

# ***EXHIBIT B***



**BOARD OF TRUSTEES**  
**Bylaw, Policy, and Curriculum Committee Agenda Items**

**To:** Board of Trustees

**From:** Office of the President

**Date:** August 22, 2012

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, August 27, 2012:**

1. Recommend approval of the following items, as accepted by the College Senate at its meeting on July 18, 2012:
  - a. Revised Degrees
    - 1) A.A.S. Degree in Business – Paralegal Studies Option (**Exhibit B-1**)
    - 2) A.S. Degree in Engineering (**Exhibit B-2**)
    - 3) A.A. Degree in Liberal Arts (**Exhibit B-3**)
    - 4) A.A.S. Degree in Nursing (**Exhibit B-4**)
  - b. Revised Certificates
    - 1) Paralegal Studies Certificate of Proficiency (**Exhibit B-5**)
    - 2) Legal Secretary Certificate of Completion (**Exhibit B-6**)
  - c. Revised Courses
    - 1) BUSN 270, Principles of Advertising (**Exhibit B-7**)
    - 2) ENGL 091, Reading and Writing I (**Exhibit B-8**)
    - 3) ENGL 095, Reading and Writing II (**Exhibit B-9**)
    - 4) HEHP 265, Kinesiology (**Exhibit B-10**)
    - 5) NURS 175, Nursing I (**Exhibit B-11**)
    - 6) NURS 176, Nursing II (**Exhibit B-12**)
    - 7) NURS 273, Nursing III (**Exhibit B-13**)
    - 8) NURS 274, Nursing IV (**Exhibit B-14**)

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

The Paralegal Associate in Applied Science and the Certificate of Proficiency are programs designed to provide a foundation for a legal assistant (paralegal) career. "The terms legal assistant and paralegal are used interchangeably, which means persons who, although not members of the legal profession, are qualified through education, training, or work experience, are employed or retained by a lawyer, law office, governmental agency, or other entity in a capacity or function that involves the performance, under the direction and supervision of an attorney, of specifically delegated substantive legal work which, for the most part, requires a sufficient knowledge of legal concepts such that, absent that legal assistant, the attorney would perform the task." — American Bar Association. All courses are taught by practicing attorneys who have years of legal experience. The courses stress both the theory of law and paralegal skills.

*The Associate in Applied Science in Business - Paralegal Studies Option is designed to provide a foundation for the legal assistant (paralegal) career. The coursework and curriculum are based on American Bar Association (ABA) guidelines which are constantly updated by the ABA Standing Committee on Paralegals. Students engage in courses which emphasize both the theory of law and paralegal skill and which are taught by practicing attorneys who have years of legal experience.*

**FIRST SEMESTER**

ENGL 151	English I	3 cr.
LAAW 101	Introduction to Law & Legal Assisting	3 cr.
BUSN 251	Business Law I	3 cr.
	Mathematics Gen Ed Requirement	3 cr.
ECON 151	Macroeconomic Principles	3 cr.
		<u>15 cr.</u>

**SECOND SEMESTER**

ENGL 152	English II	3 cr.
LAAW 104	Introduction to Litigation	3 cr.
BUSN 252	Business Law II	3 cr.
LAAW 201	Legal Research & Writing for Paralegals	3 cr.
COMM 154	Fundamentals of Public Speaking	3 cr.
		<u>15 cr.</u>

**THIRD SEMESTER**

LAAW 204	Estate Administration	3 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	3 cr.
BUSN 210	Business Communications	3 cr.
	Electives*	9 cr.
		<u>18 cr.</u>

**FOURTH SEMESTER**

BUSN 267	Real Estate Law	3 cr.
	Lab Science Gen Ed Requirement	4 cr.
CSIT 123	Integrated Office Software	3 cr.
LAAW 203	Law Office Management	3 cr.
	Electives*	6-3 cr.
		<u>16 cr.</u>

**TOTAL CREDITS 64**

**\*Electives:**

BUSN 126	Word Processing	1 cr.
BUSN 133	Microcomputer Keyboarding	1 cr.
LAAW 105	Health Care Law	3 cr.
LAAW 203	Law Office Management	3 cr.
LAAW 206	New Jersey Family Law	3 cr.
CRIM 254	Constitutional Law and Rules of Evidence	3 s.h
CRIM 255	Criminal Law and Procedure	3 cr.
POLI 161	American Federal Government	3 cr.

ACCT 161	Principles of Accounting I	3 cr.
BUSN 290	Principles of Real Estate	5 cr.
BUSN 271	Principles of Management	3 cr.
INTR 290	Internship	3 cr.
LAAW 106	Mediation and Conflict Resolution	3 cr.

## EXHIBIT B - 1

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: December 8, 2003

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: December 6, 2010

Board of Trustees Approval Date: January 30, 2012

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

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.
	<b>Humanities Gen Ed Requirement</b>	<b>3 cr.</b>
ENGL 152	English II	<u>3 cr.</u>
		18 cr.

**THIRD SEMESTER**

MATH 267	Calculus III	4 cr.
ENGR 221	Engineering Statics	3 cr.
	Social Science or Humanities Gen Ed Requirement	3 cr.
PHYS 283	General Physics III	<u>4 cr.</u>
		14 cr.

