

# ***EXHIBIT B***



**BOARD OF TRUSTEES**

**Bylaw, Policy, and Curriculum Committee Agenda Items**

**To:** Board of Trustees  
**From:** Office of the President  
**Date:** April 22, 2015

The following Bylaw, Policy, and Curriculum Committee items are recommended to the Ocean County College Board of Trustees for approval at its meeting on **Monday, April 27, 2015**:

1. Recommend approval of the following items as accepted by the College Senate at its meeting on April 15, 2015:
  - a. New Policy
    - 1) Policy #3135, Personnel, Academic, Overload Compensation in Different School/Discipline (**Exhibit B-1**)
  - b. Revised Policies
    - 1) Policy #3055, Personnel, All Employees, Tuition Reimbursement (**Exhibit B-2**)
    - 2) Policy #3331, Personnel, Non-Academic, Compensation for Extra Work for Teaching Assignments (**Exhibit B-3**)
  - c. New Courses
    - 1) PORT 101, Elementary Portuguese I (**Exhibit B-4**)

2) PORT 102, Elementary Portuguese II (**Exhibit B-5**)

3) SPAN 279, Travel Spanish Seminar (**Exhibit B-6**)

b. Revised Courses

1) NURS 175, Nursing I (**Exhibit B-7**)

2) NURS 176, Nursing II (**Exhibit B-8**)

3) NURS 273, Nursing III (**Exhibit B-9**)

4) NURS 274, Nursing IV (**Exhibit B-10**)

2. Recommend approval of the temporary suspension of Policy #3074, Alcohol- and Drug-Free Workplace, and Policy #5246.1, Campus Life, Drugs, during the hours of the Center for Faculty Excellence, Creativity, and Innovation Year-End Celebration on Thursday, May 14, 2015, in the Gateway Building.

## ***EXHIBIT B-1***



POLICY

Full-time faculty and full-time lecturers may request to teach e-Learning or face-to-face courses on an overload basis in a different school. Requests will be processed in accordance with the attached procedures.

NEW POLICY AND PROCEDURE

ADOPTED: April 27, 2015

## ***EXHIBIT B-2***

Ocean County College, Toms River, NJ

PERSONNEL  
ALL EMPLOYEES  
Tuition Reimbursement # 3055**POLICY**

The College may provide tuition reimbursement to full-time employees (as defined in Policy #3002) in accordance with the following attached procedures. Reimbursement for undergraduate or graduate courses may be provided for courses taken at any regionally accredited institution, of higher education provided that the program of study is related to the field of specialization in which the employee renders service to the College. Fees and other expenses related to courses are not eligible for reimbursement. The employee may be reimbursed for a maximum of twelve (12) credits each academic year (September through August). Reimbursement is made at the institution's per credit rate, not to exceed the rate is limited to the prevailing Kean University per credit rate. The prevailing rate will be determined by the Human Resources Department.

~~Reimbursement will be made to the approved employees who has received college credit for course work, submitted proof of tuition payment, submitted proof of attendance, and submitted transcripts certifying successful completion of the course(s) with a grade of C or better to the Human Resources Department within six (6) months of the end of the semester the course(s) were taken. Doctoral candidates seeking reimbursement for dissertation credits must show proof of tuition payment and an appropriate grade to indicate satisfactory progress.~~

In instances where the specifics of this policy are at variance with the terms and conditions of a collective bargaining agreement, the terms and conditions of such relevant agreement shall take precedence.

ADOPTED: April 25, 2011  
Revised: April 27, 2015

## ***EXHIBIT B-3***

## POLICY

### Credit Teaching Assignments

~~Teachers are n~~Non-academic college employees who have been approved by the Board of Trustees to ~~teach~~~~be a Lecturer will be eligible to teach credit courses in the academic discipline for which approval is given. Teachers~~Lecturers will not accept a teaching assignment that infringes upon or overlaps their regular work schedules. ~~Regular A-lecturer's regular work schedules~~ will not be changed to allow for the acceptance of an otherwise conflicting teaching assignments.

