

# ***EXHIBIT B***



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

**To:** Board of Trustees  
**From:** Office of the President  
**Date:** August 17, 2011

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 22, 2011**:

1. Recommend approval of the following items as accepted by the College Senate at its meeting on August 2, 2011:
  - a. Items Accepted by the College Senate for Board Approval
    - 1) Revised Degree Programs
      - a) A.A. Degree in Digital Mass Media – Broadcast Production Option **(Exhibit B-1)**
      - b) A.A. Degree in Digital Mass Media – Journalism Option **(Exhibit B-2)**
    - 2) Revised Courses
      - a) HIST 173, U.S. History I **(Exhibit B-3)**
      - b) NURS 275, Contemporary Nursing **(Exhibit B-4)**

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

DIGITAL MASS MEDIA - A.A. Degree Program -- Broadcast/Production Option -- *Effective Catalog Year 2012-2013*

The A.A. degree in Digital Mass Media offers students the first two years of courses and fieldwork which allow students to transfer into a baccalaureate program or to seek immediate employment. The program prepares for a variety of production or writing positions at newspapers and magazines (print and online), radio and television stations (and their associated Web sites), cable systems, video production companies and other production facilities. The program also prepares students for careers as publicity writers for public relations firms, advertising agencies, businesses, and organizations. The curriculum gives students hands-on writing, production, and programming experience at the College radio station, television station, video editing/post production lab, literary magazine, and the print and online versions of the college newspaper. Students also gain experience in blogs, podcasts and other new media used by both professional and citizen journalists.

**FIRST SEMESTER**

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
	History Gen Ed Requirement ***	3 cr.
COEM 120	Television <i>Studio</i> Production	3 cr.
<b>COMM 151</b>	<b>Media Writing I</b>	<b>3 cr.</b>
COMM154	Fundamentals of Public Speaking	<u>3 cr.</u>
		<b>15 18 cr.</b>

**SECOND SEMESTER**

ENGL 152	English II	3 cr.
	Math Gen Ed Requirement	<u>3 cr.</u>
	<b>Math or Lab Science or Technology</b>	
	<b>Gen Ed Requirement</b>	<b>3 cr.</b>
	Humanities Gen Ed Requirement *	3 cr.
COMM 151	Media Writing I	<u>3 cr.</u>
COEM 220	Advanced Television <i>Location</i> Production	3 cr.
	Social Science Gen Ed Requirement *	<u>3 cr.</u>
		<b>18 15 cr.</b>

**THIRD SEMESTER**

	History Gen Ed Requirement ***	3 cr.
	Humanities Gen Ed Requirement *	3 cr.
BIOL 161, CHEM 181, -PHYS 171, or PHYS 181	Lab Science Gen Ed Requirement	<u>4 cr.</u>
	<b>Lab Science Gen Ed Requirement</b>	<b>4 cr.</b>
<b>COEM 224</b>	<b>Video Editing and Post Production</b>	<b>3 cr.</b>
COMM 172	Communication Law	<u>3 cr.</u>
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	<u>3 cr.</u>
		<b>16 cr.</b>

**FOURTH SEMESTER**

CSIT 110	Computer Literacy**	<u>0-3 cr.</u>
	<b>Technology Gen Ed Requirement **</b>	<b>0-3 cr.</b>
	Lab Science Gen Ed Requirement (continue science sequence)	<u>4 cr.</u>
	Humanities Gen Ed Requirement *	3 cr.
	Social Science Gen Ed Requirement *	3 cr.
COEM 284	Broadcast News Production	3 cr.
<b>COMM 172</b>	<b>Communication Law</b>	<b>3 cr.</b>
	Elective (to meet required 64 credits)	<u>0-3 cr.</u>
		<b>16 15 cr.</b>

**TOTAL CREDITS 65-64**

Note: cr. (credit) = semester credit hour

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

\* One Humanities or Social Science requirement must be chosen from the Diversity category in the list of Approved General Education Courses.

**\*\* Students who demonstrate proficiency *must* take an elective *additional general education credits in math, lab science, or technology* from the List of Approved General Education Courses.**

**\* \*\* Selection should be based upon the requirements of the four-year transfer institution.**

Board of Trustees Approval Date: September 26, 2005

Board of Trustees Approval Date: May 22, 2006

Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: November 5, 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

**EXHIBIT B 1**

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

## DIGITAL MASS MEDIA - A.A. Degree Program – Journalism Option – Effective Catalog Year 2012-2013

The A.A. degree in Digital Mass Media offers students the first two years of courses and fieldwork which allow students to transfer into a baccalaureate program or to seek immediate employment. The program prepares for a variety of production or writing positions at newspapers and magazines (print and online), radio and television stations (and their associated Web sites), cable systems, video production companies and other production facilities. The program also prepares students for careers as publicity writers for public relations firms, advertising agencies, businesses, and organizations. The curriculum gives students hands-on writing, production, and programming experience at the College radio station, television station, video editing/post production lab, literary magazine, and the print and online versions of the college newspaper. Students also gain experience in blogs, podcasts and other new media used by both professional and citizen journalists.

