



# COURSE OFFERINGS & TRANSFER POLICIES



Updated: August 2026

## Important Notice Regarding Information and Limitations

The following provides a synopsis of key information regarding coursework and related academic matters at Jersey College. This document is intended solely as a general overview to assist prospective and current students in understanding typical program structures, course sequencing considerations, and related policies.

Jersey College takes reasonable steps to ensure that the information contained in this document is accurate and current at the time of publication. Nevertheless, all information presented herein is subject to change without prior notice. The College does not guarantee, represent, or warrant the ongoing accuracy of any information in this document. Academic programs, course offerings, schedules, prerequisites, credit requirements, and institutional policies may be modified at any time in response to regulatory updates, accreditation standards, faculty availability, enrollment trends, or other operational needs.

For the most current and authoritative information, individuals are directed to consult the official Jersey College website at <https://www.jerseycollege.edu> and the Academic Catalog available at <https://www.jerseycollege.edu/student-resources/college-catalog>. These resources contain the additional statements of program requirements, curriculum maps, course descriptions, enrollment limitations, and other essential details.

Nothing in this document constitutes an offer of admission, a guarantee of enrollment in any specific course or program, or an assurance that any particular schedule, sequence, or course offering will be available. Admission decisions, course registration, and seating are determined solely by the College in accordance with its established policies and capacity. Coursework, instructional methods, clinical placements, and program structures may change, and students should anticipate that adjustments may occur during their course of study.

Furthermore, nothing contained herein guarantees that a student will successfully complete a program, graduate, obtain professional licensure, or secure employment upon completion. Academic progress, graduation, and career outcomes depend on individual performance, adherence to all program requirements, external licensing board decisions, and prevailing employment market conditions. Students are solely responsible for monitoring their own academic standing and for verifying all information with the College's official sources.

## Course Numbering, Credits and Hours

Courses offered at Jersey College are identified by an alphabetical prefix (up to three letters) showing the area of education (e.g., humanity, mathematics, natural science and social science courses), followed by a three digit numerical suffix (and for certain courses broken into multiple terms, an alphabetic course section) for the individual course.

The following provides an index for the alphabetical prefix for courses:

BIO = Biological Science

COM = Computers

ECO = Economics

ENG = English

HSC = Health Science

HUN = Human Nutrition

MAT = Mathematics

NUR = Nursing

NUS = Nursing Support and Health Science

PHH = Philosophy

PSY = Psychology

SOC = Ethics

The course suffix numbers range from 100 to 499. The numbers differentiate courses that are appropriate for particular populations of students. Non-degree coursework is associated with course numbers between 100 - 199 and undergraduate degree coursework encompasses 200 - 499. General education courses include all courses other than courses with the suffix NUR or NUS.

### Clock Hours

A clock hour as defined by the federal government means a 60-minute period consisting of 50 to 60 minutes of instruction, recitation, laboratory or other academic related work. A clock hour as defined by the Commission for Independent Education means a period of 60 minutes with a minimum of 50 minutes of instruction in the presence of an instructor. Jersey College has allotted the following—for multiple-hour didactic classes each full 60-minute clock hour will be comprised of a 50-minute class hour in the presence of an instructor and a 10-minute break. Didactic classes scheduled with partial clock hours do not include a break. Clinical and laboratory classes run consecutively, breaks are scheduled after a minimum of two and half hours of class.

### Credit Hours

#### Quarter Credit Hour

One quarter credit hour consists of (at a minimum):

- 10 clock hours of classroom instruction and 20 clock hours of outside assignments<sup>1</sup>
- 20 clock hours of lab and ten clock hours of outside assignments<sup>1</sup>
- 30 clock hours of practicum experiences (clinical or nursing labs)<sup>2</sup>

#### Semester Credit Hour

One semester credit hour consists of (at a minimum):

- 15 clock hours of classroom instruction and 30 clock hours of outside assignments<sup>1</sup>
- 30 clock hours of lab and 15 clock hours of outside assignments<sup>1</sup>
- 45 clock hours of practicum experiences (clinical or nursing labs)<sup>2</sup>

---

1 Outside assignments include, but are not limited to, (i) completing of course readings, (ii) rewriting class notes, (iii) reviewing of class notes and course materials, (iv) preparing for quizzes and exams, (v) completing practice questions (PrepU, Kaplan, Sanders, etc.), (vi) completing care plans, teaching plans and docucare assignments, (vii) completing case studies, (viii) completing dosage calculation practice questions, (viii) attending course workshops, tutoring sessions and other supplemental course offerings, (ix) researching, drafting and completing term papers and projects, and (ix) participating in and/or completing other assigned out-of-class activities.