Department Deans will review qualifications and determine the courses the Teacher is qualified to teach in accordance with Policy #3111. Courses must be assigned by Deans and approved in advance of the start of the semester in accordance with the attached procedure. The teaching load for Teachers~~lecturers~~ will not exceed eight (8)~~six~~ credits in each of the fall and spring semesters or any combination of summer sessions. If Quick Term teaching assignments are accepted they shall be considered as being part of the fall or spring semesters.

### Non-credit Continuing Education Teaching Assignments

Non-academic college employees who have been approved by the Board of Trustees to be Continuing Education Instructors will be eligible to teach courses ~~assigned pproved by the Director of Continuing and Professional Education Department.~~ Non-academic college employees will not accept a teaching assignments that infringes upon or overlaps their regular work schedules. ~~An instructor's R~~regular work schedules will not be changed to allow for the acceptance of an otherwise conflicting teaching assignment. The teaching load for non-academic employees approved as Continuing Education Instructors shall not exceed six (6) class hours per week. ~~Exceptions can be made, with the appropriate vice president's approval, for employees who request more than 6 hours per week of non-credit teaching assignments during previously approved vacation time.~~

### Joint Credit and Non-credit Teaching Assignments

Non-academic college employees may not concurrently teach the maximums for both credit and Ccontinuing Education courses. Employees wishing to accept both credit and continuing education assignments must have their tentative schedules reviewed and approved by their Vice Presidents.

Instances where the specifics of this policy are at variance with the terms and conditions of a collective bargaining agreement, the terms and conditions of such relevant agreement shall take precedence.

ADOPTED: February 26, 2007  
Revised: April 27, 2015

## ***EXHIBIT B-4***

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

1. COURSE NUMBER AND TITLE: PORT 101: Elementary Portuguese I
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION

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

4. PREREQUISITES: NONE COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: 0  
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

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

- 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 (**pending NJCCC approval**) ☐ no

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

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

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

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

\_\_\_ Elective

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
NONE				This course is a specific language course. All community college offer language courses, but none in the area are offering this one.

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

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



University				
Rutgers – New Brunswick	Elective 3.0 CR	Elective		

- 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 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 checked="" type="checkbox"/> 6. Humanistic Perspective         |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills           | <input type="checkbox"/> 7. Historical Perspective                    |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning          | <input checked="" 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. Pronounce the sounds in Portuguese correctly.
- b. Communicate and participate in the course and creatively synthesize the language elements.
- c. Read Portuguese words and sentences with comprehension.
- d. Write in Portuguese.
- e. Discuss the culture of the Portuguese speaking world.
- f. Describe the place of the Portuguese language in the global community.

## 8. METHODS OF INSTRUCTION

- a. Video presentation
- b. Lecture

- c. Text and workbook exercises (pronunciation and grammar)
- d. Online Language Laboratory
- e. Group interaction
- f. Testing and skills assessment

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

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

## 10. TENTATIVE TOPICAL OUTLINE

### Unit One:

- Introduce yourself or another person,
- ask and answer appropriate questions in both formal and informal settings
- use social niceties and greetings for morning, afternoon, and night.
- Ask and answer questions, including yes/no and question-word questions, identifications and descriptions, using verbs “ser” and “estar,”

### Unit Two:

- your and other people’s personalities
- classes and places at a college, houses, bedrooms, yards
- people, family members and relationships
- health, emotional condition, and location
- colors
- items in a classroom
- common places in a city where people go for entertainment or basic purchases
- offices, services, or classes in a college

### Unit Three:

- hour, day, date, months, seasons, and other time-related concepts
- quantities, using both numbers and words indicating “any,” “some,” and “none” “there is,” “there are” using “há”
- weather, using “fazer” and other appropriate verbs
- how frequently people do activities
- equalities and inequalities, descriptive and qualitative
- basic activities people do using simple verb forms

### Unit Four:

- The three basic regular verb forms
- Verbs with irregular forms in the present tense
- Verbs with stem changes
- Use compound verb constructions to describe activities that people want, prefer, need, or are able to do will do or are in the process of doing

