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: March 18, 2021

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, March 25, 2021**:

1. Recommend approval of the following items as accepted by the College Senate at its meetings on September 17, 2020, February 18, and March 4, 2021:

    a. Revised Policies

        1) Policy # 5154, Students, Academic Standards, Grades and Scholastic Honors **(Exhibit B-1)**
        2) Policy #5156, Students, Academic Standards, Unsatisfactory Academic Progress **(Exhibit B-2)**

    b. Revised Program

        1) Associate in Arts in Liberal Arts Degree, Psychology Option **(Exhibit B-3)**

    c. New Courses

        1) ACCT 390, Accounting Information Systems **(Exhibit B-4)**
        2) BUSN 300, Organizational Theory and Practice **(Exhibit B-5)**
        3) BUSN 301, Human Resource Management **(Exhibit B-6)**
        4) BUSN 311, Consumer Behavior **(Exhibit B-7)**
        5) BUSN 312, Marketing Communications **(Exhibit B-8)**
        6) ECON 300, Money and Banking **(Exhibit B-9)**
        7) INTR 288, Internship - Introductory **(Exhibit B-10)**
        8) INTR 289, Internship - Advanced **(Exhibit B-11)**
        9) SOWK 191, Foundations of the Community Health Worker **(Exhibit B-12)**
        10) SOWK 192, Introduction to Community Healthcare Practice **(Exhibit B-13)**
        11) SOWK 300, Human Services Organization Systems **(Exhibit B-14)**
        12) SOWK 301, Public Policy and Advocacy **(Exhibit B-15)**

d. Revised Course and Course Title

1) CRIM 255, Criminal Law and Procedures to Criminal Law and Procedure **(Exhibit B-16)**

EXHIBIT B-1

Ocean County College, Toms River, NJ

STUDENTS
ACADEMIC STANDARDS
Grades & Scholastic Honors #5154

POLICY

1. Students are responsible for knowing their own academic progress. Students must be able to obtain from instructor, evidence of their academic progress in the current LMS. Grades for assignments should be updated on a weekly basis.

2. Grading System

    The following grading system is used:

GRADE	STANDARD	QUALITY POINTS	EARNED	ATTEMPTED
A	Excellent	4.0	X	X
B+	Very Good	3.5	X	X
B	Good	3.0	X	X
C+	Above Average	2.5	X	X
C	Average	2.0	X	X
P	Passing (Not for Credit)	n/a		
*P	Passing (for Credit)	n/a	X	
D	Pass/Below average	1.0	X	X
F	Failure	0		X
I	Incomplete	0		X

    UNEARNED GRADES

R	Registered for Audit	n/a	
T	Transfer		
W	Withdraw	n/a	
CR	Credit	n/a	
NC	No Credit	n/a	

    Semester hours of credit in which a grade of A, B+, B, C+, C, D, or *P has been received are defined as "earned" semester hours. Quality points are earned for A, B+, B, C+, C, or D grades and, thus, affect the cumulative grade point average.

    Semester hours of credit in which a grade of A, B+, B, C+, C, D, or F has been received are defined as "attempted" semester hours. These grades count as attempted hours in computing the cumulative grade point average.

    Grades of P, R, T, CR, NC, or W are neither "earned" nor "attempted." These do not affect the cumulative grade point average.

3. Grade of "I" (Incomplete)

    In order to be eligible for a grade of "I" (Incomplete), a student shall have a reasonable chance at passing the course at the time of the request, as deemed by the instructor. The grade of "I" (Incomplete) may be awarded by an instructor if he/she approves a Request for Incomplete form received from the student no later than the day of the final examination. A valid reason for the request must be offered. The faculty member must respond to the student completing the Request for Incomplete Form within five (5) business days after the student submits the Request. If the

instructor approves the request, the instructor must provide a plan and approved deadlines for the completion of the work. Approval of the request will allow up to 30 days from the completion of the term for which the "I" was issued, for the work to be completed and the final grade to be submitted to the Registrar. If the student is enrolled in a course for which the "I" grade course is a pre-requisite the work for the incomplete course must be made up by the fifth day of the next term or the student will be administratively withdrawn from the higher-level course. When the work is completed, the permanent grade will be recorded by the instructor and a corrected grade report will be prepared. If the work is not completed by the required due date, the grade of "F" will automatically be recorded. Faculty must maintain a record or file of students' written requests for "I" grades.

4. Grade of "R" (Registered for Audit)

The grade of "R" (Registered for Audit) will be recorded if the student so requests at the time of registration or during the "add" period and the instructor approves. Students registered for audit are expected to participate in all course activities but receive no credit. Any course for which a student receives an "R" may not be used as a prerequisite. In special circumstances, a student may appeal in writing to the Academic Standards Committee for permission to change to audit, if passing. No student may change from audit to credit. A student may change from credit to audit with the permission of the instructor. An instructor may request the Vice President of Academic Affairs to administratively withdraw a non-contributing or non-participatory audit student and assign a grade of "W." Students may not audit courses in which they have an "I" grade.

5. Grade of "W" (Withdrawal)

The grade of "W" will be assigned when a student withdraws or is administratively dropped from a course in accordance with College policy (see Procedure).

6. President's Honor List

The President's Honor List is official recognition by the faculty of outstanding academic achievement. A student who has completed a minimum of 12 credits, with a semester grade point average of 3.50 or better and no grade lower than a "C" in that semester, qualifies for this honor. The President's Honor List is compiled each semester, including the summer session. Part-time students are eligible for this honor at the completion of 16, 32, 48 and 64 credit hours respectively, with a cumulative grade point average of 3.50 or better.

Enrollment on a full-time or part-time basis does not have to be maintained during consecutive semesters to qualify. If a student stops attending for one semester or more, the cumulative average will be the determinant.

7. Pass/No Credit

A full-time student who has completed his/her freshman year may register for one free elective course outside of his/her major field on a pass-no credit basis each semester beginning with his/her third semester. A part-time student who has earned a minimum of 28 semester hours of credit may register on a pass-no credit basis for one elective course during any succeeding semester for a

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Grades & Scholastic Honors #5154

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maximum of three courses. Students so registered shall be expected to complete all course requirements. The grade of "P" will be recorded for successful completion of each course with semester hours of credit applied toward degree. A grade of "NC," No Credit, will be used to indicate unsuccessful completion of the course and will appear on the permanent record. In neither case will the cumulative grade point average be affected.

8. Honors by Contract Program

The Honors by Contract Program allows high achieving students the opportunity to work individually with faculty members on directed higher-level educational activities that are related to course objectives while being enrolled in a regular course.

Students complete the regular course assignments in addition to faculty directed higher-level academic assignments. Students completing Honors by Contract courses will have the designation denoted on their transcripts. Students who successfully complete four Honors by Contract courses with an overall grade point average of 3.5 or above will graduate from Ocean County College with the designation of Ocean County College Honors Students. This designation will be noted on the students' transcripts, diplomas, and in Commencement programs.

All students with a grade point average of 2.5 or above, or its equivalent, from high schools, other higher education institutions, or Ocean County College are eligible to enroll in the Honors by Contract courses. Students may only enroll in two Honors by Contract courses per semester. Students enrolled in any remedial courses may not participate in the Program. Students may appeal to the Vice President of Academic Affairs for special permission to participate in Honors by Contract courses. Faculty members who teach college-level courses (100 level and above) may participate in the Honors by Contract Program; however, STSC and developmental courses may not be included.

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The guidelines to be followed for the Honors by Contract Program are included with the Honors by Contract application.

9. Nursing Program

In order to fulfill program requirements, students enrolled in the Nursing Program must obtain at least a "C" in all the courses listed in the Nursing Program curriculum guide, including NURS and BIOL courses and courses satisfying the OCC and general education requirements. A "D" in these courses (like an "F") is a non-passing grade.

A student receiving his/her first non-passing grade in any NURS course (clinical or non-clinical) may repeat the course only once. If unsuccessful on the second attempt, the student is dismissed from the Nursing Program.

If a student achieves a second non-passing grade in a subsequent clinical NURS course (NURS 175, 176, 273, 274), he/she will fail out of the Nursing Program.

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A student who has failed out of the Nursing Program due to academic (as opposed to clinical) performance may automatically apply for readmission.

A student who has failed out of the Nursing Program due to clinical performance in at least one NURS course cannot automatically reapply to the program but may contact the Nursing Program administrator for consideration on a case by case basis.

10. Developmental Courses

A passing grade for courses designated as developmental is "C" or better. These courses may not be used for credit toward graduation.

ADOPTED: August 26, 1968
Revised: December 21, 1970
Revised: January 22, 1973
Revised: March 26, 1973
Revised: June 23, 1975
Revised: June 17, 1976
Revised: June 23, 1978
Revised: January 22, 1979
Revised: June 4, 1979
Revised: August 25, 1980
Revised: January 26, 1981
Revised: August 24, 1981
Revised: April 26, 1982
Revised: December 13, 1982
Revised: June 27, 1983
Revised: January 26, 1987
Revised: June 22, 1987
Revised: January 22, 1990

Revised: May 29, 1990
Revised: March 25, 1991
Revised: March 23, 1992
Revised: April 22, 1996
Revised: May 27, 1997
Revised: February 28, 2000
Revised: November 20, 2000
Revised: January 28, 2008
Revised: August 25, 2008
Revised: December 1, 2008
Revised: August 24, 2009
Revised: June 28, 2010
Revised: July 25, 2011
Revised: January 28, 2013
Revised: May 27, 2014
Revised: December 8, 2014
Revised: August 22, 2019
Revised: May 28, 2020

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PROCEDURE

1. Course Withdrawal

   Students are responsible for knowing their own academic progress. In order to make rational decisions regarding course withdrawal, students must be able to obtain from faculty evidence of their academic progress prior to the course withdrawal deadline. Specific information pertaining to grades that may be recorded when a student withdraws or is withdrawn are detailed in the procedures for Policy # 5142.

   A student who has a documented emergency or other documented extraordinary circumstance may appeal his/her grade of "F" to "W" in writing to the Academic Standards Committee ~~through~~ via our centralized reporting and recordkeeping system.

   a.   ~~the Office of Academic Affairs. This~~ Written appeals with supporting documentation and the instructor's recommendation must be made within one semester of the grade verification. Appeals are placed on the Academic Standards Committee's agenda for review and decision. ~~The course instructor must approve the change of grade.~~

   b.   Students officially withdrawing up to the tenth day of classes (fifth day in summer sessions) will receive no grade nor will records be kept concerning course enrollment.

   c.   The semester grade as reported (or confirmed in the case of "W" or "F" issued before the end of the semester) to the Registrar at the end of the semester is final and will not be changed except on the written explanation of the instructor and approval of the Vice President of Academic Affairs.

2. Quality Point Averages

   a.   Only final course grades are used to compute quality point averages. For all purposes of record and reference, the cumulative grade point averages do not change at any time except at the close of a semester, including summer or other shorter sessions.

   b.   A semester grade point average is the total number of quality points earned in a particular semester or summer session, divided by the total number of attempted semester hours for that semester.

   c.   A cumulative grade point average is the total number of quality points earned at Ocean County College in all semester and summer sessions divided by the total number of

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attempted semester and summer sessions. Transfer credits do not affect quality points.

   d.   The grade of "W", "P", "P", "T", "NC", and "R" are not included in any quality points.

3. Course Repeats

Students may repeat any course offered by the College subject to the restrictions described below.

  a. The highest grade shall be applied to the cumulative grade point average and toward total credits. The lower grade(s) shall remain on the student's permanent record and be marked "repeated" but shall not be included in the grade point average or toward total accumulated credits before graduation.

