication Advisory Committee
    l. Nursing Advisory Committee
    m. Paralegal Advisory Committee
    n. Sailing Advisory Committee

2. Recommend adoption of Policy #1365, Bylaws for the Operation of the Board of Trustees, Public Comments/Conduct **(Exhibit B-2)**

    As required by Policy # 1370, Amendments to Bylaws, this proposed policy was introduced at the November 5, 2020, Board meeting and distributed to the trustees ten days in advance of this meeting.

3. Recommend approval of the following items as accepted by the College Senate at its meeting on November 19, 2020:

    a. Revised Policy

        1) Policy #5164, Students, Academic Standards, Census Reporting **(Exhibit B-3)**

    b. New Courses

        1) GREK 100, Greek I **(Exhibit B-4)**
        2) GREK 102, Greek II **(Exhibit B-5)**
        3) HEBR 151, Elementary Modern Hebrew I **(Exhibit B-6)**
        4) HEBR 152, Elementary Modern Hebrew II **(Exhibit B-7)**
        5) HEBR 251, Intermediate Modern Hebrew I **(Exhibit B-8)**
        6) HEBR 252, Intermediate Modern Hebrew II **(Exhibit B-9)**
        7) JAPN 101, Elementary Japanese I **(Exhibit B-10)**
        8) JAPN 102, Elementary Japanese II **(Exhibit B-11)**
        9) JAPN 201, Intermediate Japanese I **(Exhibit B-12)**
        10) JAPN 202, Intermediate Japanese II **(Exhibit B-13)**
        11) PORT 101, Elementary Portuguese I **(Exhibit B-14)**
        12) PORT 102, Elementary Portuguese II **(Exhibit B-15)**

    c. Revised Course

        1) HEHP 105, Soccer **(Exhibit B-16)**

EXHIBIT B-1

OCEAN COUNTY COLLEGE

ADVISORY COMMITTEE HANDBOOK

2020-2021

TABLE OF CONTENTS

* Members listed serve for the 2020-2021 Academic Year

OCEAN
COUNTY COLLEGE

MESSAGE OF APPRECIATION FROM
THE PRESIDENT

Dear Advisory Committee Member:

Congratulations on your appointment by the Board of Trustees as a member of an Ocean County College advisory committee. On behalf of the trustees, I want to express to you our sincere appreciation for your willingness to dedicate your time and services for the benefit of our students.

Your membership denotes your strong civic mindedness, your outstanding contributions within the community, and the high esteem in which you are held by your peers. Your contributions will play a vital role in helping Ocean County College provide its students with meaningful, current, and effective academic program offerings.

I am deeply grateful for your service to Ocean County College. If I can be of assistance to you regarding your service as an advisory committee member or in any other way, please do not hesitate to contact me.

Sincerely,

Jon Larson

Jon H. Larson, Ph.D.
President

ESTABLISHMENT OF ADVISORY COMMITTEES

"In order to assist the Board of Trustees, the President, and the staff in the development and evaluation of programs and the determination of community needs, an Advisory Committee, or Committees, may be appointed by the Chairman with the approval of the Board." (Ocean County College Policy #1256).

ADVISORY COMMITTEE FUNCTIONS

1. To serve as a communication link between the College and community occupational groups.

2. To inform the College of changes in and the current status of the labor market.

3. To list specific skills required of graduates and to recommend technical and other information related to the curriculum.

4. To suggest methods for improving public relations so as to assure effective program promotions.

5. To assist with student recruitment and with intern and graduate placement in appropriate positions.

6. To recommend potential instructors from among competent and academically qualified personnel in community occupational groups.

7. To assist in both ongoing and cyclical evaluation of the program.

ADVISORY COMMITTEE STRUCTURE AND OPERATIONS

1. Members shall be appointed annually.

2. Each committee shall have a dean or his/her designee as the chairperson.

3. The elected chairperson shall preside at committee meetings.

4. Committees shall meet semi-annually or more often as deemed necessary by the Academic Dean. Meetings may be held electronically.

5. The Academic Dean or designee shall:

    a. Call meetings, establish agendas and make all necessary arrangements for meetings.

    b. Provide the necessary administrative support for committee functions.

6. The meeting agenda shall be distributed to the membership at least seven calendar days prior to each meeting.

7. The Academic Dean or designee shall arrange for the taking of minutes at each meeting, and arrange for the distribution of the minutes to the committee members no later than 14 calendar days after the meeting date.

8. The Academic Dean shall make available to the Vice President of Academic Affairs the meeting minutes summarizing the committee's work during the year. Outcomes of the meetings will also be reported in program evaluation reports.

COMMITTEE ESTABLISHMENT AND MEMBERSHIP

The responsibility for recommending advisory committee members rests with the appropriate Vice President and the appropriate Academic Dean. The authority to appoint members lies with the Board of Trustees upon recommendation of the President of the College, per College Policy #1256.

Four essential criteria shall be applied by the Academic Dean, the Vice President of Academic Affairs, the President of the College, and the Board of Trustees in selecting the membership of each advisory committee. Citizens shall be asked to serve who have demonstrated:

1. Competence within their occupational field.
2. Interest in occupational education.
3. Time sufficient for committee activities.
4. A strong sense of responsibility and civic mindedness.

Procedures for committee establishment are:

1. During each spring semester, the Academic Dean, through consultation with faculty, members of the community, and the appropriate Vice President, shall prepare a list of potential new committee members for the upcoming academic year.

2. To determine potential members' interest in serving, the Academic Dean shall contact each individual and review the committee functions, responsibilities, and activities as expressed in the Advisory Committee Handbook.

3. Administrative assistants in the academic schools will contact existing committee members beginning in the spring to determine their interest in

continuing to serve and to request a current resume if one is not already on file.

4. After consent of potential members is obtained, the Vice President of Academic Affairs shall submit the membership list to the President and the Board of Trustees for approval. A resume for each new member shall be included.

5. The Academic Dean shall send a letter of appointment to each member specifying the length of service required and providing the Advisory Committee Handbook.

MISSION, VISION, GUIDING PRINCIPLES, STRATEGIC GOALS AND OBJECTIVES*

Mission

Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse leaders to succeed.

To achieve its mission, OCC invests in and fosters academic, economic, and cultural excellence and ensures financial strength by generating multiple revenue streams, engaging in national and international university and corporate partnerships, and cultivating a technologically progressive and entrepreneurial spirit.

Vision

Ocean County College will be the boldest, most innovative and entrepreneurial student-centered college in the nation, will promote exemplary learning experiences, and will advance community college education internationally.

Guiding Principles

Student-Centered: We empower our students to learn and succeed through distinctive, high-quality learning opportunities.

Accessible: We welcome all people to the Ocean County College community by providing affordable, flexible, and barrier-free educational opportunities.

Innovative: We proactively seek opportunities to improve through ingenuity and strategic partnerships.

Collaborative: We practice teamwork and open communication within a culture of civility and mutual respect.

Courageous: We act with determination to serve our students and achieve our goals.

Trustworthy: We exercise integrity, transparency, and data-informed decision-making.

Strategic Goals and Objectives (2021-2026)

Strategic Goal 1: Empower students to learn, engage, and achieve

OBJECTIVE 1.1	Enhance student learning.
OBJECTIVE 1.2	Engage students in co-curricular activities.
OBJECTIVE 1.3	Improve student persistence, completion, and career attainment.

Strategic Goal 2: Optimize and expand enrollment of all learners

OBJECTIVE 2.1	Promote our value and identity.
OBJECTIVE 2.2	Achieve sustained growth in enrollment.
OBJECTIVE 2.3	Provide relevant programs to foster workforce development.

Strategic Goal 3: Elevate organizational effectiveness

OBJECTIVE 3.1	Create and sustain a highly-effective work environment.
OBJECTIVE 3.2	Advance our use of technology and information.
OBJECTIVE 3.3	Optimize the use of our campus facilities.
OBJECTIVE 3.4	Implement effective policies and practices.

Strategic Goal 4: Expand relationships with external stakeholders

OBJECTIVE 4.1	Collaborate across the College to promote positive stakeholder communication and cultivation.
OBJECTIVE 4.2	Connect with local and extended community supporters.
OBJECTIVE 4.3	Explore new and innovative partnerships.

*Effective January 2021.

Addictions and Human Services Advisory Committee	
Mary Pat Angelini Chief Executive Officer Preferred Behavioral Health 1500 Route 88 Brick, NJ 08724	Mariel Hufnagel, MPA, CPRS 156 Broad Street Eatontown,NJ 07724
Dr. Rosann Bar* Dean, School of Business and Social Sciences Ocean County College Toms River, NJ 08754	Daniel Regan Program Chair Director CFC Loud N Clear Foundation 301 Calabria Way Howell, NJ 07731
Nanci Carmody* Assistant Dean, School of Business & Social Science Ocean County College Toms River, NJ 08754	Kim Veith, MBA, MSW, LCSW, LCADC Director of Adult Clinical Services 160 Route 9 Bayville, NJ 08721
Nina L. Charlton-Hagen Director of Program Services Ocean County Jail Program Services Unit 114 Hooper Avenue Toms River, NJ 08754	Renee T. White Supervising Assistant Prosecutor Ocean County Prosecutor's Office Special Offenders Unit 119 Hooper Ave. Toms River, NJ 08753
Patricia Gianotti College Lecturer II, Addictions School of Business and Social Science Ocean County College Toms River, NJ 08754	

* Ocean County College Representative

ASL English Interpreting Advisory Committee	
Jessica Ansbach 404 Barton Ave Point Pleasant, NJ 08742	Melchior Fernandez 859A Dumbarton Drive Lakewood, NJ 08701
Kathy Basilotto* Program Chair Asst. Professor, School of Arts and Humanities, Ocean County College Toms River, NJ 08754	Megan Klusza 6970 Rooks Court, Apt. 206 Frederick, MD 21703
Meredith B. Devine Devine Signs Interpreting Service 11 Hancock Court, East Windsor, NJ 08520	Saundra Piscitelli* NIC, NDOE Standard Certificate School of Arts and Humanities, Ocean County College Toms River, NJ 08754

* Ocean County College Representative

Business Advisory Committee	
Dr. Rosann Bar* Dean, School of Business and Social Science Ocean County College Toms River, NJ 08754	Jim Mahlmann Chief Operating Officer NetCetra LLC 1027 Hooper Ave., Bldg. 1, Unit 2 Toms River NJ 08753
Christopher Bottomley* Program Chair, Business Studies Ocean County College Toms River, NJ 08754	Kevin Mirda, CEO Phoenix Recovery, LLC 19 South Seas Court Barnegat, NJ 08005
Nanci Carmody* Assistant Dean School of Business and Social Science Ocean County College Toms River, NJ 08754	Terry Moncrief Certified Public Accountant Withum Smith Brown 1144 Hooper Avenue, Suite 202 Toms River, NJ 08753
Michael Forcella* Manager of Business Engagement Ocean County College Toms River, NJ 08754	Barbara Napolitano 1350 Church Road Toms River, NJ 08755
Wendy Giarratana 6 Harbor View Lane Toms River, NJ 08753	Kimberle Samarelli Executive Director N.J. Amusement Association PO Box 178 Seaside Heights, NJ 08751
	Janice Sheridan* Sr. Academic Affairs Technician School of Business and Social Science Ocean County College Toms River, NJ 08754

* Ocean County College Representative

Computer Studies Advisory Committee	
Dr. Gerald Cohen* Chair, Computer Science Department Ocean County College Toms River, NJ 08754	Joseph Pelkey* Senior Programmer Analyst Ocean County College Toms River, NJ 08754
Philip Fucetola Consultant, Barnegat Technologies, LLC PO Box 1453 Little Egg Harbor, NJ 08087	James B. Priestley, III Technical Solution Professional Microsoft 42 Tina Way Barnegat, NJ 08005
Donald George* Professor, Computer Science Department Ocean County College Toms River, NJ 08754	Dr. Sylvia Riviello* Dean, School of S.T.E.M. Ocean County College Toms River, NJ 08754
Theodore Hall Senior Solutions Architect Technologent 204 Fernwood Avenue Edison, NJ 08837	Janice Thiers Rohn Computer Science Department Monmouth University 400 Cedar Ave. West Long Branch, NJ 07764
Edmond Hong* College Lecturer, Computer Science Department Ocean County College Toms River, NJ 08754	James Ross (JR) CIO Ellucian Ocean County College Toms River, NJ 08754
Dr. Patricia A. Morreale Chair, Department of Computer Science Kean University 1000 Morris Avenue Union, NJ 07083	
Vincent Oria Associate Chair Computer Science Department NJIT 323 Dr. Martin Luther King Jr. Blvd. Newark, NJ 07102	

Ocean County College Representative

Criminal Justice Advisory Committee	
Dr. Rosann Bar* Dean, School of Business and Social Sciences Ocean County College Toms River, NJ 08753	Dr. Fernando Linhares Full Time Instructor Kean University 1000 Morris Avenue Union, NJ 07083
Bradley Billhimer Prosecutor Ocean County Prosecutor's Office 119 Hooper Avenue Toms River, NJ 08754	Mitchell Little Chief of Police Toms River Police Department 255 Oak Avenue Toms River, NJ 08753
Nanci Carmody* Assistant Dean, School of Business and Social Sciences Ocean County College Toms River, NJ 08754	Stuart Martinsen* Adjunct Faculty, School of Business and Social Sciences Ocean County College Toms River, NJ 08754
Jason J. Ghibesi* College Lecturer II, Political Science/History School of Business and Social Sciences Ocean County College Toms River, NJ 08754	Philip Miller Judge Ocean County Superior Court 369 N. Main Street (Rte. 9) Barnegat, NJ 08005
Eric S. Higgins Chief of Police Lakehurst Police Department 530 Union Avenue Lakehurst, NJ 08773	Sandra J. Mueller Chief of Corrections 114 Hooper Avenue Toms River, NJ 08754
Joseph Kirchhofer * Faculty, School of Business and Social Sciences Ocean County College Toms River, NJ 08753	Vincent Petrecca* Adjunct Faculty, School of Business & Social Sciences Ocean County College Toms River, NJ 08754

Ocean County College Representative

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Engineering Advisory Committee	
Pam Bogdan* Lecturer II, Engineering Studies Ocean County College Toms River, NJ 08754	Dr. Sylvia Riviello* Dean, STEM Ocean County College Toms River, NJ 08754
Robert C. Burdick, PE, PP Professional Engineer 1023 Ocean Road Point Pleasant, NJ 08742	Charles M. Cebula, PE* Adjunct, School of Science, Technology, Engineering, and Mathematics Ocean County College Toms River, NJ 08754
Angela Benjamin Medtronic, Inc.	Stuart Challoner Faculty, School of STEM Ocean County College Toms River, NJ 08754
Robert G. Bryant Faculty, School of STEM Ocean County College Toms River, NJ 08754	Jim De Tata, PE Director of Facilities Maintenance Middlesex County College 2600 Woodbridge Avenue Edison, NJ 08188-3050
Bruce Burgess Geo-Technology Associates Inc.	John Fraterrigo School of STEM Ocean County College Toms River, NJ 08754
Paul Butler* Adjunct, School of STEM Ocean County College Toms River, NJ 08754	Ryan Hollywood 259 Prospect Plains Rd, Bldg B, Cranbury, NJ 08512