2 Clinical and lab experiences associated with NUR and NUS courses.

## Course Descriptions

The following courses are offered by Jersey College. All courses may not be offered at all campuses and some courses may be offered through a consortium or other similar agreement. Certain courses may have multiple sections. Sections may have at different schedules, instructors, evaluation methods, course activities, etc. Courses may be taken in any order, subject to pre and co-requisite restrictions and Level restrictions as set forth in the Academic Catalog of the College and course syllabi.

### 100 COURSES

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## 200 COURSES

**BIO201 Microbiology: Impact of Microorganisms on the Environment.** Impact of Microorganisms on the Environment. This course focuses on the study of microorganisms and explores how microorganisms impact daily lives, including their influences on agriculture, ecology, industrial processes, immunology, and other fields. Fundamental topics that are reviewed in this course include the development, evolution and classification of microorganisms and how microorganisms maintain and affect living organisms in the global environment. Specifically, the course will explore microorganisms' contributions and influences on climate changes, the global food chain and populations. (45 clock hours)

**BIO202 Microbiology: Impact of Microorganisms on the Environment with Lab.** This course focuses on the study of microorganisms and explores how microorganisms impact daily lives, including their influences on agriculture, ecology, industrial processes, immunology, and other fields. Fundamental topics that are reviewed in this course include the development, evolution and classification of microorganisms and how microorganisms maintain and affect living organisms in the global environment. Specifically, the course will explore microorganisms' contributions and influences on climate changes, the global food chain and populations. (45 clock hours)

Through laboratory exercises and experiments this course further expands students' understanding of the basic principles of bacteriology and the relationship of microorganisms to disease and its prevention, control, and treatment. (30 clock hours)

**BIO203 Basic Anatomy and Physiology.** This course provides a basic introduction into the human body and functions. Topics covered in the course include, medical terminology, cells and tissues, digestion and nutrition, body fluids, electrolytes and fluid balance, skin and glands, the skeletal and muscular systems, cardiovascular system, the lymphatic system, the respiratory system, the urinary system, the central and peripheral nervous systems, autonomic nervous system, the endocrine system and the reproductive systems. Each topic includes an emphasis on homeostasis and an introduction to the effect of disease and pathogens on the human body. (60 clock hours)

**BIO204 Human Body in Health and Disease I.** This course focuses on the interrelationships of anatomy, physiology, and pathology with chemical and microbiological consideration for students in the health care field. The course utilizes a body systems approach to focus on diseases and implications on health. Students learn to recognize the causes, signs and symptoms of diseases of the major body systems as well as the diagnostic procedures, usual treatment, prognosis, and prevention of common diseases. The course covers, among other things, the study of the structure, function and disease related to cells, tissues, glands, the integumentary system, the musculoskeletal system and cardiovascular system. (45 clock hours)

**BIO205 Human Body in Health and Disease II.** This course is a continuation of Human Body in Health and Disease I. It covers the study of the structure and function and relationship of disease on the nervous, respiratory, digestive and endocrine systems, as well as development, metabolism, electrolytes and acid base balance. In addition, the course explores the human body and disease with respect to growth and development, male and female reproductive systems and hereditary diseases. (45 clock hours) (Pre- or co-requisite: BIO204)

**BIO206 Human Body in Health and Disease.** The course focuses on the interrelationships of anatomy, physiology, and pathology with chemical and microbiological consideration for students in the health care field. The course utilizes a body systems approach to focus on diseases and implications on health. Students learn to recognize the causes, signs and symptoms of diseases of the major body systems as well as the diagnostic procedures, usual treatment, prognosis, and prevention of common diseases. The course covers, among other things, the study of the structure, function and disease related to cells, tissues, glands, the integumentary system, the musculoskeletal system and cardiovascular system, nervous system, respiratory system, digestive system and endocrine systems. In addition, the course explores the human body and disease with respect to growth and development, male and female reproductive systems and hereditary disease and electrolytes and acid-base balance. (90 clock hours)

**BIO207 Human Body in Health and Disease Lab.** Through laboratory exercises and experiments this course builds and expands on the coursework in Human Body in Health and Disease. These physiology lab activities allow for

interactive exploration of the human body and systems utilizing a virtual lab. (60 clock hours) (Pre- or co-requisite: BIO203, BIO205 or BIO206)

**ENG201 Composition I.** This course develops students' grammar, punctuation, critical thinking, organizational and research skills associated with writing. Students will complete a variety of written assignments, including a reflection paper, a business paper, and an APA research paper. To promote the writing process, students will participate in writers' workshops, wherein they will brainstorm, gather and synthesize facts, discuss audience considerations, draft, revise, edit, proofread, and critique their own and others' work in written and oral formats. In this course students will also sharpen their ability to conduct research, and compose and communicate in written, oral, and visual modalities. (45 clock hours)