**FOURTH SEMESTER**

	Technology Gen Ed Requirement *	3 cr.
	OCC Requirement: Any course from the List of Approved General Educational Courses or ACAD 155 or any HEHP Course	3 cr.
ENGR 222	Engineering Dynamics	3 cr.
<b>ENGR 225</b>	<b>Design of Material Structures</b>	<b>3 cr.</b>
	Humanities Gen Ed Requirement	3 cr.
	Social Science Gen Ed Requirement	<u>3 cr.</u>
		15 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: 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

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: November 2, 2009

Board of Trustees Approval Date: December 6, 2010

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



The Associate in Arts (A.A.) degree in Liberal Arts is designed for students planning to transfer to a four-year college or university. The degree program includes 45 credits of General Education courses plus elective courses for a minimum total of 64 credits. General Education courses must be selected from the official list of Approved General Education Courses. When selecting electives, students may take courses that interest them. The Liberal Arts degree can include no more than 6 credits of business courses.

### 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 one math course, one lab science course,  
and one technology course\* and complete the 12 cr. requirement  
with any additional math, science, or technology course from the  
list of Approved General Education Courses.

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

#### OCEAN COUNTY COLLEGE REQUIREMENT 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 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

EXHIBIT B - 3

The Liberal Arts degree does not require an academic major. While attending OCC, students may begin to explore specific areas of interest that they may pursue at a four-year institution. Areas of interest include the following:

### ***ECONOMICS***

EDUCATION

ENGLISH

EXERCISE SCIENCE / SPORTS MEDICINE / SPORTS MANAGEMENT

FILM STUDIES

FINE ARTS

HEALTH AND HUMAN PERFORMANCE

HISTORY

LANGUAGES

MATHEMATICS

MIDDLE EASTERN STUDIES

MUSIC

POLITICAL SCIENCE

PSYCHOLOGY

SOCIAL SCIENCE

SOCIOLOGY

SPEECH AND THEATER

WOMEN'S STUDIES

Board of Trustees Approval Date: December 1, 2008

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: January 25, 2010

Board of Trustees Approval Date: November 8, 2010

Board of Trustees Approval Date: December 6, 2010

***EXHIBIT B-4***

**NURSING - A.A.S. Degree Program**

Ocean County College's nursing program is a planned, two-year curriculum of classroom study and clinical experience that prepares graduates for employment in the *various health care settings such as hospital, hospitals, sub acute and long term care facilities* and various *other* health care settings. Successful completion of the program leads to the Associate in Applied Science (A.A.S.) degree and eligibility to take the licensure examination for Registered Nurses in New Jersey. *Employment availability is based on market conditions.*

**NURSING DEGREE REQUIREMENTS**

Students must complete the following courses with a minimum grade of "C."

- ENGL 151 & ENGL 152: English I & II
- PSYC 172: General Psychology
- CHEM 180: Introductory Chemistry or CHEM 181: General Chemistry I
- BIOL 130 & BIOL 131: Human Anatomy & Physiology I & II
- One math course (except MATH 151) from the list of Approved General Education Courses (MATH 156 recommended)
- One Humanities course from the list of Approved General Education Courses
- OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP course.

**PROGRAM SPECIFIC COURSES**

NURS 175	Nursing I	9 cr.
NURS 176	Nursing II	9 cr.
NURS 174	Nutrition	3 cr.
BIOL 232*	Microbiology	4 cr.
NURS 273	Nursing III	9 cr.
NURS 274	Nursing IV	10 cr.
NURS 275	Contemporary Nursing	2 cr.

\* May be taken prior to entering the nursing program.

**FIRST SEMESTER**

ENGL 151	English I	3 cr.
BIOL 130	Human Anatomy & Physiology I	4 cr.
CHEM 180	Introductory Chemistry	4 cr.
or CHEM 181	General Chemistry I	
NURS 175	Nursing I	<u>9 cr.</u>
		20 cr.

**SECOND SEMESTER**

ENGL 152	English II	3 cr.
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BIOL 131	Human Anatomy & Physiology II	4 cr.
NURS 176	Nursing II	9 cr.
NURS 174	Nutrition	<u>3 cr.</u>
		19 cr.

**THIRD SEMESTER**

_____	Any Math course (except MATH 151) from the List of Approved General Education Courses (MATH 156 recommended)	3 cr.
BIOL 232	Microbiology	4 cr.
_____	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	3 cr.
NURS 273	Nursing III	<u>9 cr.</u>
		19 cr.

**FOURTH SEMESTER**

_____	Humanities Gen Ed Requirement	3 cr.
PSYC 172	General Psychology	3 cr.
NURS 274	Nursing IV	10 cr.
NURS 275	Contemporary Nursing	<u>2 cr.</u>
		18 cr.

TOTAL CREDITS 76

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: December 1, 2008  
Board of Trustees Approval Date: January 25, 2010  
Board of Trustees Approval Date: December 6, 2010  
Board of Trustees Approval Date: January 24, 2011

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

**PARALEGAL STUDIES - Certificate of Proficiency – Effective Catalog Year 2013-2014**

This curriculum prepares students for the position of paralegal/legal assistant. Students will study law and acquire practical legal skills that are necessary for entry-level employment in a law office. Persons currently working in a law office or in a related environment can upgrade their skills and increase their general and specific knowledge of law. All of the courses in this certificate curriculum can apply to the Associate in Applied Science Degree in Business - Paralegal Studies Option.