Dan Iachetta Faculty, School of STEM Ocean County College Toms River, NJ 08754	Haidy Olivera Mechanical Engineer NAVAIR Lakehurst Educational Outreach Route 547 Lakehurst, NJ 08733
Jose Olivares Distance Learning Faculty Ocean County College Toms River, NJ 08754	Neil Schiller * Faculty, School of STEM Ocean County College Toms River, NJ 08754

* Ocean County College Representative

Fine and Performing Arts Advisory Committee	
Dr. Elizabeth Brierley * Associate Professor of Speech and Theatre Ocean County College Toms River, NJ 08754	Mrs. Jennifer Greenberg Moment to Moment Theatre Co. Founder & Artistic Director 102 Shining Way Toms River, NJ 08753
Paul Chalakani* College Lecturer II Ocean County College Toms River, NJ 08754	Mr. & Mrs. Philip (Bobbe & Charlie) 21 Amberwinds Court Lakewood, NJ 08701
Nicole Clark 83 Chesterfield Lane Toms River, NJ 08757	Heidi Sheridan* Dean, School of Arts and Humanities Ocean County College Toms River, NJ 08754
Anthony Ciccotelli Theatre Arts Instructor Ocean County Vocational Technical School Performing Arts Academy Joint Base Maguire-Dix Lakehurst Hanger One, Route 547 Lakehurst, NJ 08733	

Ocean County College Representative

Fire Science Advisory Committee	
Maureen Alexander* Academic Administrator School of Business and Social Science Ocean County College Toms River, NJ 08754	Gerard J. Moroney Lieut., Jackson FD 3 19 Forman St. Fair Haven, NJ 07704
Dr. Rosann Bar* Dean School of Business and Social Science Ocean County College Toms River, NJ 08754	Daniel P. Mulligan Chief Fire Marshall Ocean County Fire Marshall's Office PO Box 2191 Toms River, NJ 08754
Craig Bierbaum President Ultimate Protection Group Toms River, NJ 08755	Chad Sexton* College Lecture II, School of Business and Social Science Ocean County College Toms River, NJ 08754
Nanci Carmody* Assistant Dean School of Business and Social Science Ocean County College Toms River, NJ 08754	
Maris G. Gabliks Cooperative Fire Specialist US Forest Service 11 Campus Blvd., Suite 200 Newtown Square, PA 19073	

* Ocean County College Representative

Health and Human Performance Advisory Committee	
Dr. Rosann Bar* Dean, School of Business and Social Science Ocean County College Toms River, NJ 08754	Janice Sheridan Sr. Academic Affairs Technician School of Business and Social Science Ocean County College Toms River, NJ 08754
Nanci Carmody* Assistant Dean, School of Business and Social Science Ocean County College Toms River, NJ 08754	Tonja Werkman Director of Clinical Services Pinnacle Dietary/Adjunct Instructor of HEHP Ocean County College Toms River, NJ 08754
Scott Heilman Assistant Professor, School of Business and Social Science Ocean County College Toms River, NJ 08754	
Daniel Regenye Director of Public Health Ocean County Public Health Department 175 Sunset Ave Toms River, NJ 08754	
Scott Royer Athletic Trainer Ocean County College Toms River, NJ 08754	

Ocean County College Representative

Hospitality, Recreation and Tourism Management Advisory Committee	
Paul Altero Bubbakoos 1670 Route 34, Suite 1C Wall, NJ 07727	Dana Lancellotti Director of Business Development and Tourism County of Ocean Toms River, NJ 08755
Jeffrey Altstadter Assistant Director Public Relations and Media United States Golf Association Far Hills, NJ 07931	Courtney Mattsson General Manager, Days Hotel Toms River, NJ 08753
Dr. Rosann Bar, Dean* School of Business and Social Science Ocean County College Toms River, NJ 08754	Kimberle Samarelli Executive Director N.J. Amusement Association PO Box 178 Seaside Heights, NJ 08751
Sean Bips* College Lecturer II, HRTM Ocean County College Toms River, NJ 08754	Lia Santoro Director of Sales and Marketing Holiday Inn Manahawkin, NJ 08050
Nanci Carmody* Assistant Dean, School of Business and Social Science Ocean County College Toms River, NJ 08754	Janice Sheridan Sr. Academic Affairs Technician School of Business and Social Science Ocean County College Toms River, NJ 08754
Samantha Dimmick Human Resources Supervisor Six Flags Great Adventure Jackson, NJ 08527	Robin Ware Hotels at Home-COO 2 Armitage Lane North Caldwell, NJ 07006

Ocean County College Representative

Media and Communication Advisory Committee	
Tom DeAngelis Producer/Director The Production House, LLC 751 Heritage Way Toms River, NJ 08753	Howard Polenberg Photography Instructor 2222 Adams Avenue Toms River, NJ 08753
Jeremy Dusza 11 West Granada Dr. Brick, NJ 08723	Lindsay Rassman Associate Digital Producer, NJTV News 125 Green St. Somerville, NJ 08876
Richard Fallon* Assistant Professor, School of Arts and Humanities - Photography Ocean County College Toms River, NJ 08754	Dorothy Shaffer Editor, Hospitality Technology (HT) 915 Leighton Ave. Point Pleasant, NJ 08742
Glenn Jones 2828 18th Ave Wall, NJ 07719	Heidi Sheridan* Dean School of Arts and Humanities Ocean County College Toms River, NJ 08754
Lee Kobus* Lecturer II, Broadcast Production School of Arts and Humanities Ocean County College Toms River, NJ 08753	
Thomas Mongelli 173 Port Royal Drive Toms River, NJ 08755	
Ethan Noble Media Instructor, Jackson High School News Bureau Chief, Towns Square Media 8 Robbins Street Toms River, NJ 08753	

* Ocean County College Representative

Nursing Advisory Committee (1 of 2)	
Cynthia Basile Director of Education Barnabas Behavioral Health Center 1691 Route 9 CN 2025 Toms River, NJ 08754	Mary Susan Gill* Faculty, School of Nursing Ocean County College Toms River, NJ 08754
Jean Candela Director of Education Community Medical Center RT 37 West Toms River, NJ 08755	Barbara Hayles Faculty, School of Nursing Ocean County College Toms River, NJ 08754
Sheri Cleaves Monmouth Medical Center – Southern Campus 600 River Avenue Lakewood, NJ 08701	MaryAnn Kaufmann* Nursing Skills and Student Retention Specialist, School of Nursing Ocean County College Toms River, NJ 08753
Mary Fennessy * Academic Administrator School of Nursing Ocean County College Toms River, NJ 08754	Dawn Kozlowski Kean University 1000 Morris Avenue Union, NJ 07083
Juvy Ferriols* Faculty, School of Nursing Ocean County College Toms River, NJ 08754	Tamila Purpuro* Faculty, School of Nursing Ocean County College Toms River, NJ 08754
Marie Foley-Danecker Chief Nursing Executive Ocean Medical Center 425 Jack Martin Boulevard Brick, NJ 08724	Joanne Ryan Bartley Healthcare 175 Bartley Road Jackson, NJ 08527

Ocean County College Representative

Nursing Advisory Committee (2 of 2)	
Elizabeth Stevenson* Assistant Dean, School of Nursing Ocean County College Toms River, NJ 08754	Fran Wingel* Clinical Instructor Ocean County College Toms River, NJ 08754
Noelle Stiles 307 Manalapan Ave. Freehold, NJ 07728	Ellen Dering 530 Ilexberry Lane Toms River, NJ 08753
Jacqueline Thompson Genesis Healthcare – Southern Ocean Center 1361 Route 72 West Manahawkin, NJ 08050	
Mark Valle 314 Dogwood Dr. Brick NJ 08723	
Teresa Walsh* Dean, School of Nursing Ocean County College Toms River, NJ 08754	

Ocean County College Representative

Paralegal Advisory Committee	
Dr. Rosann Bar* Dean, School of Business and Social Sciences Ocean County College Toms River, NJ 08754	Jeffrey McWeeney, Esq. King, Kitrick, Jackson & McWeeney 241 Brick Boulevard Brick, NJ 08723
Nanci Carmody* Assistant Dean School of Business and Social Science Ocean County College Toms River, NJ 08754	Mark Mutter 53 Manor Drive Toms River, NJ 08753
Jennifer Gerard, Paralegal King, Kitrick, Jackson & McWeeney 241 Brick Boulevard Brick, NJ 08723	Josephine Richards, Broker Cara Realtors Pt. Pleasant Beach, NJ 08742
Wendy Giarratana 6 Harbor View Lane Toms River, NJ 08753	Janice Sheridan* Sr. Academic Affairs Technician School of Business and Social Science Ocean County College Toms River, NJ 08754
Julie A. Kennedy, Esq. Law Office of Roberta Burcz 1229 Bay Avenue Point Pleasant, NJ 08742	Jayne Vogler, Esq. Law Office of Jayne Vogler 262 Drum Point Road Brick, NJ 08723

Ocean County College Representative

Sailing Advisory Committee (1 of 2)	
Bob Adams 532 Club Drive Bay Head, NJ 08742	Gary Jobson President, Jobson Sailing Inc. 3 Church Circle Annapolis, MD 21401
Stephanie Argyris, MD 228 Knoll Crest Avenue Brick, NJ 08723	Eric Johnson 111 Holyoke Ave Beach Haven, NJ 08008-1434
James Caldwell 35 Magnolia Lane Toms River, NJ 08754	Peter Kellogg 48 Wall Street,30 Floor New York ,NY 10005
Henry Colie 33 Edgewood Drive Summit, NJ 07901	Terry Kempton P.O. Box 1457 76 River Avenue Island Heights, NJ 08732
Paul Coward 1293 E. Bay Avenue Manahawkin, NJ 08050-3917	Sal T. LaForgia, MD 14 Bayview Avenue PO Box 966 Island Heights, NJ 08732
Dan Crabbe 904 Navesink River Road Rumson, NJ 07760	Dr. Jon Larson * President Ocean County College
Ed Dimon 405 Laurel Avenue Brielle, NJ 08730	Stephan Leone 9 Robbins Street Toms River, NJ 08753
Donald C. Doran P.O. Box 594 Island Heights, NJ 08732	Russell J. Lucas 904 Barnegat Lane Mantoloking, NJ 08738
Austin Fragomen 1 Bridge Ave. Bay Head NJ 08742	Harriette B. O'Brien 99 Wood Avenue So. P. O. Box 4110 Iselin, NJ 08830

Ocean County College Representative

Sailing Advisory Committee (2 of 2)	
Jan O'Malley P. O. Box 776 Mantoloking, NJ 08738	Bill Warner 51 Cranmoor Drive Toms River, NJ 08753
Jack Packenham 1046 Barnegat Lane Mantaloking, NJ 08738	Roy Wilkins* Director of Sailing Program Ocean County College
Pamela Rew 10 Sargeant Street Princeton, NJ 08540	David Wintrode 1484 Silverton Road Toms River, NJ 08755
Buzz Reynolds 36 Plymouth Road Summit, NJ 07901	
Fred Rosenfeld P. O. Box 260 48 River Avenue Island Heights, NJ 08732	
Drew F. Seibert, DDS 115 Sassafras Lane P. O. Box W Island Heights, NJ 08732	
Mitchell Shivers 7128 SE Greenview Place Hobe Sound, FL 33455	
Mike Spark * P. O. Box 3123 Harvey Cedars, NJ 08008	

Ocean County College Representative

EXHIBIT B-2

Ocean County College, Toms River, NJ

BYLAWS FOR THE OPERATION
OF THE BOARD OF TRUSTEES
OPERATION
Board Meetings
<u>Public Comments/Conduct   #1365</u>

<u>BYLAW</u>

The Board recognizes the dignity, worth, and free speech rights of each member of the community and the importance of public comment/discourse at Board meetings. Public comments will be invited in advance of meetings and by the Board Chair during meetings.

The Board embraces, supports, and defends free speech, and it is the intent of the Board to promote and foster an atmosphere and environment where civil discourse takes place. The Board expects that each member of the community will treat other members with dignity and respect when public comments are made.

Adopted: December 10, 2020

EXHIBIT B-3

Ocean County College, Toms River, NJ   STUDENTS
                                                  ACADEMIC STANDARDS
                                                  Census Reporting #5164

POLICY

In accordance with New Jersey and Title IV regulations, student attendance must be documented in each course for which the student is registered. To be considered in attendance officially enrolled in a course, a student must have attended the class at least once between the first day of class and the census date for the semester or term. A student is considered to be in attendance officially enrolled in an online course after logging in to the course and completing one academically-related course activity.

All teaching personnel are required to submit final class rosters within three days of the census date of the semester or term. The class roster must indicate those students who did not attend class at least once or complete an online academically-related course activity by the census date. Those students who did not attend class by the census date will be dropped from marked as non attending in the course.

ADOPTED: August 22, 2019

EXHIBIT B-4

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS & HUMANITIES

1. COURSE NUMBER AND TITLE: GREK 100: GREEK I

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

3. CATALOG DESCRIPTION

   This course is an introduction to Greek with emphasis on listening, vocabulary, reading and
   pronunciation skills. The course also explores the Greek language roots and vocabulary in
   specialized fields of study, including history, science, English, art, psychology, and
   mathematics.

4. PREREQUISITES: NONE   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

 a. Describe the need for this course: The study of Greek provides students with a window into the
    origins and development of western culture and civilization. From this culture, the multiple
    achievements of western civilization can be understood and appreciated. This course replaces
    GREK 299A.
 b. Relationship to courses within the College

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

          If yes, mark with an "x" the appropriate category below.
          ___ Communication   ___ Social Science   ___ History
          _x__ Humanities   ___ Lab Science   ___ Science (Non-Lab)
          ___ Mathematics   ___ Technology   ___ Diversity

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

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

                  ___   Elective

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

~~The college mission statements, Academic Master Plan, and strategic initiatives all clearly enunciate the necessity of looking to the past in order to understand its influence on the present. These documents convey the necessity of understanding the ways in which human culture and communication evolved and developed. Examining the language of the founders of western civilization and culture reveals to us where we have come from and where we are now.~~

~~This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.~~

~~This course is consistent with the following goals of the college as expressed in the Academic Master Plan:~~

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

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
Camden CC	Elementary Classical Greek	GRK 101	3 cr.	