## FIRST SEMESTER

ENGL 151	English I	3 cr.
	Math Gen Ed Requirement	3 cr.
	History Gen Ed Requirement ***	3 cr.
COMM 151	Media Writing I	3 cr.
COMM154	Fundamentals of Public Speaking	3 cr.
COMM 281	Mass Communications	3 cr.
		<u>15 18 cr.</u>

## SECOND SEMESTER

ENGL 152	English II	3 cr.
	Math Gen Ed Requirement	3 cr.
	<b>Math or Lab Science or Technology Gen Ed Requirement</b>	3 cr.
	Humanities Gen Ed Requirement *	3 cr.
COMM 152	Media Writing II	3 cr.
COMM 281	Mass Communications	3 cr.
COEM 220	Television Location Production	3 cr.
	Social Science Gen Ed Requirement *	3 cr.
		<u>18 cr.</u>

## THIRD SEMESTER

	History Gen Ed Requirement ***	3 cr.
	Humanities Gen Ed Requirement *	3 cr.
BIOL 161, CHEM 181, PHYS 171, or PHYS 181	Lab Science Gen Ed Requirement	4 cr.
	<b>Lab Science Gen Ed Requirement</b>	4 cr.
COMM 172	Communication Law	3 cr.
	OCC Requirement: Any course from the List of Approved General Education Courses or ACAD 155 or any HEHP Course	3 cr.
		<u>16 cr.</u>

## FOURTH SEMESTER

CSIT 110	Computer Literacy**	0-3 cr.
	<b>Technology Gen Ed Requirement</b>	0-3 cr.
	Lab Science Gen Ed Requirement (continue science sequence)	4 cr.
	Humanities Gen Ed Requirement *	3 cr.
	Social Science Gen Ed Requirement *	3 cr.
COEM 284	Broadcast News Production	3 cr.
	Elective (to meet required 64 credits)	0-3 cr.
		<u>16 12 cr.</u>

TOTAL CREDITS 65 64

Note: cr. (credit) = semester credit hour

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

\* One Humanities or Social Science requirement must be selected from the Diversity category in the list of Approved General Education Courses.

\*\* Students who demonstrate proficiency *must* take an elective **additional general education credits in math, lab science, or technology** from the List of Approved General Education Courses.

\*\*\* Selection should be based upon the requirements of the four-year institution.

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



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

**EXHIBIT B 3**

1. COURSE NUMBER AND TITLE: HIST-173: United States History I

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

3. CATALOG DESCRIPTION

A survey of the history of the United States from the discovery of the Western Hemisphere to the end of the Reconstruction period (1877). The course includes political, social and economic factors important in the foundation of America.

4. PREREQUISITES: None COREQUISITES: None

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

Course Type for Perkins Reporting: \_\_\_ vocational   x   non-vocational

6. JUSTIFICATION

a. Describe the need for this course

A survey of activities that make up the field of Western history from the discovery of the Western hemisphere to the end of the Reconstruction Period.

b. Relationship to courses within the College

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

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

<u>  </u> Communication	<u>  </u> Social Science	<u>  x  </u> History
<u>  x  </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):

   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 is part of a comprehensive program that contributes to the development of an empowered and informed lifelong learner who will be prepared well for either the successful transfer to a four-year institution of higher education or entrance onto the career ladder of choice. This course will also assist the student to understand and employ problem solving methodologies, evaluate multi-sources of information and manage change.

- 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 checked="" type="checkbox"/> 7. Historical Perspective         |
| <input type="checkbox"/> 3. Scientific Knowledge and Reasoning          | <input checked="" type="checkbox"/> 8. Global and Cultural Awareness  |
| <input type="checkbox"/> 4. Technological Competency/Info Literacy      | <input checked="" 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. ~~Describe how new inventions in navigation helped develop and start the period of exploration in Portugal and Spain.~~ ***Discuss the implications of the Age of Discovery on the colonial empires of Spain, England, and France in shaping the New World.***
- b. Discuss the great Native American Civilizations of the western hemisphere and their destruction by the western powers.
- c. ~~Explain why Britain, France, Holland, and Spain wanted to control the Americas.~~ ***Analyze the causes and impact of the French and Indian War on North America.***
- d. ~~Discuss the rise of capitalism and mercantilism in Europe and the Americas and the causes and results of the French and Indian War in North America.~~ ***Describe the origins and events of the American Revolution and the importance of the Declaration of Independence.***
- e. ~~Discuss what caused the American Revolution, the writing of the Declaration of Independence, and the results of this document.~~ ***Analyze the origins, dynamics, and long-term consequences of slavery in American history and the historical experience of African-Americans up to 1877.***
- f. ~~Describe how the African slave trade began in the Americas and its consequences in the colonies.~~ ***Describe the American political process, the US Constitution, and the role of the presidency in American history from 1788 to 1877.***
- g. ~~Discuss the plight of Native Americans under the Spanish, French, and Americans during the early eighteenth and nineteenth centuries.~~ ***Discuss the development of American culture and society from 1815 to 1877.***
- h. ~~Describe how the Industrial Age in Europe affected the United States.~~ ***Describe the roles played by the Industrial Revolution, the Transportation Revolution, and the Market Revolution in the growth of American economy from 1799 to***