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  b.   Nursing Program: Re-entry after Withdrawal/Failure

A nursing student may temporarily leave the Nursing Program for one semester and return the following semester without penalty. While not enrolled in courses, the student has inactive status in the program. Students who plan to seek inactive status must notify the Nursing Office in writing. A student may have no more than a four semester period of inactivity. The period of inactive status begins following the student's last successful NURS course. A student is not guaranteed a seat in the course the next time it is offered.

If a student leaves for more than one semester, he/she must take and successfully achieve the passing grade for the OCC Test of Prior Nursing Knowledge and complete the required practicum before re-entering the program even if he/she has already successfully completed any NURS course. A student is not guaranteed a seat in the course the next time it is offered.

If a student exceeds the four-semester limit (based on the last successful NURS course), he/she will be automatically dismissed from the Nursing Program and will be required to reapply to the program and satisfy any new and/or additional requirements prior to acceptance.

All prior NURS courses must be re-taken, even if the student had been successful in the past.

  c.   Armed Forces Active Duty

Upon submission of the appropriate documentation to the Registration and Records Office, a student who is recalled from reserve status or is engaged in overseas active duty may elect to do one or more of the following:

    a. Withdraw from or all classes, and receive a "W" grade and a full refund from each class from which he/she withdraws.

    b. Arrange with the instructor(s) a way that the remainder of the class can be completed so that a grade may be assigned.

    c. Arrange with the instructor(s) that an Incomplete grade ("I") be given with a longer time frame than the usual (see Policy item 2, above). To use this option, the student

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and instructor must complete the appropriate form, which delineates the course requirements that must yet be met and the date by which those requirements must be completed.

ADOPTED: August 25, 2009
Revised: June 29, 2010
Revised: July 19, 2011
Revised: September 22, 2016
Revised: August 22, 2019

EXHIBIT B-2

POLICY

1. Academic Warning Notices
   Professor may send a notice of unsatisfactory progress to a student at any time during the semester in order to advise the student of his or her academic standing in the class.

2. Academic Standings
   Degree seeking students with a cumulative Grade Point Average (GPA) of 2.0 or higher at the end of each fall and spring semester will maintain a designation of Good Standing. Students in good standing are limited to 18 credits in a semester absent special permission for course overload.

   Students failing to maintain satisfactory academic progress are assigned a standing of Academic Warning, Academic Probation, Continued Probation, or Academic Suspension. These standings will be imposed on students who fail to maintain a cumulative GPA of at least 2.0. Any student who attempts at least 12 credits in a fall or spring semester with a cumulative GPA below 2.00 ("C" average) will have an academic standing imposed in accordance with the criteria below.

   A student wishing to return from Academic Suspension will be assigned the designation of Academic Reinstatement until the completion of one semester, at which time the student will receive the appropriate standing based on the cumulative GPA.

Academic Standing Calculation*

Academic Performance	Academic Standing	Academic Consequence
Cumulative GPA at or above 2.0	Good Standing	Students may register for up to 18 credits in a semester
Cumulative GPA below 2.0 for one semester	Academic Warning	Can enroll for no more than 16 credits in a semester
Cumulative GPA below 2.0 for two consecutive semesters	Academic Probation	Can enroll for no more than 13 credits in a semester
Cumulative GPA below 2.0 for three consecutive semesters	Continued Probation	Can enroll for no more than 7 credits in a semester
Cumulative GPA below 2.0 for four consecutive semesters	Academic Suspension	One year suspension from taking credit courses
Returning after Academic Suspension	Academic Reinstatement	Can enroll for no more than 7 credits in a semester

*A semester is defined as any enrolled fall or spring term. Regular semesters and accelerated terms are combined for consideration of an enrolled semester. A semester of complete withdrawals will push the penalty to the next term.

3.   Developmental Probation/Restriction/Suspension

   A.   Developmental Probation

   Students who fail to receive a grade of "C" or better in a developmental mathematics course (MATH 011 or MATH 012 or MATH 023) will be placed on developmental probation.

   i.   Full-time students placed on developmental probation will be limited to 12 credits (four courses) and must re-enroll immediately in the developmental mathematics course.

   ii.   Part-time students placed on developmental probation must include the developmental mathematics course as part of their course load in the next semester in which they enroll.

   B.   Developmental Restriction

   Students who fail to receive a grade of "C" or better in a developmental English course (ENGL 091 or ENGL 095) will be placed on developmental restriction:

   i.   Students placed on developmental restriction are limited to a maximum credit load of 12-13 semester hours. The credit load must include the needed developmental English course. The remainder of the credit load must be selected from the approved Limited Load Course List in Procedure #5165, Attachment B.

   ii.   Students placed on developmental restriction who fail to pass a developmental English course on their second attempt are limited to a maximum credit load of 6-7 semester hours. The credit load must include the needed developmental English course. The remainder of the credit load must be selected from the approved Limited Load Course List in Procedure #5165, College Skills Assessment Program, Attachment B.

   iii.   Students failing to attain a grade of "C" or better in a developmental English course on their third attempt will be limited to enrolling only in that course until it is completed with a grade of "C" or better.

   C.   Withdrawal - "W" Grade

   Withdrawals from developmental courses will be handled as follows:

   i.   Students receiving a grade of "W" for the first time in a specific course:
      a) Must enroll in the developmental course in the next semester for which they register;
      b) Will not have the developmental restriction applied;
      c) Will be limited to a total of 14 semester hours.

   ii.   Students receiving a grade of "W" more than once in a specific developmental course will have the "W" grade treated as a "non-passing" grade and be subject to the actions prescribed under the developmental restriction section.

4.   Student Appeals

Students placed on Academic Sanction or Academic Suspension may appeal the action, via our centralized reporting and recordkeeping system to the Academic Standards Committee. Appeals are placed on the Academic Standards Committee's agenda for review and decision. See Procedures under the specific Academic Penalty for information regarding the appeal process.

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5.   <u>Academic New Beginning</u> (Academic Forgiveness)

Students who have exhibited poor academic performance prior to an extended period of absence from the College may, under certain conditions, appeal for an Academic New Beginning to have the previously earned grades disregarded in calculating the Grade Point Average.

New Beginning Appeals must be submitted to the Academic Affairs Office within two semesters of the student's return to OCC. Academic Affairs will submit the appeals to the Academic Standards Committee for review and decision. Students seeking New Beginning Appeals should consult with the Financial Aid Office about the impact the appeal may have on their financial aid and/or veteran's benefits. Students transferring to other colleges will be bound by the transfer schools' terms and conditions for acceptance of transfer credits.

The following conditions apply for New Beginning Appeals:

A.   A minimum of five years' absence of enrollment in credit courses must have elapsed prior to the student's re-enrollment.
B.   The student's cumulative GPA prior to the five-year period of absence from the College must be below 2.00.
C.   No credits or grades earned prior to the period of absence will be counted in the calculation of the new GPA or towards graduation.
D.   All previous coursework will continue to appear on the student's transcript. However, it will not be included in the cumulative GPA. Requests to remove courses and grades of previous courses from the student's OCC transcript will be denied.
E.   Credits excluded as a result of New Beginning Appeals cannot be used to meet program requirements or course prerequisites.
F.   A New Beginning Appeal can be approved only once for any individual student and is irrevocable. When approved, a notation will appear on the student's transcript and prior courses will no longer be included in the calculation of the GPA.

6.   <u>Nursing Program</u>

<u>Non-Passing Grades</u>

In order to fulfill program requirements, students enrolled in the Nursing Program must obtain at least a "C" in all courses listed in the Nursing Program curriculum guide, including NURS and BIOL courses and courses satisfying the OCC and general education requirements. A "D" in these courses (like an "F") is a non-passing grade.

Students who receive a non-passing grade in a BIOL course or in courses satisfying the OCC or general education requirements may repeat the course(s) in an attempt to attain a "C" grade.

Students receiving a non-passing grade in a NURS course (clinical or non-clinical) may repeat the course only once. If unsuccessful on the second attempt, the students are dismissed from the Nursing Program.

Students achieving a second non-passing grade in a subsequent clinical NURS course (NURS 175, 176, 273, 274) will fail out of the Nursing Program.

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Students who have failed out of the Nursing Program due to academic (as opposed to clinical) performance may automatically apply for readmission.

Students who have failed out of the Nursing Program due to clinical performance in at least one NURS course cannot automatically reapply to the program but may contact the Nursing Program administrator for consideration on a case-by-case basis.

Students may apply for readmission one time only, and do so via the regular nursing application process. Readmission requires a student to start the Nursing Program over again. Applicants for readmission to the Nursing Program must satisfy all new and/or additional admission requirements prior to acceptance, including achieving the minimum grade point average. Upon acceptance into the program, students must repeat all NURS courses, regardless of any prior successful grades. Applicants have two options for readmission:

> Option I
> Retake Anatomy & Physiology I (BIOL 130), Anatomy & Physiology II (BIOL 131), and a student success course, all as Ocean County College face-to-face courses
>
> Option II
> Successfully achieve an LPN license.

Nursing Program: Re-Entry after Withdrawal/Failure

Nursing students may temporarily leave the Nursing Program and return without penalty. While not enrolled in courses, students have inactive status in the program. Students who plan to seek inactive status must notify the Nursing Office in writing. Students may have no more than a four-semester period of inactivity. The period of inactivity begins following the last successful NURS course. Students are not guaranteed seats in a particular course or semester.

If students leave for more than one semester, they must successfully achieve a passing grade on the OCC Test of Prior Nursing Knowledge and complete the required practicum before re-entering the program even if they have already successfully completed any NURS course. Students are not guaranteed seats in courses the next time they are offered.

If students exceed the four-semester limit (based on the last successful NURS course), they will be automatically dismissed from the Nursing Program; they will be required to re-apply to the program and satisfy all new and/or additional requirements prior to acceptance. All prior NURS courses must be re-taken, even if the students had been successful in the past.

7. Program Requirements

Students enrolled in the Nursing Program must meet all requirements in a unit/course before progressing to the next unit/course. Students failing to meet requirements may appeal this decision in writing to the Appeals Board of the Nursing Department.

8. Prerequisite Requirements

Students must successfully complete all prerequisite courses before attending courses with prerequisite requirements. The offices of Academic Affairs, Student Affairs, and Registration and Records will be responsible for establishing and enforcing the mechanisms for prerequisite compliance.

Adopted: August 26, 1968	Revised: June 28, 1993	Revised: June 1, 2017
Revised: May 20, 1974	Revised: September 24, 1996	Revised: June 28, 2018
Revised: March 28, 1977	Revised: March 24, 1997	
Revised: August 25, 1980	Revised: February 28, 2000	
Revised: January 26, 1981	Revised: November 20, 2000	
Revised: March 23, 1981	Revised: May 27, 2003	
Revised: August 24, 1981	Revised: December 10, 2007	
Revised: December 12, 1983	Revised: January 25, 2010	
Revised: December 9, 1985	Revised: June 28, 2010	
Revised: June 22, 1987	Revised: July 25, 2011	
Revised: June 27, 1988	Revised: May 27, 2014	
Revised: January 22, 1990	Revised: November 2, 2015	
Revised: April 22, 1991	Revised: December 7, 2015	

PROCEDURE

Academic Warning

Students assigned Academic Warning will be instructed to reduce their course load for the upcoming fall or spring semester to no more than 16 credits. If students do not reduce their course load, this action will be performed at the discretion of Academic Affairs and the College Registrar. Registration will be restricted until students complete any required academic intervention.

Academic Probation

Students assigned Academic Probation will be instructed to reduce their course load for the upcoming fall or spring semester to no more than 13 credits. If students do not reduce their course load, this action will be performed at the discretion of Academic Affairs and the College Registrar. Registration will be restricted until students complete any required academic intervention.

Continued Probation

Students assigned Continued Probation will be instructed to reduce their course load for the upcoming fall or spring semester to no more than 7 credits. If students do not reduce their course load, this action will be performed at the discretion of Academic Affairs and the College Registrar. Registration will be restricted until students complete any required academic intervention.