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	*N/A; 3 cr.*	*Ged Ed: Bridge Modern Language, Culture, Global Studies*		
Kean University			X	
Monmouth University	*FO001 (100 LEVEL FOR LANG ELECT); 3 cr.*	*Language Elective*		
Stockton University	*LANG1290 (BEGINNING ANCIENT GREEK I); 3 cr.*	*Humanities*		
Rowan University	*LANG01076 (GEN ED LANGUAGE ELECTIVE); 3 cr.*	*General Education*		
Rutgers – New Brunswick, School of Arts & Sciences	*01190NM (CLASSICS ELECTIVE/NOT FOR MAJOR CREDIT); 3 cr.*	*Elective*		

~~Transferability of Proposed Course~~

Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Rutgers – New Brunswick	01490101: Elementary Greek	General Education: Humanities		
Georgian Court University	3 cr.	General Education: Humanities, Foreign Languages		
Richard Stockton College	LANG1260, 3 cr.	General Education: Humanities, International / Multicultural		
Monmouth University	100-level language elective, 3 cr.	General Education: Cross-Cultural		
Kean University	FLX 1135: Elementary Greek. 3 cr.	General Education: Humanities		
Rowan University	LANG 05076, 3 cr.	General Education: History, Humanities, and Language		

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

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

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

a. ~~Describe Greek life and culture.~~
b. ~~Discuss the range and history of the Greek people.~~
c. ~~Read and pronounce first-level Greek words and sentences.~~
d. ~~Translate material presented into reasonably correct English.~~
e. ~~Use basic knowledge from class to continue connecting Greek with the vocabularies of other languages (English and Latin) that are influenced by its roots.~~
f. ~~Connect Hellenic studies to later European art, history, philosophy, theology, politics and literature.~~
g. ~~Engage in discussion about the totality of the liberal arts with a more informed point of view.~~
h. ~~Explain why the American Founding Fathers place so great an emphasis on Greek studies.~~

a. Demonstrate proper pronunciation of Greek letters and words.
b. Describe the culture of Greece and its people through carefully selected readings, audio-visual materials, interactive computer texts, and lecture/discussions.
c. Utilize knowledge of basic grammar to compose elementary sentences in Greek.

d. Demonstrate an ability to speak in Greek at the Elementary I level.
e. Use experiences in order to be prepared to continue on to Elementary Greek II.
f. Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Greek.

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

7. ~~TENTATIVE TOPICAL OUTLINE~~

~~Unit I Introduction to Greek~~
  ~~A) Simplicity of basic vocabulary~~
  ~~B) Basis of English vocabulary~~
  ~~C) Geographic locations and map skills~~
  ~~D) The mystery of antiquity and the "glory that was Greece."~~

~~Unit II Lessons 1-12~~
  ~~A) Declension of O-stems~~
  ~~B) Present Indicative and Infinitive of verbs~~
  ~~C) Declension of A-stems~~
  ~~D) Imperfect of Verbs~~
  ~~E) Future/Infinitive of verbs~~
  ~~F) 1st. and 2nd. Aorist of verbs~~

~~Unit III Lessons 13-24~~
  ~~A) Pronouns~~
  ~~B) Feminine nouns of A declension~~
  ~~C) Present and imperfect of certain verb forms~~
  ~~D) K-stems~~
  ~~E) Participles~~
  ~~F) Forms of the middle and passive voice~~

~~Unit IV Lessons 25-32~~
  ~~A) Middle and passive of certain verbs~~
  ~~B) Future and aorist middle~~
  ~~C) Interrogative and indefinite pronouns~~
  ~~D) Subjunctive active~~
  ~~E) Present subjunctive middle and passive~~
  ~~F) Optative active/indirect discourse~~

  ~~Supplementary lessons will be included in each of the units that follow the sequence of the text's format. These will provide students with a chance to enrich their understanding of the language of Greece and to expand the appreciation of history and culture. Such work will contain a consideration of:~~

  ~~A) Archaeology~~
  ~~B) History of Greece~~
  ~~C) Athenian government~~
  ~~D) Greek authors (Plato, Sappho, and others)~~
  ~~E) Plays by Sophocles and Euripides~~

~~F) The influence of Greek thought on America's Founding Fathers~~
~~G) Myth and the creative arts (painting, movies, etc.)~~
~~H) Greek's influence on the professional vocabularies of science, religion, law and medicine.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)

1. *Elementary Greek Vocabulary*
  a. *Daily routines and conversation*
  b. *Emotions/feeling*
  c. *Greetings*
  d. *Numbers*
  e. *Time/date*
  f. *Weather*
  g. *Basic adjectives*
  h. *Location*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, d,e, f

2. *Elementary Greek grammar*
  a. *Verbs*
  b. *Declensions*
  c. *Prepositions*
  d. *Adjectives*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, c, d,e, f

3. *Elementary Greek structure and composition*
  a. *Basic sentence construction*
  b. *Basic question construction in present and future tense*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, c, d, e, f

4. *Basics of pronunciation*
  a. *Phonology*
  b. *Conversation practice*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, c, d, e

5. *Cultural studies*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Project or Paper*	*8: b*

10. METHODS OF INSTRUCTION
In the structuring of this course, what major methods of instruction will be utilized?

~~Class lecture/discussion, demonstrations, analysis and critique of current web sites and student web site design assignments.~~

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

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8: a, c, d, f*	*9: 1, 2, 3, 4*	*Quizzes Oral presentations Written responses Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	*8:b*	*9:5*	*Quizzes Oral presentations Written responses Examinations*
Historical Perspective	X			
Global and Cultural Awareness	*X*	*8: b*	*9:5*	*Quizzes Oral presentations*

				Written responses Examinations
Ethical Reasoning and Action				
Independent/Critical Thinking	**X**			

12. NEEDS

~~Course texts are supplemented by the 100 volume collection of books used by the instructor from his personal library. These would include dozens of bi-lingual editions of classical authors published by Harvard University Press.~~

~~The Internet also is used (Perseus from Tufts University) to access the original texts of classical authors.~~

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

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

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: January 28, 2008
Board of Trustees Approval Date: March 26, 2012
PLT Approval of Form: May 22, 2012
Board of Trustees Approval Date: ***December 10, 2020***

EXHIBIT B-5

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: GREK 102 Greek II

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

3. CATALOG DESCRIPTION

    This course emphasizes essential skills of ~~m~~Modern Greek: listening, reading, writing, pronunciation, grammar, vocabulary, and translation. Also emphasized are the connection between Greek roots and college-level vocabulary in specialized fields and the history and culture of Greece.

4. PREREQUISITES: GREK 100   COREQUISITES: None

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

 a. Describe the need for this course. The study of Greek provides students with a window into the origins and development of western culture and civilization. From this culture, the multiple achievements of western civilization can be understood and appreciated.

    b. Relationship to courses within the College

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

            If yes, mark with an "x" the appropriate category below.
            ___ Communication   ___ Social Science   ___ History
            __x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
            ___ Mathematics   ___ Technology   ___ Diversity

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

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

                ___   Elective

        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):

~~The college mission statements, Academic Master Plan, and strategic initiatives all clearly
enunciate the necessity of looking to the past in order to understand its influence on the present.
These documents convey the necessity of understanding the ways in which human culture and
communication evolved and developed. Examining the language of the founders of western
civilization and culture reveals to us where we have come from and where we are now.~~

~~This course will help the college to fulfill its mission of fostering excellence by offering
comprehensive programs that develop intentional learners of all ages.~~

~~This course is consistent with the following goals of the college as expressed in the Academic
Master Plan:~~

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

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

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

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

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

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

explain here: _____

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Camden CC	Elementary Classical Greek	GRK102	3 cr.	

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)
Rutgers – New Brunswick	01490101: Elementary Greek	General Education: Humanities		
Georgian Court University	3 cr.	General Education: Humanities, Foreign Languages		
Richard Stockton College	LANG1260, 3 cr.	General Education: Humanities, International / Multicultural		
Monmouth University	100-level language elective, 3 cr.	General Education: Cross-Cultural		
Kean University	FLX 1135: Elementary Greek. 3 cr.	General Education: Humanities		
Rowan University	LANG 05076, 3 cr.	General Education: History, Humanities, and Language		

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Georgian Court University	***GENED57, Bridge Modern Language, Culture, Global Studies, 3cr.***	***Language, Culture, Global Studies***		
Kean University			X	
Monmouth	***FO002, 200 Level***	***Elective***		

University	*for Language Elective, 3 cr.*			
Rowan University	*LANG01076, Gen Ed Language Elective, 3 cr.*	*Elective, Language*		
Rutgers – New Brunswick, School of Arts & Sciences			x	
Stockton University	*LANG1291, Beginning Ancient Greek II, 3 cr.*	*Humanities, International/Multicultural course*		

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

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

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

~~a. Describe Greek life and culture.~~
~~b. Discuss the range and history of the Greek people.~~
~~c. Read and pronounce first-level Greek words and sentences.~~
~~d. Translate material presented into reasonably correct English.~~
~~e. Use basic knowledge from class to continue connecting Greek with the vocabularies of other languages (English and Latin) that are influenced by its roots.~~
~~f. Connect Hellenic studies to later European art, history, philosophy, theology, politics and literature.~~
~~g. Engage in discussion about the totality of the liberal arts with a more informed point of view.~~
~~h. Explain why the American Founding Fathers place so great an emphasis on Greek studies.~~

a. Demonstrate listening and speaking skills needed for intermediate Greek language studies.
b. Utilize and develop basic Greek language skills learned in Greek I.
c. Create sentences and paragraphs with properly conjugated verbs.
d. Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Greek.
e. Demonstrate knowledge of Greek culture.

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

~~Unit I Introduction to Greek~~
    ~~A) Simplicity of basic vocabulary~~
    ~~B) Basis of English vocabulary~~
    ~~C) Geographic locations and map skills~~

D) The mystery of antiquity and the "glory that was Greece."

Unit II Lessons 1-12
     A) Declension of O-stems
     B) Present Indicative and Infinitive of verbs
     C) Declension of A-stems
     D) Imperfect of Verbs
     E) Future/Infinitive of verbs
     F) 1st. and 2nd. Aorist of verbs

Unit III Lessons 13-24
     A) Pronouns
     B) Feminine nouns of A declension
     C) Present and imperfect of certain verb forms
     D) K-stems
     E) Participles
     F) Forms of the middle and passive voice

Unit IV Lessons 25-32
     A) Middle and passive of certain verbs
     B) Future and aorist middle
     C) Interrogative and indefinite pronouns
     D) Subjunctive active
     E) Present subjunctive middle and passive
     F) Optative active/indirect discourse

Supplementary lessons will be included in each of the units that follow the sequence of the text's format. These will provide students with a chance to enrich their understanding of the language of Greece and to expand the appreciation of history and culture. Such work will contain a consideration of:

A) Archaeology
B) History of Greece
C) Athenian government
D) Greek authors (Plato, Sappho, and others)
E) Plays by Sophocles and Euripides
F) The influence of Greek thought on America's Founding Fathers
G) Myth and the creative arts (painting, movies, etc.)
H) Greek's influence on the professional vocabularies of science, religion, law and medicine.

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)

1. *Elementary Greek II vocabulary*
  a. *Personal information*
  b. *Daily activities and routines*
  c. *Needs, interests, likes, dislikes*
  d. *Conversational vocabulary*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, b, d

2. *Elementary Greek II grammar*
  a. *Adjectives*
  b. *Irregular verbs*
  c. *Middle and passive verbs*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, b, d

3. *Elementary Greek II structure and composition*
  a. *Writing sentences with verb tenses*
  b. *Constructing conversations*
  c. *Writing basic paragraphs*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, b, c, d

4. *Pronunciation*
  a. *Phonology*
  b. *Conversation practice*
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, b, d

5. *Cultural studies*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Project or Paper*	*8: e*

10. METHODS OF INSTRUCTION

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

  ~~Class lecture/discussion, demonstrations, analysis and critique of current web sites and student web site design assignments.~~

      a. *Greek will be taught through explanation of concepts, demonstration and analysis of structure and through immediate application of these concepts via oral exercises.*

      b. *The textbook will serve as a guide into listening and speaking exercises.*

  c. *The language lab will be used to reinforce learning and to allow students to work in groups and individually on language acquisition.*
  d. *Video material will supplement and enhance the classroom exchanges and the language lab exercises.*

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8: a, b, c, d*	*9: 1, 2, 3, 4*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	*8: e*	*9: 5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Project or Paper*
Historical Perspective	X			
Global and Cultural Awareness	*X*	*8:e*	*9: 5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Project or Paper*

Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

~~Course texts are supplemented by the 100 volume collection of books used by the instructor from his personal library. These would include dozens of bi-lingual editions of classical authors published by Harvard University Press.~~

~~The Internet also is used (Perseus from Tufts University) to access the original texts of classical authors~~

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

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

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: March 7, 2008
Board of Trustees Approval Date: March 26, 2012
PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-6

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: HEBR 151: Elementary Modern Hebrew I

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

3. CATALOG DESCRIPTION

    Through reading, writing, listening, and speaking, this beginner's course introduces the basic
    elements of the Hebrew language and the acquisition of the rudimentary elements of the
    Hebrew alphabet, pronunciation, grammar, and syntax. No prior knowledge of Hebrew is
    required.

4. PREREQUISITES: NONE   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

    a.   Describe the need for this course.