**HSC203 Pathophysiology.** This course provides an overview of the structural and physiologic changes in disease. The course uses an evidence-based approach to support nursing care for patients with health deviations. This course expands the knowledge acquired from previous coursework in basic human anatomy and physiology. In addition, this course explores the environmental, genetic, cellular, and organ changes and the effects on patients viewed systematically from Roy's Adaptation Model. The course also includes case studies to enhance learning regarding pathological processes as relative to nursing implications throughout the lifespan. (45 clock hours) (Pre- or co-requisite: BIO203, BIO205, or BIO206)<sup>4</sup>

**HSC204 Principles of Pharmacology.** This course introduces the concepts of pharmacology. The focus is on the basic principles of biophysics, biochemistry and physiology related to drug action and interaction, distribution, metabolism and toxicity. The course will cover pharmacological agents used in the treatment of illness and the promotion, maintenance and restoration of wellness. Special consideration in the course will be given to drug administration, monitoring of physiological, psychological, and sociological effects of agents, and interactions and adverse effects of each drug classification. (Pre-requisite: NUS212, NUS215 or NUS216) (45 clock hours)

**HUN201 Nutrition.** This course is designed to provide students with information relative to the nutritional needs throughout the lifespan and diet therapy for various disease states. The course reviews how the energy producing nutrients (vitamins, minerals and water) are metabolized and utilized by the body and focuses on the expanded role of nutrition in health promotion, disease prevention and as part of the therapeutic regime in the treatment of disease processes. Major concepts in this course include guidelines for nutrition, the food pyramid, nutrition throughout the lifespan, and diet therapy. Appropriate assessments relative to nutrition will be determined utilizing Roy's Adaptation Model. Students in this course will also be presented with case studies and teaching plans focusing on the scientifically based nutritional needs of various client scenarios including pregnancy, obesity, diabetes, gout, celiac disease, cardiovascular and kidney disease. (45 clock hours)

**MAT202 College Algebra.** This course provides an overview of the fundamental concepts of algebra. The course explores the concepts of real numbers, polynomials, algebraic functions, linear equations and inequalities in one and two variables, integer exponents, factoring, quadratic equations and simple rational expressions. (45 clock hours)

**NUR201 Medical-Surgical Nursing I: Perspectives and Assessment of Care.** This course emphasizes the study of disease processes and the role of the registered nurse (RN) in providing care within subacute, long-term care, and community-based settings. The course explores the transition of medical-surgical clients from healthcare facilities to the home environment, with a focus on discharge planning, continuity of care, and the utilization of community resources. Grounded in Roy's Adaptation Model and evidence-based practice, students will systematically and holistically assess client needs and develop individualized nursing interventions that promote adaptation and optimal health outcomes. Principles of nutrition, pharmacology and medication administration, client-centered care, cultural and religious diversity, as well as legal and ethical considerations, the nursing process, and clinical problem-solving are integrated throughout both the didactic and practicum components of the course. (90 clock hours)

---

<sup>4</sup> Students granted advanced placement in the Professional Nursing program are not required to take BIO203, BIO205, or BIO206.

Practicum experiences may be conducted in a variety of settings including acute care hospitals, subacute and chronic care facilities, and community-based environments or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (90 clock hours) (Pre- or co-requisite: HSC204)<sup>5</sup>

**NUR202 Geriatric Nursing: Management Concepts for Elder Care.** This course provides students with the foundational knowledge and clinical reasoning skills necessary to apply selected theories and concepts in the care of geriatric clients. Grounded in Roy's Adaptation Model and evidence-based practice, students learn to holistically assess, evaluate, support, and care for the geriatric client. Themes explored throughout the course include key concepts and theories of aging and the development of interventions for health promotion of the geriatric client population, therapeutic communication, sociocultural influences, psychopharmacology, client education, advocacy, and ethical and legal standards of nursing practice. (30 clock hours)

Practicum experiences may be conducted in a variety of settings including acute care facilities, long-term care environments, and community agencies or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (90 clock hours) (Pre- or co-requisite: NUR201)

**NUR203 Psychiatric Nursing: Assessment and Management of Mental Health.** This course provides students with the foundational knowledge and clinical reasoning skills necessary to apply selected theories and concepts in the care of individuals experiencing mental health disorders. Key themes explored throughout the course include growth and development across the lifespan, therapeutic communication, sociocultural influences on mental health, psychopharmacology, client education, advocacy, and ethical and legal standards of nursing practice. Grounded in Roy's Adaptation Model and evidence-based practice, students learn to holistically assess, evaluate, support, and care for individuals with psychiatric and behavioral health needs. (45 clock hours)

Practicum experiences may be conducted in a variety of settings including psychiatric hospitals, acute care facilities, long-term care environments, and community mental health agencies or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (45 clock hours) (Pre- or co-requisite: NUR201)