### Unit Five:

- Possession with possessive adjectives and phrases
- the verb “ter”

- Read, hear, and understand sentences which express likes and dislikes.
- Respond to a command with the appropriate action

## 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.

### 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 & Corequisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

PLT Approval Date

Board of Trustees Approval Date:

## ***EXHIBIT B-5***

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

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

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

4. PREREQUISITES: PORT 101 COREQUISITES: None
5. MAXIMUM CLASS SIZE: 25 COURSE FEE CODE: 0  
DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

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

- 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 (**pending NJCCC approval**) ☐ no

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

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

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

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

\_\_\_ Elective

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
NONE				This course is a specific language course. All community college offer language courses, but none in the area are offering this one.

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

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

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

Rutgers – New Brunswick	Elective 3.0 CR	Elective		
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- 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:

The direction of both the college and the job market our student will enter is a highly globalized one. Offering this language course serves our students by providing them greater access to communicating with the rest of the world.

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication – Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective         |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills           | <input type="checkbox"/> 7. Historical Perspective                    |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning          | <input checked="" 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

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

## 8. METHODS OF INSTRUCTION

- a. Video presentation
- b. Lecture
- c. Text and workbook exercises (pronunciation and grammar)
- d. Online Language laboratory
- e. Group interaction
- f. Testing and skills assessment

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

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

## 10. TENTATIVE TOPICAL OUTLINE

### Unit One:

- Introduction to the course
- Greetings, gender, occupations, nationalities/ role-playing
- Demonstratives, numbers / reading and writing

### Unit Two:

- Verbs, calendar, time, contractions / dialogues and role-playing
- Occupations, articles/ exercises
- Possessives, question words/ role-playing
- Present continuous, ser VS. Estar / reading

### Unit Three:

- Age, possessives, ser VS estar/ reading dialogues
- Family relations, telling time/ reading
- Irregular and regular verbs, Presente Simples
- Routines, predictions, resolutions/ writing, listening

### Unit Four:

- Future tense, frequency words, invitations/ choice making/ role-playing
- Past (irregular) / role-playing
- Past (irregular), object pronouns

### Unit Five:

- Body parts, describing, futuro do presente
- Imperative, pretérito imperfeito
- Pretérito imperfeito, past continuous/group work
- Presente do subjuntivo, diminutivo

## 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

Sample: 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 Topical Outline
#4 Prerequisites & Corequisites	#11 Grade Determinants
#5 Maximum Class Size/Lab Fee Code/ Differential Funding Category	#12 Number of Papers and Examinations
#6 Justification	
#7 Course Objectives	

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

***EXHIBIT B-6***

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

1. COURSE NUMBER AND TITLE: SPAN 279: Travel Spanish Seminar

2. SEMESTER HOURS: 3

CONTACT HOURS: (2 + 2)

Lecture Lab

3. CATALOG DESCRIPTION

This study abroad seminar is designed to immerse students in the culture, architecture and history of Andalucía Spain. It will combine classroom lecture and research with on site visits to museums and historically significant sites. Students will learn about the fusion of the Christian, Muslim and Jewish cultures, which have shaped the cultural practices and traditions.

4. PREREQUISITES: SPAN 152

COREQUISITES: NONE

5. MAXIMUM CLASS SIZE: 25

COURSE CODE FEE: NONE

DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING

☐ vocational (approved for Perkins funding)

☒ non-vocational (not approved for Perkins Funding)

6. JUSTIFICATION

a. Describe the need for this course

Currently, Ocean County College is expanding its course offerings to include global studies options outside of the United States to promote cross cultural understandings. Other travel seminars focus on culture and history; this seminar offers a unique opportunity for Spanish language students to immerse themselves into both the language and culture. Students will be able to connect the language to other cultural components, including the arts.

b. Relationship to courses within College

i. Will the college submit this course to the statewide General Education

Coordinating Committee for approval as a course which satisfies a general education requirement? ☐ yes ☒ no

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

☐ Communication

☐ Social Science

☐ History

☐ Humanities

☐ Lab Science

☐ Science (non-lab)

☐ Mathematics

☐ Technology

☐ Diversity

☐ Information Literacy

☐ Ethical Reasoning/ Action

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

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

  X   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
Brookdale CC	Art, Architecture & Interiors of Spain	ARCH 295 or ARTS 295	3	Students received credit for ARCH 295 Special Topics in Architecture or ARTS 295 Special Topics in Arts

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

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

- 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 addresses the College's vision, mission and Academic master plan by:

Goal III: Integrative, Multi-Disciplinary Learning Experiences within and beyond the Classroom  
Objective f: Develop course offerings that reinforce the values inherent in cultural diversity and global perspective.