ENGL 151	English I	3 cr.
ENGL 152	English II	3 cr.
LAAW 101	Introduction to Law and Legal Assisting	3 cr.
LAAW 104	Introduction to Litigation	3 cr.
LAAW 201	Legal Research and Writing for Paralegals	3 cr.
<b>LAAW 203</b>	<b>Law Office Management</b>	<b>3 cr.</b>
BUSN 251	Business Law I	3 cr.
	Legal Assistant Electives*	6 9 cr.
POLI 161	American Federal Government	3 cr.
CSIT 123	Integrated Office Systems	3 cr.
		<u>33 cr.</u>

**TOTAL CREDITS 33****\*Electives:**

ACCT 161	Principles of Accounting I	3 cr.
BUSN 252	Business Law II	3 cr.
BUSN 267	Real Estate Law	3 cr.
BUSN 271	Principles of Management	3 cr.
BUSN 290	Principles of Real Estate	5 cr.
CRIM 254	Constitutional Law and Rules of Evidence	3 cr.
CRIM 255	Criminal Law and Procedure	3 cr.
INTR 290	Internship	3 cr.
LAAW 105	Health Care Law	3 cr.
LAAW 106	Mediation and Conflict Resolution	3 cr.
<del>LAAW 203</del>	<del>Law Office Management</del>	<del>3 cr.</del>
LAAW 204	Estate Administration	3 cr.
LAAW 206	New Jersey Family Law	3 cr.
PSYC 172	General Psychology	3 cr.

Board of Trustees Approval Date: June 18, 2007

Board of Trustees Approval Date: January 25, 2010

***EXHIBIT B-6***



**LEGAL SECRETARY - Certificate of Completion – Effective Catalog Year 2013-2014**

~~This program of study~~ *The Legal Secretary Certificate of Completion program* will prepare students to successfully work at law offices. Legal secretaries prepare legal correspondence and documents to assist lawyers in legal research, *as well as keep* ~~Legal secretaries are responsible for keeping~~ a detailed calendar and detailed files. *Courses in this program will provide a background for these responsibilities.*

BUSN 147	Keyboarding/Document Processing I	3 cr.
BUSN 148	Keyboarding/Document Processing II	3 cr.
BUSN 126	Word Processing	1 cr.
BUSN 214	Word Processing Applications	3 cr.
CSIT 123	Integrated Office Software	3 cr.
BUSN 251	Business Law I	3 cr.
BUSN 267	Real Estate Law	3 cr.
LAAW 203	Law Office Management	<u>3 cr.</u>

TOTAL CREDITS 22

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

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

EXHIBIT B - 7

1. COURSE NUMBER AND TITLE: BUSN-270: Principles of Advertising

2. SEMESTER HOURS: 3

CONTACT HOURS: (3 + 0)

Lecture Lab

3. CATALOG DESCRIPTION:

A study of various types of advertising including: newspapers, magazines, direct mail, radio, television, outdoor advertising, and internet advertising. Current practices of advertising preparation, appeal, copy selection and layout techniques are analyzed.

4. PREREQUISITES: BUSN-134 or consent of instructor. COREQUISITES: None

5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: None

DIFFERENTIAL FUNDING CATEGORY: A

COURSE TYPE FOR PERKINS REPORTING: ☒ vocational ☐ non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

Students in Marketing and Visual Communications are required to complete this course. This course blends the artistic and business orientation of the students.

b. Relationship to courses within the College:

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

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

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

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

☒ Program-specific requirement for the following degree program(s):  
Business A.A.S. Marketing Option  
☐ 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 addresses the College's vision, mission, and Academic Master Plan by

- i. Demonstrating the college's commitment to offer comprehensive educational programs that develop intentional learners of all ages. (Mission Statement)
  - ii. Seeking to ensure that students will thrive in an increasingly diverse and complex world. (Vision Statement)
  - iii. Preparing students for successful transfer to other educational institutions and/or for entrance into the workforce. (Academic Master Plan)
  - iv. Seeking to empower students through the mastery of intellectual and Practical Skills. (Academic Master Plan)
  - v. Challenging students to transfer information into knowledge and knowledge into action. (Academic Master Plan)
- 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 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. ~~To introduce the student to the field of advertising by examining and analyzing~~ **Examine and analyze** the various media in which advertising appears.
- b. ~~To understand~~ **Describe** how print and broadcast advertising are technically prepared.
- c. ~~To give the student an appreciation of~~ **Analyze** how advertising fits into the economy as an aid in distributing goods to the population.
- d. ~~To make the student aware of~~ **Describe** the various techniques of copy presentation.

#### 8. METHODS OF INSTRUCTION:

The methods of instruction may include lectures, use of transparencies, use of videos, cases, structured group discussions, and student presentations to the class.

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

Appropriate texts will be selected. Contact department for current adoptions.