Students with an Academic Sanction Penalty may appeal their status by submitting a written appeal explaining/describing extenuating circumstances. Appeals of Academic Sanctions are reviewed and considered by the Academic Standards Committee. If an appeal is granted, students will be allowed to return on Academic Probation status the following semester.

Academic Suspension

Students with an Academic Suspension Penalty are restricted from taking credit courses for one year.

Academic Reinstatement

Students returning from Academic Suspension will be required to meet with an advisor in order to register for courses. Upon determining that the student is returning from suspension, advising will confer with the Registrar to apply the Academic Reinstatement penalty, which will restrict the student to 7 credits.

<u>Academic Standing Appeals</u>

A. Continued Probation and Academic Suspension

Students assigned Continued Probation may appeal their status by submitting a written appeal explaining/describing extenuating circumstances. Academic Standing appeals are reviewed and considered by the Academic Standards Committee. If an appeal is granted, students will be allowed to return on Academic Probation status the following semester.

Students assigned Academic Suspension may appeal to overturn the suspension by submitting a written appeal explaining/describing extenuating circumstances. Academic Standing appeals are reviewed and considered by the Academic Standards Committee. If an appeal is granted, students will be allowed to return on Continued Probation status the following semester.

B. Students Returning from Academic Suspension

If the returning student has been away from OCC for one – two years following the suspension (2-5 consecutive fall/spring semesters), the student cannot appeal to register for additional credits.

If the returning student has been away from OCC for three or more years following the suspension (6+ consecutive fall/spring semesters), the student can appeal to register for a maximum of 16 credits. Students may submit their appeal to the Office of Registration and Records, and the appeal will be reviewed by the Academic Standards Committee.

C. Students Who Are Not Continuously Enrolled

If a student does not enroll at OCC for one or more fall or spring semesters, the assigned Academic Standing will remain in place when the student reenrolls. (Note this does not apply to students who were not enrolled due to Academic Suspension.)

Students who have not been continuously enrolled will have the opportunity to appeal to register for more credits under the following guidelines:

i. Students who have been away from OCC for less than one year (only one fall or spring semester) cannot appeal to register for additional credits than what is allowed under their Academic Standing.

ii. Students who have been away from OCC for one-two years (2-5 consecutive fall/spring semesters) can appeal to register for a maximum of 16 credits. Students may submit their appeal to the Office of Registration and Records, and the appeal will be reviewed by the Academic Standards Committee.

iii. Students who have been away from OCC for three or more years (6+ consecutive fall/spring semesters) will be permitted to register for up to 16 credits upon request. Students may submit their request to the Office of Registration and Records.

ADOPTED: May 27, 2014
Revised: November 2, 2015
Revised: December 7, 2015
Revised: June 1, 2017

EXHIBIT B-3

AA.LA.PSYC : Psychology, Associate in Arts

Last approved: Wed, 27 Jan 2021 00:51:39 GMT

Last edit: Thu, 04 Feb 2021 19:33:37 GMT

Changes proposed by: Katherine Toy (ktoy)

Program Type
Associate of Arts (AA)

Program Title
Psychology, Associate in Arts

Academic School
Business and Social Sciences

Effective Catalog Year
2021-2022

Program Code
AA.LA.PSYC

CIP Code
240101 - Liberal Arts and Sciences/Liberal Studies.

Program Description

The program description should be developed with the program goals in mind. Also, consider that it will be what goes into the college catalog and will represent the program publicly in the future. Try to make it readable for students and informative but not too busy. This should give a brief synopsis of what the program offers in terms of content, transfer, and career.

The Associate of Liberal Arts (AA) with an option in Psychology will prepare students for further academic and career study in the area of psychology at the junior and senior level designations. This option prepares students to transfer to a baccalaureate psychology program. The coursework is designed to foster an appreciation and understanding of the scientific study through 1) the utilization of the scientific method 2) exposing students to the history and scope of behavior and fundamental mental processes. Program graduates will learn basic and applied areas in the field of psychology. Students will apply relevant research to analyze and evaluate psychological perspectives and concepts.

Program Objectives

Program Goals

Program goals	
PG1	N/A

Program Learning Outcomes

Students who successfully complete this program will be able to:	
PLO1	Describe the history major concepts and principals of psychology
PLO2	Recognize the complexities of interacting with individuals from diverse backgrounds
PLO3	Identify research methods in scientific inquiry as they pertain to the study of psychology
PLO4	Students will use critical thinking to solve problems related to psychology

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3	PLO 4
FirstSemester				
ENGL 151				
ENGL 152				
COMM 154				
PHIL 191				
PSYC 172				
PSYC 173				
PSYC 273				
PSYC 278				
STSC 150				
PSYC 174				
PSYC 175				
PSYC 240				
PSYC 250				
PSYC 270				
PSYC 271				
PSYC 274				
PSYC 275				
PSYC 173				
PSYC 174				
PSYC 175				
PSYC 240				

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3	PLO 4
PSYC 250				
PSYC 270				
PSYC 271				
PSYC 273				
PSYC 274				
PSYC 275				
PSYC 278				
FirstSemester				
ENGL 151				
ENGL 152				
COMM 154				
PHIL 191				
PSYC 172				
STSC 150				

Required Qualifications

Plan of Study Grid

First Semester		Credit Hours
Comunications		
ENGL 151	English I	3
ENGL 152	English II	3
COMM 154	Fundamentals of Public Speaking	3
History		
History Gen. Ed. Requirement [1]		3
History Gen. Ed. Requirement [1]		3
Humanities		
PHIL 191	Introduction to Philosophy	3
Any ARTS, MUSC, or ENGL course from the List of Approved General Education Courses [1]		3
Humanities Gen. Ed. Requirement [1]		3
Social Science		
PSYC 172	General Psychology	3
Select from the following [1]		3
PSYC 173	Child Psychology	
PSYC 273	Adolescent Psychology	
PSYC 278	Life Span Development	
Diversity		

Diversity Gen. Ed. Requirement [1]		3
Mathematics-Science-Technology		
Mathematics, Lab Science, and Technology Gen. Ed. Requirement [1 & 2]		12
Program Requirement		
STSC 150	Student Success Seminar	2
Psychology Program Electives		
Psychology Program Electives [1]		9
Elective		
Elective to meet 60 credits		4
	Credit Hours	60
	Total Credit Hours	60

Psychology Program Electives

Course List

Code	Title	Credit Hours
PSYC 173	Child Psychology	3
PSYC 174	Personality Theory	3
PSYC 175	Cross-Cultural Psychology	3
PSYC 240	Travel Seminar: the Person and Environment	3
PSYC 250	Introduction to Quantitative Analysis in The Social Sciences	3
PSYC 270	Psychology of Gender	3
PSYC 271	Abnormal Psychology	3
PSYC 273	Adolescent Psychology	3
PSYC 274	Social Psychology	3
PSYC 275	Educational Psychology	3
PSYC 278	Life Span Development	3

[1] Course selections should be based on the requirements of the intended transfer to a four-year institution. Students should speak to their advisor for clarification.

[2] Students must select one math course, one lab science course, and one technology course and complete the 12 cr. requirement with any additional math or science course from the list of Approved General Education Courses. Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) in math or science from the List of Approved General Education Courses.

Degree Requirements Breakdown

GCOM

Course Code & Title	Credits
ENGL 151	3
ENGL 152	3
COMM 154	3

GHUM

Course Code & Title	Credits
PHIL 191	3
ANY ARTS, MUSC, OR ENGL GEN. ED. COURSE	3
GEN. ED. HUMN	3

GHIS

Course Code & Title	Credits
GEN. ED. HISTORY	3
GEN. ED. HISTORY	3

GSOC

Course Code & Title	Credits
PSYC 172	3
PSYC 173, 273, 278	3

GDIV

Course Code & Title	Credits
GEN. ED. DIVERSITY	3

GMAT/ GSCI/ GTEC

Course Code & Title	Credits
MATH, SCIENCE, AND TECH	12

Concentration Courses

Course Code & Title	Credits
PSYCHOLOGY ELECTIVES	9

Elective Courses

Course Code & Title	Credits
STSC 150	2
ELECTIVE	4

Board Approval

History of Board approval dates

Board of Trustees Approval Date: February 28, 2019

Board of Trustees Approval Date: May 30, 2019

Reviewer Comments

Key: 56

EXHIBIT B-4

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 07:00:36 GMT

Viewing: ACCT 390 : Accounting Information Systems

Last edit: Fri, 19 Feb 2021 07:43:17 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
ACCT - Accounting

School
Business and Social Sciences

Course Title
Accounting Information Systems

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
A description of common present-day computer applications in business with emphasis on design, characteristics of key components of computer applications, interrelationships between computer applications and the uses of computer generated data by management are studied in this course.

4. Requisites

Prerequisites
ACCT 162: Accounting II

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third-year accounting course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with New Jersey City University (NJCU).

NJCU Justification:
The Accounting Information Systems course introduces students to a number of commonly used software applications used by accounting professionals in the U.S. The greatest emphasis will be placed on learning and using current versions of Microsoft Excel and Tableau.

During this course, students will learn the most important topics of Microsoft Office Excel. Microsoft Excel is a spreadsheet application which is the premier spreadsheet tool. It enables the user to be able to use functions such as: graphing tools, calculators, formulas, charts, macro programming language and pivot table tools. (No prior computer experience is assumed for this class).

Students will learn the basics of organizing files and folders, then how to create and format a workbook and work with formulas, functions, charts, and graphics. Students will also learn PivotTables and PivotCharts, advanced formulas and functions, and how to manage multiple worksheets. Students will learn advanced techniques, such as financial and what-if analyses, external data usage, and collaboration on shared workbooks.

The next major component to this course is to obtain certification from Microsoft attesting to obtaining proficiency with Microsoft Excel by taking the "Microsoft Office Specialist (MOS) for Excel" exam. This is the premier credential chosen by individuals seeking to validate their skills and advance their careers.

The Microsoft Office Specialist certification gives students the tools to build a brighter future. It demonstrates / provides for:
• Achievement of industry-recognized certification
• Mastery of the computing skills companies are looking for
• Workforce resume boost
• Differentiation from other job applicants
• Valuable experience and confidence

• Heightened earning potential
• Preparation for a successful future
Another benefit to earning a Microsoft Certification is third party validation that holders are, in fact, an excellent choice for the position under interview. It demonstrates to potential employers / hiring managers that applicants have the necessary requirements and skills to be the perfect candidate for the job. "A certification solves perhaps the biggest challenge in getting hired: the risk that the person hiring you takes by hiring you."
This class will also be introduced to Tableau. Tableau is the most dominant do-it-yourself (DIY) business intelligence (BI) tool currently available in today's market for data visualization and reporting in the enterprise.
The benefits of Tableau are:
• Tableau clearly and beautifully visualizes your data - At its core, Tableau is a data visualization tool. It has the ability to tell stories with simple visualizations, making it easy for clients to understand.
• Tableau is easy to use -Unlike other BI tools, Tableau makes it easy for users to use on a regular basis. The desktop application is a simple authoring tool for creating your reports – you can download, install, and connect to your data sources with little assistance.
• Tableau has an excellent user-experience –If you have intermediate Excel skills, it will be very easy for you learn the ins and outs of Tableau. The quick learning curve allows you to play with much larger data sets at lightning-fast speeds. The familiar drag-and-drop interface makes it similar to Excel and, again, the visualization options are abundant.
• Tableau can handle large amounts of data -Tableau has the ability to produce reports on extremely large sets of data without drastically affecting network performance. Tableau can even connect to live data sources and feed enterprise users real-time results on key business metrics.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

	Add item
1	This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.
2	This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.
3	This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with New Jersey City University's (NJCU) course "ACCT 401: Accounting Information Systems." Students in this course would be in a pipeline to transfer directly to NJCU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

Students who successfully complete this course will be able to:	
CLO1	Apply software tools to organize, clean, and summarize data.
CLO2	Examine financial data using appropriate tools and techniques.
CLO3	Evaluate accounting information to solve business problems.

