

EXHIBIT B-15

OCEAN COUNTY COLLEGE
 OFFICIAL COURSE DESCRIPTION
 DEPARTMENT OF MATHEMATICS

1. COURSE NUMBER AND TITLE: MATH-266: Calculus II

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

3. CATALOG DESCRIPTION:

A study of applications of the integral including area, volume, arc length, surface area, work; techniques of integration; improper integrals; infinite sequences and series; Taylor and Maclaurin series with applications; parametric equations; polar coordinates.

4. PREREQUISITES: MATH-265 with a minimum grade of C
 COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0
 DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: ___ vocational x non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This course is a continuation of the calculus sequence and contains topics required for a major in mathematics as well as concepts needed by those students majoring in computer science, engineering and the sciences.

b. Relationship to courses within the College:

i. ~~Does this course satisfy a general education requirement?~~ x yes ___ no
 If yes, mark with an "x" the appropriate category below.

___ Communication ___ Social Science ___ Lab Science
 x Mathematics ___ Humanities

ii. ~~Does this course satisfy a Group A or Group B Humanities/Literature requirement for the AA in Liberal Arts degrees?~~ ___ yes x no

If yes, mark with an "x" the appropriate category. ___ Group A ___ Group B

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

___ Program specific requirement for the following degree program:

___ Elective

iv. ~~Does this course satisfy the diversity requirement for the AA in Liberal Arts degree?~~

yes no

~~[The diversity requirement is defined as “any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought.”]~~

If yes, please explain: _____

v. ~~Does this course satisfy the computer literacy requirement?~~ yes no

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

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

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

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

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

 Elective

c. Related courses in other institutions:

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

i. List any comparable course(s) by completing the table below. Insert “None” if there are no comparable courses.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments

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

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.

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

This course helps to prepare students to become intentional learners who will be able to understand and employ quantitative analysis to solve problems, and demonstrate intellectual agility in mathematics.

- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input type="checkbox"/> 5. Science & Social Science | <input type="checkbox"/> 9. Global Perspective |
| <input type="checkbox"/> 2. Communication | <input type="checkbox"/> 6. Aesthetic Appreciation | <input type="checkbox"/> 10. Health & Well Being |
| <input checked="" type="checkbox"/> 3. Problem Solving | <input type="checkbox"/> 7. Historical Consciousness | <input type="checkbox"/> 11. Civic Responsibility |
| <input type="checkbox"/> 4. Ethical Judgment | <input type="checkbox"/> 8. Diversity | <input type="checkbox"/> 12. Technology |
| | | <input type="checkbox"/> 13. Lifelong Learning |

- | | |
|--|---|
| <input type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. To continue the study of both differential and integral calculus using exponential, logarithmic, and inverse trigonometric functions with emphasis on theory as well as applications.
- b. To use parametric equations and polar coordinates in the study of calculus

- c. To use calculus in the study of sequences and series
- d. To use graphing utilities and/or computer software in the study of Calculus

8. METHODS OF INSTRUCTION:

- a. Lecture
- b. Class discussion
- c. Group discussion
- d. Computer applications
- e. Graphing calculator applications

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

- a. Contact the department for current adoptions.
- b. Handouts
- c. Graphing calculator
- d. Computer software: Converge and/or Derive

10. TENTATIVE TOPICAL OUTLINE:

- a. Applications of Integration including area, volume, arc length, surface area, work, hydrostatic pressure and center of mass
- b. Techniques of integration
- c. Improper integrals
- d. Parametric equations
- e. Polar Coordinates
- f. Infinite sequences and series
- g. Taylor and Maclaurin series with applications

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Reviewed/Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; March 2003; May 4, 2004; February 28, 2006; March 8, 2006; June 2006
Board of Trustees Approval Date: November 6, 2006

EXHIBIT B-16

OCEAN COUNTY COLLEGE
 OFFICIAL COURSE DESCRIPTION
 DEPARTMENT OF MATHEMATICS

1. COURSE NUMBER AND TITLE: MATH-267: Calculus III
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0)
Lecture Lab
3. CATALOG DESCRIPTION:

A study of three-dimensional analytic geometry, vectors and vector functions; partial derivatives with applications; multiple integrals with applications; vector calculus including Greens Theorem and Stokes' Theorem.

4. PREREQUISITES: MATH-266 with a grade of C or higher recommended
 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 0
 DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: ___ vocational x non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

This course is a continuation of the calculus sequence and contains topics required for a major in mathematics as well as concepts needed by those students majoring in computer science, engineering and the sciences.

- b. Relationship to courses within the College:

i. ~~Does this course satisfy a general education requirement? ___ yes ___ no~~
 If yes, mark with an "x" the appropriate category below.

___ Communication ___ Social Science ___ Lab Science
 x Mathematics ___ Humanities

ii. ~~Does this course satisfy a Group A or Group B Humanities/Literature requirement for the AA in Liberal Arts degrees? ___ yes ___ no~~

If yes, mark with an "x" the appropriate category. ___ Group A ___ Group B

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

___ Program specific requirement for the following degree program:

___ Elective

iv. ~~Does this course satisfy the diversity requirement for the AA in Liberal Arts degree?~~

yes no

[The diversity requirement is defined as “any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought.”]

If yes, please explain: _____

v. Does this course satisfy the computer literacy requirement? yes no

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

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

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

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

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

Elective

c. Related courses in other institutions:

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

i. List any comparable course(s) by completing the table below. Insert “None” if there are no comparable courses.

Comparable Courses at NJ Community Colleges				
Institution	Course Title	Course Number	Number of Credits	Comments

ii. If “None” was inserted, please explain.

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

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.

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

This course helps to prepare students to become intentional learners who will be able to understand and employ quantitative analysis to solve problems, and demonstrate intellectual agility in mathematics.

- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input type="checkbox"/> 5. Science & Social Science | <input type="checkbox"/> 9. Global Perspective |
| <input type="checkbox"/> 2. Communication | <input type="checkbox"/> 6. Aesthetic Appreciation | <input type="checkbox"/> 10. Health & Well Being |
| <input checked="" type="checkbox"/> 3. Problem Solving | <input type="checkbox"/> 7. Historical Consciousness | <input type="checkbox"/> 11. Civic Responsibility |
| <input type="checkbox"/> 4. Ethical Judgment | <input type="checkbox"/> 8. Diversity | <input type="checkbox"/> 12. Technology |
| | | <input type="checkbox"/> 13. Lifelong Learning |

- | | |
|--|---|
| <input type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. Use differential and integral calculus to study functions of several variables
- b. Solve application problems involving multivariable calculus
- c. Use differential and integral calculus to study vector functions and their applications
- d. Become proficient in the use of a graphing utility and/or computer software.

8. METHODS OF INSTRUCTION:

- a. Lecture
- b. Class discussion
- c. Group discussion
- d. Computer applications
- e. Graphing calculator applications

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

- a. Contact the department for current adoptions.
- b. Handouts
- c. Graphing calculator
- d. Computer software: Converge and/or Derive

10. TENTATIVE TOPICAL OUTLINE:

- a. Three-Dimensional Analytic Geometry
- b. Vectors and vector functions
- c. Partial derivatives with applications
- d. Multiple integrals with applications
- e. Vector calculus including Green's Theorem and Stokes' Theorem

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic Outline
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#6 Justification	
#7 Course Objectives	

Reviewed/Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; December 2003; May 4, 2004; Feb. 28, 2006; March 8, 2006; June 2006
Board of Trustees Approval Date: November 6, 2006

EXHIBIT B-17

yes no

~~[The diversity requirement is defined as “any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). This requirement may include courses in gender studies or in non-western history and thought.”]~~

If yes, please explain: _____

v. Does this course satisfy the computer literacy requirement? yes no

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

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

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

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

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

Elective

c. Related courses in other institutions:

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Georgian Court University				
Richard Stockton College				
Monmouth University				
Kean University				
Rowan University				

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain.

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

This course helps to prepare students to become intentional learners who will be able to understand and employ quantitative analysis to solve problems, and demonstrate intellectual agility in mathematics.

- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> 1. Independent Thinking | <input type="checkbox"/> 5. Science & Social Science | <input type="checkbox"/> 9. Global Perspective |
| <input type="checkbox"/> 2. Communication | <input type="checkbox"/> 6. Aesthetic Appreciation | <input type="checkbox"/> 10. Health & Well-Being |
| <input checked="" type="checkbox"/> 3. Problem Solving | <input type="checkbox"/> 7. Historical Consciousness | <input type="checkbox"/> 11. Civic Responsibility |
| <input type="checkbox"/> 4. Ethical Judgment | <input type="checkbox"/> 8. Diversity | <input type="checkbox"/> 12. Technology |
| | | <input type="checkbox"/> 13. Lifelong Learning |
-
- | | |
|--|---|
| <input type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input type="checkbox"/> 8. Global and Cultural Awareness |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy | <input type="checkbox"/> 9. Ethical Reasoning and Action |
| <input type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- a. To extend mathematical understanding following three semesters of calculus.
- b. To show physical science and engineering students problem solving using concepts of calculus.
- c. Use a graphing utility and/or computer to solve problems.