**NUR204 Maternal-Newborn Nursing: A Family and Community-Based Approach.** This course introduces students to the principles and concepts of maternal-newborn nursing, including preconception, prenatal, intrapartum, postpartum, and newborn care. Emphasis is placed on normal growth and development, health promotion, disease prevention, and nursing interventions that support the health and well-being of women, newborns, and their families. Utilizing Roy's Adaptation Model (RAM) and evidence-based practice, students examine the biological, cultural, spiritual, and psychosocial needs of mothers, newborns and their families across diverse healthcare settings. The course reinforces essential nursing concepts, including therapeutic communication, interdisciplinary healthcare roles, client and family education, and culturally responsive, emotionally supportive, and physiologically based nursing care. (45 clock hours)

Practicum experiences may be conducted in a variety of settings, including selected healthcare facilities, educational settings, community-based environments, or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (45 clock hours) (Pre- or co-requisite: NUR201)

---

<sup>5</sup> Students granted advanced placement in the Professional Nursing program are not required to take HSC204.

**NUR205 Pediatric Nursing: Caring for Children and Their Families.** This course introduces students to the principles and concepts of pediatric nursing, including care of children from infancy through adolescence. Emphasis is placed on normal growth and development, health promotion, disease prevention, and nursing interventions that support the health and well-being of children and their families. Utilizing Roy's Adaptation Model and evidence-based practice, students examine the biological, cultural, spiritual, and psychosocial needs of children and their families across diverse healthcare settings. The course reinforces care across the lifespan and essential nursing concepts, including therapeutic communication, interdisciplinary healthcare roles, client and family education, and culturally responsive, emotionally supportive, and physiologically based nursing care. (45 clock hours)

Practicum experiences may be conducted in a variety of settings including selected healthcare, educational, and childcare agencies or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (45 clock hours) (Pre- or co-requisite: NUR201)

**NUR210 Medical-Surgical Nursing II: Perspectives and Assessment of Care.** This course focuses on the study of complex and critical health conditions affecting adults across the lifespan. Core nursing concepts, including the nursing process, pathophysiology, health assessment, evidence-based interventions, pharmacology, pain management, and nutrition, are integrated throughout the course. Grounded in Roy's Adaptation Model and evidence-based practice, students analyze, synthesize, apply, and evaluate current and previously acquired knowledge to develop clinical judgment and provide safe, holistic, and client-centered care. (90 clock hours)

Practicum experiences may be conducted in a variety of settings including acute care hospitals, subacute and chronic care facilities, and community-based environments or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (90 clock hours)

**NUR211 Nursing Leadership and NCLEX Seminar.** This course examines the principles and practices of nursing leadership and management within contemporary healthcare environments. Emphasis is placed on the application of leadership theories, conceptual frameworks, and critical-thinking decision-making models that support effective professional nursing practice and interdisciplinary collaboration. Students explore management strategies, quality improvement initiatives, and evidence-based best practices that promote client safety, organizational effectiveness, and high standards of care.

This course also provides a comprehensive review of essential content from the liberal arts, sciences, and evidence-based nursing practice to prepare students for the transition from student nurse to entry-level professional registered nurse. Students examine nursing licensure requirements and engage in intensive NCLEX-RN® preparation that emphasizes test-taking strategies and the synthesis of prior coursework to support holistic, patient-centered care. Their readiness for licensure and professional practice is evaluated through a rigorous, multi-method assessment framework that integrates diagnostic pre-assessments and individualized study plans, frequent adaptive formative quizzing on NCLEX-style questions, Next Generation NCLEX clinical judgment case studies, computerized adaptive testing simulations, and integrated summative assessments that evaluate students' ability to apply critical thinking and nursing judgment in the delivery of safe, effective, patient-centered care. (160 clock hours) (Pre- or co-requisite: NUR210)<sup>6</sup>

---

6 Repeating students of NUR211 will be enrolled in Section B of this course.

**NUR221 Nursing II: Introduction to Medical-Surgical Nursing.** This course emphasizes the study of disease processes and the role of the registered nurse (RN) in providing care within subacute, long-term care, and community-based settings. The course explores the transition of medical-surgical clients from healthcare facilities to the home environment, with a focus on discharge planning, continuity of care, and the utilization of community resources. Grounded in Roy's Adaptation Model and evidence-based practice, students will systematically and holistically assess client needs and develop individualized nursing interventions that promote adaptation and optimal health outcomes. Principles of nutrition, pharmacology and medication administration, client-centered care, cultural and religious diversity, as well as legal and ethical considerations, the nursing process, and clinical problem-solving are integrated throughout both the didactic and practicum components of the course. (75 clock hours)

Practicum experiences may be conducted in a variety of settings including acute care hospitals, subacute and chronic care facilities, and community-based environments or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (112.5 clock hours) (Pre-requisite: BIO205 or BIO206, Pre- or co-requisite: HSC204)<sup>7</sup>