*1860.*

- i. Discuss the ~~clash between the attitudes of the North and South over states rights, slavery, and trade.~~ *Describe the sectional clash of ideologies between the North and the South over states rights, slavery, tariffs, and trade.*
- j. Discuss the impact of the Western expansion and its impact on Native Americans. *Analyze the impact of Manifest Destiny on American history in the 1840's and 1850's.*
- k. Discuss historical facts pertaining to particular civilizations with a view to their make-up, governance, and culture. *Describe the critical role played by the Civil War in reshaping American history.*

## 8. METHODS OF INSTRUCTION

This course will consist of lecture and demonstration, video presentations, individual and group activities.

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

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

## 10. TENTATIVE TOPICAL OUTLINE

- a. Make a "New World"
- b. A continent on the Move
- c. English Mainland Colonies founded
- d. Eighteenth Century British Colonies
- e. Choosing Loyalties
- f. Independent and a New Nation
- g. Competing Visions in the Republic
- h. Jeffersonian Democracy
- i. The Rise of a New Nation
- j. The Great Transformation
- k. Responses to the Great Transformation
- l. Westward Expansion and Manifest Destiny
- m. Sectional Conflict and Shattered Union
- n. Civil War, 1861-1865

## 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

Two written exercises, a minimum of four quizzes and at least two examinations.

## 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	

Revised: October 2004, August 2006

Board of Trustees Approval Date: November 5, 2007

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

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

1. COURSE NUMBER AND TITLE: NURS 275: Contemporary Nursing

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

3. CATALOG DESCRIPTION

~~The student examines issues facing the nursing professional today. Special emphasis is placed on material necessary for a smooth transition from the role of nursing student toward that of a graduate nurse. Evidence based literature from a variety of sources included to encourage the student to think critically about important issues. Historical perspectives, sociological/financial perspectives, legal, ethical, delegation, globalization, disaster management, management principles, leadership and political issues are discussed.~~

*The student examines and analyzes issues facing the nursing professional in today's health care environment with emphasis on transition to practice. The course focuses on the application of previously learned nursing knowledge including the analysis of the relationship between the nursing process and the client's needs and NCLEX-RN readiness.*

4. PREREQUISITES: NURS 273 COREQUISITES: NURS 274

5. MAXIMUM CLASS SIZE: 40 COURSE FEE CODE: 3  
DIFFERENTIAL FUNDING CATEGORY: B

COURSE TYPE FOR PERKINS REPORTING:   x   vocational        non-vocational

6. JUSTIFICATION

a. Describe the need for this course.

This course completes the series of nursing theory courses. 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.

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

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

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

c. Related courses in other institutions:

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

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

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

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

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



Richard Stockton College				
Rowan University				
Rutgers – New Brunswick				

- iv. If a “U” was inserted above, document the course transferability by providing either (a) the name of a contact person at the four-year institution, or (b) an email from the contact person (attach to this proposal).
  - v. If not transferable to any institution, explain.
- d. Consistency with the vision and mission statements, the Academic Master Plan, and the strategic initiatives of the College
- This course will help the college to fulfill its mission of fostering excellence by offering comprehensive programs that develop intentional learners of all ages.
  - This course is consistent with the following goals of the college as expressed in the Academic Master Plan.
    - Provide a challenging, coherent, and integrated curriculum, including high quality instructional and cultural programs for a diverse population of students.
    - Establish a shared commitment to high and meaningful educational and ethical standards.
    - Prepare students for successful transfer to other educational institutions
    - Prepare students for a rewarding life marked by personal growth and life-long learning.
- e. Mark with an “x” the General Education goal(s) addressed by this course:
- |  |  |
|--|--|
| <u>X</u> 1. Communication – Written and Oral       | <u>X</u> 6. Humanistic Perspective         |
| <u>X</u> 2. Quantitative Knowledge and Skills      | <u>X</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. Describe the importance of continuous quality improvement in nursing care delivery.~~
- ~~b. Implement team building and effective teamwork.~~
- ~~c. Identify the principles of ethical decision-making and the implications for nursing practice.~~
- ~~d. Demonstrate initiative in the self-learning process and recognize the value of life-long learning.~~
- ~~e. Demonstrate ability to utilize resource people appropriately.~~
- ~~f. Identify principles of management of patient care for groups of patients and appropriate delegation of tasks.~~
- ~~g. Identify principles of globalization in health care.~~
- ~~h. Describe the importance of disaster nursing preparedness.~~