	Students who successfully complete this course will be able to:
CLO4	Generate data visualizations using Microsoft Office Excel and Tableau.
CLO5	Justify a course of action using critical thinking skills and appropriate analytical techniques.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Introduction and Syllabus	N/A	N/A	N/A
TO2	Getting Started with Excel; Formatting Workbook Text and Data	Homework Reading Discussions Hands-on Activities GMetrix	Projects vis SMA Quiz Exams	CLO1-CLO5
TO3	Calculating Data with Formulas and Functions; Analyzing and Charting Financial Data	Homework Reading Discussions Hands-on Activities GMetrix	Projects vis SMA Quiz Exams	CLO1-CLO5
TO4	Working with Excel Tables, PivotTables, and PivotCharts; Managing Multiple Worksheets and Workbooks	Homework Reading Discussions Hands-on Activities GMetrix	Projects vis SMA Quiz Exams	CLO1-CLO5
TO5	Developing an Excel Application	Homework Reading Discussions Hands-on Activities GMetrix	Projects vis SMA Quiz Exams	CLO1-CLO5
TO6	Working with Advanced Functions	Homework Reading Discussions Hands-on Activities GMetrix	Projects vis SMA Quiz Exams	CLO1-CLO5
TO7	Exploring Financial Tools and Functions;	Homework Reading Discussions	Projects vis SMA Quiz Exams	CLO1-CLO5

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
	Performing What-If Analyses	Hands-on Activities GMetrix		
TO8	Tableau Material	Homework Reading Discussions Hands-on Activities GMetrix	Projects vis SMA Quiz Exams	CLO1-CLO5
TO9	Excel 2016 Core Practice Exam 1, via GMetrix; Same Testing Environment for MOS (Margin of Safety) Certification	Practice Exam	Practice Exam	CLO1-CLO5
TO10	MOS Certification Exam	N/A	Certification Exam	CLO1-CLO5

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
• Lecture
• Homework and Participation
• SAM (Shared Accounting Module) projects including Test 1 and Test 2
• GMetrix Weekly Assignments including Test 3
• MOS (Margin of Safety) Exam
• Tableau competency

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):
• Required text:
Parsons, J.J., Oja, D., Carey, P., & DesJardins, C. (2016). New Perspectives: Microsoft 365 & Excel 2016. Cengage.
• Additional Recommended Readings/Materials:
SAM 365 & 2016 Assessment, Training, and Projects. Mindtap. Cengage.
Microsoft Office Specialist Certification.

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level accounting courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
• Relevant Periodical Sources:
Accounting Information Systems Educator
Harvard Business Review
International Journal of Accounting Information Systems
Journal of Enterprise Information Management
Journal of Information Systems
Science Direct
The Economist
The Wall Street Journal
• Relevant Online Sources:
https://fiscal.treasury.gov/sam/
https://certiport.pearsonvue.com/Educator-resources/Exam-details/Exam-tutorials/MOS-2016/QRG-MOS-2016-Exam-Tutorials.pdf

15. 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

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.

Reviewer Comments

EXHIBIT B-5

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 04:06:54 GMT

Viewing: BUSN 300 : Organizational Theory and Practice

Last edit: Fri, 19 Feb 2021 04:06:53 GMT

Changes proposed by: Susan O'Connor (soconnor)

Learning Outcomes Display (show only)

1. Course Information

Subject
BUSN - Business

School
Business and Social Sciences

Course Title
Organizational Theory and Practice

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
The impact of individuals, groups, and organizational structures on behavior within firms is examined in this course. The primary objective is to apply such knowledge toward improving

a firm's effectiveness. Topics include behavior, attitudes and motivation of individuals; politics, conflict and consensus within and among group; and the structure, design, and development of organizations. Cases are studied within the context of theory.

4. Requisites

Prerequisites
BUSN 271: Principles of Management

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third year business course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with New Jersey City University (NJCU).

NJCU Justification:
Organizational Theory and Practice is synonymous with Organizational Behavior (OB). This course is required for all Management majors. OB draws heavily from behavioral and social sciences, most importantly from psychology and studies the interrelation between an individual and an organization.
Organizational Behavior studies are uniquely useful for succeeding as a leader of a large business (or other organization). OB teaches you what makes people make decisions, why employees are not motivated to do what you want them to do and why people are productive or not productive.
Making good decisions and creating an environment where people can be creative and motivated, are very important for a successful business. So studying nd understanding Organizational Behavior is one of the truly important ingredients of business success.
Organizational Behavior studies power and organizational politics. If you don't understand these topics, you will struggle as an employee, especially in large organizations.
OB applies the knowledge gained from individuals, groups, and the effect of structure on behavior to make organizations work more effectively. It is concerned with the study of what people do in an organization and how that behavior affects the performance of the organization.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

Add item	
1	This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.
2	This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.
3	This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with New Jersey City University's (NJCU) course "MGMT 311: Organizational Theory and Practice." Students in this course would be in a pipeline to transfer directly to NJCU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Define the manager's role, functions, and skills in an organizational context.
CLO2	Compare and contrast different decision making processes while navigating decision biases and errors.
CLO3	Illustrate effective team formations and team behaviors.
CLO4	Differentiate among various leadership theories and their appropriate application.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Course introduction and expectations Overview of the syllabus	N/A	N/A	N/A
TO2	Overview of the field of OB	Class Participation Homework Discussion Questions Team building project Weekly Case Assignments	Exams Group Project	CLO1 - CLO4
TO3	Overview of OB and Diversity in Organizations	Class Participation Homework Discussion Questions Weekly Case Assignments	Exams Group Project	CLO1 - CLO4

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO4	Attitudes and Job Satisfaction; Emotions and Moods	Class Participation Homework Discussion Questions Weekly Case Assignment: Ethical Dilemma	Exams Group Project	CLO1 - CLO4
TO5	Emotions and Moods; Personality and Values	Class Participation Homework Discussion Questions Weekly Case Assignment	Exams Group Project	CLO1 - CLO4
TO6	Perception and Individual Decision Making	Class Participation Homework Discussion Questions Weekly Case Assignment	Exams Group Project	CLO1 - CLO4
TO7	Motivation Concepts; Motivation: From Concepts to Application; Summary of Theories	Class Participation Homework Discussion Questions Weekly Case Assignment	Exams Group Project	CLO1 - CLO4
TO8	Motivation: From Concepts to Application; Foundations of Group Behavior	Class Participation Homework Discussion Questions Weekly Case Assignment: Wilderness Survival	Exams Group Project	CLO1 - CLO4
TO9	Understanding Work Teams; Communication	Class Participation Homework Discussion Questions Weekly Case Assignment	Exams Group Project	CLO1 - CLO4
TO10	Leadership; Human Resources Policies and Practices	Class Participation Homework Discussion Questions Weekly Case Assignment	Exams Group Project	CLO1 - CLO4

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
• Lecture
• Homework – Quizzes and analysis of cases
• Exams
• Group Project in two parts – written and oral presentation
• Class activity/Participation

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):
• Required text:
o Robbins, S.P. & Judge, T.A. (2018). Organizational Behavior. (18th ed.). Pearson.
• Additional Recommended Readings:
o McShane, S., and Von Glinow, M. (2017). Organizational Behavior. (8th ed.) McGraw-Hill.

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level business courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
• Relevant Periodical Sources:
o Journal of Organizational Behavior
o Harvard Business Review
o The Economist
o The Wall Street Journal

• Relevant Online Sources:
o Academy of Management - https://aom.org/
o American Psychological Association - https://www.apa.org/
o American Sociological Association - https://www.asanet.org/
o Society for Human Resource Management - https://www.shrm.org/
o Society for Industrial and Organizational Psychology - https://www.siop.org/

15. 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

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.

Reviewer Comments

Key: 2202

EXHIBIT B-6

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 04:41:45 GMT

Viewing: BUSN 301 : Human Resource Management

Last edit: Fri, 19 Feb 2021 04:41:44 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
BUSN - Business

School
Business and Social Sciences

Course Title
Human Resource Management

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
This course provides an opportunity to study the typical operations of a personnel department, including the determination of personnel requirements, the employment process, and discipline and employee relations. Motivation, leadership, and wage and salary administration are also covered.

4. Requisites

Prerequisites
BUSN 271: Principles of Management

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third year business course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with New Jersey City University (NJCU).

NJCU Justification:
Studying human resources management opens doors and not just in the field itself. The subjects undertaken lend themselves to a variety of career paths and job positions in human resource management and beyond. Managing people and client relations is an important skill to acquire in business, and this is just one aspect of HR that can be applied to any job. Other useful skills learned include organization, administration, multitasking, presentations, reporting and communication.
This course is vital to understanding any mid-range to large business and the need to handle a vast array of tasks from recruiting new employees, conducting interviews, dealing with conflict resolution, and managing benefits and payroll for existing employees. There are many routes into a career in HR, however one of the safest route for securing employment in this field is to take an HR course or courses.
This course reviews job positions within the company, promoting from within or external hiring, improving salary and benefits, introducing processes and procedures to improve staff retention and boost staff morale, and training and coaching employees.
There are several different focus areas in Human Resources that will be reviewed in this course:

• Recruiting and staffing
• Compensation and benefits
• Training and learning
• Labor and employee relations
• Organization development
This course will also introduce some of the most common tasks for HR departments:
• Addressing concerns expressed by the employees
• Hiring top talent & oversee the departure of current jobholders

- Creating career development programs
- Evaluating individual and overall work performance
- Implementing reward systems
- Solving conflicts and other issues (e.g. sexual harassment, bullying)
- Providing guidance and helping employees identify their strengths and weaknesses
- Designing and evaluating strategies to increase the retention of personnel
- Creating a positive and enjoyable work environment
- Building and maintaining the company's culture
- Creating and implementing programs that reflect the core values of the organization

Perhaps most significantly, this course explores how human resources is evolving, with the focus changing from the administrative tasks to the strategic input and having a seat at the management table. This is facilitated by the evolving needs of current organizations and by technology, which enables more efficient processing or approval of transactions, budgets, and other financial activities.

Human resource specialists and all managers need to understand business strategy. They need to understand what drives business success and how to engage employees and help them develop and adapt in a constantly changing work environment.

To adapt to the changing business environment, this course identifies some of the most relevant skills that HR specialists can develop, including: communication, planning & organization, problem-solving, and collaboration.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

	Add item
1	This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.
2	This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.
3	This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with New Jersey City University's (NJCU) course "MGMT 312: Human Resource Management." Students in this course would be in a pipeline to transfer directly to NJCU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

Students who successfully complete this course will be able to:	
CLO1	Explain how human resource management contributes to organizational effectiveness.
CLO2	Compare and contrast methods for human resource selection from analysis of supply and demand, to strategies for recruitment, selection, training, retention, and development.
CLO3	Illustrate ethical implications of human resource management.

	Students who successfully complete this course will be able to:
CLO4	Evaluate performance assessments, compensation models and motivation techniques for effectiveness and with legal and ethical implications.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Course introduction and Expectations Overview of the Syllabus	N/A	N/A	N/A
TO2	Managing Human Resources Trends in Human Resources Management	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO3	Providing Equal Employment Opportunity and a Safe Workplace	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO4	Analyzing Work and Designing Jobs; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO5	Planning for and Recruiting Human Resources; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO6	Selecting Employees and Placing Them in Jobs; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO7	Training Employees; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO8	Developing Employees for Future Success; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO9	Managing Employee Performance; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO10	Separating and Retaining Employees; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO11	Establishing a Pay Structure; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO12	Recognizing Employee Contributions with Pay; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4
TO13	Providing Employees Benefits; Managing Human Resources Globally; Ethical Thinking	Discussion Questions Case Studies Best Practices	Exams Group Projects	CLO1-CLO4

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
Lecture
Assignments – Quizzes and analysis of cases
Exams
Discussion Boards/Participation

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):
• Required text:
Noe, R.A., Hollenbeck, J.R., Gerhart, B., and Wright, P.M. (2019). Fundamentals of Human Resource Management. (8th ed.) McGraw-Hill Publishing.
• Additional Recommended Readings:
Dessler, G. (2016). Human Resource Management. (15th ed.) Pearson Higher Education.