**NUR223 Nursing IV: Care of Women and Children.** This course introduces students to the principles and concepts of maternal-child nursing, including preconception, prenatal, intrapartum, postpartum, and newborn care, as well as the care of children from infancy through adolescence. Emphasis is placed on normal growth and development, health promotion, disease prevention, and nursing interventions that support the health and well-being of women, children, and families. Grounded in Roy's Adaptation Model and evidence-based practice, students examine the biological, cultural, spiritual, and psychosocial needs of mothers, children, and families across diverse healthcare settings. The course reinforces care across the lifespan and essential nursing concepts, including therapeutic communication, interdisciplinary healthcare roles, client and family education, and culturally responsive, emotionally supportive, and physiologically based nursing care. (112.5 clock hours)

Practicum experiences may be conducted in a variety of settings including selected healthcare, educational, and childcare agencies, or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (112.5 clock hours) (Pre- or co-requisite: NUR221)

**NUR224 Nursing V: Advanced Concepts of Medical-Surgical Nursing.** This course focuses on the study of complex and critical health conditions affecting adults across the lifespan. Core nursing concepts, including the nursing process, pathophysiology, health assessment, evidence-based interventions, pharmacology, pain management, and nutrition, are integrated throughout the course. Grounded in Roy's Adaptation Model and evidence-based practice, students analyze, synthesize, apply, and evaluate current and previously acquired knowledge to develop clinical judgment and provide safe, holistic, and client-centered care. (75 clock hours)

Practicum experiences may be conducted in a variety of settings including acute care hospitals, subacute and chronic care facilities, and community-based environments or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (112.5 clock hours)

**NUR225 Nursing VI: Leadership and Delegation.** This course examines nursing leadership and management roles. The course incorporates conceptual framework and critical thinking decision-making models to assist the professional nurse with interdisciplinary interactions. The course explores concepts related to management strategies and application of best practices to promote standards of care. Other topics reviewed in the course include maintaining competency, handling of moral dilemmas, advancing one's career, writing a resume, and becoming licensed. (30 clock hours)

---

<sup>7</sup> Students granted advanced placement in the Professional Nursing program are not required to take BIO205 or BIO206.

**NUR226 Nursing Seminar.** This course provides a comprehensive review of essential content from the liberal arts, sciences, and evidence-based nursing practice to prepare students for the transition from student nurse to entry-level professional registered nurse. Students examine nursing licensure requirements and engage in intensive NCLEX-RN® preparation that emphasizes test-taking strategies and the synthesis of prior coursework to support holistic, patient-centered care. Their readiness for licensure and professional practice is evaluated through a rigorous, multi-method assessment framework that integrates diagnostic pre-assessments and individualized study plans, frequent adaptive formative quizzing on NCLEX-style questions, Next Generation NCLEX clinical judgment case studies, computerized adaptive testing simulations, and integrated summative assessments that evaluate students' ability to apply critical thinking and nursing judgment in the delivery of safe, effective, patient-centered care. (90 clock hours) (Prerequisite: BIO202; BIO204; BIO205 and BIO207 or BIO206 and BIO207; ENG201; HUN201; MAT202, PSY201; and SOC201 or PHH201) (Pre- or co-requisite: NUR224 and NUR225 or NUR228)<sup>8</sup>

**NUR227 Nursing III: Psychiatric Nursing.** This course provides students with the foundational knowledge and clinical reasoning skills necessary to apply selected theories and concepts in the care of individuals experiencing mental health disorders. Key themes explored throughout the course include growth and development across the lifespan, therapeutic communication, sociocultural influences on mental health, psychopharmacology, client education, advocacy, and ethical and legal standards of nursing practice. Grounded in Roy's Adaptation Model and evidence-based practice, students learn to holistically assess, evaluate, support, and care for individuals with psychiatric and behavioral health needs. (52.5 clock hours)

Practicum experiences may be conducted in a variety of settings including psychiatric hospitals, acute care facilities, long-term care environments, and community mental health agencies or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (112.5 clock hours) (Pre- or co-requisite: NUR221)

**NUR228 Nursing VI: Leadership and Delegation.** This course examines the principles and practices of nursing leadership and management within contemporary healthcare environments. Emphasis is placed on the application of leadership theories, conceptual frameworks, and critical-thinking decision-making models that support effective professional nursing practice and interdisciplinary collaboration. Students explore management strategies, quality improvement initiatives, and evidence-based best practices that promote client safety, organizational effectiveness, and high standards of care. (22.5 clock hours)