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1. Communication ~ Written and Oral | <input checked="" type="checkbox"/> 6. Humanistic Perspective         |
| <input type="checkbox"/> 2. Quantitative Knowledge and Skills           | <input checked="" type="checkbox"/> 7. Historical Perspective         |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning          | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness  |
| <input type="checkbox"/> 4. Technological Competency/ Info Literacy     | <input 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. Discuss everyday life in Spanish culture.
- b. Identify the influence of Arabic culture on regional Architecture and History.
- c. Describe cultural differences to enhance global awareness.
- d. Recognize how current economic issues affect Spanish society.
- e. Identify the specific arts of the region.
- f. Demonstrate competence in Spanish language.

## 8. METHODS OF INSTRUCTION

Assigned readings and formal lectures, informal lecture on tour, writing assignments.

## 9. INSTRUCTIONAL MATERIALS/ TECHNOLOGY NEEDS/ HUMAN RESOURCE NEEDS

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

## 10. TENTATIVE TOPICAL OUTLINE

- a. regional art and architecture
- b. influence of religion on the culture and architecture
- c. contemporary issues in Spanish society
- d. historical influence on local culture
- e. specific performing arts, such as Flamenco
- f. intercultural communication

## 11. GRADE DETERMINANTS

The final grade in this 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

On site learning experiences and exercise; completion of a daily journal; final research paper on one aspect of culture studied during the seminar.

## APPROVAL PROCESS FOR REVISED COURSE PROPOSALS

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

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

Board of Trustees Approval Date: March 26, 2012

PLT Approval of Form: May 22, 2012

PLT Approval:

Board of Trustees Approval:

## ***EXHIBIT B-7***



OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
SCHOOL OF NURSING

1. COURSE NUMBER AND TITLE: NURS 175: Nursing I
2. SEMESTER HOURS: 9 CONTACT HOURS: (6 + 9)  
Lecture Lab

3. CATALOG DESCRIPTION

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.

PREREQUISITES: All accompanying requirements listed in the Nursing Student Handbook 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: 8  
DIFFERENTIAL FUNDING CATEGORY: B  
COURSE TYPE FOR PERKINS REPORTING:  
☒ vocational (approved for Perkins funding)  
☐ non-vocational (not approved for Perkins funding)

6. JUSTIFICATION

- a. Describe the need for this course.

This is 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 ☒ no

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

☐ Communication    ☐ Social Science    ☐ History  
☐ Humanities    ☐ Lab Science    ☐ Science (Non-Lab)  
☐ Mathematics    ☐ Technology    ☐ Diversity  
☐ Information Literacy    ☐ Ethical Reasoning/Action

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

☒ Program-specific requirement for the following degree program(s):  
     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 history and assessment for adult medical-surgical patients to include cultural and spiritual values, beliefs, and lifestyles as part of the plan of care utilizing technology based informatics (**Assessment**).
- b. Establish therapeutic caring relationship behaviors with adult patients utilizing evidence based practice and quality improvement (**Caring Interventions**).
- c. Recognize therapeutic communication in the clinical setting with adult patients (**Communication**).
- d. Describe the nursing process to develop individualized plans of care (**Critical Thinking**).