    The increasing diversity of American society, as well as the shifting demographics of our local
    population is reflected in our variegated student body, specifically the growing Jewish and
    Middle Eastern population. The growing interest in and concern with the language, culture, and
    politics in the Middle East has provoked a nation-wide call for more attention to that world at
    all levels of American higher education, including community colleges. Currently, only two
    four year colleges in our area offer Hebrew and OCC will be strategically positioned as the only
    community college in Ocean and Monmouth counties which offers this language. Furthermore,
    our partnership with Kean University will be enhanced since Kean offers courses in elementary
    and intermediate Hebrew. This course will be of particular interest to students and the college
    community who have an interest in Middle Eastern and/or Jewish history, politics, and current
    events, as well as to those contemplating the pursuit of degrees in Global Studies, Jewish
    Studies, and/or Middle Eastern Studies available at many four year colleges and universities.
    The course (and subsequent courses in Hebrew) has the capability to appeal to a wide variety
    of OCC students, Kean students, and the general community of learners: Students of Jewish or
    Middle Eastern backgrounds who wish to study Hebrew as an integral part of their cultural
    heritage; students of religion who may wish to obtain an introduction to the language of the Old
    Testament; students who are interested in history, politics, current events, and the affairs of the
    Middle East, where the State of Israel is an important power. ~~This course joins the existing~~
    ~~language offerings by the School for Language and the Arts (Arabic, French, German,~~
    ~~Italian, Spanish, and Chinese).~~

b. Relationship to courses within the College

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

  If yes, mark with an "x" the appropriate category below.
  ___ Communication   ___ Social Science   ___ History
  __x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
  ___ Mathematics   ___ Technology   ___ Diversity

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

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

   ___ Elective

 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):

~~OCC is committed to celebrating diversity and equipping our students with the knowledge and skills necessary for personal and professional success in a global community by offering challenging, coherent, and an integrated curriculum. OCC embraces higher education's growing interest in, and concern with, the languages, culture, and politics of the Middle East, as evidenced by our current offerings in Arabic language, Arabic History, History of Israel., Jewish Literature. This course will add a new dimension to and compliment our current and growing offerings of Western, Far Eastern, and Middle Eastern languages.~~

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

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

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

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

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
County College of Morris	Elementary Modern Hebrew I	HBR 111	3	
Ramapo CC	*Foundations of Hebrew I*	*Hebr 101*	*3*	
Bergen CC	*Hebrew I*	*LAN 180*	*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	No course code or title listed – 3 cr.	Gen Ed Elective		
Kean University	HEBR 1101: Elementary Hebrew I – 3 cr.	Gen Ed Humanities		
Monmouth University	FO 001- 100-level language elective – 3 cr.	Gen Ed – Cross Cultural		
Stockton University	LANG EC – Foreign Language Elective – 3 cr.	Gen Ed – Humanities & Multicultural		
Rowan University	LANG 05076 - Elementary Hebrew I - 3 cr.	Gen Ed – Humanities & Language		
Rutgers – New Brunswick, School of Arts & Sciences	01500101 – Elementary Hebrew I – 3 cr.	Gen Ed - Humanities		

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

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

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

a. Demonstrate knowledge of basic vocabulary for reading Hebrew.
b. ~~Understand~~ *Show mastery of the* fundamentals of Hebrew language grammar and syntax.
level.
c. Demonstrate ability to speak and write elementary sentences and paragraphs in
   Hebrew.
d. ~~Understand~~ *Use and apply* conversational Hebrew, including idiomatic expressions, at a
fundamental level.

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

· ~~Getting Acquainted: Greeting and Introduction~~

· ~~Recognizing all 22 letters in block and writing the letters in cursive script.~~

· ~~Reading Hebrew vocabulary with and without vowels.~~

· ~~The Prepositions b', m'~~

· ~~Student Life (college, home and work environment)~~

· ~~Forming masculine and feminine singulars and plurals in nouns, adjectives and~~

~~verbs in present tense.~~

· ~~Use of the definite article with nouns and adjectives.~~

· ~~The Prepositions et~~

· ~~Daily Activities (the weekend, family and friends)~~

· ~~Infinitives~~

· ~~Introducing the Present Tense~~

· ~~The Preposition shel and im~~

· ~~Food, Meals and Restaurants~~

· ~~Numbers (feminine form)~~

· ~~Numbers (in the context of telling time, age, prices, telephone numbers)~~

· ~~Grammar and conjugation drills used within the context of the sentence.~~

· ~~Introducing Past Tense~~

~~· Transportation and Schedules~~

~~· Grammar and conjugation drills used within the context of the sentence.~~

~~· Introducing Future Tense~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Basics of the Hebrew Language **_a. Elementary Vocabulary_** **_b. Elementary Grammar_** **_c. Elementary Structure_**	**_Reading_** **_Class Discussions_** **_Conversational Practice_** **_In class writing activities_**	**_Quiz_** **_Exam_** **_Oral Presentation_** **_Research Paper_**	**_8a, b, c_**
2. Basics of pronunciation (phonology) **_Content:_** **_a. Phonology of the Hebrew language for Elementary level students_**	**_Reading_** **_Class Discussions_** **_Conversational Practice_** **_In class writing activities_**	**_Quiz_** **_Exam_** **_Oral Presentation_** **_Research Paper_**	**_8a, b, c_**
3. Basics of language construction (morphology) **_Content:_** **_a. Morphology of the Hebrew language for Elementary level students_**	**_Reading_** **_Class Discussions_** **_Conversational Practice_** **_In class writing activities_**	**_Quiz_** **_Exam_** **_Oral Presentation_** **_Research Paper_**	**_8a, b, c_**
4.Retention practices **_Content:_** **_a. Conversational practice_** **_b. Media consumption_**	**_Reading_** **_Class Discussions_** **_Conversational Practice_** **_Video viewing_** **_In class writing activities_**	**_Quiz_** **_Exam_** **_Oral Presentation_** **_Research Paper_**	**_8d_**

10. METHODS OF INSTRUCTION
    In the structuring of this course, what major methods of instruction will be utilized?
    Lecture, Audio, interactive conversations, appropriate textbook with exercises, handouts, drills in listening, reading, and writing.

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8: c,d,*	*9: 1, 2, 3,4*	*Quiz Exam Oral Presentation Research Paper*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	*8:a,b,d*	*9: 1, 2, 3, 4*	*Quiz Exam Oral Presentation Research Paper*
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

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

13. GRADE DETERMINANTS

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

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

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: January 25, 2010

EXHIBIT B-6

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: ***December 10, 2020***

EXHIBIT B-7

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: HEBR 152: Elementary Modern Hebrew II

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

3. CATALOG DESCRIPTION

    This course is a continuation of Elementary Modern Hebrew I and builds upon and further
    develops the primary language skills introduced in the previous semester. Basic competence in
    the four areas of language (reading, writing, grammar, and speech) is acquired through
    extensive practice of grammar, reading various Hebrew and Israeli texts, and writing.
    Communication skills are enhanced through conversations based on everyday situations.

4. PREREQUISITES: HEBR 151   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

    a.   Describe the need for this course.

    The increasing diversity of American society, as well as the shifting demographics of our local
    population, is reflected in our variegated student body, specifically the growing Jewish and
    Middle Eastern population. The growing interest in and concern with the language, culture, and
    politics in the Middle East has provoked a nation-wide call for more attention to that world at
    all levels of American higher education, including community colleges. Currently, only two
    four-year colleges in our area offer Hebrew, and OCC will be strategically positioned as the
    only community college in Ocean and Monmouth counties which offers this language.
    Furthermore, our partnership with Kean University will be enhanced since Kean offers courses
    in elementary and intermediate Hebrew. This course will be of particular interest to students
    and members of the college community who have an interest in Middle Eastern and/or Jewish
    history, politics, and current events, as well as to those contemplating the pursuit of degrees in
    Global Studies, Jewish Studies, and/or Middle Eastern Studies available at many four year
    colleges and universities. The course (and subsequent courses in Hebrew) has the capability to
    appeal to a wide variety of OCC students, Kean students, and the general community of
    learners: students of Jewish or Middle Eastern backgrounds who wish to study Hebrew as an
    integral part of their cultural heritage; students of religion who may wish to obtain an
    introduction to the language of the Old Testament; and students who are interested in history,
    politics, current events, and the affairs of the Middle East, where the State of Israel is an

important power. ~~This course joins the existing language offerings by the School of Language and the Arts (Arabic, French, German, Italian, Spanish, and Chinese).~~

b. Relationship to courses within the College

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

   If yes, mark with an "x" the appropriate category below.
   ___ Communication   ___ Social Science   ___ History
   __x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
   ___ Mathematics   ___ Technology   ___ Diversity

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

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

   ___   Elective

   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):

~~OCC is committed to celebrating diversity and equipping our students with the knowledge and skills necessary for personal and professional success in a global community by offering challenging, coherent, and an integrated curriculum. OCC embraces higher education's growing interest in, and concern with, the languages, culture, and politics of the Middle East, as evidenced by our current offerings in Arabic language, Arabic history, the history of Israel, and Jewish literature. This course will add a new dimension to and compliment our current and growing offerings of Western, Far Eastern, and Middle Eastern languages.~~

   i. *Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);*
   ii. *Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)*
   iii. *Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).*

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

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
County College of Morris	Elementary Modern Hebrew I	HBR 111	3	
Ramapo CC	*Foundations of Hebrew II*	*Hebr 102*	*3*	
Bergen CC	*Hebrew II*	*LAN 280*	*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	No course title provided. General Education (3 cr.)	General Education		
Kean University	Hebrew 1102: Elementary Hebrew II (3 cr.)	General Education - Humanities		
Monmouth University	100-level language elective. No title provided. (3 cr.)	General Education – Cross Cultural		
Stockton University	Foreign Language Elective (3 cr.). No title provided	General Education – Humanities, International/ Multicultural		
Rowan University	LANG 05076 General Ed Language Elective (3 cr.). No title provided	Language Elective Gen Ed		
Rutgers – New Brunswick, School	Elective Credit (3 cr.) No title provided.	General Education – Humanities/Fine Arts		

of Arts & Sciences				

      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. ~~Speak and write~~ *__Construct spoken and written__* elementary sentences and paragraphs in Modern Hebrew.

b. ~~Understand~~ *__Demonstrate mastery of__* colloquial and conversational Modern Hebrew at the Elementary II level.

c. *__Illustrate proper use of__* ~~Use~~ active verbs in all tenses and ~~use~~ conjugated verbs ~~properly~~ in sentences.

d. *__Show the ability to~~C~~__* *c*onverse on a variety of subjects from everyday life *__in Modern Hebrew at the Elementary II level__*.

e. Read simplified texts *__in Modern Hebrew at the Elementary II level__*.

~~**f. Successfully pass a final oral examination with a minimum of 80%**~~

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

~~**Weeks 1-2**~~

~~**Introduction to Course and Methodology**~~

~~**Review basic skills covered in Elementary Modern Hebrew I**~~

~~**Weeks 3-4**~~

~~**Recognize all 22 Hebrew alphabet letters**~~

~~**Read Hebrew vocabulary with and without vowels**~~

~~**Add new vocabulary words**~~

~~**Weeks 5-6**~~

~~**Forming masculine and feminine singulars and plurals in nouns**~~

~~Hebrew grammar beyond the first semester~~

~~Add new vocabulary words~~

~~Weeks 7-8~~

~~Hebrew dialogue to enhance speaking; answering in Hebrew/ translating into English~~

~~Forms of verb "to go"~~

~~Placing correct vowels under Hebrew vocabulary~~

~~Add new vocabulary words~~

~~Weeks 9-10~~

~~Writing plural nouns and adding adjectives~~

~~Writing Hebrew sentences and identifying adjectives~~

~~Add new vocabulary words~~

~~Weeks 11-12~~

~~Answering questions using the possessive~~

~~Grammar "to have"~~

~~Adding new vocabulary words~~

~~Weeks 13-15~~

~~Reading short Hebrew stories translated into English~~

~~Translating Hebrew stories into English~~

~~Homework, tests, and quizzes are integrated throughout the semester.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)

1. VOCABULARY * a. recognize all 22* * Hebrew alphabet* * letters* * b. Read Hebrew* * vocabulary with and* * without vowels* * c. Add new vocabulary* * words*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8a, b, c*
2. GRAMMAR * a. Forming masculine and* * feminine singulars and* * plurals in nouns* * b. Hebrew grammar* * beyond the first* * semester* * c. Answering questions* * using the* * possessive Grammar* * "to have"*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8a, b, c*
3. STRUCTURE AND *COMPOSITION* * a. Reading short Hebrew* * stories translated* * into English* * b. Translating Hebrew* * stories into English* * c. Placing correct vowels* *under Hebrew vocabulary*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8 c,d, e*

10. METHODS OF INSTRUCTION

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

~~An appropriate textbook with exercises will be selected. Contact the academic school for current adoptions~~. Lecture, audio, interactive conversations, handouts, drills in listening, reading, and writing

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8: a,b,c,d, e, f*	*9: 1,2,3*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	*8: b, e*	*9: 1,2, 3*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

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

- o Technology Needs:
  Projector and screen; TV/Video
- o Human Resource Needs (Presently Employed vs. New Faculty):
  __Presently Employed__
- o Facility Needs:
  __N/A__
- o Library needs (list specific needs and must be initialed by library director):
  __N/A__

13. GRADE DETERMINANTS

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

Board of Trustees Approval Date: August 23, 2010

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-8

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: HEBR 251: Intermediate Modern Hebrew I

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

3. CATALOG DESCRIPTION

   This course is a continuation of elementary Modern Hebrew II which will consolidate foundations built in the last two semesters. The course will further develop proficiencies in linguistic abilities, vocabulary acquisition, and writing, listening, speaking, and reading at the intermediate to advanced levels. Additionally, the course will further contextualize language fluency by enhancing student awareness of Jewish culture and Israeli society.

4. PREREQUISITES: HEBR 152   COREQUISITES: NONE

5. COURSE FEE CODE: **0** ~~NONE~~

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

6. JUSTIFICATION:

   a. Describe the need for this course.

       The increasing diversity of American society brings the need for greater understanding of and proficiency in world languages and cultures. Currently, OCC is one of the few community colleges in NJ offering a one year program in Elementary Modern Hebrew. This course will enable students to advance from the rudimentary reading, listening and speaking skills acquired through the first year to a level with increased emphasis on an immersive environment which fosters language proficiency. This course will be of particular interest to OCC and Kean students and to the general community of learners who have an interest in Middle Eastern and/or Jewish history, politics, and current events, as well as those contemplating the pursuit of degrees in Global Studies and/or our new Certificate in Middle Eastern Studies. Furthermore, the course will fulfill the objectives and priorities stipulated in the grant for a Middle Eastern Center at OCC by offering 2 year sequences in Middle Eastern languages.

   b. Relationship to courses within the College

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

If yes, mark with an "x" the appropriate category below.
___ Communication   ___ Social Science   ___ History
_x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
___ Mathematics   ___ Technology   __ Diversity
___ Information Literacy

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.   ***Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);***
  ii.   ***Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)***
 iii.   ***Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)***

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

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
County College of Morris	Intermediate Modern Hebrew I	HBR 211	-	*Course inactive*
Mercer Community College	~~Intermediate Modern Hebrew I~~ ***Intermediate Hebrew I***	~~HBR 280~~ ***HEB 201***	3	

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

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	No course code or title listed – 3 cr.	Gen. Ed. Elective		
Kean University	~~GENED "57", 3 cr.~~	~~Elective~~	~~x~~	
Monmouth University	~~FO 002 (200 Level Language Elective) 3 cr.~~ ***FO 001 (100 Level Language Elective) 3 cr.***	***World Language***		
Stockton University	~~LANG2EC (Other For Lang-INT LEVEL II) 3 cr.~~ ***LANGEC (Foreign Language Elective) 3 cr.***	~~Gen. Ed. Humanities and Multicultural~~ ***International/Multicultural Course***		
Rowan University	~~LANG 05076 (GE Language Elect) 3 cr.~~ ***LANG01076 (Gen Ed***	~~Gen. Ed. Humanities and Language~~ ***History, Humanities, and Language***		

	Language Course)			
Rutgers – New Brunswick, *School of Arts & Humanities*	~~Not Yet Evaluated~~ *01:563:EC, Jewish Studies Elective, 3 Cr.*	*General Education*		

      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:_____.