**NUS201 LPN to RN Transition.** This course is designed to facilitate the transition from Licensed Practical Nurse (LPN) to Registered Nurse (RN). Roy's Adaptation Model and evidence-based practice are introduced as the conceptual frameworks for providing holistic, client-centered nursing care. Students examine the distinctions between the LPN and RN roles within contemporary healthcare environments and develop the knowledge, skills, and professional competencies, including legal and ethical considerations, professional accountability, communication, interpersonal relationships, client advocacy, and lifelong learning necessary for a successful transition to the registered nursing role. This course also incorporates study skills, test-taking strategies, and learning techniques designed to promote academic success and preparation for nursing coursework. (30 clock hours)

**NUS210 Healthcare Foundations.** This course introduces students to the healthcare profession and the essential concepts that guide contemporary healthcare practice. Roy's Adaptation Model is introduced as the conceptual framework for providing holistic, client-centered nursing care. Students explore the history and evolution of healthcare, legal and ethical principles, the roles and responsibilities of healthcare providers, cultural diversity and inclusion, and the provider's role as a communicator, educator, advocate, and coordinator of care. The course also emphasizes the healthcare process, therapeutic communication, professional documentation, and client-centered care. (70 clock hours)

---

<sup>8</sup> Repeating students of NUR226 will be enrolled in Section B of this course.

Practicum experiences may be conducted in a variety of settings including long-term care facilities, community-based environments or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (75 clock hours)

Successful completion of the course prepares students to meet entry-level healthcare competencies and may satisfy educational requirements for certification or licensure as a nursing assistant, depending on state regulations.<sup>9</sup> (Pre- or co-requisite: BIO203, BIO205 or BIO206)

**NUS212 Health Assessment and Skills.** This course strengthens students' critical thinking, clinical reasoning, and clinical judgment by building their assessment, documentation, and diagnostic reasoning skills. Through the use of focused health assessments, students differentiate between normal and abnormal findings associated with a variety of medical conditions and identify their implications for general client care. Emphasis is placed on the collection, interpretation, and documentation of clinical data to support evidence-informed decision-making and the development of appropriate healthcare interventions. Students integrate assessment findings with clinical reasoning processes to promote safe, effective, and client-centered care. (60 clock hours)

Through the practicum in this course, students will apply health assessment concepts, skills and techniques to deliver patient care to the adult clients in the lab. (45 clock hours) (Pre- or co-requisite: NUS210)

**NUS213 Health Assessment and Skills.** This course strengthens students' critical thinking, clinical reasoning, and clinical judgment by refining their assessment, documentation, and diagnostic reasoning skills. Through the use of focused health assessments, students differentiate between normal and abnormal findings associated with a variety of medical conditions and identify their implications for general client care. Emphasis is placed on the collection, interpretation, and documentation of clinical data to support evidence-informed decision-making and the development of appropriate healthcare interventions. Students integrate assessment findings with clinical reasoning processes to promote safe, effective, and client-centered care. (30 clock hours)

Through the practicum in this course, students will apply health assessment concepts, skills and techniques to deliver patient care to the adult clients in the lab. (45 clock hours) (Pre- or co-requisite: NUS201)

**NUS215 Healthcare Foundations.** This course introduces students to the healthcare profession and the essential concepts that guide contemporary healthcare practice. Roy's Adaptation Model is introduced as the conceptual framework for providing holistic, client-centered health care. Students explore the history and evolution of healthcare, legal and ethical principles, the roles and responsibilities of healthcare providers, cultural diversity and inclusion, and the provider's role as a communicator, educator, advocate, and coordinator of care. The course also emphasizes the healthcare process, therapeutic communication, professional documentation, and client-centered care. (67.5 clock hours)

Practicum experiences may be conducted in a variety of settings including long-term care facilities, community-based environments or on campus in the nursing skills laboratory. To support active, independent learning and the development of clinical competencies, the course may incorporate interactive computer-based learning modules. (90 clock hours)

Successful completion of the course prepares students to meet entry-level healthcare competencies and may satisfy educational requirements for certification or licensure as a nursing assistant, depending on state regulations.<sup>9</sup> (Pre- or co-requisite: BIO203, BIO204 or BIO206)

---

<sup>9</sup> Students are advised to contact their Campus Director to obtain additional information regarding state eligibility and the process for becoming a nursing assistant. Students not holding a current CNA license are encouraged to successfully complete the CNA licensing requirements.