- e. Understand integration of teaching-learning principles with patients (**Teaching and Learning**).
- f. Discuss wellness vs. illness behaviors in specific populations (**Wellness**).
- g. Cooperate with staff, peers and faculty in the delivery of safe care (**Collaboration**).
- h. Administer complete nursing care for one (1) patient in a safe and timely manner utilizing evidence based practice, **delegation skills, technology, and resources** (**Managing Care**).
- i. Practice within the legal and ethical framework of the profession according to the ANA Code of Ethics, ANA Standards of Practice, and the New Jersey Nurse Practice Act (**Professional Behavior**).
- ~~j. Discuss appropriate examples of delegation in the nursing student role with the health care setting.~~
- ~~k. Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.~~
- ~~l. Demonstrate a basic proficiency in nursing fundamentals through standardized testing.~~

## 8. METHODS OF INSTRUCTION

- 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
- 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

### 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
- G. **Note taking and test taking skills to foster clinical reasoning**

#### 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  
~~Care of the peri-operative patient~~
- J. Care of the patient who is in pain
- K. **Growth and Development**
  - 1. **General principles**
  - 2. **Stages of development**
  - 3. **Middle and older adult**
- L. **General Health and Illness Concepts**
  - 1. **Chronic Illness**
    - a. **Acute vs. chronic**
    - b. **Factors influencing chronic illness**

#### 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 and electrolyte balance**
- 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 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 REVISED COURSE PROPOSALS**

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

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

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: August 27, 2012

Board of Trustees Approval Date:

## ***EXHIBIT B-8***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
SCHOOL OF NURSING

1. COURSE NUMBER AND TITLE: NURS 176: Nursing II
2. SEMESTER HOURS: 9      CONTACT HOURS: (6 + 9)  
Lecture    Lab

3. CATALOG DESCRIPTION:

The student investigates health alterations that affect the essential activities of daily living and human needs. The course focuses on the application of the nursing process to the care of individuals across the age span experiencing alterations in physical and mental health. Concepts of growth and development of children, and young, middle and older adult are discussed. Topics related to cognitive decline and chronic illness and death are explored as are general topics related to mental health/illness. Mental disorders and disorders of the endocrine, gastrointestinal and musculoskeletal systems are presented.

4. PREREQUISITES: NURS 175 and BIOL 131      COREQUISITES: NURS 174

5. MAXIMUM CLASS SIZE: 40      COURSE FEE CODE: 8

DIFFERENTIAL FUNDING CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

- a. Describe the need for this course.

This course is second in the series of nursing theory courses that teach nursing care of adults with common health problems. The 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. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement?      ☐ yes      ☒ no

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Communication        | <input type="checkbox"/> Social Science           | <input type="checkbox"/> History           |
| <input type="checkbox"/> Humanities           | <input type="checkbox"/> Lab Science              | <input type="checkbox"/> Science (Non-Lab) |
| <input type="checkbox"/> Mathematics          | <input type="checkbox"/> Technology               | <input type="checkbox"/> Diversity         |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action |  |



- ii. If the course does not satisfy a general education requirement, which of the following does it satisfy:
- X   Program-specific requirement for the following degree program(s):  
                   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:
- |  |  |
|--|--|
| <u>X</u> 1. Communication – Written and Oral       | <u>  </u> 6. Humanistic Perspective        |
| <u>X</u> 2. Quantitative Knowledge and Skills      | <u>  </u> 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 history and integrated assessment for children and adult patients to include mental health/illness and health alterations utilizing technology based informatics and evidence based practice (**Assessment**).
- b. Implement caring behaviors and interventions for middle and older adults with a focus on developmental stages, grieving and loss utilizing evidence based practice and quality improvement (**Caring Interventions**).
- c. Utilize appropriate therapeutic communication techniques with patients, families and groups to include those experiencing mental health alterations (**Communication**).
- d. Demonstrate a patient centered plan of care specific to the needs of individuals with mental and physical health alterations (**Critical Thinking**).

- e. Demonstrate integration of teaching-learning principles with patients (**Teaching and Learning**).
- f. Compare wellness vs. illness behaviors in specific populations (**Wellness**).
- g. Employ collaboration with staff, peers and faculty in the delivery of safe care (**Collaboration**).