8. METHODS OF INSTRUCTION:

- a. Lecture
- b. Class discussion
- c. Group discussion
- d. Computer applications
- e. Graphing calculator applications

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

- a. Contact the department for current adoptions.
- b. Handouts
- c. Graphing calculator
- d. Computer software: Converge and/or Derive

10. TENTATIVE TOPICAL OUTLINE:

- a. Differential Equations of First Order
- b. Applications of First Order Differential Equations
- c. Homogeneous Linear Differential Equations
- d. Nonhomogeneous Linear Differential Equations
- e. Inverse Differential Operators
- f. Nonlinear Differential Equations of Second Order
- g. Laplace Transforms
- h. Power Series Solutions of Differential Equations
- i. General Applications

11. GRADE DETERMINANTS:

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS:

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

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval

#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topic Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Reviewed/Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; March 2003; May 4, 2004; February 28, 2006; March 8, 2006; June 2006
Board of Trustees Approval Date: November 6, 2006

EXHIBIT B-18

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF NURSING & ALLIED HEALTH

1. COURSE NUMBER AND TITLE: NURS-174: Nutrition
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)
Lecture Lab
3. CATALOG DESCRIPTION

The application of principles of nutrition and fluid balance in the care of patients of all ages utilizing the framework of the nursing process in multiple settings. The effect of nutrition and diet on the wellness-illness continuum is discussed with the integration of cultural influences.

4. PREREQUISITES: BIOL-130 with a grade of "C" or better.
BIOL-131 with a grade of "C" or better.

COREQUISITE: *NURS 176*

~~For students with a bachelor's degree or students with combined English/Math SAT scores greater than 1100: BIOL-131.~~

5. MAXIMUM CLASS SIZE: 36 COURSE FEE CODE: 3
DIFFERENTIAL FUNDING CATEGORY: B
COURSE TYPE FOR PERKINS REPORTING: x vocational non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

Nutrition is an essential component of health, healing, growth. The nurse must have knowledge of how food sources are utilized negatively and positively by the body. Foods and eating styles have deep psychological and cultural meaning requiring patient teaching to balance nutrition and health. To fully understand the physiologic affect of food sources, the student must have knowledge of the anatomy and physiology of all body systems.

The content in this course is essential to the student who wishes to pursue a career in professional nursing. The course meets NLNAC accreditation standards. Approval for this course has been granted by the New Jersey Board of Nursing.

- b. Relationship to courses within the College:

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

University				
Rutgers – New Brunswick				

- iv. If a “U” was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan:
 - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - Establish a shared commitment to high and meaningful educational and ethical standards.
 - Prepare students for successful transfer to other educational institutions.
 - Prepare students for a rewarding life marked by personal growth and life-long learning.
- e Mark with an “x” the General Education goal(s) addressed by this course:

- | | |
|--|--|
| <u>X</u> 1. Communication – Written and Oral | _ 6. Humanistic Perspective |
| <u>X</u> 2. Quantitative Knowledge and Skills | _ 7. Historical Perspective |
| <u>X</u> 3. Scientific Knowledge and Reasoning | <u>X</u> 8. Global and Cultural Awareness |
| <u>X</u> 4. Technological Competency/Info Literacy | <u>X</u> 9. Ethical Reasoning and Action |
| <u>X</u> 5. Society and Human Behavior | <u>X</u> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Describe principles of nutrition and diet related to:
 - The breakdown of nutrients and their use in the body.
 - The promotion and maintenance of health/wellness.
 - The prevention and management of diseases/illnesses/disorders.
 - Individuals and families of all ages and in all stages of growth and development (life cycle).
 - Community health
- b. Describe how the nurse uses the principles of nutrition and diet for patient care as the nurse manages and provides care in multiple care environments.

- e. ~~Discuss the effects of nutrition and diet on the promotion, prevention, management and maintenance of health/wellness and the prevention and management of diseases/illnesses/ disorders in individuals and families of all ages and in all stages of growth and development (life cycle).~~

8. METHODS OF INSTRUCTION

Lecture and discussion

- a. *Group discussion and lecture*
- b. *Computer assisted instruction*
- c. *Audio-visual aids*
- d. *Case study presentations, collaborative learning exercises*

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

- a. Appropriate textbooks will be selected. Please contact the department for current adoptions.
- b. Various audiovisual aides
- c. Other appropriate written sources

10. TENTATIVE TOPICAL OUTLINE

Orientation and Introduction to Nutrition and Patient Care:

- a. Nutrition in the nursing process framework
- b. Teaching nutrition as an intervention
- c. NCLEX-RN and nutrition

Nutrient Breakdown and Use in the Body

- a. Digestion, Absorption, Metabolism
- b. Carbohydrates
- c. Lipids
- d. Protein
- e. Vitamins
- f. Fluids, Minerals, Electrolytes
- g. Energy Balance

Nutrition Related to: Promotion and Maintenance of Health/Wellness; Individual and Community Needs

- a. Nutrition and Health/Wellness
- b. Personal and Community Nutrition
- c. Assessing Nutritional Status

Nutrition Related to Growth and Development (Life Cycle) and Aging

- a. Pregnancy and Lactation
- b. Infancy, Childhood, and Adolescence
- c. Adulthood

Nutrition Related to Prevention and Management of Diseases/Illnesses/Disorders

- a. Weight Control/Eating Disorders
- b. Nutrition and Illness/Disease
- c. Enteral and Parenteral Nutrition
- d. Nutrition and Gastrointestinal Disorders/Diseases
- e. Nutrition and Diseases of the Liver, Gallbladder, Pancreas

- f. Nutrition for Diabetes Mellitus
- g. Nutrition for Cardiovascular Diseases
- h. Nutrition and Renal Diseases
- i. Nutrition and Cancer
- j. Nutrition and HIV Infection/AIDS
- k. Nutrition and Pulmonary Diseases
- l. Nutrition Care of the Terminally Ill

Pharmacology and Nutrition

Alternative, Herbal Substances and Remedies

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

~~A minimum of three major examinations and one cumulative final exam.~~
A minimum of two major examinations, one cumulative final examination and one major written assignment, or the equivalents.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
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#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

August 27, 2007

EXHIBIT B-19

OCEAN COUNTY COLLEGE
OFFICIAL COURSE DESCRIPTION
DEPARTMENT OF NURSING & ALLIED HEALTH

1. COURSE NUMBER AND TITLE: NURS 175: Nursing I

2. SEMESTER HOURS: 9 CONTACT HOURS: (6 + 9)
Lecture Lab

3. CATALOG DESCRIPTION

~~A course designed to introduce the nursing student to nursing as a profession and practice discipline. The role of the Associate Degree nurse is explored as provider of care, manager of care and member of the discipline of nursing. The core components of nursing practice are introduced as an organizing framework with the focus on provider of care and introduction to critical thinking. Categories reflecting human needs and the nursing process formulate a holistic patient assessment incorporating therapeutic, caring interventions for patients across the life span.~~

The student is introduced to nursing as a profession and practice discipline. The role of the Associate Degree nurse is explored as provider of care, manager of care, and member of the discipline of nursing. The core components of nursing practice are introduced as an organizing framework with the focus on provider of care and introduction to critical thinking. Categories reflecting human needs and the nursing process formulate a holistic patient assessment incorporating therapeutic, caring interventions for patients across the lifespan.

4. PREREQUISITES: All accompanying requirements listed in the student manual (such as health requirements and CPR certification)

COREQUISITES: Courses as listed in the main portion of the catalog. General education courses may be taken prior to entering the nursing program.

5. MAXIMUM CLASS SIZE: 30 COURSE FEE CODE: 9
DIFFERENTIAL FUNDING CATEGORY: B
COURSE TYPE FOR PERKINS REPORTING: vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This is the foundation course for all following nursing courses. The content in this course is essential to the student who wishes to pursue a career in professional nursing. The course meets NLNAC accreditation standards and is linked to other courses in a hierarchy. ***Approval for this course has been granted by the New Jersey Board of Nursing.***

b. Relationship to courses within the College

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

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

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

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

- X Program-specific requirement for the following degree program(s):
 AAS in Nursing
 ___ Elective

- c. Related courses in other institutions:

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

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

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

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

Transferability of Proposed Course				
Institution	Course Code, Title, and Credits	Transfer Category (Major, General Ed., or Elective)	Will NOT Transfer (Place an "x" in box)	Unable to Determine Status (Place "U" in box)
Georgian Court University				

Kean University				
Monmouth University				
Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

- iv. If a “U” was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan.
 - ▶ Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - ▶ Establish a shared commitment to high and meaningful educational and ethical standards.
 - ▶ Prepare students for successful transfer to other educational institutions
 - ▶ Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an “x” the General Education goal(s) addressed by this course:

- | | |
|--|--|
| <u>X</u> 1. Communication – Written and Oral | _ 6. Humanistic Perspective |
| <u>X</u> 2. Quantitative Knowledge and Skills | _ 7. Historical Perspective |
| <u>X</u> 3. Scientific Knowledge and Reasoning | <u>X</u> 8. Global and Cultural Awareness |
| <u>X</u> 4. Technological Competency/Info Literacy | <u>X</u> 9. Ethical Reasoning and Action |
| <u>X</u> 5. Society and Human Behavior | <u>X</u> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. ~~Perform a basic head-to-toe assessment for adult patients.~~
Perform a history and assessment for adult medical-surgical patients to include cultural and spiritual values, beliefs, and lifestyles as part of the plan of care.
- b. ~~Implement basic safety principles in caring for patients.~~
Establish a therapeutic caring relationship with adult patients.