8. SPECIFIC COURSE LEARNING OUTCOMES
Students who successfully complete this course will be able to:

a. ***Demonstrate fluency in intermediate level Hebrew language.***
b. Engage in communicative exchanges in a variety of situations.
c. Read (including out loud) passages and other texts at the beginning to intermediate level with increasing comprehension.
d. ~~Listen to and understand at the~~ *Illustrate* beginning to intermediate level~~s,~~ ***knowledge of*** directions, texts, and conversations.
e. Read and comprehend, contextually, information in Hebrew passages and various dialogues with increased fluency and improved pronunciation.
f. ***Apply more advanced linguistic abilities while*** ~~Write~~ *writing* short compositions (dialogues, letters, paragraphs, and journal entries) ~~applying more advanced linguistic abilities~~.
g. Identify and demonstrate ability to utilize the following parts of speech: nouns, pronouns, adjectives, regular and irregular verbs, adverbs, prepositions, infinitives, and possessives.
h. Utilize the Internet and other media to reinforce the reading, pronunciation, and vocabulary skills, and to learn more about Israeli society and culture.
i. Demonstrate knowledge of the basic aspects of Israeli and Hebrew culture and have a basic understanding of and appreciation for diversity in Israeli society.

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

~~Unit One: The learning environment: at school and university~~
~~Present tense; interrogatives; demonstratives/pronouns and nouns; Hebrew verbs: root, root categories, paradigm, tense, infinitive; numbers; vowel reduction and stress.~~

Unit Two: ~~The living environment: where students live and what they have in their apartments; getting around Israel: map of Israel; major cities in Israel; kibbutz; weather Preposition "to"; possessive "have" and "don't have"; numbers continued; weak verbs present tense.~~

Unit Three: ~~Foods and Israeli cuisine: in the grocery store; reading menus and ordering food in restaurants; paying for food; Israeli currency. Verbs; infinitive – strong verbs; contextual prepositions, adjectives.~~

Unit Four: ~~Home and family (family members, relatives; marriage, life cycles): hobbies; clothing; time; final project.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Basics of the Hebrew Language *a. Intermediate Vocabulary* *b. Intermediate Grammar* *c. Intermediate Structure*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a, b, c, d, e, f, g*
2. Basics of pronunciation (phonology) *Content:* *a. Phonology of the Hebrew language for Intermediate level students*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a, b, c, e, f, g*
3. Basics of language construction (morphology) *Content:* *a. Morphology of the Hebrew language for Intermediate level students*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a, b, c, e, f, g*
4.Retention practices *Content:* *a. Conversational practice* *b. Media consumption*	*Reading* *Class Discussions* *Conversational Practice* *Video viewing* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a, b, c, e, f, g*

5. Theme: Cultural Studies	Reading Class Discussions Conversational Practice Video viewing In class writing activities	Quiz Exam Oral Presentation Research Paper	8a,b, d, e, f, g, h i

8. METHODS OF INSTRUCTION
    In the structuring of this course, what major methods of instruction will be utilized?
    a. Video presentations provide modeling of foreign language in use.
    b. Instructor lectures teach students language skills.
    c. Text and workbook's reinforce learned foreign language skills.
    d. Online language labs teach and test pronunciation skills.
    e. Group interactions are opportunities to practice conversational skills.

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication- Written and Oral	x	8a,b,c,d,e,f,g,h	9:1,2,3,4,5,6,7,8	Quiz Exam Oral Presentation Research Paper
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				

Society and Human Behavior				
Humanistic Perspective	***x***	***8a,b,c,e,f,g,h***	***9:1,2,3,4,5,6,7,8***	***Quiz Exam Oral Presentation Research Paper***
Historical Perspective				
Global and Cultural Awareness	***x***	***8d,i***	***9:4,9***	***Quiz Exam Oral Presentation Research Paper***
Ethical Reasoning and Action				
Independent/Critical Thinking	***x***	***8a,b,c,d,e***	***9:1,2,3,4,5***	***Quiz Exam Oral Presentation Research Paper***

12. NEEDS

- Instructional Materials (text, etc.): An appropriate textbook ***and/or open educational resources 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

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	

PLT Approval date of form: May 22, 2012
Board of Trustees Approval Date: May 26, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-9

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: HEBR 252: Intermediate Modern Hebrew II

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

3. CATALOG DESCRIPTION

    This course is a continuation of Intermediate Modern Hebrew I which will consolidate
    foundations of listening, speaking, reading, and writing built in the last three semesters to
    progress into more complex grammatical structures and communicative skills at the
    advanced intermediate level. Exposure to contemporary Israeli readings will enhance
    linguistic fluency and further develop students' knowledge of Israeli society and culture.

4. PREREQUISITES: HEBR 251   COREQUISITES: NONE

5.   COURSE FEE CODE: *0* ~~NONE~~

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

6. JUSTIFICATION

    a. Describe the need for this course.

    Currently, OCC is one of the few community colleges in NJ offering a one year program
    in Elementary Modern Hebrew and this course will enable students to advance from the
    rudimentary reading, listening and speaking skills acquired through the first year to a
    level with increased emphasis on an immersive environment which fosters language
    proficiency. This course will be of particular interest to OCC and Kean students and to
    the general community of learners who have an interest in Middle Eastern and/or Jewish
    history, politics, and current events, as well as those contemplating the pursuit of degrees
    in Global Studies and/or our new Certificate in Middle Eastern Studies. Furthermore, the
    course will fulfill the objectives and priorities stipulated in the grant for a Middle Eastern
    Center at OCC by offering 2 year sequences in Middle Eastern languages.

    b. Relationship to courses within the College

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

                If yes, mark with an "x" the appropriate category below.
                ___ Communication ___ Social Science   ___ History
                _x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)

1

___ 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

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. *__Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);__*
   ii. *__Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)__*
  iii. *__Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)__*

~~Comparable Courses at NJ Community Colleges~~				
~~Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)~~	~~Course Title~~	~~Course Number~~	~~Number of Credits~~	~~Comments~~
~~None~~				

~~ii. If "None" was inserted, please explain.~~
~~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~~	~~Elective, 3 cr~~	~~Elective~~		
~~Kean University~~	~~Elective, 3 cr.~~	~~Elective~~		
~~Monmouth University~~	~~Elective, 3 cr~~	~~Elective~~		
~~Stockton University~~	~~Elective, 3 cr~~	~~Elective~~		
~~Rowan University~~	~~Elective, 3 cr~~	~~Elective~~		
~~Rutgers New Brunswick~~	~~Elective, 3 cr~~	~~Elective~~		

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
Mercer CC	*Intermediate Hebrew II*	*HEB 202*	*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	*GenEd "57", 3 Cr.*	*Bridge Modern Language, Culture, Global Studies*		
Kean University			*x*	

3

Monmouth University	*FO001 (100 Level for LANG ELECT), 3 Cr.*	*World Language*		
Stockton University	*LANG EC, Foreign Language elective, 3 Cr.*	*International/Multicultural Course*		
Rowan University	*LANG 107 , 3 credits*	*General Education Language*		
Rutgers – New Brunswick, School of Arts & Sciences	*01:563:EC Jewish Studies Elective, 3 Cr.*	*General Education*		

      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. Demonstrate the ability to read, write, and converse in Modern Hebrew on a variety of subjects from everyday life, in an immersive environment and at the higher Intermediate level.
b. ~~Understand and translate~~ *Translate and show comprehension of* short texts and current articles from Modern Hebrew to English and English to Modern Hebrew.
c. Read and comprehend, contextually, information in Hebrew passages and various dialogues with increased fluency and improved pronunciation.
d. Write longer papers (dialogues, letters, and current topics) applying more advanced grammatical usage, vocabulary, syntax, and more complex sentence structure.
e. Apply linguistic rules to speaking and writing in Modern Hebrew at the advanced Intermediate level.
f. Contextualize language acquisition and development within the broader framework of Israeli society and culture**.**
g. Utilize the Internet and other media to reinforce the reading, pronunciation, and vocabulary skills, and to learn more about Israeli society and culture.
h. Demonstrate advanced proficiency in knowledge of Israeli and Hebrew culture and current issues in Israeli society.

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

~~**Unit One**: Reading and translating articles on contemporary Israeli current events. New verbs and vocabulary. Written responses to readings. Class discussion in Hebrew. Grammar and conversational drills.~~

~~**Unit Two**: Reading and translating short writings. New verbs and vocabulary. Written responses to readings. Class discussion in Hebrew. Grammar and conversational drills.~~

~~**Unit Three**: Reading and translating Israeli readings. New verbs and vocabulary. Written responses to readings. Class discussion in Hebrew. Grammar and conversational drills.~~

~~**Unit Four:** Exposure to Israeli music, art and film. Discussion, written responses. New verbs and vocabulary. Class discussion in Hebrew. Grammar and conversational drills.~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1.Basics of the Hebrew Language: * a. Upper Intermediate Vocabulary* * b. Upper Intermediate Grammar* * c. Upper Intermediate Structure*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a, b, c, d, e, f, g*
2. Basics of pronunciation (phonology): * a. Phonology of the Hebrew language for Upper Intermediate level students*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a,b,c,d,e,f,g*
3. Basics of language construction (morphology): * a. Morphology of the Hebrew language for Upper Intermediate level students*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a,b,c,d,e,f,g*
4. Retention practices: * a. Conversational practice* * b. Media consumption*	*Reading* *Class Discussions* *Conversational Practice* *In class writing activities* *Video viewing*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8a,b,c,d,e,f,g*

5. Cultural Studies	Reading Class Discussions Conversational Practice Video viewing In class writing activities	Quiz Exam Oral Presentation Research Paper	8c, e, h

10. METHODS OF INSTRUCTION

In the structuring of this course, what major methods of instruction will be utilized?
a. Video presentations provide modeling of foreign language in use.
b. Instructor lectures teach students language skills.
c. Text and workbook's reinforce learned foreign language skills.
d. Online language labs teach and test pronunciation skills.
e. Group interactions are opportunities to practice conversational skills.

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	x	8a,b,d,f,g	9:1,2,4,6,7	Quiz Exam Oral Presentation Research Paper
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				

Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	x	*8a,b,d*	*9:1,2,3,4*	*Quiz Exam Oral Presentation Research Paper*
Historical Perspective				
Global and Cultural Awareness	x	*8c, e, i*	*9:5*	*Quiz Exam Oral Presentation Research Paper*
Ethical Reasoning and Action				
Independent/Critical Thinking	*x*	*8a,b,c,d,e*	*9:1,2,3,4,5*	*Quiz Exam Oral Presentation Research Paper*

12. NEEDS

- o Instructional Materials (text, etc.): An appropriate textbook or **_OER materials will be selected._** Please contact the department for current adoptions.
- o Technology Needs:
  _____
- o Human Resource Needs (Presently Employed vs. New Faculty):
  _____
- o Facility Needs:
  _____
- o Library needs (list specific needs and must be initialed by library director):
  _____

13. GRADE DETERMINANTS

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

Grade:	Performance:
A	Excellent
B+	Very good
B	Good

C+	Above average
C	Average
D	Below average
F	Failure
I	Incomplete
R	Audit

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

PLT Approval of Form: May 22, 2012
Board of Trustees Approval Date: May 26, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: ***December 10, 2020***

EXHIBIT B-10

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: JAPN 101 Elementary Japanese I

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

3. CATALOG DESCRIPTION

   Elementary Japanese I is an introduction to Japanese language and culture. This course is designed for students who have limited or no experience learning Japanese. The class provides systematic instruction in the four language skills—speaking, listening, reading, and writing in modern Japanese. Upon successful completion of this course, students will be able to engage in basic conversations and develop the ability to read and write hiragana as well as to read katakana.

4. PREREQUISITES: NONE   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

   a. Describe the need for this course.

   The Japanese language is a valuable choice for students looking to broaden their cultural horizons and become more aware of the global landscape. The study of Japanese contributes to the student's awareness of diversity and encourages them to adopt a global perspective.

   b. Relationship to courses within the College

       i. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement?
           _x_ yes ~~(pending NJCC approval)~~   ___ no

           If yes, mark with an "x" the appropriate category below.
           ___ Communication   ___ Social Science   ___ History
           _x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
           ___ Mathematics   ___ Technology   ___ Diversity

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

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

___ Elective

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

_____

   iv. This course is recommended for the following:
   The Limited Load List _____
   The Writing Intensive Course (WIC) List _____

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

- ~~This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.~~

- ~~This course is consistent with the following goals of the college as expressed in the Academic Master Plan:~~

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

  i. *Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);*
  ii. *Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)*
  iv. *Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).*
  v. *Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)*

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Brookdale CC	***Elementary Japanese I***	***JPNS101***	***3***	
Mercer CC	***Beginning Japanese I***	***JPN101***	***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	Language Elective, ~~3.0 CR~~ *3 credits*	General Education*: **Bridge Modern Language, Culture, Global Studies***		
Kean University	~~Language Elective, 3.0 CR~~	~~General Education~~	***X***	
Monmouth University	***FO 001 (100-level Language Elective), 3 credits***	***Language Elective***		
Rowan University	~~Language Elective, 3.0 CR~~ ***JAPA08101 (Elementary Japanese I), 3 credits***	General Education, ***History, Humanities and Language***		
Rutgers – New Brunswick, School of Arts & Sciences	~~01:565:101 Elementary Japanese~~	~~General Education~~	***X***	
~~Richard~~ Stockton ~~College~~ University	~~LANG 1375 – Beginning Japanese I~~ ***LANGEC (Foreign Language Elective), 3 credits***	General Education**: *International/ Multicultural Course***		

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

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

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

a. ~~Interpret and formulate simple statements and questions in Japanese and participate in informal conversation.~~ *Demonstrate proper pronunciation of Japanese characters and words.*
b. Translate basic sentences written in hiragana, katakana, and kanji *into English.* ~~with references.~~
c. ~~Contextualize and relate cultural and historic elements of Japan.~~ *Show knowledge of contemporary Japanese culture.*
d. ~~Produce~~ *Compose* written hiragana, katakana, and kanji words and sentences using ~~basic~~ *elementary* grammar constructions ~~(sentence level),~~ and relevant philological items.
e. ~~Comprehend and exchange particular information and address everyday requests in the four language skills within the cultural context.~~ *Demonstrate an ability to conversate in Japanese at the Elementary I level.*
f. Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Japanese.