**NUS216 Transitions and Health Assessment.** This course is designed to facilitate the transition from Licensed Practical Nurse (LPN) to Registered Nurse (RN). Roy's Adaptation Model and evidence-based practice are introduced as the conceptual frameworks for providing holistic, client-centered nursing care. Students examine the distinctions between the LPN and RN roles within contemporary healthcare settings and develop the knowledge, skills, and professional competencies necessary for successful role transition. Emphasis is placed on strengthening critical thinking, clinical reasoning, and clinical judgment through the refinement of assessment, documentation, and diagnostic reasoning skills. In addition, the course utilizes focused health assessments to examine normal and abnormal client conditions and to develop appropriate, evidence-based nursing interventions. Students enhance their ability to collect, analyze, and interpret client data to support informed clinical decision-making and comprehensive care planning. (67.5 clock hours)

Through on campus simulated skills experiences students apply health assessment concepts, skills, and techniques in the care of adult clients. These experiences provide opportunities to integrate theoretical knowledge with clinical practice while developing the advanced assessment and communication skills essential for professional nursing practice. (90 clock hours)

**PHH201 Ethics.** This course explores the foundational concepts, theories, and debates in moral philosophy, examining questions such as: What makes an action right or wrong? How should we live our lives? And what obligations do we have to others and ourselves? Drawing from historical and contemporary perspectives, students will engage with major ethical frameworks—including virtue ethics, utilitarianism, deontology, and relativism—and apply them to real-world issues. Through critical reading, discussion, and analysis, the course aims to sharpen analytical skills, foster ethical reasoning, and encourage the development of personal moral viewpoints. (45 clock hours)

**PSY201 Life Span Development.** This course studies cognitive, physical, social and emotional development of individuals and families throughout the lifespan. The course explores the seven major periods of life-span development (infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood) and the cultural, social and religious influences in each phase of development. The course also provides an overview of the significant biosocial, cognitive, and psychological events for each major period of development, as well as, how they impact human development. Students will be introduced to a variety of developmental theories, including Freud, Erikson, Piaget, Maslow, Kohlberg, Havighurst, and others. (45 clock hours)

## Sample Education Plans

Sample education plans for Jersey College's instructional programs are available on the College's website. These plans illustrate a range of pathways, including accelerated options designed for the shortest realistic time to completion as well as more extended schedules that spread coursework over additional terms. Each sample outlines a suggested sequence of courses, typical credit loads per term, and projected timelines so that prospective and current students can visualize how a program might unfold under different pacing scenarios.<sup>10</sup>

While the published samples provide useful starting points, they are not one-size-fits-all prescriptions. Students are strongly encouraged not to rush. Instead, they should work closely with their Program Administrator to craft an individualized plan that realistically accommodates work schedules, family responsibilities, personal commitments, and learning preferences.<sup>10</sup> A well-considered pace that allows sufficient time for mastery of material, clinical experiences, and personal well-being is far more effective than an overly ambitious schedule that leads to burnout, incomplete preparation, course failure, and the need to repeat classes—delays that can extend the overall program timeline and increase both academic and financial burden.

Additional details about program requirements, pre- and co-requisites for coursework, course descriptions, class offerings, official time-to-completion guidelines, and the official curriculum maps are set forth in the Academic Catalog, which is available at <https://www.jerseycollege.edu/student-resources/college-catalog>. Jersey College administrators and staff remain available to meet with students and support the planning process. Ultimately, however, each student is responsible for understanding and satisfying all program and graduation requirements, for taking ownership of the academic plan developed with their Program Administrator, and for maintaining a sustainable balance between school and life outside the classroom.

---

<sup>10</sup> Sample education plans are provided for illustrative purposes only and do not constitute a guarantee of any particular schedule or sequencing. Jersey College sets all course schedules, term offerings, and enrollment parameters. In addition, prospective students should carefully review the section titled "Admissions – Enrollment and Registration Limitations" in the Academic Catalog, as those limitations apply and are accepted upon enrollment. Jersey College maintains the right, in its sole discretion, to limit, delay, or deny a student's enrollment in a specific course based on a thorough, individualized assessment of relevant factors. This case-by-case evaluation prioritizes student readiness, safety, and the effective delivery of education. Key factors considered include, but are not limited to: Academic Aptitude Test Results (scores from entrance exams or prerequisite assessments indicating preparedness for the course's or program's rigor); External Commitments (obligations such as full-time employment, family responsibilities, or other activities that may impede consistent attendance or study time); Prior Education and Outcomes (academic history from Jersey College or other institutions, including grade point averages, course completions, or instances of probation, withdrawal, or failure); and Course-Specific Elements (the inherent demands of the course, such as its content, instructional methodology, or associated risks). Decisions are made transparently, with opportunities for students to discuss concerns with their Program Administrator.

# Transferability of Coursework to Jersey College

## Overview

Jersey College may accept college-level coursework completed at other institutions. Transfer credit is awarded only when the course meets the College's academic standards for content, rigor, credit hours, and learning outcomes. All transfer decisions are made by Jersey College and are intended to protect the quality of the credentials we award.

The following provides a summary of the College's policies with respect to transfer credit. Additional information is contained in the Academic Catalog available at <https://www.jerseycollege.edu/student-resources/college-catalog>. Questions concerning individual circumstances should be directed to the Admissions Office or the appropriate Program Administrator.