- e. ~~Identify cultural values, beliefs, and lifestyles a part of the plan of care.
Utilize therapeutic communication in the clinical setting with adult patients.~~
- d. ~~Demonstrate safe administration of medication.
Utilize the nursing process to develop individualized plans of care.~~
- e. ~~Implement basic principles of therapeutic communication in the clinical setting with patients and families.
Demonstrate a basic proficiency in nursing fundamentals through standardized testing.~~
- f. ~~Use the nursing process to develop care plans.
Administer complete nursing care for one (1) patient in a safe and timely manner.~~
- g. ~~Identify general learning needs of individual patients.
Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 75%.~~
- h. ~~Complete care for one (1) patient.
Identify general learning needs of individual patients.~~
- i. ~~Maintain confidentiality and accountability in all aspects of care.
Cooperate with staff, peers, and faculty in the delivery of appropriate care to patients.~~
- j. ~~Cooperate with professional staff of the health care agency, other students and faculty in the delivery of appropriate care to patients.
Discuss the role of delegation in the health care setting.~~
- k. ~~Establish therapeutic relationship with patients.
Practice within the legal and ethical framework of the professional nurse caring for patients and families.~~
- l. ~~Demonstrate self-awareness in relation to emotional and physical care of patients.
Discuss wellness vs. illness behaviors in specific populations~~
- m. ~~Assess a patient who is in pain and deliver nursing care to alleviate that pain.~~
- n. ~~Administer nursing care to a patient who has had surgery.~~

8. METHODS OF INSTRUCTION

- a. ~~Small group discussion~~
- b. ~~Computer assisted instruction~~
- c. ~~Large group lecture~~
- d. ~~Laboratory demonstration~~

- ~~e. Audio-visual aids~~
- ~~f. College laboratory clinical experience~~
 - a. Group discussion and lecture
 - b. Computer assisted instruction
 - c. Audio-visual aids
 - d. Case study presentations, collaborative learning exercises
 - e. College laboratory demonstrations, simulations, scenarios
 - f. Clinical experience with Pre/Post Conferences

9. INSTRUCTIONAL MATERIALS

- a. An appropriate textbook will be selected. Contact the department for current adoptions.
- b. ~~Case Studies~~
- ~~e. Lab equipment, interactive videodisks~~
- ~~d. Handouts, transparencies, notes~~
- b. **Multimedia**
- c. **Various audiovisual aids e.g. video/audio DVDs, computer-simulation, mannequins, anatomical models, medical equipment**
- d. **Other appropriate written sources**

10. TENTATIVE TOPICAL OUTLINE

~~Overview Concepts~~

- ~~● Philosophy of program~~
- ~~● Foundation Professional and Legal Responsibilities~~
- ~~● Health and Illness~~

~~Infection Control~~

- ~~● Asepsis~~
- ~~● Wound Care~~

~~Nursing Process~~

- ~~● Assessment~~
- ~~● Vital Signs~~
- ~~● Documentation~~

~~Nurse-Client Relationship~~

- ~~● Therapeutic Communication~~
- ~~● Coping and adaptation~~
- ~~● Culture Awareness~~

~~Perioperative care~~

- ~~● Pain management~~
- ~~● Medication calculations~~

Mobility

- Positioning, ROM, transfers
- Immobility

Medication Administration

- PO
- Parenterals
- Medication calculations

Basic Needs

- Fluid
- Gas (Oxygenation)
- Elimination
- Sensory/Perceptual
- Rest and Sleep

Unit I – Introduction to Professional Nursing Behaviors

- A. *Nursing and Nursing Roles*
- B. *Professional/Legal*
- C. *Nursing Process*
- D. *Documentation*
- E. *Therapeutic communication*
- F. *Therapeutic relationship*

Unit II – Providing Safe, Effective Caring Interventions

- A. *Safety and Infection Control*
- B. *Vital Signs*
 - 1. *Temperature, pulse, respiration*
 - 2. *Blood pressure*
 - 3. *Pain assessment*
- C. *Activity / Mobility*
- D. *Wounds and Wound Care*
- E. *Pharmacology concepts*
- F. *Medication Calculations*
- G. *Medication Administration*
- H. *Culture and Spirituality*
- I. *Nurse's self-knowledge*
- J. *Care of the peri-operative patient*
- K. *Care of the patient who is in pain*

Unit III – Patient Teaching and Learning Needs

- A. *Teaching / Learning Concepts*
- B. *Health and Adaptation to Illness*

Unit IV – Assessment of Basic Patient Needs

- A. *Physical/Health Assessment*
- B. *Fluid*
- C. *Oxygen*

- D. *Elimination*
- E. *Rest and Sleep*
- F. *Sensory Perception*

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

- ~~a. A minimum of three objective tests~~
- ~~b. Written care plans/concept maps~~
- ~~c. Clinical evaluation~~

A minimum of three major examinations and one major written assignment or the equivalents. Successful completion of the clinical component of the course.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

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EXHIBIT B-20

___ Mathematics ___ Technology ___ Diversity

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

- Program-specific requirement for the following degree program(s):
AAS in Nursing
- Elective

c. Related courses in other institutions

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

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

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

ii. If “None” was inserted, please explain.

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

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan.
 - ▶ Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - ▶ Establish a shared commitment to high and meaningful educational and ethical standards.
 - ▶ Prepare students for successful transfer to other educational institutions
 - ▶ Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input checked="" type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input checked="" type="checkbox"/> 4. Technological Competency/Info Literacy | <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~A. Perform a nursing history and head-to-toe assessment including a comprehensive gastrointestinal, endocrine and musculoskeletal assessment.~~
Performs a history and integrated assessment for adult patients to include mental health/illness and health alterations.
- ~~B. Perform psychosocial assessments.~~
Implements caring behaviors and interventions for middle and older adults with a focus on developmental stages, grieving and loss.
- ~~C. Demonstrate skill in meeting human advanced psychiatric needs.~~
Utilizes appropriate therapeutic communication techniques with patients, families and groups to include those experiencing mental health alterations.
- ~~D. Integrate cultural values, beliefs, and lifestyles as part of the plan of care.~~

Construct a plan of care specific to the needs of individuals with mental health/illness and select health alterations.

Demonstrate a basic proficiency in course content through standardized testing.

~~E. Demonstrate safe administration of medication to two (2) clients.
Demonstrate integration of teaching-learning principles with patients.~~

~~F. Apply therapeutic communication principles in caring for patients.
Interact with staff, peers and faculty in the delivery of safe care.~~

~~G. Use clinical judgment when implementing care.
Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 80%.~~

Complete care for at least two patients in the medical-surgical and psychiatric acute care setting in a safe and timely manner.

Explain appropriate examples of delegation in the nursing student role within the health care setting.

~~H. Develop individualized teaching plans for patients.
Practice within the legal and ethical framework of the profession in the student role according to the ANA code of ethics, ANA Standards of practice and the New Jersey Nurse Practice Act while caring for patients and families with mental and physical illnesses.~~

~~I. Deliver nursing care for two (2) patients.
Compare and contrast wellness vs. illness behaviors in specific populations.~~

~~J. Recognize limitations related to the student role.~~

~~K. Identify pertinent information needed by the health care team.~~

8. METHODS OF INSTRUCTION

- ~~a. Small group discussion~~
- ~~b. Large group lecture~~
- ~~c. Case study presentations, collaborative learning exercises~~
- ~~d. College laboratory demonstrations, simulations, scenarios~~
- ~~e. Clinical experience with Pre/Post Conferences~~

- a. Group discussion and lecture*
- b. Computer assisted instruction*
- c. Audio-visual aids*
- d. Case study presentations, collaborative learning exercises*
- e. College laboratory demonstrations, simulations, scenarios*
- f. Clinical experience with Pre/Post Conferences*

9. INSTRUCTIONAL MATERIALS

- a. An appropriate textbook will be selected. Contact the department for current adoptions.
- b. ~~Multimedia e.g. video/audio tapes, IVD, computer simulation, mannequins, anatomical models, medical equipment~~
- b. *Multimedia*
- c. *Various audiovisual aids e.g. video/audio DVDs, IVD, computer-simulation, mannequins, anatomical models, medical equipment*
- d. *Other appropriate written sources*

10. TENTATIVE TOPICAL OUTLINE:

~~Psychiatric nursing~~

- ~~• Anxiety~~
- ~~• Mood and thought disorders~~
- ~~• Disorders of eating, personality, substance abuse and violence~~
- ~~• Psych disorders of children~~
- ~~• Legal and ethical issues~~

~~Disorders of the alimentary tract~~~~Growth and development~~

- ~~• Middle aged and Older clients~~

~~Musculoskeletal disorders~~~~Alterations in endocrine function~~~~Rehabilitation~~*I-Mental Health / Mental Illness – (One half of the semester course NURS 176)**Cognitive disorders / Geropsychiatry*