#### 10. TENTATIVE TOPICAL OUTLINE:

- a. Introduction to Advertising.
- b. Advertising and Society: Ethics, Regulation, and Social Responsibility.
- c. Advertising and the Marketing Process.
- d. The Consumer Audience.
- e. Account Planning and Research.
- f. How Advertising Works.

- g. Advertising Planning and Strategy.
- h. Media Planning and Buying.
- i. Print Media.
- j. Broadcast and Interactive Online Media.
- k. The Creative Side of Advertising.
- l. Copywriting.
- m. Design and Production.
- n. Direct-Response Marketing.
- o. Sales Promotion.
- p. Public Relations.
- q. Retail and Business-to-Business Advertising.
- r. International Advertising.

#### 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	

Revised: December 1990; February 27, 1996; April 30, 1996; December 1998; May 4, 2004; Feb. 28, 2006; March 8, 2006

Board of Trustees Approval Date: December 11, 2006

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

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
DEPARTMENT OF ENGLISH AND LITERATURE

1. COURSE NUMBER AND TITLE: ENGL 091: Reading and Writing I
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0)  
Lecture Lab

3. CATALOG DESCRIPTION

This course is required for students whose placement test results indicate they need to develop their reading and writing skills before beginning college-level coursework. While some attention will be paid to improving study skills, the focus in this course is on improving students' vocabulary and reading comprehension as a means for improving their ability to express ideas in writing. The course recognizes the organic connection between reading and writing: students will read a text and then write about it as preparation for the kinds of reading and writing they will do in their other college courses. A minimum grade of C must be earned to progress to the next course in the composition sequence. ENGL 091 replaces ENGL 010 and ENGL 020. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES: Placement Test Scores COREQUISITES: None
5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: None  
DIFFERENTIAL FUNDING CATEGORY: C

COURSE TYPE FOR PERKINS REPORTING: \_\_\_ vocational   x   non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

This course is needed to help many open-admission students, including returning students, ESL students, and learning disabled students, progress toward the level of reading and writing proficiency required for college-level coursework. ENGL 091 replaces ENGL 010 and ENGL 020.

- 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):  
Developmental Education  
       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
Bergen CCC	Developmental. Skills & Practicum I	EBS 014-015;	5 (3+2)	Linked courses, each taught by a single instructor. Reading and writing are fully integrated into both class and lab sessions.
	Developmental. Skills & Practicum II	EBS 016-017;	5 (3+2)	
	Developmental. Skills & Practicum III	EBS 023-024	5 (3+2)	
Hudson CCC	Basic Reading I/ Basic Writing I	RDG 071 ENG 071	6 (3+3)	Linked courses, each taught by a single instructor. Reading and writing are fully integrated into both class and lab sessions.
	Basic Reading I/ Basic Writing II	RDG 072 ENG 072	6 (3+3)	
	Basic Reading I/ Basic Writing III	RDG 073 ENG 073	6 (3+3)	
Middlesex CC	Reading Skills for College / Writing Skills for College I	ENG 009 RDG 009	8 (4+4)	Some sections are taught as learning communities, often by a single instructor.
	Reading Skills for College / Writing Skills for College I	ENG 010 RDG 011	6 (3+3)	
Out of state community colleges:				
Community	Fundamentals of	ENG 089	6 (3+3)	Linked courses, each taught

College of Philadelphia	Reading/ Basic W Writing Skills	ENG 097		by a single instructor. Reading and writing are fully integrated in both class and lab sessions.
	Reading Improvement/ Fundamentals of Writing	ENG 099 ENG 098	6 (3+3)	
Massachusetts Bay CC	Introduction to Language	LN 090	(3+4)	
	College Writing	WR 100	4 (3 +1)	A reading/writing course, in spite of the title.
Manchester (CT) CC	Foundations for College Study/ Reading and Writing	English 066	6	
	Introduction to College Reading and Writing	English 093	3	
Dean College (MA)	Developmental Reading and Writing	ENG 097	3	

- 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.

Developmental course credits are not transferable.

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

This course helps prepare students to become intentional learners, who will be able to "effectively communicate orally...and in writing," appreciate "the diversity of the human imagination and the variety of its expressions across...cultures," "interpret and evaluate information from a variety of sources," "demonstrate intellectual agility and the ability to manage change," and "transform information into knowledge."

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 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:

- Recognize the importance of proficient reading and writing ~~(to diverse career paths)~~ as *vital life skills.*
- Read college-level material with improving comprehension *through thesis recognition steps.*
- ~~(Understand and correctly use a wider vocabulary.)~~ *Develop the use of a wide variety of vocabulary.*
- ~~(Summarize textual materials accurately in oral discussion and in writing)~~ *Demonstrate the ability to write a coherent paragraph using the basic organizational model and outlining skills.*

- e. (Respond to others' spoken or written perspectives with increasing critical capability.)
- f. (Write coherent personal and analytical responses to texts.) *Understand and correctly use basic grammar rules.*
- g. Demonstrate basic information literacy.
- h. (Demonstrate improved study skills and attitudes (purposeful reading, note-taking, assignment planning, time management, test-taking, etc.). *Establish general study skills for basic course competency.*
- i. (Use language confidently as a tool for reflection and for the expression of thoughts about their individual life situations and experiences.) *Strengthen peer and personal editing skills.*