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level business courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
• Relevant Periodical Sources:
o Academy of Management Journal
o Academy of Management Review
o Harvard Business Review
o Human Resources Management Journal
o HR Magazine
o International Journal of Human Resource Management
o Industrial Relations
o Journal of Applied Psychology
o Journal of Management
o Personnel Psychology
o The Economist
o The Wall Street Journal
o Workforce

• Relevant Online Sources:
o https://aom.org/ Academy of Management
o https://apa.com American Psychological Association
o https://Data.gov
o https://www.shrm.org/ Society for Human Resource Management
o https://www.siop.org/ Society for Industrial and Organizational Psychology

15. 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

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.

Reviewer Comments

Key: 2203

EXHIBIT B-7

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 06:01:00 GMT

Viewing: **BUSN 311 : Consumer Behavior**

Last edit: Fri, 19 Feb 2021 06:00:59 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
BUSN - Business

School
Business and Social Sciences

Course Title
Consumer Behavior

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
This course is designed to provide an overview of consumer behavior, what it means to be a consumer and what a marketer needs to know to develop marketing strategy. This course will explore processes involved in consumption and ways in which marketers are better able to predict and influence behavior.

4. Requisites

Prerequisites
BUSN 134: Principles of Marketing

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third-year business marketing course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with New Jersey City University (NJCU).

NJCU Justification:
The purpose of this course is to understand who consumers are, what influences them, how decisions are made, and why. By understanding consumers, examining the thought processes behind recognition of a need, recalling information and evaluating choices, decision makers can further understand buyer behavior and thus develop appropriate marketing strategy. Understanding these factors enables marketers and communicators to develop strategy and messaging to better reach target audiences so as to prompt a purchase a product and/or service.
Consumer behavior is the study of how people respond to products and services, followed by their marketing and selling. It's of huge importance to managers because the focus on consumers is the key contributor to the marketing of business practice. Business functions like accounting, production, or finance, also need to factor in the customer. Business managers, who truly understand their consumers, can come up with better products and services and promote them more effectively.
Understanding consumer behavior is important for all companies, especially before the launch of a product or service. If the company fails to read the customer's mind, it may end up in losses. Consumer behavior is usually very complex because each one has a different attitude towards purchase, consumption and disposal of a product. Understanding the concepts of consumer behavior helps in marketing products and services successfully. Besides, frequent study of consumer behavior helps in several aspects. There is constant change in living standards, technology, fashion and trends, and customer attitude towards a product or service also changes. Marketing of a product is largely dependent on these factors and consumer behavior serves as a tool for marketers to meet their sales objectives. Buyer or consumer behavior is the attitude displayed by a person while buying, consuming and disposing a product or service. Customer behavior could be affected by several factors. It also involves searching for a product, evaluation on various parameters, and finally

consumption. The post-purchase behavior of the consumer is studied later, which reveals customer satisfaction or dissatisfaction.

Consumers, while buying a product or service, go through various steps. Studying consumer behavior helps companies to understand how the decision to buy was made and how they hunted for the product. These information help companies and business managers to know the reasons behind the purchase or rejection of a product or service by the customer.

To understand customer behavior, marketing experts usually examine the buying decision processes, particularly factors that trigger customers to purchase a product. A recent study disclosed that an average shopper takes less than 20 minutes for purchasing groceries and covers only 23% of the store area, giving managers very little time for influencing customers. In fact, more than 58% of all purchases in a supermarket are unplanned. Business managers spend a lot of money and time to discover what compels customers to take such on-spot decisions. Researchers can obtain the most valuable data on customer buying trends through in-store surveys, and often introduce new products and services in some select stores where they expect to reasonably test an item's success. In this way, a company can determine whether there's a chance of the product to be successful when launched, before further investing into it.

Customers adjust their purchasing behavior depending upon individual needs. On some levels, customer choices could be quite random. Every decision to buy, has meaning behind it, even though it may not always seem rational. Purchasing decisions could stem from social situations, personal emotions, values, and above all, goals.

This makes Consumer Behavior a required course in the Marketing degree and as a recommended elective for all business students.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

<table>
<tr><td colspan="2" align="center">**Add item**</td></tr>
<tr><td>1</td><td>This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.</td></tr>
<tr><td>2</td><td>This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.</td></tr>
<tr><td>3</td><td>This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.</td></tr>
</table>

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with New Jersey City University's (NJCU) course "MGMT 331: Consumer Behavior." Students in this course would be in a pipeline to transfer directly to NJCU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Compare and contrast different perspectives that characterize the study of consumer behavior (cognitive vs. behavioral).

	Students who successfully complete this course will be able to:
CLO2	Apply theories of consumer behavior to the formulation of effective marketing strategy.
CLO3	Recognize trends based on current research related to the field.
CLO4	Analyze the challenges that influence the formulation of effective marketing strategies from a consumer behavior perspective.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	**Assignments (Recommended but not limited to)**	**Assessments (Recommended but not limited to)**	**Course Learning Outcome(s)**
TO1	Introduction Consumer Behavior and Expectations; Overview of the Syllabus; Motivation	Reading Homework Discussions	Project/Group Project Quiz Exams	CLO1-CLO4
TO2	Personality	Reading Homework Discussions	Project/Group Project Quiz Exams	CLO1-CLO4
TO3	Motivation and Personality	Reading Homework Discussions	Project/Group Project Quiz Exams	CLO1-CLO4
TO4	Exposure, Attention, Positioning, and Perception	Reading Homework Discussions Perception Map Project	Project/Group Project Quiz Exams	CLO1-CLO4
TO5	Consumer Learning Research Methods; Marketing Research; Social Media; and WOM	Reading Homework Discussions Survey Assignment	Project/Group Project Quiz Exams	CLO1-CLO4
TO6	Consumer Attitudes; Decision Making	Reading Homework Discussions Business Rules Mini Case	Project/Group Project Quiz Exams	CLO1-CLO4
TO7	Branding/Brand Personality; Culture/Sub	Reading Homework Discussions	Project/Group Project Quiz Exams	CLO1-CLO4

Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
Culture/Global Marketing			

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
• Individual assignments/homework
• Final Project (written)
• Participation
• Quizzes
• Tests/Exams

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):
• Required text:
Babin, B.J., and Harris, E. (2017). Consumer Behavior (CB). (8th ed.). Cengage.

Underhill, P. (2008). Why we buy: The science of shopping. Simon & Schuster.
.

• Additional Recommended Readings:
Publication Manual of the American Psychology Association. 7th ed.

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level business courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
• Relevant Periodical Sources:
Advances in Consumer Research
Advertising Age
Adweek
American Demographics
Brandweek
Direct Marketing

Harvard Business Review
INC. Magazine
Journal of Consumer Behavior
Journal of the Academy of Marketing Science
Journal of Advertising Research
Journal of Business Strategy
Journal of Communication
Journal of Marketing
Journal of Marketing Research
Marketing News and Marketing Management
Marketing and Media Decisions
Marketing Research: A Magazine of Management and Application
Product Marketing
Sales and Marketing Management
The Economist
The Wall Street Journal

• Relevant Online Sources:
https://marketing.voxmedia.com/
https://www.imediaconnection.com/
https://apa.com American Psychological Association
https://Data.gov
https://www.prsa.org/ Public Relations Society of America
https://www.zdnet.com/

15. 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

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.

Reviewer Comments

EXHIBIT B-8

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 06:36:03 GMT

Viewing: **BUSN 312 : Marketing Communications**

Last edit: Fri, 19 Feb 2021 06:36:02 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
BUSN - Business

School
Business and Social Sciences

Course Title
Marketing Communications

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
Integrated Marketing Communications (IMC) is introduced in this course, with a focus on the core IMC components of advertising, public relations, direct marketing, and sales promotion. Developing the ability to learn how to effectively plan, implement and evaluate IMC strategy and messaging is the primary learning objective of the course.

4. Requisites

Prerequisites
BUSN 134: Principles of Marketing

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third-year business marketing course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with New Jersey City University (NJCU).

NJCU Justification:
Integrated marketing communications is an approach to planning communications that gives businesses the potential to get better results from campaigns and reduce marketing costs. Rather than relying on individual marketing efforts, like a print ad campaign, an integrated approach simultaneously makes the best use of the multiple channels available to modern businesses. By integrating tools such as advertising, direct mail, social media, telemarketing and sales promotion, there is greater clarity, consistency and maximum communications impact, according to the American Association of Advertising Agencies' definition.
In the traditional approach to marketing communications, businesses and their agencies plan separate campaigns for advertising, press relations, direct marketing and sales promotions. Integrated campaigns use the same communication tools to reinforce each other and improve marketing effectiveness. In an integrated campaign, one can use advertising to raise awareness of a product and generate leads for the sales force.
Students in this class learn that in an integrated campaign, the different tools feature the same creative treatment. By repeating the headlines, key phrases and images in each communication, you ensure that prospects and customers receive consistent messages each time they see one of the elements of the campaign. Creative consistency helps reinforce the basic campaign themes by increasing the number of times prospects see or hear the same message. By working consistently through several different channels, students learn that they can better build awareness of a business name, brands, offers, catch phrases or other messages they wish to emphasize.
Students become familiar with the concept that creative consistency in integrated campaigns can also save the firm money. By using the same images and adapting the same copy for different media, reduces copy-writing, design and photography costs. Video production output can be used in multiple media like television, YouTube and Facebook. If working with external communications suppliers, students learn that they may be able to

reduce agency fees by working with a single firm that offers integrated communications services, rather than separate specialist agencies. Furthermore, student learn that an integrated campaign helps provide customers with information in the format they prefer. Integrated marketing communications strategy is one of the most important tools a business can have to grow and have its voice heard. It is how business communicates its message across all marketing channels. Some of the most significant reasons to learn about IMC strategy is to deliver a consistent message, build a brand image, generate cost savings, create a consumer experience, and focus on results.

The Marketing Communications course features discussion, independent study/research, and practice in IMC. The focus of this course is on the development of an abbreviated IMC plan.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

Add item
1   This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.

	Add item
2	This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.
3	This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with New Jersey City University's (NJCU) course "MGMT 332: Marketing Communications." Students in this course would be in a pipeline to transfer directly to NJCU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Analyze various communications strategies and techniques to maximize marketing communications effectiveness.
CLO2	Apply course material to improve thinking, problem solving, and decisions regarding IMC.
CLO3	Develop specific skills, competencies, and point of view need by marketing professionals.
CLO4	Analyze and critically evaluate ideas, arguments, and points of view regarding IMC.
CLO5	Evaluate how innovations and change have impacted IMC strategies.
CLO6	Evaluate information that improves strategic communication planning.