- A. *Aging changes*
- B. *Delirium*
- C. *Dementia*

Alzheimer's, vascular, Pick's, Creutzfeldt-Jakob, Parkinson's, Huntington's

Assessment: MMSE/interventions and outcomes

*Theorists**Defense mechanisms**Anxiety*

- A. *Levels*
- B. *Behaviors*

Schizophrenia and Schizoaffective Disorder

- A. *Antipsychotics*

Mood disorders- Depression and Bipolar Disorder

- A. *Antidepressants*
- B. *Mood stabilizers*

Crisis and suicide

Substance abuse

Stress and the Anxiety Spectrum Disorders-

- A. *Generalized Anxiety Disorder*
- B. *Panic*
- C. *PTSD*
- D. *OCD*
- E. *Somatoform Disorders*
- F. *Dissociative Disorders*
- G. *Pharmacology*
 - *Benzodiazepams*
 - *Use of SSRIS*
 - *Other Medications*

Eating disorders

Violence Across The Spectrum

Autism, Asperger's, Rhetts and ADHD

Civil rights of the mentally ill

- A. *Voluntary / involuntary commitment*
- B. *Duty to warn*
- C. *Confidentiality and documentation*

DSM IV

II- Medical / Surgical content – One half of the semester course NURS 176

Growth and Development

- A. *General principles*
- B. *Stages of development*
- C. *Middle and older adult*
 1. *normal physical changes of aging*
 2. *psychological impact of aging*
 3. *risk factors and health promotion*

General Health and Illness Concepts

- A. *Chronic Illness*
- B. *Loss and Grieving*
- C. *Care of the Dying Patient*

Care of the Client with Alterations in Gastrointestinal Function

- A. *Pathophysiology*
- B. *Diagnostic testing / Treatment Modalities / Medical Management*
- C. *Nursing Process Application*

Care of the Client with Alterations in Endocrine function

- A. *Pathophysiology*
- B. *Diagnostic testing / Treatment Modalities / Medical Management*
- C. *Nursing Process Application*

Care of the Client with Alterations in Musculoskeletal Function

- A. *Pathophysiology*

B. Diagnostic testing / Treatment modalities / Medical Management
C. Nursing Process Application

11. GRADE DETERMINANTS

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

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

12. Number of Papers and Examinations:

A minimum of three major examinations and major written assignment or the equivalents. ***Successful completion of the clinical component of the course.***

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

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EXHIBIT B-21

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

- Program-specific requirement for the following degree program:
AAS-Nursing
- Elective

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

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

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

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

- Program-specific requirement for the following degree program(s):
AAS in Nursing
- Elective

c. Related courses in other institutions:

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

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

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

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

Nursing curriculum differs based on course specific content areas on the wellness-illness continuum framework of the program.

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

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
- v. If not transferable to any institution, explain

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

- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
- ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan.
 - ▶ Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - ▶ Establish a shared commitment to high and meaningful educational and ethical standards.
 - ▶ Prepare students for successful transfer to other educational institutions
 - ▶ Prepare students for a rewarding life marked by personal growth and life-long learning.

e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input checked="" type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input checked="" type="checkbox"/> 4. Technological Competency/Info Literacy | <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ~~A. Demonstrate a head to toe assessment including a comprehensive respiratory, hematological, immunological and reproductive assessment.~~
- ~~B. Perform maternal child assessments.~~
- ~~C. Demonstrate skill in meeting maternal child health needs.~~
- ~~D. Demonstrate respect for cultural values, beliefs, and lifestyles as part of the plan of care.~~
- ~~E. Demonstrate safe medication administration to multiple patients, including children.~~
- ~~F. Integrate principles of therapeutic communication in caring for multiple patients, families and children.~~
- ~~G. Use clinical judgment when implementing and evaluating care for multiple patients, families and children.~~
- ~~H. Implement individualized teaching plans for multiple patients, families and children.~~
- ~~I. Prioritize, implement and evaluate care for multiple patients, patients including the mother infant dyad, and children and their families.~~
- ~~J. Incorporate ethical concepts as part of the plan of care.~~
- ~~K. Contribute to decisions made by the health care team.~~

- a. *Perform a history and assessment for patients with select health alterations to include child-bearing families.*
- b. *Use clinical judgment when implementing and evaluating care for multiple patients, families, and children.*
- c. *Integrate appropriate therapeutic communication techniques with multiple patients including child-bearing families.*
- d. *Integrate principles of clinical decision making when evaluating care for multiple patients, families, and children.*
- e. *Demonstrate a basic proficiency in course content through standardized testing.*
- f. *Describe and evaluate the effectiveness of individualized teaching plans for patients, families, and children.*
- g. *Relate appropriate data in collaborative decision making with the health care team.*
- h. *Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 85%.*
- i. *Prioritize and implement care for multiple patients including the maternal child population and their families in a safe and timely manner.*
- j. *Integrate the principles of delegation in planning nursing care.*
- k. *Practice within the legal and ethical framework of the profession in the student role according to the ANA code of Ethics, ANA Standards of Practice and the New Jersey Nurse Practice Act while caring for patients and child-bearing families.*
- l. *Integrate the promotion of wellness vs. illness behaviors in specific populations.*

8. METHODS OF INSTRUCTION

- a. ~~Small group discussion~~
- ~~b. Large group lecture~~
- ~~c. Case study presentations, collaborative learning exercises~~
- ~~d. College laboratory demonstrations, simulations, scenarios~~
- ~~e. Clinical experience with Pre/Post Conferences~~

- a. Group discussion and lecture*
- b. Computer assisted instruction*
- c. Audio-visual aids*
- d. Case study presentations, collaborative learning exercises*
- e. College laboratory demonstrations, simulations, scenarios*
- f. Clinical experience with Pre/Post Conferences*

9. INSTRUCTIONAL MATERIALS

- a. An appropriate textbook will be selected. Contact the department for current adoptions.
- b. ~~Multimedia e.g. video/audio tapes, IVD, computer simulation, mannequins, anatomical models, medical equipment~~
- c. Multimedia*
- d. Various audiovisual aids e.g. video/audio DVDs, computer-simulation, mannequins, anatomical models, medical equipment*

10. TENTATIVE TOPICAL OUTLINE

Growth and development

- Birth to young adulthood

The Childbearing family (Obstetrics)

- Reproductive concerns
- Pregnancy
- Childbirth
- Postpartum
- Newborn

The Childrearing family (Pediatrics)

- Impact of illness/hospitalization
- Nursing care of hospitalized child
 - Medication calculations
- ~~Serious~~ *Acute* pediatric health problems
 - Respiratory alterations
 - Cardiovascular problems
 - Hematological problems
 - Neoplastic disease
 - Gastrointestinal problems
 - Neurosensory problems

- Musculoskeletal problems
- Sensory Perceptual alterations

Adult Medical-Surgical

Respiratory disorders

Immunity Disorders:

- Cancer
- Immunodeficiency/AIDS
- Autoimmune disorders

Hematological disorders

Female reproductive disorders

Male reproductive disorders

Urologic Alterations

Sexually Transmitted Diseases

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

A minimum of three major examinations and one major written assignment, or the equivalents. **Successful completion of the clinical component of the course.**

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

August 27, 2007

EXHIBIT B-22

OCEAN COUNTY COLLEGE
 OFFICIAL COURSE DESCRIPTION
 DEPARTMENT OF NURSING & ALLIED HEALTH

1. COURSE NUMBER AND TITLE: NURS 274: Nursing IV

2. SEMESTER HOURS: 10 CONTACT HOURS: (5 + 9 + 6)
 Lecture + Lab + Preceptorship

3. CATALOG DESCRIPTION

~~This course~~ *The student* addresses application of the nursing process to the care of ~~clients~~ patients with disorders of the cardiovascular, renal/urinary, and neurosensory systems as well as clients with complex health care needs. The roles of the nurse as provider of care, as manager of care and as leader of the health care team are also emphasized. Beginning management/leadership concepts are introduced and implemented in the clinical setting. The student will be teamed with an experienced RN mentor to work a concentrated clinical rotation *on the day or night shift for the preceptorship experience.*

4. PREREQUISITES: NURS 273 and BIOL 232

COREQUISITES: NURS 275

5. MAXIMUM CLASS SIZE: 30 COURSE FEE CODE: 9
 DIFFERENTIAL FUNDING CATEGORY: B
 COURSE TYPE FOR PERKINS REPORTING: vocational non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This is the culminating nursing theory course in the curriculum. Content in this course is essential to the student who wishes to pursue a career in professional nursing. This course meets NLNAC accreditation standards and is linked to other courses in a hierarchy. Approval for this course has been granted by the New Jersey Board of Nursing.

b. Relationship to courses within the College:

i. Does this course satisfy a general education requirement? yes no

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

<input type="checkbox"/> Communication	<input type="checkbox"/> Social Science	<input type="checkbox"/> History
<input type="checkbox"/> Humanities	<input type="checkbox"/> Lab Science	<input type="checkbox"/> Science (Non-Lab)
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Technology	<input type="checkbox"/> Diversity

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

- Program-specific requirement for the following degree program(s):
 AAS in Nursing
- Elective

c. Related courses in other institutions:

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

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

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

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

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan.
 - ▶ Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - ▶ Establish a shared commitment to high and meaningful educational and ethical standards.
 - ▶ Prepare students for successful transfer to other educational institutions
 - ▶ Prepare students for a rewarding life marked by personal growth and life-long learning.
- a. e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input type="checkbox"/> 6. Humanistic Perspective |
| <input checked="" type="checkbox"/> 2. Quantitative Knowledge and Skills | <input type="checkbox"/> 7. Historical Perspective |
| <input checked="" type="checkbox"/> 3. Scientific Knowledge and Reasoning | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness |
| <input checked="" type="checkbox"/> 4. Technological Competency/Info Literacy | <input checked="" type="checkbox"/> 9. Ethical Reasoning and Action |
| <input checked="" type="checkbox"/> 5. Society and Human Behavior | <input checked="" type="checkbox"/> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. ~~Perform a head to toe assessment, including a comprehensive cardiovascular, neurosensory, renal/urinary assessment.~~
Perform a nursing history and assessment on adults with complex health care needs using comprehensive assessment techniques.
- b. ~~Synthesize assessment skills when caring for a critically ill client and clients with complex health care needs.~~
Use clinical judgment when implementing and evaluating care for multiple patients and families in a variety of health care settings to include home health, dialysis, rehab, and complex settings.
- c. ~~Appreciate the complexity of care required for patients in critical care areas.~~
Select appropriate therapeutic communication techniques with patients, families and groups.

Integrate professional communication with members of the health care team.

- d. ~~Integrate the cultural values, beliefs and lifestyles in the plan of care for client with complex health care needs.~~

Discriminate the complexity of care required for patients in a variety of health care settings to include home health, dialysis, rehab and complex settings.

Demonstrate a basic proficiency in course content through standardized testing.

- e. ~~Demonstrate safe medication administration to multiple clients with complex health care needs.~~

- f. ~~Communicate effectively with patients, families and groups.~~
Describe and evaluate the effectiveness of individualized teaching plans for clients with complex health care needs in a variety of clinical settings.

- g. ~~Demonstrate effective clinical judgment when caring for patients, family and groups.~~
Contribute to decision making in the care of patients, families and groups in community health and acute care settings.

- h. ~~Implement individualized teaching plans for clients with complex health care needs.~~
Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 90%.

- i. ~~Implement and evaluate a holistic plan of care for patients, families and groups focusing on strategies that promote optimal wellness.~~
Organize care for patients, families and groups using complex technology in a safe and timely manner.

- j. ~~Manage care for patients, families and groups using complex technology.~~
Decide appropriate delegatory assignments and necessary level of supervision.

- k. ~~Demonstrate accountability for professional practice.~~
Practice within the legal and ethical framework of the profession in the student role according to the ANA code of Ethics, ANA Standards of practice and the New Jersey Practice Act while caring for patients and families with complex health care needs.

- l. ~~Contribute to decision making in the care of patients, families, and groups in community health and acute care settings.~~
Implement and evaluate a holistic plan of care for patients, families and groups focusing on strategies that promote optimal wellness.

- j. ~~Collaborate with the interdisciplinary health care team in community health and acute care settings.~~

8. METHODS OF INSTRUCTION

- a. Small group discussion
- ~~b. Large group lecture~~
- ~~c. Case study presentations, collaborative learning exercises~~
- ~~d. College laboratory demonstrations, simulations, scenarios~~
- ~~e. Clinical experience with Pre/Post Conferences~~
 - a. *Group discussion and lecture*
 - b. *Computer assisted instruction*
 - c. *Audio-visual aids*
 - d. *Case study presentations, collaborative learning exercises*
 - e. *College laboratory demonstrations, simulations, scenarios*
 - f. *Clinical experience with Pre/Post Conferences*

9. INSTRUCTIONAL MATERIALS:

- a. An appropriate textbook will be selected. Contact the department for current adoptions.
- ~~b. Multimedia e.g. video/audio tapes, IVD, computer simulation, mannequins, anatomical models, medical equipment~~
- ~~e. Assigned readings~~
 - a. *Multimedia*
 - b. *Various audiovisual aids e.g. video/audio DVDs, computer-simulation, mannequins, anatomical models, medical equipment*
 - c. *Other appropriate written sources*

10. TENTATIVE TOPICAL OUTLINE

- I. Alterations in cardiovascular function
 - a. Cardiac disorders
 - ACS, Angina, MI, CHF, Structural and inflammatory disorders, dysrhythmias*
 - b. Interventions
 - Cardiac catheterization, CABG, Angioplasty & Stents, Pacers, ICD, Hemodynamic measurements, LVAD's, Intra aortic balloon pump*
 - c. Circulatory and Vascular Disorders
 - Arterial and Venous Disruptions-PAD, Aneurysms, PVD, Bypass, DVT*
- II. Alterations in neurosensory function
 - ~~a. Neurosensory dysfunction~~
 - ~~b. Specific alterations: CNS, PNS, Spinal cord~~
 - a. *Brain attack, Hemorrhage, tumors*
 - b. *Head Trauma, traumatic Brain Injury*
 - c. *Degenerative diseases*
 - MS, PD, ALS, MG, Guillian Barre*
 - d. *CNS/PNS Alterations*
 - Tic doloroux, Bells Palsy, Radiculopathies*
 - e. *Spinal cord injury*
 - Medical rehabilitation*
 - Spinal Interventions*
 - f. *Rehabilitation of the Neurological Patient*

- g. *Sensory*
 - Macular degeneration*
 - Detached Retina Glaucoma*
 - Cataract*
- III. Alterations in renal/urinary system function
 - Renal system*
 - a—*Renal disorders*
 - b—*Urinary system disorders*
 - a. *Urolithiasis*
 - b. *Glumerulonephritis*
 - c. *Nephrotic Syndrome*
 - d. *Renal tumors/cancer*
 - e. *Pyelonephritis*
 - f. *Renal failure*
 - *Chronic*
 - *Acute*
 - g. *Dialysis*
 - *Hemo*
 - *Peritoneal*
 - *CRRT*
 - h. *Polycystic Kidney*
 - i. *Rhabdomyolysis*
 - j. *Surgical Interventions*
 - *Urinary Diversions*
 - *Renal/urological surgeries*
 - IV. *Critical care nursing*
 - a *Multisystem Organ Failure (MSOF)*
 - b *Thermal injuries*
 - c *Emergency nursing*
 - d *Trauma*
 - e *Critical care technology*
 - f *Medication calculations*
 - V. Community Health Nursing
 - Including day with a community nurse*
 - VI. Management/Leadership
 - VII. Preceptorship

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

A minimum of three major examinations and one major written assignment or the equivalents. *Successful completion of the clinical component of the course.*

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

August 27, 2007

EXHIBIT B-23

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

- Program-specific requirement for the following degree program(s):
AAS in Nursing
- Elective

c. Related courses in other institutions:

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

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

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

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

iii. Complete the table below. The institutions listed comprise the top six institutions queried on NJ Transfer by OCC students.

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

- iv. If a "U" was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
 - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- ◆ This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
 - ◆ This course is consistent with the following goals of the college as expressed in the Academic Master Plan.
 - ▶ Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
 - ▶ Establish a shared commitment to high and meaningful educational and ethical standards.
 - ▶ Prepare students for successful transfer to other educational institutions
 - ▶ Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an "x" the General Education goal(s) addressed by this course:

- | | |
|--|--|
| <u>X</u> 1. Communication – Written and Oral | _ 6. Humanistic Perspective |
| <u>X</u> 2. Quantitative Knowledge and Skills | _ 7. Historical Perspective |
| <u>X</u> 3. Scientific Knowledge and Reasoning | <u>X</u> 8. Global and Cultural Awareness |
| <u>X</u> 4. Technological Competency/Info Literacy | <u>X</u> 9. Ethical Reasoning and Action |
| <u>X</u> 5. Society and Human Behavior | <u>X</u> 10. Independent/Critical Thinking |

7. SPECIFIC COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- a. Describe the importance of continuous quality improvement in nursing care delivery.
- b. Implement team building and effective teamwork.
- c. Identify principles of ethical decision-making and the implications for nursing practice.
- d. Demonstrate initiative in the self-learning process and recognize the value of life-long learning.
- e. Demonstrate ability to utilize resource people appropriately.
- f. Identify principles of management of patient care for groups of patients and appropriate delegation of tasks.
- g. Identify principles of globalization in health care.
- h. Describe the importance of disaster nursing preparedness.
- i. Integrate historical and social perspectives into an analysis of contemporary nursing.
- j. Discuss levels of nursing education with specific roles in nursing.
- k. Use legal theory to inform and guide practice.
- l. Use research as a basis for practice.

m. Analyze how the use of power shapes the nursing environment.