## 8. METHODS OF INSTRUCTION

- a. Lecture, discussion, and small-group work in fundamental language and reading skills, the writing process, and information literacy.
- b. Reading assignments from the textbook, a sustained fiction or non-fiction work, current periodicals, or the Internet.
- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries, single-paragraph or short-essay analytic compositions, and collaborative reading and writing projects (a minimum of 2000 words of finished writing).
- d. Instructor-student conferences.
- e. Use of appropriate instructional media in the class or lab setting.
- f. Case studies or other real world situations.
- g. Guest speakers.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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

- a. Text: An appropriate text will be selected. Contact the department for current adoptions.
- b. Technology: A dedicated computer lab supports independent student work in literature classes. Classroom projectors are used regularly by instructors to demonstrate useful techniques of literary interpretation, composition, and research to students.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

## 10. TENTATIVE TOPICAL OUTLINE

The following reading and writing proficiencies should be taught in an integrated manner whenever possible.

Reading:

- a. Study skills: listening; note-taking; outlining; keeping a notebook; studying; time-management; test-taking
- b. Vocabulary skills: spelling; prefixes-roots-suffixes; etymologies; context study
- c. Comprehension: Cloze procedure; thesis and development; paragraph patterns; SQ3R technique
- d. Flexibility: surveying; skimming; scanning
- e. Reading college texts: headings; tables and charts; specialized vocabulary; content notes; annotating text chapters; using chapter study questions; preparing for chapter tests
- f. Basic information literacy: books; periodicals; reference materials; Internet resources
- g. Reading for pleasure: personal and aesthetic benefits

Writing:

- a. Audience awareness
- b. Effective topic sentences
- c. Developing paragraphs: invention strategies; specific supports; paragraph unity
- d. Organizing paragraphs: modes of development; transitions and pronouns; purposeful repetition
- e. Revision, editing, and proofreading strategies
- f. Word and sentence skills (grammar, usage, punctuation, spelling, mechanics)
- g. Writing text summaries and responses
- h. Introductory source use: basic quotations with accompanying in-text citation

## 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. Paragraphs and/or short essays in various modes will be assigned. Expository writing will be emphasized, and some of the writing should be text-based.
- b. Students will produce a minimum of 2000 words of finished writing during the semester, including 6-10 single and/or multi-paragraph compositions.
- c. Vocabulary, reading comprehension, grammar, or source documentation quizzes may be included in the assessment of student progress.

## 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	

Board of Trustees Approval Date: September 24, 2007

Board of Trustees Approval Date: December 10, 2007

Board of Trustees Approval Date: April 28, 2008

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

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
SCHOOL OF LANGUAGE AND THE ARTS

EXHIBIT B - 9

1. COURSE NUMBER AND TITLE: ENGL 095 Reading and Writing II
2. SEMESTER HOURS: 4 CONTACT HOURS: (4 + 0)  
Lecture Lab

3. CATALOG DESCRIPTION

ENGL 095 is required for students who need a second-level developmental English course as preparation for college-level coursework. The course builds on and expands fundamental reading and writing skills taught in ENGL 091. Instruction focuses on reading strategies for college work and on the process of composing essays, primarily in an academic voice. A minimum of 2500 words of finished writing will be assigned, supported by intensive reading and language study. One hour weekly is taught in a computer laboratory. A minimum grade of C must be earned to progress to the next course in the composition sequence. ENGL 095 replaces ENGL 011 and ENGL 021. This course cannot be used to satisfy degree requirements.

4. PREREQUISITES (one of the following):

- a. Identification of need by appropriate score on the Placement Test.
- b. Completion of English 091 with a grade of C or better.
- c. Recommendation of instructor.

COREQUISITES: None

5. MAXIMUM CLASS SIZE: 20 COURSE FEE CODE: 2  
DIFFERENTIAL FUNDING CATEGORY: C

COURSE TYPE FOR PERKINS REPORTING: ☐ vocational ☒ non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.  
Improvement in fundamental reading and writing skills enables students to succeed in college courses. Students identified on the Placement Test as requiring a second-level developmental English course, or students who successfully complete English 091 and require additional developmental English instruction, will benefit from this course.
- b. Relationship to courses within the College:
  - i. Will the college submit this course to the statewide General Education Coordinating Committee for approval as a course which satisfies a general education requirement? ☐ yes ☒ no

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



☐ 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):  
Developmental Education  
☐ 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 prepare students to become intentional learners, who will be able to "effectively communicate orally...and in writing," "interpret and evaluate information from a variety of sources," "demonstrate intellectual agility and the ability to manage change," and "transform information into knowledge."