Students who successfully complete this course will be able to:	
CLO7	Create a research-based IMC plan for a real-world client for inclusion in portfolio.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Introduction to IMC and Expectations; Overview of the Syllabus	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO2	RPIE (Research, Planning, Implementation, Evaluation)	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO3	Research; Client Interview	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO4	Planning; Complete Discussion Board on Client Objectives	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO5	Implementation; Complete Discussion Board on Research and Objectives Section	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO6	Evaluation; Complete Discussion Board on Evaluation	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO7	Direct Marketing	Reading Discussion Questions Tip Sheet on Case	Projects Quiz Exams	CLO1-CLO7
TO8	Advertising	Reading Discussion Questions Tip Sheet on Case	Projects Quiz Exams	CLO1-CLO7
TO9	Student Campaign Review	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO10	Public Relations	Reading Discussion Questions Tip Sheet on Case	Projects Quiz Exams	CLO1-CLO7

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO11	Sales Promotion	Reading Discussion Questions Tip Sheet on Case	Projects Quiz Exams	CLO1-CLO7
TO12	Digital/Social Media	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO13	Crisis Communications	Reading Discussion Questions	Projects Quiz Exams	CLO1-CLO7
TO14	IMC Campaign Presentation and Report	Reading Discussion Questions	Presentation/Project	CLO1-CLO7

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
• Development of an IMC plan and presentation
• Exam
• Quizzes
• Tip Sheets on cases
• Discussion Assignments
• Participation/In-text knowledge check and review questions

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):
• Required text:
Byrum, K., & Rennie, K. (2019). Strategic Communications Essentials. Great River Learning.
• Additional Recommended Readings:
(2015). Certificate in Principles of Public Relations Examination: Study Guide. (2nd ed.) PRSA.org.

CoynePR HotSheet. coynepr.com

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level business courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
• Relevant Periodical Sources:
Advances in Consumer Research
Advertising Age
Adweek
American Demographics
Brandweek
Direct Marketing
Harvard Business Review
INC. Magazine
Journal of Consumer Behavior
Journal of the Academy of Marketing Science
Journal of Advertising Research
Journal of Business Strategy
Journal of Communication
Journal of Marketing
Journal of Marketing Research
Marketing News and Marketing Management
Marketing and Media Decisions
Marketing Research: A Magazine of Management and Application
Product Marketing
Sales and Marketing Management
The Economist
The Wall Street Journal

• Relevant Online Sources:
https://marketing.voxmedia.com/
https://www.imediaconnection.com/
https://apa.com American Psychological Association
https://Data.gov
https://www.prsa.org/ Public Relations Society of America
https://www.zdnet.com/

15. 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

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.

Reviewer Comments

Key: 2205

EXHIBIT B-9

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 07:42:47 GMT

Viewing: **ECON 300 : Money and Banking**

Last edit: Fri, 19 Feb 2021 07:42:46 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
ECON - Economics

School
Business and Social Sciences

Course Title
Money and Banking

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
This course is an introduction to monetary policy and the workings of the U.S. Federal Reserve System. The major analytical issues discussed include how money is created, the role of money in the economy, and inflation, the money supply and the role of the dollar in international trade.

4. Requisites

Prerequisites
ECON 151: Macroeconomics and ECON 152: Microeconomics

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third-year accounting course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with New Jersey City University (NJCU).

NJCU Justification:
The Money and Banking course teaches the role of money, credit, and financial institutions in the U.S. economy. Topics include commercial banks, thrifts, credit unions, the Federal Reserve System, credit markets, and monetary theory and policy. It emphasizes the effects of structural change, globalization, financial innovation, and technology on the financial environment. An understanding of how the Federal Reserve System influences the domestic and global economy is fundamental to any business or economics education and a fundamental necessity of basic modern citizenship.
Reasons for having foundational knowledge about money and banking for all college students and specifically for business students from all disciplines include:
• They do not know enough. Studies by the Jumpstart Coalition for Personal Financial Literacy and the National Longitudinal Survey of Youth have shown that many young people have little understanding of finance and economics. They are spending and borrowing without knowing that interest builds up, or that credit cards are not free money.
• They are starting younger to have money to manage, most with jobs while in school.
• There are greater temptations through the internet and social media marketing.
• They have more debt options. A report by the Federal Reserve showed that 53,000 student credit card accounts were opened in 2008, and by 2009 there were some 2 million student credit cards in circulation. Agreements between banks and colleges have made it easy for students to get debt— more students are paying tuition with credit cards every year in addition to charging schoolbooks and other expenses.
• They have more debt in general.
• Student loans are costlier. In 2011, student loans accounted for a greater slice of the debt pie than credit cards for the first time in the U.S. While the costs of education have grown, incomes and government aid aren't keeping up. Students are taking on more debt, and with banks tightening their belts, many of them are turning to riskier subprime lenders.

• People are going bankrupt younger. Bankruptcy doesn't discriminate: in 2001, almost one in five Americans from age 18 to 24 declared bankruptcy, according to USA Today. The same age bracket is the fastest growing demographic in bankruptcy cases. Most bankruptcies are the result of accumulated debt, so people as young as 15 may already be on the road to bankruptcy.

• Not everyone is given the same chance. The Jumpstart Coalition surveys showed that the most financially literate youngsters are mostly white, male, and come from well-educated families. A separate study by the NLSY showed that financially literate young adults have parents with ample retirement savings, often invested in stocks. The data suggests that financial literacy is concentrated in the middle and upper classes, but everyone is faced with the same financial decisions. Teaching all students about money and banking insures that are on the same footing when it comes to handling their own money.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

Add item	
1	This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.

	Add item
2	This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.
3	This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with New Jersey City University's (NJCU) course "ECON 364: Money and Banking." Students in this course would be in a pipeline to transfer directly to NJCU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Explain how the Federal Reserve uses the money supply to change the Federal Funds rate
CLO2	Demonstrate how the money supply and the banking system are related.
CLO3	Evaluate media reports of Federal Reserve policy.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Course Introduction and Expectations;	Homework Discussion	Quiz Exam	CLO1-CLO3

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO2	Overview of the Financial System The Meaning of Money	Homework Discussion	Quiz Exam	CLO1-CLO3
TO3	Financial Markets and Behavior of Interest Rates	Homework Discussion	Quiz Exam	CLO1-CLO3
TO4	Financial Markets, Risk and Return Structure of Interest Rates	Homework Discussion	Quiz Exam	CLO1-CLO3
TO5	The Stock Market; The Theory of Rational Expectations; The Efficient Market Hypotheses	Homework Discussion	Quiz Exam	CLO1-CLO3
TO6	Financial Institutions; Banking and the Management of Financial Institutions	Homework Discussion	Quiz Exam	CLO1-CLO3
TO7	Banking Industry: Structure and Competition	Homework Discussion	Quiz Exam	CLO1-CLO3
TO8	Financial Crises	Homework Discussion	Quiz Exam	CLO1-CLO3
TO9	Central Banking and Conduct of Monetary Policy: The Federal Reserve System	Homework Discussion	Quiz Exam	CLO1-CLO3
TO10	The Money Supply Process	Homework Discussion	Quiz Exam	CLO1-CLO3
TO11	Tools of Monetary Policy	Homework Discussion	Quiz Exam	CLO1-CLO3

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
• Lecture
• Homework
• Quizzes
• Discussion

• Midterm exam
• Final exam

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):
• Required text:
Mishkin, F.S. (2019). Economics of Money, Banking and Financial Markets. (12th ed.).Upper Saddle River, NJ: Prentice Hall. 978-0-13-473421-7
• Additional Recommended Readings:
Kidwell, D.S., Blackwell, D.W., Whidbee, D.A., & Sias, R.W. (2016) Financial Institutions, Markets, and Money. 12th ed. Wiley.

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level economics courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
• Relevant Periodical Sources:
American Economic Review
Current Issues in Economics and Finance (published and archived by The Federal Reserve Bank of Bank of New York (1995through 2014)
Harvard Business Review
Journal of Finance
Journal of Financial Economics
Journal of Political Economy
Review of Financial Studies
The Economist
The Wall Street Journal
• Relevant Online Sources:
Educational Tools. https://www.federalreserve.gov/aboutthefed/educational-tools/default.htm
Federal Reserve Bulletin. https://www.federalreserve.gov/publications/bulletin.htm

15. 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

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.

Reviewer Comments

Key: 2207

EXHIBIT B-10

New Course Proposal

Date Submitted: Tue, 02 Feb 2021 19:38:13 GMT

Viewing: INTR 288 : Internship - Introductory

Last edit: Thu, 11 Feb 2021 21:35:29 GMT

Changes proposed by: Rosann Bar (rbar)
Learning Outcomes Display (show only)

1. Course Information

Subject
INTR - Internship

School
Business and Social Sciences

Course Title
Internship - Introductory

2. Hours

Semester Hours
1

Lecture
0

Lab
0

Practicum
3

3. Catalog Description

For display in the online catalog
This course offers students an introductory experience in a work setting. The 45-hour internship will allow students to explore career goals in a field related to an academic area of interest. Application of classroom knowledge to the on-site experience is encouraged.

4. Requisites

Prerequisites
Applicants must comply with Ocean County College Experiential Learning Policy #7180 and complete all required application/approval paperwork, which is available through the Career Services Office. Applicants must have an overall GPA of at least 2.5 and have completed 30 credits toward their degree program or 50 percent of their certificate program.

Corequisites
None

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
Students need to learn how to apply lecture-based knowledge to practical career settings. Employees are seeking graduates who can demonstrate career readiness in addition to knowledge of a specific field. This course establishes a clear link between the classroom and the work environment.

7. General Education

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

No

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

Elective

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

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

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
Atlantic Cape CC

Course Title
Practicum in Business Administration; Internship in Criminal Justice

Course Number
BUSN 290;CRIM 250

Number of Credits
1;3

Comments
Internships available in select areas of study.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

If not transferable to any institution, explain:
This is generally a non-transferable experiential learning course (except as elective credit on occasion).

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Relate classroom learning to a workplace experience.
CLO2	Demonstrate professionalism that aligns with workplace expectations.
CLO3	Explore career options related to areas of academic interest.
CLO4	Develop specific learning objectives that apply classroom learning to an introductory workplace experience.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Specific learning objectives that meet CLO1-CLO4 will be developed and communicated through the internship approval process.	A journal or writing component	A journal, project, paper, or presentation; site supervisor assessment	CLO1-CLO4

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
o Internship students will be given supervised on-the-job training.

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral
Yes

Related Course Learning Outcome
CLO1-CLO4

Related Outline Component
TO1

Assessment of General Education Goal (Recommended but not limited to)

A journal, project, paper, or presentation;
site supervisor assessment

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking
Yes

Related Course Learning Outcome
CLO1-4

Related Outline Component
TO1

Assessment of General Education Goal (Recommended but not limited to)

A journal, project, paper, or presentation;
site supervisor assessment

14. Needs

Instructional Materials (text etc.):
An appropriate textbook, OER resource, or set of readings will be selected by the academic
internship supervisor.

Technology Needs:
N/A

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

Facility Needs:
N/A

Library needs:
N/A

15. 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

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.

Reviewer Comments
Maureen Alexander (malexander) (Mon, 25 Jan 2021 18:59:12 GMT): Rollback: For your changes

Key: 2180

EXHIBIT B-11

New Course Proposal

Date Submitted: Thu, 10 Dec 2020 00:42:22 GMT

Viewing: **INTR 289 : Internship - Advanced**

Last edit: Thu, 11 Feb 2021 21:31:06 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
INTR - Internship

School
Business and Social Sciences

Course Title
Internship - Advanced

2. Hours

Semester Hours
2

Lecture
0

Lab
0

Practicum
6

3. Catalog Description

For display in the online catalog
This course offers students an advanced experience in a work setting. The 90-hour internship will allow students to explore career goals in a field related to an academic area of interest. Application of classroom knowledge to the on-site experience is encouraged.

4. Requisites

Prerequisites
Applicants must comply with Ocean County College Experiential Learning Policy #7180 and complete all required application/approval paperwork, which is available through the Career Services Office. Applicants must have an overall GPA of at least 2.5 and have completed 30 credits toward their degree program or 50 percent of their certificate program.