- ~~i. Integrate historical and social perspectives into an analysis of contemporary nursing.~~
- ~~j. Discuss levels of nursing education with specific roles in nursing.~~
- ~~k. Use legal theory to inform and guide practice.~~
- ~~l. Use research as a basis for practice.~~
- ~~m. Analyze how the use of power shapes the nursing environment.~~

Students who successfully complete this course will be able to:

- a. Explain the development of professional nursing over time and the impact it has had on patient care and health care delivery.*
- b. Discuss current issues in health care both nationally and globally including their impact on the nursing profession.*
- c. Discuss the concepts of ethical decision-making in nursing practice while incorporating the basic concepts of human value.*
- d. Integrate respect for the beliefs, values and socio-cultural differences of others.*
- e. Analyze the theories of leadership and management of professional nursing in today's health care setting.*
- f. Apply the principles of managing patient groups through appropriate delegation of care utilizing the state's nurse practice act.*
- g. Describe the importance of continuous quality improvement and safety education in nursing (QSEN) for health care delivery.*
- h. Demonstrate the self-learning process and recognize the value of life-long learning.*
- i. Demonstrate proficiency in nursing theories and concepts previously learned throughout the nursing curriculum for successful NCLEX-RN preparation.*
- j. Analyze and apply the concepts of career management for use as a professional nurse in today's environment.*

## 8. METHODS OF INSTRUCTION

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

## 9. INSTRUCTIONAL MATERIALS

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

## 10. TENTATIVE TOPICAL OUTLINE

~~Nursing as a Profession~~ *The Development of Professional Nursing*

- ~~— Nursing History~~
- ~~— Professional Nursing Nursing Education and Licensure~~
- ~~— Political Issues in Nursing and Health Care~~
- ~~— Legal Issues~~
- ~~— Ethical Issues~~
  - ~~— Ethical decision making~~
  - ~~— Ethical principles~~
  - ~~— ANA Code of Ethics~~
  - ~~— ANA Position Statements on ethical issues~~
- *Evolution of professional nursing*
- *Contemporary images of professional nursing*
- *Influences of contemporary trends and issues in nursing*
- *Nursing licensure and certification*
- *Theories of nursing practice*
- *Nursing research and evidence based practice*

~~The Health Care Environment~~ *Current Issues in Health Care and Nursing*

- ~~— American Health Care System~~
- ~~— Unions and Collective Bargaining~~
- *Costs and challenges*
- *Legal issues*
- *Ethical and bioethical issues*
- *Cultural competency*
- *Social Issues*
- *Workforce advocacy*
- *Collective bargaining in the workplace*
- *Information technology*
- *Emergency preparedness and response in today's world*

~~Globalization of Health Care~~

- ~~— Bioterrorism~~
- ~~— Disaster Nursing~~

~~Managing Care~~ *Leadership and Management in Health Care and Nursing*

- *Nursing Management and Leadership*
- ~~— Change Theory~~
- *Effective communication*
- *Conflict management*
- *Nursing care delivery models*
- *Budgeting and staffing*
- *Effective delegation and supervision*
- *Quality improvement and safety*

- *Quality and safety education in nursing (QSEN)*
- *Health policy and politics*

#### *NCLEX-RN Preparation*

- *Purpose and preparation of NCLEX-RN*
- *Application of knowledge across the curriculum*
- *Analyze the relationship between the nursing process and client needs*

#### *Synthesis of the Associate Degree Nursing roles-Career Management*

- ~~Transition to graduate nurse~~
- ~~Reality Shock~~
- ~~Resume writing~~
- *Making the transition from student to professional nurse*
- *Time management*
- *Contemporary roles and career opportunities for nursing*
- *Job search*

### 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 one examination (*external standardized testing or the equivalents*) and one major written assignment. ~~and external standardized testing or the equivalents.~~

#### APPROVAL PROCESS FOR A REVISED COURSE PROPOSAL (SYLLABUS)

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

#7 Course Objectives	
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Board of Trustees Approval Date: August 27, 2007

Board of Trustees Approval Date: August 24, 2009

Board of Trustees Approval Date: July 26, 2010