8. METHODS OF INSTRUCTION

- a. ~~Small group discussions~~
- ~~b. Large group lecture or online content~~
- ~~c. Student presentations, collaborative learning exercises~~
- ~~d. Research paper~~

- a. Group discussion and lecture*
- b. Computer assisted instruction*
- c. Audio-visual aids*
- d. Case study presentations, collaborative learning exercises*

9. INSTRUCTIONAL MATERIALS

- a. An appropriate textbook will be selected. Contact the department for current adoptions.
- ~~b. Multimedia e.g. video/audio tapes, IVD, computer simulation~~
- b. Multimedia*
- c. Various audiovisual aids e.g. video/audio DVDs, computer-simulation,*
- d. Other appropriate written sources*

10. TENTATIVE TOPICAL OUTLINE

Nursing as a Profession

- Nursing History
- Professional Nursing
- Nursing Education and Licensure
- Political Issues in Nursing and Health Care
- Legal Issues
- Ethical Issues
 - Ethical decision-making
 - Ethical principles
 - ANA Code of Ethics
 - ANA Position Statements on ethical issues

The Health Care Environment

- American Health Care System
- Unions and Collective Bargaining

Globalization of Health Care

- Bioterrorism
- Disaster Nursing

Managing Care

- Management and Leadership
- Change Theory

Synthesis of the Associate Degree Nursing roles

- Transition to graduate nurse
- Reality Shock
- ***Resume writing***

11. GRADE DETERMINANTS

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

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

12. NUMBER OF PAPERS AND EXAMINATIONS

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

A minimum of one examination, one major written assignment and external standardized testing or the equivalents.

APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must Be Sent to the Curriculum Committee	Revision of the Following Items Require No Approval
#1 Course Number & Title	#8 Methods of Instruction
#2 Semester Hours/Contact Hours	#9 Instructional Materials
#3 Catalog Description	#10 Tentative Topical Outline
#4 Prerequisites & Co- requisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

August 27, 2007

EXHIBIT B-24

LIBERAL ARTS - A.A. Degree Program – *Effective Catalog Year 2009-2010*

The liberal arts program affords the student an opportunity to earn a degree while following a recommended pattern designed to fulfill needs in special interest areas. A student is not required to follow any of these suggested sequences. A general education core is required for an A.A. degree in liberal arts. The core outlined below must be completed, plus elective courses for a minimum total of 64 cr. Students may select a maximum of 6 semester hours of business courses in satisfying the number of elective courses. Suggested courses beyond the core are listed on the following pages. These sequences emphasize areas of interest and are designed to assist students who have decided to transfer into a four-year program. They are not requirements for an A.A. degree in liberal arts from Ocean County College.

GENERAL EDUCATION CORE REQUIREMENTS

COMMUNICATIONS	9 cr.
ENGL 151: English I	
ENGL 152: English II	
COMM 154: Introduction to Public Speaking	
HISTORY	6 cr.
Two (2) History courses selected from the List of Approved General Education Courses	
HUMANITIES	9 cr.
Three (3) Humanities courses selected from the List of Approved General Education Courses	
DIVERSITY	3 cr.
One (1) Diversity course selected from the List of Approved General Education Courses (May count as another general education requirement)	
SOCIAL SCIENCE	6 cr.
Two (2) Social Science courses selected from the List of Approved General Education Courses	
MATHEMATICS – SCIENCE – TECHNOLOGY	12 cr.
Students must select at least one math course , and one lab science course , and one technology course* and complete the 12 cr. requirement with any combination of additional math, science, and/or technology courses 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, science, or technology from the List of Approved General Education Courses.	
OCEAN COUNTY COLLEGE REQUIREMENT	2-3 cr.
Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP course	
ELECTIVE COURSES (to total 64 or more cr.)	16-17 cr.
	TOTAL CREDITS: 64 cr.

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

SPECIFIC AREAS OF INTEREST AVAILABLE TO AA IN LIBERAL ARTS STUDENTS

The AA in Liberal Arts prepares students to further explore specific areas of interest such as those listed below. Students are advised to check the degree requirements listed in catalogs of four-year transfer institutions and/or www.njtransfer.org and to select comparable OCC courses as their electives in preparation for transfer.

AMERICAN STUDIES
EDUCATION
ENGLISH
EXERCISE SCIENCE/SPORTS MEDICINE
FILM STUDIES
FINE ARTS
HEALTH AND HUMAN PERFORMANCE TEACHER
HISTORY
MATHEMATICS
MODERN LANGUAGES

MUSIC EDUCATION - PIANO
MUSIC EDUCATION - VOCAL
POLITICAL SCIENCE
PSYCHOLOGY
SOCIAL SCIENCE
SOCIOLOGY
SPEECH AND THEATER
WELLNESS AND HEALTH PROMOTION
WOMEN'S STUDIES

EXHIBIT B-25

AA IN LIBERAL ARTS HONORS OPTION – Effective Catalog Year 2009-2010

The AA in Liberal Arts offers an Honors Option to qualified students interested in pursuing an individualized program of advanced study. A student may begin the program either as an entering freshman in the two-year program or as a participant in the Honors Sophomore Option after having completed 30 credits (26 credits for part-time students). The Honors Option is an academically enriched program designed for highly motivated students with above-average achievement records who desire a baccalaureate-level experience while preparing to transfer to a four-year college or professional school. Scholarships may be available.

The primary goals of the Honors program are to:

- ◆ Permit intensive study in liberal arts and science areas focusing on the student's particular areas of interest.
- ◆ Afford a variety of academic experiences including seminar, independent study, and nontraditional classroom environments supported by related extracurricular activities.
- ◆ Permit independent inquiry into areas of special interest.
- ◆ Encourage an integrated vision of the interrelationships between individual academic areas.
- ◆ Foster a learning community encompassing both students and faculty.

The two-year program for entering first-time students and the one-year program for sophomores are described below.

Honors Two-Year Program

Entering first-year students who (1) graduated in the top 20% of their high school class and (2) have a minimum combined SAT score of 1100 are encouraged to contact the Honors Program Coordinator. The Honors Program Committee will grant the final approval for entrance into the Honors Program.

Requirements for Graduation:

- Liberal Arts A.A. degree requirements.
- Successful completion of all required Honors sections and seminars.
- Minimum load of 16 credit hours per semester with schedule approval by the Honors Committee.
- Completion and presentation of an Independent Study Project.
- Maintenance of a minimum 3.0 cumulative grade point average (GPA) with no more than one Course withdrawal (W).
- Adherence to all two-year program guidelines.

Honors Two-Year Program of Study – Possible Semester Schedule

FIRST SEMESTER

ENGL 151	English I Honors	3 cr.
	Humanities Gen Ed Requirement	3 cr.
MATH 171 or higher	Mathematics Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
HIST 171	Western Civilization I Honors	3 cr.
HONR 150	Honors Experience I	<u>1 cr.</u>
		16 cr.

SECOND SEMESTER

ENGL 152	English II Honors	3 cr.
	Diversity Gen Ed Requirement	3 cr.
MATH 171 or higher	Mathematics Gen Ed Requirement	3 cr.

<p>_____</p> <p>HIST 172</p> <p>HONR 250</p>	<p>Social Science Gen Ed Requirement</p> <p>Western Civilization II Honors</p> <p>Honors Experience II</p>	<p>3 cr.</p> <p>3 cr.</p> <p><u>1 cr.</u></p> <p>16 cr.</p>
<p>THIRD SEMESTER</p>		
<p>HUMN 297</p> <p>HONR 293</p> <p>COMM 154</p> <p>BIOL 161, CHEM 181 or</p> <p>PHYS 171</p> <p>_____</p>	<p>Honors Topics in the Humanities</p> <p>Honors Independent Study</p> <p>Communications</p> <p>Lab Science Gen Ed Requirement</p> <p>_____</p> <p>Humanities Gen Ed Requirement</p>	<p>3 cr.</p> <p>3 cr.</p> <p>3 cr.</p> <p>4 cr.</p> <p>_____</p> <p><u>3 cr.</u></p> <p>16 cr.</p>
<p>FOURTH SEMESTER</p>		
<p>HONR 292</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Honors Seminar II</p> <p>Humanities Gen Ed Requirement</p> <p>OCC Requirement: Any course from the List of Approved General Education Courses, ACAD 155, or any HEHP Course</p> <p>Math-Science-Technology Gen Ed Requirement *</p> <p>Elective (to meet required 64 cr.)</p>	<p>3 cr.</p> <p>3 cr.</p> <p>_____</p> <p>2-3 cr.</p> <p>_____</p> <p>3-4 cr.</p> <p>3-5 cr. <u>4-5 cr.</u></p> <p>16 cr.</p>

*** Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) in math, science, or technology from the List of Approved General Education Courses.**

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

TOTAL CREDITS 64

Honors Sophomore Program

The Honors Program also offers a Sophomore Option open to both full and part time students who meet the following criteria:

- Completion of a minimum of 30 cr. toward graduation requirements, or 26 for part-time students, with no more than one course withdrawal.
- Completion of ENGL 151 and ENGL 152, with a grade of B or higher.
- A minimum 3.5 cumulative GPA.

Interested students are invited to submit an application to the Honors Coordinator.

Requirements for Graduation:

- Liberal Arts A.A. degree requirements.
- Completion of both Honors Seminar courses with a minimum grade of "B."
- Schedule approval by the Honors Committee.
- Completion and presentation of an Independent study Project with a grade of B or higher.
- Maintenance of a minimum 3.4 cumulative grade point average (GPA) with a maximum of one course withdrawal (W) after entering the Sophomore Option program.
- Adherence to all Sophomore Option guidelines.