~~Demonstrate a basic proficiency in course content through standardized testing.~~

- h. Complete care for at least two patients in the medical-surgical and mental health care setting in a safe and timely manner utilizing evidence based practice, quality improvement, **delegation skills, technology, and resources (Managing Care)**.

~~Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.~~

~~Employ delegation techniques in the nursing student role within the health care setting.~~

- i. 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 (**Professional Behaviors**).

## 8. METHODS OF INSTRUCTION

- 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
- 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:

### I- Mental Health / Mental Illness – (One half of the semester course NURS 176)

#### A. Mental Health and Nursing Practice

1. Mental Health/Illness
2. Historical Perspective
3. Legal/ethical Issues
4. Neurobiological Theories and Psychopharmacology
5. Theories of Personality Development and Growth and Development
6. Assessment of the Psychiatric Patient
7. Treatment Modalities
8. Therapeutic Relationships and Communication
- B. Schizophrenia
- C. Mood Disorders
- D. Crisis Intervention and Suicide
- E. Substance Abuse
- F. Personality Disorders
- G. Anxiety and Anxiety Disorders
  1. Stages of Anxiety
  2. Major Anxiety Disorders
- H. Somatoform; Dissociative; Malingering; and Factitious Disorders
- I. Anger, Hostility, and Aggression
- J. Abuse and Violence
- K. Disorders Diagnosed in Infancy, Childhood, and Adolescence
- L. Eating Disorders

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

- A. 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~~
    - ~~Acute vs. chronic~~
    - ~~Factors influencing chronic illness~~
  - ~~B.~~
- A. Loss and Grieving
  1. Types and sources of losses
  2. Stages of grieving
  3. Clinical symptoms of grief
  4. Nursing interventions
- B. Care of the Peri-operative Patient**
  - 1. Three phases of peri-operative period**
  - 2. Nursing interventions related to all three stages including medications**
- C. Care of the Dying Patient
  1. Signs of impending and actual death
  2. Death with dignity
  3. Nursing interventions

- D. Care of the body after death
- E. Care of the Client with Alterations in Gastrointestinal Function
  - 1. Pathophysiology
  - 2. Diagnostic testing / Treatment Modalities / Medical Management
  - 3. Nursing Process Application
- F. Care of the Client with Alterations in Endocrine function
  - 1. Pathophysiology
  - 2. Diagnostic testing / Treatment Modalities / Medical Management
  - 3. Nursing Process Application
- G. Care of the Client with Alterations in Musculoskeletal Function
  - 1. Pathophysiology
  - 2. Diagnostic testing / Treatment modalities / Medical Management
  - 3. Nursing Process Application
- H. Care of the Client with Alterations in Cognitive Status
  - 1. Delirium
  - 2. Dementia
    - a. Alzheimers
    - b. Vascular
    - c. PICKS
    - d. Creutzfeldt –Jakob
    - e. Huntington’s
    - f. Lewy Body
  - 3. MMSE
  - 4. Interventions and Outcomes

## 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 REVISED COURSE PROPOSALS

In order to maintain a central file of current course documents on Ocean Cruiser, any changes to the Course Proposal Format or to an Official Course Description must be sent to the Curriculum Committee, College Senate, and Board of Trustees for action or “For Information Only.” This

process will ensure that current course information is accessible to Advising, Financial Aid, and the college community and that accurate information will appear in the OCC College Catalog.

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

Board of Trustees Approval Date: August 27, 2007  
Board of Trustees Approval Date: August 24, 2009  
Board of Trustees Approval Date: May 24, 2010  
Board of Trustees Approval Date: August 27, 2012  
Board of Trustees Approval Date:

## ***EXHIBIT B-9***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
SCHOOL OF NURSING

1. COURSE NUMBER AND TITLE: NURS 273: Nursing III

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

3. CATALOG DESCRIPTION

The student addresses the health care needs of childbearing and childrearing families and investigates health alterations that affect essential activities of daily living and human needs. Concepts of growth and development in the care of child bearing and child rearing families are explored. Discussion focuses on the application of the nursing process to the care of adults with disorders of the respiratory, hematological, immunological, reproductive systems and neoplastic disorders.