Corequisites
None

5. Course Type

Course Type for Perkins Reporting
non-vocational (not approved for Perkins funding)

6. Justification

Describe the need for this course
Students need to learn how to apply lecture-based knowledge to practical career settings. Employees are seeking graduates who can demonstrate career readiness in addition to knowledge of a specific field. This course establishes a clear link between the classroom and the work environment.

7. General Education

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

No

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

Elective

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

Add item	
1	Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
2	Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
3	Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
4	Seeking to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
5	Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
Atlantic Cape CC

Course Title
Practicum in Business Administration; Internship in Criminal Justice

Course Number
BUSN 290;CRIM 250

Number of Credits
1; 3

Comments
Internships available in select areas of study.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Will not transfer

If not transferable to any institution, explain:
This is generally a non-transferable experiential learning course.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Relate classroom learning to a workplace experience.
CLO2	Demonstrate professionalism that aligns with workplace expectations.
CLO3	Explore career options related to areas of academic interest.
CLO4	Develop specific learning objectives that apply classroom learning to an advanced workplace experience.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Specific learning objectives that meet CLO 1-4 will be developed and communicated through the internship approval process.	A journal or writing component	A journal, project, paper, or presentation; site supervisor assessment	CLO 1-4

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
Internship students will be given supervised on-the-job training.

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking
Yes

Related Course Learning Outcome
CLO 1-4

Related Outline Component
TO 1

Assessment of General Education Goal (Recommended but not limited to)

A journal, project, paper, or presentation;
site supervisor assessment

14. Needs

Instructional Materials (text etc.):
An appropriate textbook, open education resource, or set of readings will be selected by the academic internship supervisor.

Technology Needs:
N/A

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

Facility Needs:
N/A

Library needs:
N/A

15. 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

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.

Reviewer Comments

Key: 2181

EXHIBIT B-12

New Course Proposal

Date Submitted: Wed, 30 Dec 2020 17:24:17 GMT

Viewing: **SOWK 191 : Foundations of the Community Health Worker**

Last edit: Thu, 11 Feb 2021 21:32:27 GMT

Changes proposed by: Rosann Bar (rbar)
Learning Outcomes Display (show only)

1. Course Information

Subject
SOWK - Social Work

School
Business and Social Sciences

Course Title
Foundations of the Community Health Worker

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
This course introduces students to the public health field, especially the history and role of community health workers in both local and global health systems. A focus will be on the

community health worker's position in providing accurate information regarding community health needs, promoting health education strategies, preventing disease and injury, advocating to reduce health disparities, and inspiring needed policy changes.

4. Requisites

Prerequisites
None

Corequisites
None

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course was designed through a GAINS Grant to provide the academic foundation for a Community Health Worker credential recognized by the State of New Jersey. The courses will become a stackable credential embedded within the AS Social Work degree.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

	Add item
1	Creatively and engagingly presents the most current and relevant training (Vision Statement).
2	Provides high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).
3	Prepares students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
4	Seeks to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
5	Challenges students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title

Course Number

Number of Credits

Comments

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This is a new initiative by the State. There are currently no comparable courses, but other community colleges and four-year schools are currently developing these courses. We will update this course once we can confirm comparable courses.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Explain core concepts and approaches to the field of public health.
CLO2	Describe the history and role of community health workers in both local and global health care systems.

	Students who successfully complete this course will be able to:
CLO3	Show skill in performing key responsibilities of community workers including providing accurate health information to community members, communicating with providers and service organizations, and creating health education strategies.
CLO4	Distinguish between health equality/equity and health inequality/disparity.
CLO5	Demonstrate knowledge of the relationship between health equity and the social determinants of health.
CLO6	Demonstrate skills in advocating for social justice on behalf of populations experiencing disparities in health care.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	**Assignments (Recommended but not limited to)**	**Assessments (Recommended but not limited to)**	**Course Learning Outcome(s)**
TO1	Public health a. Core concepts b. Approaches	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO1
TO2	Community health a. Injury and disease prevention b. Community-specific health problems	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO2
TO3	History of community health workers a. Local b. Global	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO2
TO4	Roles and responsibilities of community health workers a. Education to promote healthy behaviors b. Communication with providers and service organizations	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO3

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO5	Health equity and disparities	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO4, CLO5
TO6	Community health worker as change agent a. Informed policy change b. Advocacy	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO6

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
Lectures, discussions, project-based learning, role-playing

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

Yes

Related Course Learning Outcome
CLO4, CLO5, CLO6

Related Outline Component
TO1-TO6

Assessment of General Education Goal (Recommended but not limited to)

Role play
Project
Oral report
Exam

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking
Yes

Related Course Learning Outcome
CLO1-CLO6

Related Outline Component
TO1-TO6

Assessment of General Education Goal (Recommended but not limited to)

Role play
Project
Oral report
Exam

14. Needs

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

Technology Needs:
N/A

Human Resource Needs (Presently Employed vs. New Faculty):
Adjunct faculty to be hired

Facility Needs:
N/A

Library needs:
N/A

15. 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

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.

Reviewer Comments

Key: 2182

EXHIBIT B-13

New Course Proposal

Date Submitted: Wed, 30 Dec 2020 17:25:13 GMT

Viewing: SOWK 192 : Introduction to Community Healthcare Practice

Last edit: Thu, 11 Feb 2021 21:33:52 GMT

Changes proposed by: Rosann Bar (rbar)

Learning Outcomes Display (show only)

1. Course Information

Subject
SOWK - Social Work

School
Business and Social Sciences

Course Title
Introduction to Community Healthcare Practice

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
This course provides an overview of outreach methods and strategies for human service and/or healthcare workers engaging individuals and groups in diverse settings. Professional

responsibilities in care coordination, systems navigation, and comprehensive documentation as part of a care team are explored. Emphasis will be placed on legal and ethical decision-making in the healthcare field, as well as the importance of boundary maintenance and self-care.

4. Requisites

Prerequisites
None

Corequisites
None

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course was designed through a GAINS Grant to provide the academic foundation for a Community Health Worker credential recognized by the State of New Jersey. The courses will become a stackable credential embedded within the AS Social Work degree.

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

	Add item
1	Creatively and engagingly presents the most current and relevant training (Vision Statement).
2	Provides high quality academic instruction, advisement, and enrichment activities that inspire success in students through instruction from experts on the field (Mission statement).
3	Prepares students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
4	Seeks to empower students through the mastery of intellectual and practical skills. (Academic Master Plan)
5	Challenges students to transfer information into knowledge and knowledge into action. (Academic Master Plan)

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title

Course Number

Number of Credits

Comments

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:

This is a new initiative by the State. There are currently no comparable courses, but other community colleges and four-year schools are currently developing these courses. We will update this course once we can confirm comparable courses.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Utilize a variety of outreach methods in case management in diverse settings.
CLO2	Demonstrate competence in care coordination and systems navigation in collaboration with fellow care team members.

	Students who successfully complete this course will be able to:
CLO3	Record comprehensive documentation of interactions with participants for program evaluation, sustainability, and to assist participants in meeting personal goals.
CLO4	Discuss the need to establish boundaries that balance professional and personal relationships, and practice self-care.
CLO5	Demonstrate professional skills and conduct in line with the legal and ethical parameters of health care workers.

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Outreach methods in diverse settings a. Trauma-informed care b. Setting healthy limits and boundaries with participants c. The impact of adverse childhood experiences	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO1
TO2	Care coordination a. Available resources b. Care team collaboration	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO2
TO3	System navigation a. Opportunities b. Problems and limitations	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO2
TO4	Documentation a. Individual cases b. Program evaluation	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO3
TO5	Boundary maintenance a. How to practice b. Tools to monitor c. Connection between emotional and mental health	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO4

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO6	Professional development a. Self-care b. Self-advocacy	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO4
TO7	Legal and ethical guidelines a. Health Insurance Portability and Accountability Act (HIPAA) b. Mandatory reporting	1. Reading 2. Class discussion 3. Group project 4. Role play	Quiz/Exam Project grade Role play assignment	CLO5

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
Lectures, discussions, project-based learning, role-playing

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior
Yes

Related Course Learning Outcome
CLO1-CLO5

Related Outline Component
TO1-TO6

Assessment of General Education Goal (Recommended but not limited to)

Role play
Project
Exam

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action
Yes

Related Course Learning Outcome
CLO4, CLO5

Related Outline Component
TO5, TO7

Assessment of General Education Goal (Recommended but not limited to)

Role play
Project
Exam

_____

Independent/Critical Thinking

14. Needs

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

Technology Needs:
N/A

Human Resource Needs (Presently Employed vs. New Faculty):
Adjunct faculty to be hired

Facility Needs:
N/A

Library needs:
N/A

15. 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

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.

Reviewer Comments

Key: 2183

EXHIBIT B-14

SOWK 300: HUMAN SERVICES ORGANIZATION SYSTEMS

In Workflow

1. BS Academic Administrator (malexander@ocean.edu)
2. BS Dean (rbar@ocean.edu)
3. Director of Curriculum (soconnor@ocean.edu)
4. Curriculum Committee Chair (jmarler@ocean.edu)
5. Senate Chair (drosinski-kauz@ocean.edu)
6. Vice President of Academic Affairs (jkonopka@ocean.edu)
7. President's Leadership Team Chair (cbello@ocean.edu; jheitmann@ocean.edu)
8. President (cbello@ocean.edu; jheitmann@ocean.edu)
9. Board of Trustees Chair (cbello@ocean.edu; jheitmann@ocean.edu)
10. BS Academic Administrator (malexander@ocean.edu)
11. Colleague (Colleague@ocean.edu)

Approval Path

1. Fri, 19 Feb 2021 08:26:56 GMT
   Susan O'Connor (soconnor): Approved for BS Academic Administrator
2. Fri, 19 Feb 2021 17:10:55 GMT
   Rosann Bar (rbar): Approved for BS Dean
3. Fri, 19 Feb 2021 17:54:33 GMT
   Susan O'Connor (soconnor): Approved for Director of Curriculum
4. Mon, 01 Mar 2021 22:43:17 GMT
   Susan O'Connor (soconnor): Approved for Curriculum Committee Chair
5. Fri, 05 Mar 2021 00:05:58 GMT
   Donna Rosinski-kauz (rosinski-kauz): Approved for Senate Chair
6. Fri, 05 Mar 2021 16:13:07 GMT
   Joseph Konopka (jkonopka): Approved for Vice President of Academic Affairs

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 08:08:56 GMT

Viewing: SOWK 300 : Human Services Organization Systems
Last edit: Fri, 19 Feb 2021 08:08:55 GMT

Changes proposed by: Susan O'Connor (soconnor)

1. Course Information

Subject
SOWK - Social Work

Course Number
300

School
Business and Social Sciences

Course Title
Human Services Organization Systems

Transcript Course Title
Human Services Organ. Systems

2. Hours

Semester Hours
3

Lecture
3

Lab

0

Practicum

0

3. Catalog Description

For display in the online catalog

This course prepares students to function effectively within organizations, as most human services work involves interactions with multiple private and public organizations. Students develop an understanding of organizational structure and functions through an overview of common organizational structures and management systems and the principles of organizational behavior that influence the work environment. An introduction to the strategic planning and budgeting cycle is provided including the process of grant funding. Basic concepts of personnel management and common techniques and procedures for outcome measurement and program evaluation will also be presented.

4. Requisites

Prerequisites

SOWK 101: Introduction to Social Work

5. Course Type

Course Type for Perkins Reporting

vocational (approved for Perkins funding)

6. Justification

Describe the need for this course

This course is a third-year social work course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with Southern New Hampshire University (SNHU).