- 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 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 checked="" 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. Demonstrate the entry-level reading, writing, and critical thinking skills needed for success in college courses.
- b. Use flexible reading strategies to access textual information: preview and survey techniques, vocabulary and contextual study, text annotation, numerical and spatial analysis (for charts and graphs), critical reading, etc.
- c. Read and analyze varied forms of written communication, using texts as both information sources and writing models.
- d. Recognize and use standard written idiom, sentence structure, grammar, and punctuation.
- e. Write summaries and textual analyses of increasing complexity.
- f. Produce well-developed, coherent essays through a reflective composing process that includes generating ideas, drafting, revising, and editing.
- g. Use word processing as a tool for composing, revising, and editing essays.
- h. Conduct basic research; ~~accurately employ MLA documentation procedures.~~  
*and develop a basic understanding of plagiarism.*

## 8. METHODS OF INSTRUCTION

- a. Lecture, discussion, and small group work in reading strategies, language skills, the writing process, and information literacy.
- b. Reading assignments from the course textbook, a sustained fiction or non-fiction work, current periodicals, discipline-specific textbook articles, or the Internet.

- c. Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, article summaries and analyses, academic essays, and collaborative reading and writing projects (a minimum of 2500 words of finished writing).
- d. Computer composing, revising, and editing during weekly instructional sessions.
- e. Instructor-student conferences.
- f. Use of appropriate instructional media.
- g. Case studies or other real-world simulations.
- h. Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

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

- a. Text: An appropriate text will be selected. Contact the department for current adoptions.
- b. Technology: This course requires a weekly session on composing, revising, and editing with a computer. Internet Access to academic data bases is required for segments of this instruction.
- c. Tutors: Depending on available college resources, professional tutors, working closely with English faculty, may provide support for students as they compose and revise course essays.

#### 10. TENTATIVE TOPICAL OUTLINE

The following reading and writing proficiencies should be taught in an integrated manner whenever possible.

##### Reading:

- a. Review of study skills: note-taking; annotating; outlining; test-taking.
- b. Vocabulary study: word families; dictionary use; contextual strategies; etc.
- c. Comprehension: previewing texts; main ideas; levels of supporting details; organizational modes; figurative language; reading the different genres.
- d. Reading college textbooks: using chapter study guides; headings, tables, and charts; specialized vocabulary; content notes; annotating chapters; preparing for tests.
- e. Critical reading: fact vs. opinion; drawing inferences; inductive vs. deductive logic; recognizing attitude, tone, and propaganda; patterns of argument; cognitive and metacognitive questioning; appropriate responses to different text genres.
- f. Aesthetic reading: the literary experience.

##### Writing:

- a. Review of paragraph structure: topic sentence; specific details; paragraph organization.
- b. Written responses to texts: summaries; analyses.
- c. The writing process: generating ideas; drafting; revising; editing.
- d. Writing the essay: personal vs. academic writing; voice and audience; introductory, body, and concluding paragraphs; the thesis statement;

- modes of essay development.
- e. Coherence: arrangement of details; transitional expressions; purposeful repetition.
  - f. Sentence structure and variety; diction; standard grammar and mechanics.
  - g. Fundamental research techniques: locating appropriate sources; quoting and paraphrasing; summarizing; MLA documentation.

## 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. Essays of increasing complexity in various modes will be assigned. Expository writing will be emphasized; some text-based writing is encouraged.
- b. Students will write a minimum of 2500 words during the semester, consisting of a minimum of 5 essay assignments, primarily academic in nature, including at least one essay incorporating basic source use and documentation.
- c. Quizzes testing vocabulary, reading comprehension, grammar, or source documentation procedures may be included in the assessment of student progress.

## 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	

Board of Trustees Approval Date: December 10, 2007  
Board of Trustees Approval Date: April 28, 2008

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

*Draft Revision 5.3.12*  
 OCEAN COUNTY COLLEGE  
 OFFICIAL COURSE DESCRIPTION  
 SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

1. COURSE PREFIX, NUMBER AND TITLE: HEHP 265: Kinesiology
2. SEMESTER HOURS: 3 CONTACT HOURS: (3 + 0)  
Lecture Lab
3. CATALOG DESCRIPTION

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

4. PREREQUISITES: ~~NONE~~ *BIOL 130 – Anat & Phys I* COREQUISITES: None
5. MAXIMUM CLASS SIZE: 35 COURSE FEE CODE: 2  
DIFFERENTIAL FUNDING CATEGORY: A

Course Type for Perkins Reporting:   x   vocational        non-vocational

6. JUSTIFICATION

- a. Describe the need for this course.

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

b. Relationship to courses within the College

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

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

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

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

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

- \_\_\_\_\_ 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

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

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

- |   |   |
|---|---|
| <input 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 checked="" 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 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:

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

## 8. METHODS OF INSTRUCTION

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

## 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.

Handouts  
Videos  
Journals

## 10. TENTATIVE TOPICAL OUTLINE

- | Week | Topics   |
|------|--|
| 1.   | Introduction to human movement<br>Define the field<br>Kinesiology and physical education |