4. PREREQUISITES: NURS 174 and NURS 176 COREQUISITES: BIOL 232

5. MAXIMUM CLASS SIZE: 40 COURSE FEE CODE: 8

DIFFERENTIAL FUNDING CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

a. Describe the need for this course.

This course is third in the series of nursing theory courses that teach nursing care of adults with common health problems. Also included in the course is the care of childbearing and childrearing families. The 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. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement? ☐ yes ☒ no

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

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



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

☒ Program-specific requirement for the following degree program(s):  
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
None				

- 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:

- |  |  |
|--|--|
| <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 history and integrated assessment for children and adult patients to include maternal child and health alterations utilizing technology-based informatics and evidence based practice (**Assessment**).
- b. Implement caring behaviors and interventions for multiple patients and families utilizing evidence based practice and quality improvement (**Caring Interventions**).
- c. Integrate appropriate therapeutic communication techniques with multiple patients including child-bearing families (**Communication**).
- d. Differentiate principles of clinical decision making when evaluating a patient centered plan of care (**Critical Thinking**).

- e. Appraise the effectiveness of individualized teaching plans for children and adult patients (**Teaching and Learning**).

~~Demonstrate a basic proficiency in course content through standardized testing.~~

- f. Promote wellness vs. illness behaviors in specific populations (**Wellness**).
- g. Collaborate in decision making with members of the health care team in the delivery of safe care (**Collaboration**).
- h. Prioritize and implement care for multiple patients including medical-surgical and maternal child populations in a safe and timely manner utilizing evidence based practice, quality improvement, **delegation skills, technology, and resources (Managing Care)**.

~~Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.~~

~~Integrate the principles of delegation in the nursing student role within varied health care setting.~~

- i. 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 (**Professional Behavior**).

## 8. METHODS OF INSTRUCTION

- 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
- c. Various audiovisual aids e.g. video/audio DVDs, computer-simulation, mannequins, anatomical models, medical equipment

## 10. TENTATIVE TOPICAL OUTLINE

- I. Obstetrics and Pediatric Content – One half of the semester course NURS273

- A. Growth and development
  - 1. Birth to young adulthood
- B. The Childbearing family (Obstetrics)
  - 1. Reproductive concerns
  - 2. Pregnancy
  - 3. Childbirth
  - 4. Postpartum
  - 5. Newborn
- C. The Childrearing family (Pediatrics)
  - 1. Impact of illness/hospitalization
  - 2. Nursing care of hospitalized child
    - a. Medication calculations
  - 3. Acute pediatric health problems
    - a. Respiratory alterations
    - b. Cardiovascular problems
    - c. Hematological problems
    - d. Neoplastic disease
    - e. Gastrointestinal problems
    - f. ~~Neurosensory problems~~ Neurological
    - g. Musculoskeletal problems
    - h. Integumentary
    - i. Sensory Perceptual alterations

## II. Medical / Surgical content – One half of the semester course NURS 273

- A. Respiratory Disorders
- B. Immune Disorders
  - 1. Autoimmune Disorders
  - 2. Immunodeficiency/AIDS
- C. Hematological disorders
- D. Neoplastic Diseases
- E. Urologic Alterations
  - 1. Female reproductive disorders
  - 2. Male reproductive disorders
  - 3. Sexually Transmitted Infection/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 REVISED COURSE PROPOSALS**

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

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#6 Justification	#11 Grade Determinants
#7 Course Objectives	#12 Number of Papers and Examinations

Board of Trustees Approval Date: August 27, 2007  
 Board of Trustees Approval Date: August 24, 2009  
 Board of Trustees Approval Date: May 24, 2010  
 Board of Trustees Approval Date: August 27, 2012

## ***EXHIBIT B-10***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
SCHOOL OF NURSING

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

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

3. CATALOG DESCRIPTION

The student addresses application of the nursing process to the care of 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 for the preceptorship experience. Students are required to follow the RN mentor schedule for 7 days typically working a 12 hour shift during the last 3 weeks of the semester.