7. General Education

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

No

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

Program-specific requirement

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

	Add item
1	This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.
2	This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.
3	This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution

None

Course Title

N/A

Course Number

N/A

Number of Credits

N/A

Comments

This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:

This course has been created to align directly with Southern New Hampshire University's (SNHU) course "HSE 320: Human Services Organizational Systems." Students in this course would be in a pipeline to transfer directly to SNHU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Illustrate decision making consistent with legal and ethical standards for human services professionals that address needs created by gaps in budgeting and funding
CLO2	Recommend adjustments to human services programs that inform improvements to service delivery
CLO3	Evaluate principles of organizational behavior and personnel management for their influence on the culture of the work environment in human service agencies

CLO4	Explain the ability of strategic planning to address current trends in human services for meeting the needs of individuals, families, and the community		

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Overview of the Nonprofit Sector as a Field of Study	Nonprofit Management: Principles and Practice, Chapter 1 and 2 Discussion: Nonprofit Administration	Short Paper: Mission Statement Final Project Review	CLO1-CLO4
TO2	Culture, Leadership, and Planning	Nonprofit Management: Principles and Practice, Chapter 3 and 5 Discussion: Nonprofit Organizational Culture	Final Project Milestone One: Draft of Introduction and Bibliography	CLO1-CLO4
TO3	Planning and Personnel	Nonprofit Management: Principles and Practice, Chapter 9 Discussion: Nonprofit Employee Retention	Final Project Milestone Two: Draft of Workforce Structure	CLO1-CLO4
TO4	Capacity Building	Nonprofit Management: Principles and Practice, Chapter 7 (pp. 205-211) and Chapter 8	Activity: Nonprofit Agency Interview Questions Activity: Nonprofit Collaboration	CLO1-CLO4
TO5	Data Gathering and Assessments	Discussion: Evaluating Assessments	Final Project Milestone Three: Draft of Budget and Funding Interview Reminder	CLO1-CLO4
TO6	Analyzing the Data to Present	Nonprofit Management: Principles and Practice, Chapter 4 Discussion: Interview Summary	Short Paper: Job Descriptions	CLO1-CLO4
TO7	Putting It All Together	Nonprofit Management: Principles and Practice, Chapter 7 (pp. 179-205) Discussion: Presenting a Strategic Plan	Final Project Submission: Organizational Change Project Proposal	CLO1-CLO4
TO8	Looking Back and Moving Forward	Discussion: Improving the Human Services Field	N/A	CLO1-CLO4

12. Methods of Instruction

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

Lecture
Discussions
Short Papers
Activity: Nonprofit Agency Interview
Questions
Activity: Nonprofit Collaboration
Final Project: Milestones and Final Submission

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

14. Needs

Instructional Materials (text etc.):

Nonprofit Management: Principles and Practice
Michael J. Worth
SAGE Publications
5th Edition
ISBN: 978-1-5063-9686-6

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level social work courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
N/A

15. 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

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.

Key: 2208

EXHIBIT B-15

New Course Proposal

Date Submitted: Fri, 19 Feb 2021 08:08:56 GMT

Viewing: **SOWK 300 : Human Services Organization Systems**

Last edit: Fri, 19 Feb 2021 08:08:55 GMT

Changes proposed by: Susan O'Connor (soconnor)
Learning Outcomes Display (show only)

1. Course Information

Subject
SOWK - Social Work

School
Business and Social Sciences

Course Title
Human Services Organization Systems

2. Hours

Semester Hours
3

Lecture
3

Lab
0

Practicum
0

3. Catalog Description

For display in the online catalog
This course prepares students to function effectively within organizations, as most human services work involves interactions with multiple private and public organizations. Students

develop an understanding of organizational structure and functions through an overview of common organizational structures and management systems and the principles of organizational behavior that influence the work environment. An introduction to the strategic planning and budgeting cycle is provided including the process of grant funding. Basic concepts of personnel management and common techniques and procedures for outcome measurement and program evaluation will also be presented.

4. Requisites

Prerequisites
SOWK 101: Introduction to Social Work

Corequisites

5. Course Type

Course Type for Perkins Reporting
vocational (approved for Perkins funding)

6. Justification

Describe the need for this course
This course is a third-year social work course for the 3+1 A.S. program in Advanced and Continuous Studies agreement with Southern New Hampshire University (SNHU).

7. General Education

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

No

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

Program-specific requirement

This course is recommended for

8. Consistency with the Vision and Mission Statements, the Academic Master Plan, and the strategic initiatives of the College

Please describe how this course is consistent with Ocean County College's current Vision Statement, Mission Statement, Academic Master Plan, and the strategic initiatives of the College:

<table>
<tr><td colspan="2" align="center">**Add item**</td></tr>
<tr><td>1</td><td>This course is consistent with Ocean County College's (OCC) mission of "Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed." This is achieved through OCC offering a 3+1 program that will provide a diverse group of students with an opportunity to receive a more affordable Bachelor's degree.</td></tr>
<tr><td>2</td><td>This course corresponds to the College's Strategic Goal 2: Optimize and expand enrollment of all learners. This is achieved through OCC adding an additional year of instruction and enrollment for any students that utilizes the 3+1 model.</td></tr>
<tr><td>3</td><td>This course corresponds to the College's Strategic Goal 4: Expand relationships with external stakeholders. This is achieved through the College's partnerships with four-year institutions to create new 3+1 programs and, in many cases, partnerships with industry for apprenticeships as they relate to the new 3+1 programs.</td></tr>
</table>

9. Related Courses at Other Institutions

Comparable Courses at NJ Community Colleges

Institution
None

Course Title
N/A

Course Number
N/A

Number of Credits
N/A

Comments
This course is a 300-level course that is not designed to equate to any community college offerings.

Transferability of Course

Georgian Court University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Kean University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Monmouth University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rowan University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Rutgers - New Brunswick, Mason Gross School of the Arts

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

Stockton University

Course Code, Title, and Credits	Transfer Catagory	If non-transferable; select status
		Unable to determine status

If not transferable to any institution, explain:
This course has been created to align directly with Southern New Hampshire University's (SNHU) course "HSE 320: Human Services Organizational Systems." Students in this course would be in a pipeline to transfer directly to SNHU upon completion at OCC.

10. Course Learning Outcomes

Learning Outcomes

	Students who successfully complete this course will be able to:
CLO1	Illustrate decision making consistent with legal and ethical standards for human services professionals that address needs created by gaps in budgeting and funding

	Students who successfully complete this course will be able to:
CLO2	Recommend adjustments to human services programs that inform improvements to service delivery
CLO3	Evaluate principles of organizational behavior and personnel management for their influence on the culture of the work environment in human service agencies
CLO4	Explain the ability of strategic planning to address current trends in human services for meeting the needs of individuals, families, and the community

11. Topical Outline

(include as many themes/skills as needed)

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO1	Overview of the Nonprofit Sector as a Field of Study	Nonprofit Management: Principles and Practice, Chapter 1 and 2 Discussion: Nonprofit Administration	Short Paper: Mission Statement Final Project Review	CLO1-CLO4
TO2	Culture, Leadership, and Planning	Nonprofit Management: Principles and Practice, Chapter 3 and 5 Discussion: Nonprofit Organizational Culture	Final Project Milestone One: Draft of Introduction and Bibliography	CLO1-CLO4
TO3	Planning and Personnel	Nonprofit Management: Principles and Practice, Chapter 9 Discussion: Nonprofit Employee Retention	Final Project Milestone Two: Draft of Workforce Structure	CLO1-CLO4
TO4	Capacity Building	Nonprofit Management: Principles and Practice, Chapter 7 (pp. 205-211) and Chapter 8	Activity: Nonprofit Agency Interview Questions Activity: Nonprofit Collaboration	CLO1-CLO4

	Major Themes/ Skills	Assignments (Recommended but not limited to)	Assessments (Recommended but not limited to)	Course Learning Outcome(s)
TO5	Data Gathering and Assessments	Discussion: Evaluating Assessments	Final Project Milestone Three: Draft of Budget and Funding	CLO1-CLO4
			Interview Reminder	
TO6	Analyzing the Data to Present	Nonprofit Management: Principles and Practice, Chapter 4	Short Paper: Job Descriptions	CLO1-CLO4
TO7	Putting It All Together	Discussion: Interview Summary Nonprofit Management: Principles and Practice, Chapter 7 (pp. 179-205)	Final Project Submission: Organizational Change Project Proposal	CLO1-CLO4
TO8	Looking Back and Moving Forward	Discussion: Presenting a Strategic Plan Discussion: Improving the Human Services Field	N/A	CLO1-CLO4

12. Methods of Instruction

In the structuring of this course, what major methods of instruction will be utilized?
Lecture
Discussions
Short Papers
Activity: Nonprofit Agency Interview
Questions
Activity: Nonprofit Collaboration
Final Project: Milestones and Final Submission

13. General Education Goals Addressed by this Course (this section is to fulfill state requirements)

Information

Communication-Written and Oral

_____

Quantitative Knowledge and Skills

_____

Scientific Knowledge and Reasoning

_____

Technological Competency

_____

Information Literacy

_____

Society and Human Behavior

_____

Humanistic Perspective

_____

Historical Perspective

_____

Global and Cultural Awareness

_____

Ethical Reasoning and Action

_____

Independent/Critical Thinking

14. Needs

Instructional Materials (text etc.):

Nonprofit Management: Principles and Practice
Michael J. Worth
SAGE Publications
5th Edition
ISBN: 978-1-5063-9686-6

Technology Needs:
Existing technology will be utilized.

Human Resource Needs (Presently Employed vs. New Faculty):
Faculty for this course must be approved to teach 300-level social work courses.

Facility Needs:
Existing facilities will be utilized.

Library needs:
N/A

15. 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

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.

Reviewer Comments

Key: 2208

EXHIBIT B-16

CIM Report Mar 18, 2021 2:23pm

Course Changes Pending Approval from President's Leadership Team Chair

Code	Field	Old Value	New Value
ACCT 390		added	
BUSN 300		added	
BUSN 301		added	
BUSN 311		added	
BUSN 312		added	
CRIM 255	Course Title	Criminal Law and Procedures	Criminal Law and Procedure
	For display in the online catalog	This course is a comprehensive analysis of the New Jersey criminal statues as to the classification, elements of proof, intent, conspiracy, responsibility, parties and defense. The second half of the course deals with machinery by which justice is administered. Typical criminal proceedings, from institution to enforcement of judgment are examined in detail, including the jurisdiction, organization and constitution of the several tribunals, administrative as well as judicial.	This course is a comprehensive analysis of the criminal law statutes with an emphasis on the crimes under federal and state jurisdictions, statutes as to the classification, elements of proof, intent, conspiracy, responsibility, parties and defense. The second half of the course deals with machinery by which justice is administered. Typical criminal proceedings, from institution to enforcement of judgment are examined in detail, including the jurisdiction, organization and constitution of the several tribunals, administrative as well as judicial.
	Learning Outcomes	CLO1 | Analyze the New Jersey and Federal criminal statutes.	CLO1 | Analyze State and Federal criminal statutes.
		CLO2 | Describe the criminal proceedings.	CLO2 | Describe the criminal proceedings.
		CLO3 | Explain criminal law and criminal procedure theories, practices, and interpretations.	CLO3 | Explain criminal law and criminal procedure theories, practices, and interpretations.
		CLO4 | Classify and recognize constitutional issues that arise during the investigation of a crime.	CLO4 | Classify and recognize constitutional issues that arise during the investigation of a crime.
		CLO5 | Distinguish the rules of evidence from the rules of criminal procedure.	CLO5 | Distinguish the rules of evidence from the rules of criminal procedure.
		CLO6 | Recognize the roles of law enforcement officers, judges, prosecutors, defense attorneys, juries, and legislators in the application of criminal law.	CLO6 | Recognize the roles of law enforcement officers, judges, prosecutors, defense attorneys, juries, and legislators in the application of criminal law.
ECON 300		added	
INTR 288		added	
INTR 289		added	
SOWK 191		added	
SOWK 192		added	
SOWK 300		added	
SOWK 301		added	