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

~~Unit 1~~
~~Pronunciation practice exercises~~
~~Hiragana a – so (wa, desu, ja arimasen, san, ka)~~
~~Hiaragana ta-ho (mo, no)~~
~~Hiragana ma-n (no, kore, sore, are)~~
~~Language practice lab~~
~~Introduction to Japanese history and culture~~

~~Unit 2~~
~~Hiragana Special Writing 1 - voiced consonants, glides (kono, sono, ano)~~
~~Hiragana Special Writing 2 – long vowels, double consonants (sodesu, so ja arimasen)~~
~~Introducing self and others~~
~~Katakana~~
~~Grammatical systems~~

~~Unit 3~~
~~Time and tenses (present, past, future)~~
~~Katakana Special Writing~~
~~Expressions of Time~~
~~Places and Nouns~~

~~Unit 4~~
~~Vehicles~~
~~Persons and Animals~~
~~Content Questions~~
~~Transitive~~

~~How to Use Genkoyoshi (Japanese Composition Paper)~~

~~Unit 5~~
~~Tools/Means~~
~~Words and Sentence Construction~~
~~Noun (Person)~~
~~Adjectives~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. *__Basics of the Japanese language__* *__a. hiragana, katakana, and kanji__* *__characters__* *__b. Beginning vocabulary__* *__c. Beginning grammar__* *__d. Beginning structure__*	*__Reading__* *__Class discussion__* *__Utilizing practice tools__*	*__Quizzes__* *__Oral presentations__* *__Written responses__* *__Examinations__*	*__8: b, d__*
2. *__Basics of language construction__* *__a. Morphology of the Japanese__* *__language for beginners__*	*__Reading__* *__Class discussion__* *__Utilizing practice tools__*	*__Quizzes__* *__Oral presentations__* *__Written responses__* *__Examinations__*	*__8: b, d__*
3. *__Basics of pronunciation__* *__a. Phonology of the Japanese__* *__language for beginners__*	*__Reading__* *__Class discussion__* *__Utilizing practice tools__*	*__Quizzes__* *__Oral presentations__* *__Written responses__* *__Examinations__*	*__8: a, e, f__*
4. *__Retention practices__* *__a. Conversational practice__* *__b. Media Consumption__*	*__Reading__* *__Class discussion__* *__Utilizing practice tools__*	*__Quizzes__* *__Oral presentations__* *__Written responses__* *__Examinations__*	*__8: a, e, f__*
5. *__Cultural studies__*	*__Reading__* *__Class discussion__* *__Group project__*	*__Quizzes__* *__Oral presentations__* *__Written responses__* *__Examinations__* *__Project Paper__*	*__8: c__*

10. METHODS OF INSTRUCTION
    In the structuring of this course, what major methods of instruction will be utilized?
    a. Video presentations provide modeling of foreign language in use.
    b. Instructor lectures teach students language skills.
    c. Text and ~~workbook's~~ *__workbooks__* reinforce learned foreign language skills.
    d. Online language labs teach and test pronunciation skills.
    e. Group interactions are opportunities to practice conversational skills.

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8:a,b,d,e,f*	*9:1,2,3,4*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	*X*	*8:c*	*9:5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper Project*
Historical Perspective	X			
Global and Cultural Awareness	X	*8:c*	*9:5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper Project*
Ethical Reasoning and Action				

Independent/Critical Thinking				

12. NEEDS

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

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

PLT Approval Date of form: May 22, 2012
Board of Trustee Approval Date: July 27, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-11

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: JAPN 102 Elementary Japanese II

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

3. CATALOG DESCRIPTION

   This course is a continuation of Elementary Japanese I and it addresses material for the second half of Elementary Japanese. In this course, students will master reading and writing Japanese as they learn new written scripts including katakana (Japanese symbols) and kanji (Chinese characters). Spoken language proficiency will also be enhanced as students work toward becoming fluent in both written and spoken Japanese through various class activities and assignments.

4. PREREQUISITES: JAPN 101   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

   a. Describe the need for this course.

   The Japanese language is a valuable choice for students looking to continue to broaden their cultural horizons and become more aware of the global landscape. The study of Japanese contributes to the student's awareness of diversity and encourages them to adopt a global perspective.

   b. Relationship to courses within the College

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

           If yes, mark with an "x" the appropriate category below.
           ___ Communication   ___ Social Science   ___ History
           _x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
           ___ Mathematics   ___ Technology   ___ Diversity

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

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

_____ Elective

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

iv. This course is recommended for the following:
The Limited Load List _____
The Writing Intensive Course (WIC) List _____

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

◆ ~~This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.~~

◆ ~~This course is consistent with the following goals of the college as expressed in the Academic Master Plan:~~

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

i. *Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);*
ii. *Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)*
iv. *Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).*
v. *Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)*

7. RELATED COURSES AT OTHER INSTITUTIONS

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

a. List any comparable course(s) at other community colleges by completing the table

below. Insert "None" if there are no comparable courses. If "none" was inserted, please explain here: _____

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
__Brookdale CC__	*__Elementary Japanese II__*	*__JPNS 102__*	*__3__*	
__Mercer CC__	*__Beginning Japanese II__*	*__JPN102__*	*__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	~~Elective 3.0 CR~~ *__Language Elective, 3 credits__*	General Education*__:__* *__Bridge Modern Language, Culture, Global Studies__*		
Kean University	~~Elective 3.0 CR~~	~~General Education~~	*__X__*	
Monmouth University	*__FO 001 (100-level Language Elective), 3 credits__*	*__Language Elective__*		
Rowan University	~~Elective 3.0 CR~~ *__JAPA08102 (Elementary Japanese II), 3 credits__*	General Education: *__History, Humanities and Language__*		
Rutgers – New Brunswick, School of Arts & Sciences	~~01:565:102~~ *__01565101__* (Elementary Japanese), *__3 credits__*	~~General Education~~		
Stockton University	~~LANG 1376 – Beginning Japanese II~~ *__LANGEC (Foreign Language Elective), 3 credits__*	General Education: *__International/ Multicultural Course__*		

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

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

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

a. ~~Communicate in Japanese and participate in casual conversation.~~ *Demonstrate proper pronunciation of Japanese (hiragana, katakana, kanji) characters and words at the Elementary II level.*
b. Develop a greater vocabulary of characters written in hiragana, katakana, and kanji.
c. ~~Differentiate Japanese culture and history~~ *Show knowledge of contemporary Japanese culture in order to differentiate it* from their own.
d. ~~Write~~ *Compose sentences* in Japanese (hiragana, katakana, kanji) using ~~basic~~ *Elementary II level* grammar constructions ~~(sentence level),~~ and relevant philological items.
e. ~~Transact information and requests in the four language skills within the cultural context.~~ *Demonstrate the ability to conversate in Japanese at the Elementary II level.*
f. Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Japanese.

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

~~Unit 1~~
~~Advanced Katakana~~
~~Vocabulary~~
~~Discussion of historical and cultural elements of Japan.~~

~~Unit 2~~
~~Katakana Special Writings~~
~~Typing in Japanese~~
~~Kanji 1-A (Place and Position)~~
~~Kanji 1-B (Word, Placement)~~

~~Unit 3~~
~~Katakana Special Writings~~
~~Vocabulary~~
~~Saying Numbers~~
~~Grammar Patterns~~

~~Unit 4~~
~~Kanji 2-A (Period, Quantifiers)~~
~~Kanji 2-B (Everyday Language, requests, invitations, asking for permission)~~
~~Kanji 3-A (Past Tense of Adjective Sentences)~~
~~Kanji 3-B (QW, Adjectives)~~

~~Unit 5~~
~~Kanji 4-A (Nouns, Verbs, Genkooyooshi)~~
~~Kanji 4-B (Place)~~
~~Kanji 5-A (Verb Conjugation, Verb Groups, Verb Dictionary Form)~~
~~Kanji 5-B (Other Verb Forms)~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)

1. Basics of the Japanese language
   a. hiragana, katakana, and kanji characters
   b. Elementary vocabulary
   c. Elementary grammar
   d. Elementary structure
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: b. d

2. Basics of language construction *a. Morphology of the Japanese language for Elementary II level students*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: b, d*
3. Basics of pronunciation *a. Phonology of the Japanese language for Elementary II level students*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: a, e, f*

4. Retention practices
   a. Conversational practice
   b. Media consumption
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, e, f

5. Cultural studies	*Reading* *Class discussion* *Group project*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Project paper*	*8:c*

10. METHODS OF INSTRUCTION
   In the structuring of this course, what major methods of instruction will be utilized?

   a. Video presentations provide modeling of foreign language in use.
   b. Instructor lectures teach students language skills.
   c. Text and ~~workbook's~~ _workbooks_ reinforce learned foreign language skills.
   d. Online language labs teach and test pronunciation skills.
   e. Group interactions are opportunities to practice conversational skills.

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

     a. In column 1, please check off any General Education Goal that is applicable
       to this course (definitions for each goal are available in the College Catalog).
     b. For each General Education Goal checked in column 1, in column 2 you must list

the related course learning outcome from section 8 of this form.
- c. In column 3, you will also need to list the section of your outline (section 9 of this form) that relates to each goal you have chosen. List the row number from the outline in section 9.
- d. In column 4, list how each checked off General education goal will be assessed within the course (recommended but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.).

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8:a,b,d,e,f*	*9:1,2,3,4*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	*X*	*8:c*	*9:5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper Project*
Historical Perspective	X			
Global and Cultural Awareness	X	*8:c*	*9:5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper Project*
Ethical Reasoning and Action				
Independent/Critical Thinking				

12. NEEDS

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

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Lab Fee Code/ Vocational Status

#2 Semester Hours/Contact Hours	#7 Transfer Information
#3 Catalog Description	#9 Topical Outline
#4 Prerequisites & Corequisites	#10 Methods of Instruction
#6 Justification	#12 Needs
#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

PLT Approval Date of form: May 22, 2012
Board of Trustee Approval Date: July 27, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-12

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

1. COURSE NUMBER AND TITLE: JAPN 201 Intermediate Japanese I

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

3. CATALOG DESCRIPTION

   This course is designed for students who have successfully completed Elementary Japanese I &
   II. Written language proficiency will be enhanced as students are expected to utilize Hiragana,
   Katakana, and basic Kanji. Throughout the semester students will be increasing their ability to
   discuss different topics, attain a stronger understanding of grammar, and learn more about the
   history and culture of Japan. In this course, students will develop their growing vocabulary
   through dialogue, monologue, cultural activities, as well as various other class projects and
   assignments.

4. PREREQUISITES: JAPN 102   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

   a. Describe the need for this course.

   The Japanese language is a valuable choice for students who desire to broaden their cultural
   horizons and become more aware of the global landscape. The study of Japanese contributes to
   the students' awareness of diversity and encourages them to adopt a global perspective.

   Additionally, the study of languages at an intermediate level offers students the opportunity to
   move beyond basic language skills and into areas of travel and business that require a higher
   skillset. Students in intermediate courses can master more than basic conversation with native
   speakers, which allows them greater insight into the global community.

   b. Relationship to courses within the College

      i. Will the college submit this course to the statewide General Education Coordinating
         Committee for approval as a course which satisfies a general education requirement?
         _x__ yes ~~(pending NJCC approval)~~   ___ no

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

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

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

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

    ___   Elective

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

iv. This course is recommended for the following:
The Limited Load List _____
The Writing Intensive Course (WIC) List _____

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

- ~~This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.~~
- ~~This course is consistent with the following goals of the college as expressed in the Academic Master Plan:~~

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

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

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

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

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

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Brookdale CC	Intermediate Japanese I	JPNS 203	3	General Education Humanities
Bergen	Intermediate Japanese I	LAN 261	3	General Education Humanities

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	GENED "57", General Education – foreign language, 3 credits	General Education		_X_
Kean University	FLX 2101, Foreign Language Humanities, 3 credits	General Education	_X_	
Monmouth University	FO002 (200 level language elective), 3 credits	_Language_ Elective		
Stockton University	LANG2EC, Other foreign language intermediate level II, 3 credits _LANGEC, 3 credits_	General Education _International Multicultural Course_		
Rowan University	LANG 05076, GE Language elective, 3 credits _JAPA08201 (Intermediate_	General Education, _History, Humanities and Language_		

	Japanese I), 3 credits			
Rutgers – New Brunswick, School of Arts & Sciences	~~01:565:201 Intermediate Japanese, 3 credits~~	General Education		*X*
Stockton University	~~LANG2EC, Other foreign language intermediate level II, 3 credits~~ *LANGEC (FOREIGN LANGUAGE ELECTIVE), 3 credits*	~~General Education~~ *International / Multicultural course*		

      i. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal): ***This course has not yet been evaluated by Rutgers and Georgian Court to determine transferability. Currently the status is undetermined.***

      ii. If not transferable to any institution, explain:_

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

   a.   ~~Communicate fluidly in Japanese and participate in conversation.~~
   b.   ~~Develop a greater vocabulary of both spoken and written Japanese.~~
   c.   ~~Identify and categorize standard and radical kanji graphemes.~~
   d.   ~~Research and report on how Japanese culture and history differs from their own.~~
   e.   ~~Recognize, translate, construct, and compose compound sentences in Japanese.~~
   f.   ~~Read, translate, and evaluate traditional Japanese poetic forms.~~

   a. ***Demonstrate fluency in intermediate level Japanese language.***
   b. ***Demonstrate a more expansive Japanese vocabulary.***
   c. ***Identify and categorize standard and radical kanji graphemes.***
   d. ***Relate the details of Japanese and Japanese-American culture and history.***
   e. ***Compose compound sentences in Japanese.***

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

~~Unit 1~~
~~Writing review/Jikoshokai (Introductions)~~
~~• Assessment of retained language~~
~~Vocabulary~~
~~Discussion of historical and cultural elements of Japan~~

~~Unit 2~~
~~Topline Review of Kanji from Elementary I & II~~
~~Building beyond Kanji Radicals~~
~~Grammar – Proper usage of Kanji, Hiragana, and Katakana~~

~~Unit 3~~
~~Listening to Japanese~~
~~Responding to dialogue and multimedia (radio, music, news, short stories,   advertising)~~

~~Unit 4~~
~~Compound sentences~~
~~Te-verbs, Everyday Language~~
~~Kanji 3-A (Past Tense of Adjective Sentences)~~
~~Kanji 3-B (QW, Adjectives)~~

~~Unit 5~~
~~Kanji Special Writings~~
~~Vocabulary~~
~~   Literature – Short story and Haiku~~
~~Grammar Patterns~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)

1. Intermediate skills of the Japanese language
   a. hiragana, katakana, and kanji characters
   b. Intermediate vocabulary
   c. Intermediate grammar
   d. Intermediate structure
	Reading
	Class discussion
	Utilizing practice tools
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, b, c, e

2. ***Intermediate skills of language construction*** ***a. Morphology of the Japanese language for Intermediate level I students***	***Reading*** ***Class discussion*** ***Utilizing practice tools***	***Quizzes*** ***Oral presentations*** ***Written responses*** ***Examinations***	***8: a, b, c, e***
3. ***Basics of pronunciation*** ***a. Phonology of the Japanese language for Intermediate level I students***	***Reading*** ***Class discussion*** ***Utilizing practice tools***	***Quizzes*** ***Oral presentations*** ***Written responses*** ***Examinations***	***8: a, b, c, e***

4. Retention practices
   a. Conversational practice
   b. Media consumption
	Reading
	Class discussion
	Utilizing practice tools
	Video viewing
		Quizzes
		Oral presentations
		Written responses
		Examinations
			8: a, b, c, e

	In class writing activities		
5. Theme: *Cultural Studies*	*Reading* *Class Discussions* *Conversational Practice* *Video viewing* *In class writing activities*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8: d*

10. METHODS OF INSTRUCTION
   In the structuring of this course, what major methods of instruction will be utilized?

   a. Video presentations provide modeling of foreign language in use.
   b. Instructor lectures teach students language skills.
   c. Text and ~~workbook's~~ *workbooks* reinforce learned foreign language skills.
   d. Online language labs teach and test pronunciation skills.
   e. Group interactions are opportunities to practice conversational skills.