4. PREREQUISITES: NURS 273 and BIOL 232 COREQUISITES: NURS 275

5. MAXIMUM CLASS SIZE: 40 COURSE FEE CODE: 8

DIFFERENTIAL FUNDING CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING:

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

6. JUSTIFICATION

a. Describe the need for this course.

This is 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         |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Ethical Reasoning/Action |  |

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

  x   Program-specific requirement for the following degree program(s):  
           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:
- |  |  |
|--|--|
| <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 nursing history and assessment on adults with complex health care needs using comprehensive assessment techniques utilizing technology based informatics and evidence based practice (**Assessment**).
- b. Evaluate implemented caring behaviors for multiple patients and families in a variety of health care settings to include home health, dialysis, rehab, and complex settings utilizing evidence based practice and quality improvement (**Caring Interventions**).
- c. Select appropriate therapeutic communication techniques with patients, families and groups (**Communication**).

- d. Use clinical judgment when implementing and evaluating patient centered plans of care for multiple patients in a variety of health care settings (**Critical Thinking**).

~~Demonstrate a basic proficiency in course content through standardized testing~~

- e. Evaluate the effectiveness of individualized teaching plans for clients with complex health care needs in a variety of clinical settings (**Teaching and Learning**).

- f. Evaluate behaviors along the wellness illness continuum in specific populations (**Wellness**).

~~Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.~~

- g. Engage collaboratively in decision making with members of the health care team in the delivery of safe care to groups of patients (**Collaboration**).

- h. Prioritize when implementing care for multiple patients in a safe and timely manner utilizing evidence based practice, and quality improvement, **delegation skills, technology, and resources** in a variety of health care settings (**Managing Care**).

~~Design appropriate delegatory assignments and necessary levels of supervision.~~

- i. 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 (**Professional Behaviors**).

## 8. METHODS OF INSTRUCTION

- 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

- 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

- I. Alterations in cardiovascular function
  - A. Cardiac disorders
    - 1. ACS, Angina, MI, CHF, Structural and inflammatory disorders, Dysrhythmias
    - 2. Interventions
      - Cardiac catheterization, CABG, Angioplasty & Stents, Pacers, ICD, Hemodynamic measurements, LVAD's, Intra aortic balloon pump
  - B. Circulatory and Vascular Disorders
    - 1. Arterial and Venous Disruptions-PAD, Aneurysms, PVD, Bypass, DVT
- II. Alterations in neurosensory function
  - A. Brain attack, Hemorrhage, tumors
  - B. Head Trauma, traumatic Brain Injury
  - C. Degenerative diseases
    - 1. MS, PD, ALS, MG, Guillian Barre
  - D. CNS/PNS Alterations
    - 1. Tic doloroux, Bells Palsy, Radiculopathies
  - E. Spinal cord injury
    - 1. Medical rehabilitation
    - 2. Spinal Interventions
  - F. Rehabilitation of the Neurological Patient
  - G. Sensory
    - 1. Macular degeneration
    - 2. Detached Retina Glaucoma
    - 3. Cataract
- III. Renal system
  - A. Urolithiasis
  - B. Glumerulonephritis
  - C. Nephrotic Syndrome
  - D. Renal tumors/cancer
  - E. Pyelonephritis
  - F. Renal failure
    - 1. Chronic
    - 2. Acute
  - F. Dialysis
    - 1. Hemo
    - 2. Peritoneal
    - 3. CRRT
  - G. Polycystic Kidney
  - H. Rhabdomyolysis
  - I. Surgical Interventions
    - 1. Urinary Diversions
    - 2. Renal/urological surgeries
- IV. Critical care nursing

- A. Sepsis
- B. Systemic inflammatory response syndrome (SIRS)
- C. ~~Multisystem Organ Failure (MSOF)~~ **Multiorgan Dysfunction Syndrome (MODS)**
- D. Thermal injuries
- E. Emergency nursing/Shock
- F. Trauma
- G. Critical care technology
- H. Medication calculations
- V. Community Health Nursing  
~~Including day with a community nurse~~
- VI. Rehabilitate Nursing**
- ~~VII. Rehabilitation~~
- VII. Management/Leadership
- VIII. 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:

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