2. Terms and Definitions
  - Biomechanics
  - Athletics
3. The Professions
  - Field of kinesiology
  - Subdisciplines
4. The Subdisciplines
  - Sport pedagogy
  - Motor behavior
5. Professional Opportunities
  - Establishing professional credibility
  - Organizations
6. Sport and Physical Activity
  - Historical information
  - The development of sport
7. Musculoskeletal Concepts
  - Anatomic landmarks
  - Analysis positions
8. Plane of Motion
  - Traditional planes
  - Diagonal planes
9. Joint Structure and Motion
  - Classification of joints
  - Joint motion definitions
10. Aggregate Muscle Action
  - Muscle contraction
  - Neurologic considerations
11. Lower Limb Motions
  - Foot and ankle motions
  - Knee and pelvic girdle motions
12. Shoulder Girdle Motions
  - Shoulder structure
  - Girdle and joint motions
13. Upper Limb Motions
  - Elbow and radio-ulna Motions
  - Wrist Motions
14. Skill Analysis
  - Biomechanic analysis
  - Improving performance
15. Improvement through Exercise
  - Strength and muscular endurance

Flexibility and cardiovascular endurance

**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 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 7, 2008

Board of Trustees Approval Date: March 26, 2012

## ***EXHIBIT B-11***

OCEAN COUNTY COLLEGE  
OFFICIAL COURSE DESCRIPTION  
~~SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES~~ **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 ~~student manual~~ *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: 9  
DIFFERENTIAL FUNDING CATEGORY: B  
COURSE TYPE FOR PERKINS REPORTING:   x   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.

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

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

  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:
- |   |   |
|---|---|
| <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 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.*
- b. Establish a therapeutic caring relationship *behaviors* with adult patients *utilizing evidence based practice and quality improvement.*
- c. ~~Recognize~~ *Utilize* therapeutic communication in the clinical setting with adult patients.
- d. ~~Describe~~ *Utilize* the nursing process to develop individualized plans of care.
- e. Demonstrate a basic proficiency in nursing fundamentals through standardized testing.

- f. Administer complete nursing care for one (1) patient in a safe and timely manner *utilizing evidence based practice.*
- g. Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum *proficiency level described in the nursing student handbook.* ~~of 75%.~~
- h. ~~Identify general learning needs of individual patients.~~  
*Understand integration of teaching-learning principles with patients.*
- i. ~~Cooperate with staff, peers, and faculty in the delivery of appropriate care to patients.~~  
*Cooperate with staff, peers and faculty in the delivery of safe care.*
- j. ~~Discuss the role of delegation in the health care setting.~~  
*Discuss appropriate examples of delegation in the nursing student role within the health care setting.*
- k. ~~Practice within the legal and ethical framework of the professional nurse caring for patients and families.~~  
  
*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.*
- l. Discuss wellness vs. illness behaviors in specific populations.

## 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

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 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	

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 24, 2009

## ***EXHIBIT B-12***

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

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, the and young*, middle and older adult *are discussed*, as well as ~~chronic illness and death are explored~~. *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. Application of the nursing process to the care of individuals across the age span with mental health/illness disorders is addressed.*

4. PREREQUISITES: NURS 175 and BIOL 131      COREQUISITES: NURS 174
5. MAXIMUM CLASS SIZE: 40      COURSE FEE CODE: 9  
DIFFERENTIAL FUNDING CATEGORY: B  
COURSE TYPE FOR PERKINS REPORTING:   x   vocational           non-vocational
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        X   no

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

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

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

☒ Program-specific requirement for the following degree program(s):  
     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 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.*
- 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.*
- c. Utilize appropriate therapeutic communication techniques with patients, families and groups to include those experiencing mental health alterations.
- d. ~~Demonstrate~~ *Construct a patient centered* plan of care specific to the needs of individuals with *mental and physical health alterations.* ~~health/illness and select health alterations.~~

- e. Demonstrate a basic proficiency in course content through standardized testing.
- f. ~~Demonstrate integration of teaching-learning principles with patients.~~  
*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 and quality improvement.*
- g. ~~Interact with staff, peers and faculty in the delivery of safe care.~~  
*Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.*
- ~~h. Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 80%.~~  
*Demonstrate integration of teaching-learning principles with patients.*
- i. ~~Complete care for at least two patients in the medical-surgical and psychiatric acute care setting in a safe and timely manner.~~  
*Employ collaboration with staff, peers and faculty in the delivery of safe care.*
- j. ~~Explain appropriate examples of delegation in the nursing student role within the health care setting.~~  
*Employ delegation techniques in the nursing student role within the health care setting.*
- k. ~~Compare and contrast wellness vs. illness behaviors in specific populations.~~  
  
*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.*
- 1. ~~Compare and contrast wellness vs. illness behaviors in specific populations.~~  
*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.*

## 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)

### ~~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, Rhett's and ADHD~~

### ~~Civil rights of the mentally ill~~

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

- 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

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. Loss and Grieving
  - Types and sources of losses
  - Stages of grieving
  - Clinical symptoms of grief
  - Nursing interventions
- C. Care of the Dying Patient
  - Signs of impending and actual death
  - Death with dignity
  - Nursing interventions
- D. Care of the body after death



## 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

*Care of the Client with Alterations in Cognitive Status*

- A. Delirium*
- B. Dementia*
  - Alzheimers*
  - Vascular*
  - PICKS*
  - Creutzfeldt –Jakob*
  - Huntington's*
  - Lewy Body*
- C. MMSE*
- D. 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 A REVISED COURSE PROPOSAL (SYLLABUS)

Revision of the Following Items Must	Revision of the Following Items
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Be Sent to the Curriculum Committee	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	