Board of Trustees Approval Date: March 27, 2006
Board of Trustees Approval Date: September 24, 2007
Board of Trustees Approval Date: December 10, 2007
Board of Trustees Approval Date: December 1, 2008
Board of Trustees Approval Date: March 23, 2009

EXHIBIT B-26

Students interested in criminal justice as a career will elect this two-year collegiate program. It is designed for those students planning to transfer to a four-year program in criminal justice. The program suggested below is intended to develop professional criminal justice skills and knowledge along with a basic academic background. Students pursuing this program on a part-time basis should consult the Coordinator of Criminal Justice for an appropriate sequence.

FIRST SEMESTER

ENGL 151	English I	3 cr.
CRIM 152	Introduction to Law Enforcement	3 cr.
CRIM 150	The Criminal Justice System	3 cr.
POLI 161	American Federal Government	3 cr.
	Math Gen Ed Requirement	<u>3 cr.</u>
	(MATH 156 preferred)	15 cr.

SECOND SEMESTER

ENGL 152	English II	3 cr.
CRIM 151	Police Organization and Administration	3 cr.
CRIM 155	Introduction to Corrections	3 cr.
SOCI 181	Introduction to Sociology	3 cr.
POLI 162	American State and Local Government	3 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	<u>2-3 cr.</u> 17-18 cr.

THIRD SEMESTER

SOCI 231or SOCI 238	Social Problems or Race and Ethnicity	3 cr.
PSYC 172	General Psychology	3 cr.
CRIM 254	Constitutional Law and Rules of Evidence	3 cr.
POLI 185	Principles of Public Administration	3 cr.
	Math-Science-Technology Gen Ed Requirement *	<u>3 cr.</u> 15 cr.

FOURTH SEMESTER

CRIM 236	Criminology	3 cr.
SCIE 105	Forensic Science	4 cr.
	Science Gen Ed Requirement	4 cr.
CRIM 280	Criminal Investigation	4 cr.
CRIM 255	Criminal Law and Procedure	3 cr.
	Humanities Gen Ed Requirement	<u>3 cr.</u> 17 cr.

*** Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) in math, science, or technology from the List of Approved General Education Courses.**

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

TOTAL CREDITS 64 - 65

EXHIBIT B-27

The Associate in Science Engineering program is designed to prepare the beginning engineering student to successfully transfer to upper division programs at four or five year engineering schools. Participants in the associate program will enroll and successfully complete course work in basic science, mathematics, and engineering related courses that will provide the serious student with the knowledge and background to take upper level courses in his/her chosen field of study.

FIRST SEMESTER

CHEM 181	General Chemistry I	4 cr.
PHYS 281	General Physics I	4 cr.
MATH 265	Calculus I	4 cr.
ENGR 181	Graphics for Engineers	2 cr.
ENGL 151	English I	<u>3 cr.</u>
		17 cr.

SECOND SEMESTER

CHEM 182	General Chemistry II	4 cr.
PHYS 282	General Physics II	4 cr.
MATH 266	Calculus II	4 cr.
ENGR 124	Engineering Analysis	3 cr.
ENGL 152	English II	<u>3 cr.</u>
		18 cr.

THIRD SEMESTER

MATH 267	Calculus III	4 cr.
ENGR 221	Engineering Statics	3 cr.
_____	OCC Requirement: Any course from the _____	2-3 cr.
	List of Approved General Educational Courses or ACAD 155 or any HEHP Course	
_____	Social Science Gen Ed Requirement	3 cr.
_____	Humanities Gen Ed Requirement	3 cr.
PHYS 283	General Physics III	<u>4 cr.</u>
		16-17 cr.

FOURTH SEMESTER

_____	Technology Gen Ed Requirement *	3 cr.
MATH 280	Differential Equations	3 cr.
_____	OCC Requirement: Any course from the _____	2-3 cr.
	List of Approved General Educational Courses or ACAD 155 or any HEHP Course	
ENGR 222	Engineering Dynamics	3 cr.
_____	Humanities Gen Ed Requirement	3 cr.
_____	Social Science Gen Ed Requirement	<u>6 cr. 3 cr.</u>
		14-15 cr.

TOTAL CREDITS 66-67

* Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) to meet the required 64 total credits.

Note: Transfer students are strongly advised to take MATH 280: Differential Equations.

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

Board of Trustees Approval Date: January 24, 2005
Board of Trustees Approval Date: August 27, 2007
Board of Trustees Approval Date: July 28, 2008
Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-28

ENVIRONMENTAL SCIENCE - A.S. Degree Program – *Effective Catalog Year 2009-2010*

This program is designed to prepare students for careers in the dynamic field of environmental science, which is concerned with monitoring humanity's impact on the Earth and solving environmental problems. Students graduating from this program might work in environmental education centers, public relations firms, testing labs, environmental research organizations, travel/tourism (ecotourism companies), food manufacturers, waste management companies or government agencies. The program provides students with a strong background in the natural sciences and is attractive to four-year institutions that offer baccalaureate or graduate degrees in environmental studies, where OCC graduates may apply for additional preparation in the field.

FIRST SEMESTER

	Technology Requirement *	3 cr.
BIOL 161	General Biology I	4 cr.
CHEM 181	General Chemistry I	4 cr.
ENGL 151	English I	3 cr.
MATH 191	Precalculus I	
or MATH 265	or Calculus I	3-4 cr.
	OCC Requirement: Any course from the	<u>2-3 cr.</u>
	— List of Approved General Education	
	— Courses or ACAD 155 or any HEHP	
	— Course	
		16-18 cr. 17-18 cr.

SECOND SEMESTER

ENVI 152	Environmental Science	4 cr.
MATH 192	Precalculus II	
Or MATH 266	Or Calculus II	3-4 cr.
BIOL 162	General Biology II	4 cr.
CHEM 182	General Chemistry II	4 cr.
ENGL 152	English II	<u>3 cr.</u>
		18-19 cr.

THIRD SEMESTER

BIOL 261 or	Ecology or	
BIOL 265 or	Marine Biology or	
ENVI 154 or	Introduction to Oceanography or	
ENVI 259	Field Experience/Practicum	2-4 cr.
CHEM 283	Organic Chemistry I	4 cr.
	Social Science Gen Ed Requirement	3 cr.
	Humanities Gen Ed Requirement	<u>3 cr.</u>
		12-14 cr.

FOURTH SEMESTER

CHEM 284	Organic Chemistry II	4 cr.
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	3 cr.
	OCC Requirement: Any course from the	2-3 cr.
	List of Approved General Education	
	Courses or ACAD 155 or any HEHP	
	Course	
	Elective (to meet required 64)	<u>3-8 cr.</u> 0-5 cr.
		13-18 cr. 12-17 cr.

TOTAL CREDITS 64

*** Students may attempt to "test out" of the technology requirement. If they succeed, they must take an additional course(s) to meet the required 64 total credits.**

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

Board of Trustees Approval Date: May 29, 2007

Board of Trustees Approval Date: March 24, 2008

Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-29

GENERAL STUDIES – A.S. Degree Program – Effective Catalog Year 2009-2010

This degree is for those students who wish to explore career fields or to build an individualized program to meet special career needs by drawing from components of existing career programs. Students may plan either transfer or career programs to meet the requirements for the Associate in Science degree by completing:

- a. At least 18 hours beyond college core curriculum from one college department.
- b. A minimum of 30 hours of general education courses.
- c. Sufficient additional hours to meet the general requirements for the degree as outlined in the section on degrees

GENERAL EDUCATION CORE REQUIREMENTS

COMMUNICATIONS English I / English II	6 cr.
HUMANITIES One (1) Humanities course selected from the list of Approved General Education Courses	3 cr.
SOCIAL SCIENCE One (1) Social Science course selected from the list of Approved General Education Courses	3 cr.
ADDITIONAL HUMANITIES OR SOCIAL SCIENCE CREDIT One (1) Humanities or Social Science course selected from the list of Approved General Education Courses	3 cr.
MATHEMATICS – SCIENCE – TECHNOLOGY Students must select at least one math course , and one lab science course, <i>and one technology course*</i> and complete the 9-cr. requirement with any combination of math, science, and/or technology courses from the list of Approved General Education Courses. <i>* Students may attempt to “test out” of the technology requirement. If they succeed, they must take an additional course(s) in math, science, or technology from the List of Approved General Education Courses.</i>	9 cr.
ADDITIONAL GENERAL EDUCATION CREDIT (From list of Approved General Education Courses)	6 cr.
OCEAN COUNTY COLLEGE REQUIREMENT Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP course	2-3 cr.
DEPARTMENT CONCENTRATION	18 cr.
ELECTIVE COURSES (to total 64 or more cr.)	<u>13-14 cr.</u>
TOTAL CREDITS 64	

Note: cr. (credit) = semester credit hour

Courses satisfying general education requirements must be selected from the list of Approved General Education Courses.

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 1, 2008

EXHIBIT B-30

POLICY

1. To qualify as a candidate for the degree of Associate in Arts, Associate in Science, or Associate in Applied Science, a student must have the following:
 - a. A minimum of 64 hours of non-remedial credit which must include all courses required in the curriculum elected by the student.