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	x	*8: a, b, c, f*	*9: 1, 2, 3, 4*	*Quiz* *Exam* *Oral Presentation* *Research Paper*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				

Information Literacy				
Society and Human Behavior				
Humanistic Perspective	x	*8: c*	*9: all*	*Quiz* *Exam* *Oral Presentation* *Research Paper*
Historical Perspective	x			
Global and Cultural Awareness	x	*8: d*	*9: 5*	*Quiz* *Exam* *Oral Presentation* *Research Paper*
Ethical Reasoning and Action				
Independent/Critical Thinking	x	*8: a*	*9: 1, 2, 3, 4*	*Quiz* *Exam* *Oral Presentation* *Research Paper*

12. NEEDS

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

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	

PLT Approval Date of form: May 22, 2012
Board of trustees Approval Date: October 5, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-13

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: JAPN 202: Intermediate Japanese II

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

3. CATALOG DESCRIPTION
    This course is designed for students who have successfully completed Intermediate Japanese I.
    In Intermediate Japanese II, students will elevate their Japanese speaking abilities. Students will
    expand their writing skills through additional Kanji study. This course focuses on increasing
    student confidence in speaking, writing, and reading examples of sophisticated Japanese
    language. Students will develop their growing vocabulary through dialogue, monologue, and
    immersion in cultural activities.

4. PREREQUISITES: JAPN 201   COREQUISITES: NONE

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

    a. Describe the need for this course.

    The Japanese language is a valuable choice for students who desire to broaden their cultural
    horizons and become more aware of the global landscape. The study of Japanese contributes to
    the students' awareness of diversity and encourages them to adopt a global perspective.

    Additionally, the study of languages at an intermediate level offers students the opportunity to
    move beyond basic language skills and into areas of travel and business that require a higher
    skillset. Students in intermediate courses can master more than basic conversation with native
    speakers, which allows them greater insight into the global community.

    b. Relationship to courses within the College

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

            If yes, mark with an "x" the appropriate category below.
            ___ Communication   ___ Social Science   ___ History
            _x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)

___ Mathematics   ___ Technology   ___ Diversity

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

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

        ___   Elective

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

    iv. This course is recommended for the following:
        The Limited Load List   _____
        The Writing Intensive Course (WIC) List _____

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

      ◆   ~~This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.~~
      ◆   ~~This course is consistent with the following goals of the college as expressed in the Academic Master Plan:~~

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

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

7. RELATED COURSES AT OTHER INSTITUTIONS

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

blank or in need of updating.]

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Brookdale CC	***Intermediate Japanese II***	***JPNS 204***	***3***	***General Education Humanities***
Bergen	Intermediate Japanese II	LAN 262	3	General Education Humanities

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	~~GENED "57", General Education - foreign language, 3 credits~~	~~General Education~~		***X***
Kean University	~~Elective 3.0 CR~~	~~General Education~~	X	
Monmouth University	~~Elective, 3 credits~~ FO002 (200 level language elective), 3 credits	~~Elective~~ ***Language*** Elective		
Stockton University	~~LANG2EC, Other foreign language intermediate level II, 3 credits~~ ***LANGEC, 3 credits***	~~General Education~~ ***International Multicultural Course***		
Rowan University	~~INTR 99071, General education~~ ***JAPA08201 (Intermediate Japanese I), 3 credits***	General Education, ***History, Humanities and Language***		
Rutgers – New Brunswick, School	~~01:565:201 Intermediate~~	~~General Education~~		***X***

of Arts & Sciences	~~Japanese, 3 credits~~			
Stockton University	~~LANG2EC, Other foreign language intermediate level II, 3 credits~~ ***LANGEC (FOREIGN LANGUAGE ELECTIVE), 3 credits***	~~General Education~~ ***International / Multicultural course***		

     i. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal): ***This course has not yet been evaluated by Rutgers and Georgian Court to determine transferability.***

     ii. If not transferable to any institution, explain:_ _____

8. SPECIFIC COURSE LEARNING OUTCOMES

    Students who successfully complete this course will be able to:

    a. ~~Communicate~~ ***Demonstrate proficiency*** in intermediate Japanese in both oral and written formats.
    b. ~~Acquire and retain~~ ***Remember and utilize*** ~~more sophisticated~~ ***detailed*** vocabulary in Japanese
    c. Utilize the distinct comportments, vocabulary, and protocols that are cultural norms in the Japanese business sector.
    d. ***Compare social norms in the Japanese speaking world with other cultures.*** ~~Recognize and correctly respond to cultural circumstances unique to Japanese society~~.
    e. Examine Japanese history and philosophy ***and how those occurrences were influenced by the Japanese language.***
    f. Apply advanced descriptors in Kanji for greater clarity when constructing Japanese sentences.

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

~~Unit 1~~
~~Jikoshokai (Introduction with Q&A)~~
~~Vocabulary~~
~~Discuss goals, observations, and contemporary news in Japan.~~

~~Unit 2~~
~~The Arts in Japan~~
~~Applying advanced descriptors in writing~~
~~Arts based vocabulary~~

~~Unit 3~~
~~Philosophy and History~~
~~Leaders~~
~~Historical Events~~
~~Excerpts from Buddhism in Translation~~

~~Unit 4~~
~~Grammar (Actions, Reasons, Requests)~~
~~Dialoguing – culturally specific responses to different situations~~

~~Unit 5~~
~~Business in Japan~~
~~Business Culture in Japan~~
~~Business vocabulary~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Upper intermediate skills of the Japanese language *a. hiragana, katakana, and kanji characters* *b. Upper intermediate vocabulary* *c. Upper intermediate grammar* *d. Upper intermediate structure*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: a, b, c, e, f*
2. *Intermediate skills of language construction* *a. Morphology of the Japanese language for Intermediate level II students*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: a, b, c, e, f*
3. *Basics of pronunciation* *a. Phonology of the Japanese language for Intermediate level II students*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: a, b, c, e, f*
4. Retention practices *a. Conversational practice* *b. Media consumption*	*Reading* *Class discussion* *Utilizing practice tools* *Video viewing* *In class writing activities*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: a, b, c, e, f*
5. Cultural Studies	*Reading* *Class Discussions* *Conversational Practice*	*Quiz* *Exam* *Oral Presentation* *Research Paper*	*8: f*

	Video viewing *In class writing activities*		

10. METHODS OF INSTRUCTION
In the structuring of this course, what major methods of instruction will be utilized?

a. Video presentations provide modeling of foreign language in use.
b. Instructor lectures teach students language skills.
c. Text and ~~workbook's~~ *workbooks* reinforce learned foreign language skills.
d. Online language labs teach and test pronunciation skills.
e. Group interactions are opportunities to practice conversational skills.

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

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

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	x	*8: a, b, c, e, f*	*9: 1, 2, 3, 4*	*Quiz* *Exam* *Oral Presentation* *Research Paper*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	x	*8: a, c, d*	*9: all*	*Quiz* *Exam*

				Oral Presentation ***Research Paper***
Historical Perspective	x			
Global and Cultural Awareness	x	***8: e***	***9: 5***	***Quiz*** ***Exam*** ***Oral Presentation*** ***Research Paper***
Ethical Reasoning and Action				
Independent/Critical Thinking	x	***8: a***	***9: 1, 2, 3, 4***	***Quiz*** ***Exam*** ***Oral Presentation*** ***Research Paper***

12. NEEDS

- o Instructional Materials (text, etc.): <u>An appropriate textbook</u> ***and/or open educational resources*** <u>will be selected. Please contact the department for current adoptions</u>
- o Technology Needs: ***Instructor and students will need access to PC's.***_____
- o Human Resource Needs (Presently Employed vs. New Faculty): _____
- o Facility Needs: _____
- o Library needs (list specific needs and must be initialed by library director): _____

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

PLT Approval Date of form: May 22, 2012
Board of trustees Approval Date: October 5, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-14

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: PORT 101 Elementary Portuguese I

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

3. CATALOG DESCRIPTION

   ~~This course is an introduction to the Portuguese language for students with little or no experience with the language. Students are taught a basic vocabulary to enable them to enjoy real-world conversations in Portuguese. Audio, as well as computer-based material is used to reinforce and expand language skills in the class. This beginning course in the Portuguese language sequence stresses the language as spoken in Brazil and Portugal. The course develops basic communication skills in reading, writing, speaking, and listening.~~

   This course introduces the basics of Portuguese conversation, reading, and writing skills. Equal attention will be given to grammatical structures and the development of a vocabulary that will enable students to have simple but useful everyday conversations in Portuguese. The course is designed for students with little or no experience with the language.

4. PREREQUISITES: NONE   COREQUISITES: None

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

   a. Describe the need for this course.

       ~~The Portuguese language is a valuable choice for students looking to broaden their cultural horizons and become more aware of the global landscape. The study of Portuguese contributes to the student's awareness of diversity and encourages them to adopt a global perspective.~~

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

b. Relationship to courses within the College

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

      If yes, mark with an "x" the appropriate category below.
      ___ Communication   ___ Social Science   ___ History
      <u>_x_</u> Humanities   ___ Lab Science   ___ Science (Non-Lab)
      ___ Mathematics   ___ Technology   ___ Diversity

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

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

          ___   Elective

    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. *<u>Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);</u>*
    ii. *<u>Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)</u>*
    iii. *<u>Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).</u>*
    iv. *<u>Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)</u>*

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 Course at NJ Community Colleges~~				
~~Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)~~	~~Course Title~~	~~Course Number~~	~~Number of Credits~~	~~Comments~~
~~NONE~~				~~This course is a specific language course. All community college offer language courses, but none in the area are offering this one.~~

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Brookdale CC	*Elementary Portuguese 1*	*PORT 101*	*4*	
County College of Morris	*Elementary Portuguese 1*	*PTG 111*	*3*	

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

~~Transferability of Proposed Course~~				
~~Institution~~	~~Course Code, Title, and Credits~~	~~Transfer Category (Major, General Ed., or Elective)~~	~~Will NOT Transfer (Place an "x" in box)~~	~~Unable to Determine Status (Place "U" in box)~~
~~Georgian Court University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Kean University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Monmouth University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Richard Stockton College~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Rowan University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Rutgers – New Brunswick~~	~~Elective 3.0 CR~~	~~Elective~~		

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status

Georgian Court University	***General Ed, 3 credits***	***Gen Ed: Bridge Modern Language, Culture, Global Studies***		
Kean University	***PORT1101, Basic Portuguese 1, 3 credits***			
Monmouth University	***FO001, Language Elective, 3 credits***			
Stockton University	***LANGEC (Foreign Language Elective), 3 credits***	***Gen Ed: International/Multic ultural Course***		
Rowan University	***LANG01076, Gen Ed Language Course, 3 credits***	***Gen Ed: History, Humanities and Language***		
Rutgers – New Brunswick, School of Arts & 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: ***At Rutgers – New Brunswick, School of Arts & Science, this course plus Elementary Portuguese II are equal to Portuguese I. Neither is transferable on its own.***

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

a. ~~Pronounce the sounds in Portuguese correctly.~~ ***Demonstrate proper pronunciation of Portuguese letters and words.***
b. ~~Communicate and participate in the course and creatively synthesize the language elements.~~ ***Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Portuguese.***

c. ~~Read Portuguese words and sentences with comprehension.~~ ***Demonstrate an ability to read and speak in Portuguese with comprehension at the Elementary I level.***

d. ~~Compose in Portuguese.~~ ***Utilize knowledge of basic grammar to compose elementary sentences in Portuguese.***

e. ~~Discuss the culture of the Portuguese speaking world.~~ ***Describe the culture of Portugal and its people through carefully selected readings, audio-visual materials, interactive computer texts, and lecture/discussions.***

f. Describe the place of the Portuguese language in the global community.

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

10. TENTATIVE TOPICAL OUTLINE

Unit One:

- Introduce yourself or another person,

- ask and answer appropriate questions in both formal and informal settings

- use social niceties and greetings for morning, afternoon, and night.

- Ask and answer questions, including yes/no and question-word questions, identifications and descriptions, using verbs "ser" and "estar,"

Unit Two:

- your and other people's personalities

- classes and places at a college, houses, bedrooms, yards

- people, family members and relationships

- health, emotional condition, and location

- colors

- items in a classroom

- common places in a city where people go for entertainment or basic purchases

- offices, services, or classes in a college

Unit Three:

- hour, day, date, months, seasons, and other time-related concepts

- quantities, using both numbers and words indicating "any," "some," and "none" "there is," "there are" using "há"

- weather, using "fazer" and other appropriate verbs

- how frequently people do activities

- equalities and inequalities, descriptive and qualitative

- basic activities people do using simple verb forms

Unit Four:

- The three basic regular verb forms

- Verbs with irregular forms in the present tense

- Verbs with stem changes

- Use compound verb constructions to describe activities that people want, prefer, need, or are able to do will do or are in the process of doing

Unit Five:

- Possession with possessive adjectives and phrases

- the verb "ter"

- Read, hear, and understand sentences which express likes and dislikes.