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: May 24, 2010

## ***EXHIBIT B-13***

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

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.* ~~and childbearing and childrearing families.~~

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

5. MAXIMUM CLASS SIZE: 40      COURSE FEE CODE: 9  
DIFFERENTIAL FUNDING CATEGORY: B  
COURSE TYPE FOR PERKINS REPORTING:   x   vocational           non-vocational

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        X   no

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

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

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

☒ Program-specific requirement for the following degree program(s):  
     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				
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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
- ◆ 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 assessment for patients with select health alterations to include child-bearing families.~~  
*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.*

- b. *Implement caring behaviors and interventions for multiple patients and families utilizing evidence based practice and quality improvement.*

~~Use clinical judgment when implementing and evaluating care for multiple patients, families, and children utilizing evidence-based practice and quality improvement. Establish a therapeutic caring relationship behaviors with adult patients utilizing evidence-based practice and quality improvement~~

- c. Integrate appropriate therapeutic communication techniques with multiple patients including child-bearing families.
- d. *Differentiate* Integrate principles of clinical decision making when evaluating *a patient centered plan of care*. ~~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.~~  
*Prioritize and implement care for multiple patients including medical-surgical and maternal child populations in a safe and timely manner utilizing evidence based practice and quality improvement.*
- g. ~~Relate appropriate data in collaborative decision making with the health care team.~~  
*Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.*
- h. ~~Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 85%.~~  
*Appraise the effectiveness of individualized teaching plans for children and adult patients..*
- i. ~~Prioritize and implement care for multiple patients including the maternal child population and their families in a safe and timely manner.~~  
*Collaborate in decision making with members of the health care team in the delivery of safe care.*
- j. ~~Integrate the principles of delegation in planning nursing care.~~  
*Integrate the principles of delegation in the nursing student role within varied health care setting.*  
  
~~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.~~
- k. ~~Integrate the promotion of Promote wellness vs. illness behaviors in specific populations.~~  
*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.*
- l. *Promote wellness vs. behaviors in specific populations.*

## 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

## 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
- Acute pediatric health problems
  - Respiratory alterations
  - Cardiovascular problems
  - Hematological problems
  - Neoplastic disease
  - Gastrointestinal problems
  - Neurosensory problems
  - Musculoskeletal problems
  - *Integumentary*
  - Sensory Perceptual alterations

## Adult Medical-Surgical

- Respiratory Disorders



- ~~Immunity~~ *Immune* Disorders
  - Autoimmune Disorders
  - Immunodeficiency/AIDS
- Hematological disorders
- Neoplastic Diseases
- Urologic Alterations
  - Female reproductive disorders
  - Male reproductive disorders
  - 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 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	

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: May 24, 2010

## ***EXHIBIT B-14***

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

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 ~~on the day or night shift~~ 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: 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:
- |  |  |
|--|--|
| <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.*
- 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.*
- c. ~~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.~~  
*Select appropriate therapeutic communication techniques with patients, families and groups.*

- d. ~~Select appropriate therapeutic communication techniques with patients, families and groups.~~  
*Use clinical judgment when implementing and evaluating patient centered plans of care for multiple patients in a variety of health care settings.*
- e. ~~Integrate professional communication with members of the health care team.~~  
*Demonstrate a basic proficiency in course content through standardized testing*
- f. ~~Demonstrate a basic proficiency in course content through standardized testing. Discriminate the complexity of care required for patients in a variety of health care settings to include home health, dialysis, rehab and complex settings.~~  
  
*Prioritize when implementing care for multiple patients in a safe and timely manner utilizing evidence based practice and quality improvement in a variety of health care settings.*
- g. ~~Relate appropriate data in collaborative decision making with the health care team.~~  
*Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum proficiency level described in the nursing student handbook.*
- h. ~~Describe and evaluate~~ *Evaluate* the effectiveness of individualized teaching plans for clients with complex health care needs in a variety of clinical settings.
- i. ~~Contribute to decision making in the care of patients, families and groups in community health and acute care settings.~~  
*Engage collaboratively in decision making with members of the health care team in the delivery of safe care to groups of patients.*
- j. ~~Demonstrate proficiency in medication administration and pass the medication calculation practicum at a minimum of 90%.~~  
*Design appropriate delegatory assignments and necessary levels of supervision.*
- k. ~~Organize care for patients, families and groups using complex technology in a safe and timely manner.~~  
~~Decide appropriate delegatory assignments and necessary level of supervision.~~  
~~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.~~  
  
*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.*

1. ~~Implement and Evaluate a holistic plan of care for patients, families and groups focusing on strategies that promote optimal wellness.~~

*Evaluate behaviors along the wellness illness continuum in specific populations.*

## 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
    - 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. 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. Renal system
  - 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~~
  - g *Sepsis*
  - h *Systemic inflammatory response syndrome (SIRS)*
  - i *Multisystem Organ Failure (MSOF)*
  - j *Thermal injuries*
  - k *Emergency nursing/Shock*
  - l *Trauma*
  - m *Critical care technology*
  - n *Medication calculations*
- V. Community Health Nursing  
Including day with a community nurse
- VI. *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:

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	

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: May 24, 2010