Minimum requirements as indicated below:

Associate in Arts Degree

9 cr.	Communication
6 cr.	History
9 cr.	Humanities
3 cr.	Diversity [May count as another general education requirement]
6 cr.	Social Science
12 cr.	Mathematics (3-8 cr.) / Science (3-8 cr.) / Technology (0-4 cr.) Students must select at least one math course and, one lab science course, and one technology course and must complete the 12 cr. requirement with any combination of math, science, and/or technology courses from the current List of Approved General Education Courses, which resides in the Office of Academic Affairs. Students may attempt to "test out" of the technology requirement. If they succeed, they must take additional credits in math, science, or technology from the List of Approved General Education Courses.
2-3 cr.	OCC Requirement: Any course from the List of Approved General Education Courses, ACAD 155: Student Success, or any HEHP course, or any course from the List of Approved General Education Courses
<u>16-17 cr.</u>	Elective Courses
64 cr.	TOTAL CREDITS (45 General Education Credits)

Associate in Science Degree

6 cr.	Communication
3 cr.	Humanities
3 cr.	Social Science
3 cr.	Additional Humanities or Social Science
9 cr.	Mathematics (3-8 cr.) / Science (3-8 cr.) / Technology (0-4 cr.) Students must select one math course, and one lab science course, and one technology course and complete the 9 cr. requirement with any math, science, and/or technology course from the current List of Approved General Education Courses, which resides in the Office of Academic Affairs. Students may attempt to "test out" of the technology requirement. If they succeed, they must take additional credits in math, science, or technology from the List of Approved General Education Courses.
6 cr.	Additional General Education Credit [from the categories above]
2-3 cr.	OCC Requirement: Any course from the List of Approved General Education Courses, ACAD 155: Student Success, or any HEHP courses, or any course from the List of Approved General Education Courses.

18 cr.	Department Concentration
<u>13-14 cr.</u>	Elective Courses
64 cr.	TOTAL CREDITS (30 General Education Credits)

Associate in Applied Science Degree

6 cr.	Communication
3 cr.	Humanities or Social Science
3 cr.	Mathematics – Science – Technology Students must select any math, science, or technology course from the current List of Approved General Education Courses, which resides in the Office of Academic Affairs.
8 cr.	Additional General Education Credit [from the categories above]
2-3 cr.	OCC Requirement: Any course from the List of Approved General Education Courses , ACAD 155: Student Success, or any HEHP course, or any course from the List of Approved General Education Courses.
<u>41-42 cr.</u>	Program-Specific Requirements
64 cr.	TOTAL CREDITS (20 General Education Credits)

- c. Waiver of courses requires that an equivalent number of credits must be completed to meet graduation requirements.

2. To qualify as a candidate for an Associate degree, a student must have earned at least 64 semester hours of non-remedial credit, or as specified otherwise for certain curricula, and accrued sufficient grade points for a cumulative grade point average of 2.00 (average grade of "C").

3.
 - a. As long as the maximum allowable of 32 transfer credit hours is not exceeded, a student who has matriculated at another accredited institution may transfer back to Ocean County College a maximum of 9 credit hours for the purpose of completing his/her degree requirements. Under circumstances totally beyond the control of the student concerned, the maximum allowable may be exceeded by petitioning the Academic Standards Committee which could approve up to 24 credit hours to be transferred back to meet degree requirements.

 - b. Service personnel on active duty and their dependents must meet all College degree requirements with the following exceptions:
 - (1) A minimum of 24 semester hours of the 64 required must be earned through attendance of classes at Ocean County College.

 - (2) These 24 semester hours may be earned at any time during the student's candidacy for a degree.

4. Candidates must file an application for candidacy on a form provided by the Registrar not later than March 1st of the year in which they expect to graduate.

5. Candidates are not required to be present at the scheduled commencement ceremony. However, candidates who wish to obtain their degrees in absentia may pick up their diplomas in the Office of Admissions and Records.

6. A candidate whose final cumulative grade point average is 3.50 or higher will be graduated with honors based on the following:

3.50 - 3.79 cum laude (with honors)

3.80 - 3.89 magna cum laude (with high honors)

3.90 - 4.00 summa cum laude (with highest honors)

A student graduating with honors will receive an emblem on the diploma, indicating the honors category. The appropriate honors distinction shall also be shown on the student's official college transcript.

7. Normally only one degree will be conferred upon a student at the annual commencement. Exceptions must be approved by the Academic Standards Committee.
8. All specific courses required for the second degree must be completed without repeating any previous courses in which credit was earned. Neither will any courses judged to be at a lower academic level than those previously completed be used toward the second degree.
9. No less than 18 additional credit hours, including those required, must be earned beyond the number established for the initial degree.
10. The prescribed procedure will be followed in filing an application for a second degree.
11. Additional degrees beyond the second normally will not be granted. Exceptions must be approved by the Academic Standards Committee.

ADOPTED: August 26, 1968
Revised: December 21, 1970
Revised: January 24, 1972
Revised: December 18, 1972
Revised: March 26, 1973
Revised: June 25, 1973
Revised: February 25, 1974
Revised: June 24, 1974
Revised: December 18, 1976
Revised: June 27, 1977
Revised: September 17, 1979
Revised: January 26, 1981
Revised: January 28, 1991
Revised: March 22, 1993
Revised: August 25, 2008
Revised: August 24, 2009

EXHIBIT B-31

POLICY

1. **Grading System**

The following grading system is used:

<u>GRADE</u>	<u>STANDARD</u>	<u>QUALITY POINTS</u>	<u>EARNED</u>	<u>ATTEMPTED</u>
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	X	
*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 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.

2. **Grade of "I" (Incomplete)**

The grade of "I" (Incomplete) may be awarded by an instructor if he/she approves a request received from the student no later than the day of the final examination. A valid reason for the request must be offered. Approval of the request will allow 30 days from the beginning of the next regular semester for the work to be completed. If the student is enrolled in a course for which the "I" grade course is a pre-requisite, however, the work for the incomplete course must be made up by the fifth day of the next regular semester or the student must withdraw from the higher level course. Extensions in both cases may be granted by the instructor with the consent of the Vice President of Academic Affairs. 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 30 days into the next semester or by the extension date as granted, the grade of "F" will automatically be recorded.

3. 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.

~~4. A student may withdraw or be administratively dropped without academic penalty at any time up to the 60% mark of the term, and a grade of "W" will be assigned. If the student withdraws or is administratively dropped after the 60% mark of the term, a grade of "F" will be assigned. This applies to all sessions listed in the academic calendar.~~

~~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 the Dean of Special Services. This written appeal must be made within one year of the grade verification. The course instructor will be invited to the hearing.~~

~~A student who has attained a grade of "F" in the clinical and/or lab portions of a nursing course prior to the 60% mark of the term will be assigned an "F".~~

~~5. 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.~~

~~A grade of "W" or "F" will be assigned to a student suspended or expelled from the college according to the date of suspension/expulsion as it applies to the 60% mark referenced in #4 above.~~

~~6. 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.~~

~~7. 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.~~

~~8. Statements concerning quality point average:~~

~~a. 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.~~

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- ~~b. 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 attempted semester and summer sessions. Transfer credits do not affect quality points.~~
- ~~c. The grade of "W," "P," "T," "NC," and "R" are not included in any quality points.~~
- ~~9. Students may repeat any course offered by the college subject to the restrictions described below. (The number of Nursing course repeats, however, is limited. See the Nursing Student Handbook for details.)~~
- ~~• Before the conferring of a degree/certificate, only the most recent grade shall be applied to the cumulative grade point average and toward total credits (even if it is the lower grade). The former 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.~~
 - ~~• After the conferring of a degree/certificate, if the original grade was a passing grade, the repeated grade will not be calculated in (a) the degree/certificate grade point average, (b) the cumulative grade point average, or (c) the total credits. If the original grade was a failing grade, the repeated grade will be calculated in the cumulative grade point average and in the total credits after graduation. The original course grade, however, will remain part of the student's record and will appear on the transcript.~~

4. 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).

40. 5. 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.

11.6. 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-fail~~ **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-fail~~ **pass-no credit** basis for one elective course during any succeeding semester for a 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.

12.7. College Honors Program

Students officially enrolled in the College Honors Program who have earned a "C" or "D" grade in any course will be given two options:

- a. To accept the grade earned; or
- b. To accept a **"*P"** ~~"P"~~ at the discretion of the instructor.

Should a student select option b more than one time, he/she will automatically be dropped from the Honors Program.

13. 8. Nursing Program

In order to fulfill program requirements, students enrolled in the Nursing Program must obtain at least a "C" in BIOL-130-Human Anatomy and Physiology I, BIOL-131-Human Anatomy and Physiology II, BIOL-232-Microbiology, and in all courses designated as NURS.

A nursing student receiving a grade below "C may" appeal his/her dismissal in writing to the Appeal Board of the Nursing Program.

14. 9. Developmental Courses

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

~~15. Upon submission of the appropriate documentation to the Registration and Records Office, a student who is recalled from reserve status to active duty may elect to do one or more of the following:~~

- ~~a. withdraw from some 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 accelerated 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 #2, above). To use this option, the student 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 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