- Respond to a command with the appropriate action

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Elementary I Portuguese vocabulary *a. daily activities* *b. greetings and farewell* *c. numbers* *d. time and date* *e. weather* *f. inherent characteristics* *g. location* *h. emotional states*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8:c, e*
2. Elementary I Portuguese grammar *a. verbs (ser, fazer, estar)* *b. prepositions (to indicate location and tell time)* *c. stem-changing verbs* *d. cognates* *e. adjectives (to describe objects* *and people)* *f. negation*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8:c, e*
3. Elementary I Portuguese	*Reading*	*Quizzes*	*8: c, e*

structure and composition *a. question construction using* *interrogative words* *b. sentence construction in the* *present and future tense*	*Class discussion* *Utilizing practice tools*	*Oral presentations* *Written responses* *Examinations*	
4. Basics of pronunciation *a. phonology of the Portuguese* *language* *b. conversational practice*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: a, d, e, f*
5. Cultural Studies	*Reading* *Class discussion* *Group project*	*Quizzes* *Oral Presentations* *Written responses* *Examinations* *Project paper*	*8: b, e*

10. METHODS OF INSTRUCTION
    In the structuring of this course, what major methods of instruction will be utilized?

    ~~a. Video presentations provide modeling of foreign language in use.~~

    ~~b. Instructor lectures teach students language skills.~~

    ~~c. Text and workbook's reinforce learned foreign language skills.~~

    ~~d. Online language labs teach and test pronunciation skills.~~

    ~~e. Group interactions are opportunities to practice conversational skills~~

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

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

    a. In column 1, please check off any General Education Goal that is applicable
       to this course (definitions for each goal are available in the College Catalog).
    b. For each General Education Goal checked in column 1, in column 2 you must list

the related course learning outcome from section 8 of this form.

    c. In column 3, you will also need to list the section of your outline (section 9 of this form) that relates to each goal you have chosen. List the row number from the outline in section 9.

    d. In column 4, list how each checked off General education goal will be assessed within the course (recommended but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.).

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8: a,c,d,f*	*9: 1,2,3,4*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	*8:b*	*9:5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper project*
Historical Perspective				
Global and Cultural Awareness	X	*8:b*	*9:5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper project*
Ethical Reasoning and Action				
Independent/Critical Thinking	X			

12. NEEDS

    o Instructional Materials (text, etc.):
        An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions

- o Technology Needs:
  Instructor and students will need access to PC's.
- o Human Resource Needs (Presently Employed vs. New Faculty):
  Presently employed
- o Facility Needs: *NA*
- o Library needs (list specific needs and must be initialed by library director):
  NA

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

Revisions to the following items must receive action by the Curriculum Committee, College Senate, and Board of Trustees.	Revisions to the following items must be sent "For Information Only" to the Curriculum Committee, College Senate, and Board of Trustees.
#1 Course Number & Title	#5 Lab Fee Code/ Vocational Status
#2 Semester Hours/Contact Hours	#7 Transfer Information
#3 Catalog Description	#9 Topical Outline

#4 Prerequisites & Corequisites	#10 Methods of Instruction
#6 Justification	#12 Needs
#8 Course Outcomes	#13 Grade Determinants
#11 General Education Goals - Rubric	

PLT Approval of Form: May 22, 2012
Board of Trustees Approval: May 4, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: *December 10, 2020*

EXHIBIT B-15

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
SCHOOL OF ARTS AND HUMANITIES

1. COURSE NUMBER AND TITLE: PORT 102 Elementary Portuguese II

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

3. CATALOG DESCRIPTION:

~~This course is a continuation of Elementary Portuguese I, stressing the use of discussions in Portuguese, an ample study of grammar, and presentation of more in-depth vocabulary. This course continues the series of basic language classes, which emphasize the verbal elements used in the Portuguese speaking areas of the globe. Students will further develop listening, speaking, reading and writing skills in Portuguese.~~

__Elementary Portuguese II continues concepts addressed in Elementary Portuguese I, stressing the use of conversational dialogues, a comprehensive study of grammar, and reading Portuguese literature chosen to increase the student's ability to read Portuguese. Emphasis will be placed on the verbal elements used in the Portuguese speaking areas of the globe.__

4. PREREQUISITES: PORT 101   COREQUISITES: None

5. COURSE FEE CODE: 0

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

6. JUSTIFICATION

    a. Describe the need for this course.

    ~~The Portuguese language is a valuable choice for students looking to broaden their cultural horizons and become more aware of the global landscape. The study of Portuguese contributes to the student's awareness of diversity and encourages them to adopt a global perspective.~~

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

    b. Relationship to courses within the College

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

    If yes, mark with an "x" the appropriate category below.
    ___ Communication   ___ Social Science   ___ History
    _x_ Humanities   ___ Lab Science   ___ Science (Non-Lab)
    ___ Mathematics   ___ Technology   ___ Diversity

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

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

    ___   Elective

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. *Provide affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. (Mission Statement);*
    ii. *Be the boldest, most creative, most innovative student-centered college in America (Vision Statement)*

    iii. *Deliver Innovative Curricula Programs and Assess Current Programs. (Academic Master Plan).*
    iv. *Expand the process of infusing global perspectives across Arts and Humanities curricula in order to better prepare students as engaged and global citizens. (School of Arts and Humanities Goal)*

7. RELATED COURSES AT OTHER INSTITUTIONS

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

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

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
~~NONE~~				~~This course is a specific language course. All community college offer language courses, but none in the area are offering this one.~~

Comparable Courses at NJ Community Colleges				
Institution (ex., Brookdale CC, Mercer CC, Atlantic Cape CC, etc.)	Course Title	Course Number	Number of Credits	Comments
Brookdale CC	***Elementary Portuguese II***	***PORT 102***	***4***	
County College of Morris	***Elementary Portuguese II***	***PORT 112***	***3***	

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

~~Transferability of Proposed Course~~				
~~Institution~~	~~Course Code, Title, and Credits~~	~~Transfer Category (Major, General Ed., or Elective)~~	~~Will NOT Transfer~~ ~~(Place an "x" in box)~~	~~Unable to Determine Status~~ ~~(Place "U" in box)~~
~~Georgian Court University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Kean University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Monmouth University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Richard Stockton College~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Rowan University~~	~~Elective 3.0 CR~~	~~Elective~~		
~~Rutgers - New Brunswick~~	~~Elective 3.0 CR~~	~~Elective~~		

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category	Will NOT Transfer	Unable to Determine Status
Georgian Court University	*Gen Ed, 3 credits*	*Gen Ed: Bridge Modern Language, Culture, Global Studies*		
Kean University	*PORT1102, Basic Portuguese II, 3 credits*			
Monmouth University	*FO001, Language Elective, 3 credits*			
Stockton University	*LANGEC (Foreign Language Elective), 3 credits*	*Gen Ed: International/Multicultural Course*		
Rowan University	*LANG01076, Gen Ed Language Course, 3 credits*	*Gen Ed: History, Humanities and Language*		
Rutgers – New Brunswick, School of Arts & 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: *At Rutgers – New Brunswick, School of Arts & Science, this course plus Elementary Portuguese I are equal to Portuguese I. Neither is transferable on its own.*_____

8. SPECIFIC COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

a. ~~Demonstrate a continued understanding of the Portuguese and Brazilian culture.~~
b. ~~Develop the communicative skills through practice in listening, speaking, reading, and writing.~~
c. ~~Describe the place of Portuguese language in the global community.~~
d. ~~Describe both Portuguese and Brazilian cultures and the influence of those cultures have on the United States.~~
e. ~~Prepare students for communicating in Portuguese for work or pleasure by expanding skills in language usage.~~

    a. *Demonstrate speaking and listening skills needed for continued study of Intermediate Portuguese.*
    b. *Demonstrate reading and writing skills needed for continued study of Intermediate Portuguese.*
    c. *Use conjugated verbs properly in sentences.*

d. *Compose sentences and short paragraphs at the Elementary II level.*
e. *Apply retention practices (conversational practice and media consumption) to further develop the ability to read and speak in Italian.*
f. *Show knowledge of contemporary Portuguese culture.*

9. TOPICAL OUTLINE (include as many themes/skills as needed):
   ~~7. TENTATIVE TOPICAL OUTLINE~~
   ~~Unit One:~~
   - ~~Introduction to the course~~
   - ~~Greetings, gender, occupations, nationalities/ role-playing~~
   - ~~Demonstratives, numbers / reading and writing~~
   ~~Unit Two:~~
   - ~~Verbs, calendar, time, contractions / dialogues and role-playing~~
   - ~~Occupations, articles/ exercises~~
   - ~~Possessives, question words/ role-playing~~
   - ~~Present continuous, ser VS. Estar / reading~~
   ~~Unit Three:~~
   - ~~Age, possessives, ser VS estar/ reading dialogues~~
   - ~~Family relations, telling time/ reading~~
   - ~~Irregular and regular verbs, Presente Simples~~
   - ~~Routines, predictions, resolutions/ writing, listening~~
   ~~Unit Four:~~
   - ~~Future tense, frequency words, invitations/ choice making/ role-playing~~
   - ~~Past (irregular) / role-playing~~
   - ~~Past (irregular), object pronouns~~
   ~~Unit Five:~~
   - ~~Body parts, describing, futuro do presente~~
   - ~~Imperative, pretérito imperfeito~~
   - ~~Pretérito imperfeito, past continuous/group work~~
   - ~~Presente do subjuntivo, diminutivo~~

Major Themes/Skills	Assignments/Activities (Recommended but not limited to)	Assessment (Recommended but not limited to)	Related Course Learning Outcome (s)
1. Elementary II Portuguese vocabulary *a. daily activities, routines, and interests* *b. expressing reciprocal actions* *c. personal information (personal characteristics, expressing relationships, possession, direction and location, likes and dislikes, needs, interests, states of mind)*	*Reading* *Class discussion* *Utilizing practice tools*	*Quizzes* *Oral presentations* *Written responses* *Examinations*	*8: b, c, d*

2. Elementary II Portuguese grammar _ a. adjectives (grande, bonito, importante)_ _ b. irregular verbs (dormir, pedir, sentir)_ _ c. verbs (ser, estar, poder)_ _ d. prepositions (por, para, em)_ _ e. direct and indirect object pronouns (me, nos)_	_Reading_ _Class discussion_ _Utilizing practice tools_	_Quizzes_ _Oral presentations_ _Written responses_ _Examinations_	_8: b, c, d_
3. Elementary II Portuguese structure and composition _ a. partitive construction_ _ b. sentences in the present, present perfect, past, and past perfect tenses_	_Reading_ _Class discussion_ _Utilizing practice tools_	_Quizzes_ _Oral presentations_ _Written responses_ _Examinations_	_8: b, c, d_
4. Basics of pronunciation _ a. phonology of the Portuguese language for Elementary II level students_ _ b. conversational practice_	_Reading_ _Class discussion_ _Utilizing practice tools_	_Quizzes_ _Oral presentations_ _Written responses_ _Examinations_	_8: a, e_
5. Cultural Studies	_Reading_ _Class discussion_ _Group project_	_Quizzes_ _Oral Presentations_ _Written responses_ _Examinations_ _Project paper_	_8: f_

10. METHODS OF INSTRUCTION
     In the structuring of this course, what major methods of instruction will be utilized?
     _____
     _____

   a. Video presentations provide modeling of foreign language in use.
   b. Instructor lectures teach students language skills.
   c. Text and workbook's reinforce learned foreign language skills.
   d. Online language labs teach and test pronunciation skills.
   e. Group interactions are opportunities to practice conversational skills.

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

       a. In column 1, please check off any General Education Goal that is applicable
          to this course (definitions for each goal are available in the College Catalog).
       b. For each General Education Goal checked in column 1, in column 2 you must list
          the related course learning outcome from section 8 of this form.
       c. In column 3, you will also need to list the section of your outline (section 9 of this
          form) that relates to each goal you have chosen. List the row number from the

outline in section 9.
  d. In column 4, list how each checked off General education goal will be assessed within the course (recommended but not limited to quiz, exam, research paper, group project, oral, presentation, group presentation, etc.).

General Education Goal	1. Applicable (mark with x)	2. Related Course Learning Outcome	3. Related Outline Component	4. Assessment of General Education Goal (Recommended but not limited to)
Communication-Written and Oral	X	*8: a,b,c,d*	*9: 1,2,3,4*	*Quizzes* *Oral presentations* *Written responses* *Examinations*
Quantitative Knowledge and Skills				
Scientific Knowledge and Reasoning				
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective	X	*8: f*	*9: 5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper project*
Historical Perspective				
Global and Cultural Awareness	X	*8: f*	*9: 5*	*Quizzes* *Oral presentations* *Written responses* *Examinations* *Paper project*
Ethical Reasoning and Action				
Independent/Critical Thinking	**x**			

12. NEEDS

  o Instructional Materials (text, etc.): ***An appropriate text and/or open educational resource will be selected. Contact the department for current adoptions.***
  o Technology Needs: ***Instructor and students will need access to PC's.***
  o Human Resource Needs (Presently Employed vs. New Faculty): ***Presently Employed***
  o Facility Needs: ***N/A***

o Library needs (list specific needs and must be initialed by library director):
   N/A_____

13. GRADE DETERMINANTS

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

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

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

APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

PLT Approval of Form: May 22, 2012
Board of Trustees Approval: May 4, 2015
Board of Trustees Approval Date: February 29, 2016
Board of Trustees Approval Date: ***December 10, 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 105: Soccer

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 **_soccer_** ~~play,~~ including the progression 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)
      __x__ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

   a. Describe the need for this course.

      Soccer has become an extremely popular sport with a huge following throughout Ocean County and the entire state of New Jersey. It would, therefore, be a very desirable sport to offer at the college.

   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:

          ___   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*~~

    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	*N/A*			
Mercer	*N/A*			
Atlantic Cape	*N/A*			
Essex	*Soccer/Speedball*	*PHE151*	*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	GENED (GENERAL ED), 1 credit	*General Education*		
Kean University	PED1065 (BEGINNING SOCCER),1 credit	*Beginning Soccer*		
Monmouth University	PE001 (LIFETIME SPORTS), 1 credit	*Lifetime Sports*		

Stockton University	TRCREC (ELECTIVE TRANS CREDIT), 1 credit	*Elective*		
Rowan University	INTR99070 (FREE ELECTIVE), 1 credit	*Elective*		
Rutgers – New Brunswick, School of Arts & 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): _____
      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:

a. Demonstrate knowledge of the rules and regulations of the game.
b. Use the proper techniques and skills of soccer 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)
rules, etiquette, equipment, field	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
dribbling	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8:a, b*
trapping	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations Practical skill assessment Presentations	*8: a, b*

Chipping	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
passing	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
volley	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
shooting	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
challenging	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
heading	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
goal tending	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
punting	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
defense	Activity Group work Student presentations Guest speakers	Practical skill assessment Presentations	*8: a, b*
offense	Activity Group work Student presentations	Practical skill assessment Presentations	*8: a, b*

	Guest speakers		

10. METHODS OF INSTRUCTION

Practical skill development and assessment
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	*8: all*	*9: all*	*Test*
Technological Competency				
Information Literacy				
Society and Human Behavior				
Humanistic Perspective				
Historical Perspective				
Global and Cultural Awareness				
Ethical Reasoning and Action				
Independent/Critical Thinking				

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

One (1) written exam.
One (1) skill exam.

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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: **December 10, 2020**