## Eligibility Requirements

To be considered for transfer credit, a course must meet all of the following:

- Institution: Completed at a post-secondary institution accredited by an agency recognized by the U.S. Department of Education.
- Grade: Grade of "C" or better (or equivalent).
- Currency: Completed within the last five (5) years. Courses older than five years may still be considered if you successfully complete a Challenge Exam.
- Equivalency: The course must be substantially equivalent in content, learning outcomes, credit/clock hours, and academic rigor to a specific eligible Jersey College course.
- Eligible courses: Only courses established by program faculty and listed in the Academic Catalog are eligible for transfer.

**Important residency rule:** Regardless of how much transfer credit is awarded, at least 25% of the total credits required for a student's program must be earned through instruction at Jersey College.

**Common reasons a course may be denied:** It does not closely match the required Jersey College course (content, depth, or required components such as a lab or research paper); it is remedial or developmental; it is older than five years and a Challenge Exam is not passed; or the credit hours are insufficient.

## When to Submit a Request

Students must submit transfer credit request and all required documentation before their initial enrollment at Jersey College.

## Required Documents

- A completed Transfer Credit Request (submitted through the College's designated process).
- Official transcript(s) sent directly from every institution where the coursework was completed.
- Course descriptions from the official catalog for the term in which the student took the course (if the course has not previously been evaluated).
- Syllabus, topical outline, learning outcomes, or other supporting materials when requested by the College.

Incomplete requests will not be processed. Students are responsible for ensuring all materials arrive on time.

## How the Process Works

1. Submit your request and supporting documents before enrollment.
2. Initial review against previously accepted courses and eligibility criteria.
3. Academic evaluation (when needed) by qualified faculty to determine equivalency. A Challenge Exam may be required.
4. Decision and notification for each course.

## **Challenge Exams**

A Challenge Exam may be required for courses completed more than five years ago or when the College needs additional verification of mastery. The exam is proctored, measures the essential learning outcomes of the corresponding Jersey College course, and requires a minimum score of “C” or higher. Only one attempt is permitted. Results are final.

## **What Happens After a Request is Submitted**

The College aims to complete evaluations within two to three weeks of receiving a complete request package. Complex cases or missing documents may take longer. No transfer credit decision is guaranteed before the start of a term.

Students will be notified of the decision for each course. Approved transfer credits are posted to students' academic records and appear on their Jersey College transcript. Transfer credit does not carry a grade-point value and does not affect students' Jersey College GPAs.

## **Appeals**

Students may appeal a denial of a transfer credit request only if there was a clear factual error, a clear misapplication of policy, or newly available documentation that demonstrates equivalency and was not reasonably available at the time of the original request. Mere disagreement with the academic judgment of equivalency is not grounds for appeal.

To begin an appeal, students must contact their Program Administrator within five (5) business days of the written denial. If a valid basis exists, students will be given instructions for submitting a formal appeal package.

# Transferability of Jersey College Coursework to Other Institutions

## General Policy

At Jersey College, our primary focus is preparing students for successful nursing careers through rigorous, career-focused education. Many graduates go on to practice as licensed practical nurses or registered nurses, and some later decide to continue their academic journey. In other cases, students may leave the College before completing their program and explore educational opportunities elsewhere. In all of these situations, it is important to understand how credits earned at Jersey College may—or may not—transfer to another institution.

The acceptance of transfer credit is always determined solely by the receiving college or university. Each institution establishes its own academic standards, transfer policies, and evaluation criteria, and typically reviews coursework on an individual, course-by-course basis. Factors such as the receiving school's accreditation status, curriculum alignment, residency requirements, program-specific prerequisites, and internal transfer guidelines all play a significant role in these decisions. Receiving institutions may also consider characteristics of the school from which the credits originate, including its institutional and programmatic accreditation, tax status, and reported outcomes. Jersey College has no control or influence over how another institution evaluates or accepts credits.

Jersey College does not guarantee, represent, warrant, or otherwise assure that any credits earned here—whether general education courses or program-specific coursework—will be accepted by another college or university, and no institution can make such a guarantee. Transfer decisions rest entirely with the receiving school and depend on many factors outside of Jersey College's control. Students should never assume that credits will transfer and are solely responsible for independently confirming all transfer possibilities with the intended receiving institution. In other cases, students may leave the College before completing their program and explore educational opportunities elsewhere. In all of these situations, it is important to understand how credits earned at Jersey College may—or may not—transfer to another institution.

The College encourages every student who is considering future academic plans—whether after graduating or after stepping away from their current program—to reach out directly to the admissions or registrar's office of the school they are interested in attending. Taking this step early can provide clarity and help students make the most informed decisions about their educational path.

## Transfer Considerations by Program

The Practical Nursing program is designed to prepare students for NCLEX-PN® licensure and successful entry-level practice as licensed practical nurses. It is a clock-hour program rather than a credit-hour program, meaning student progress is measured by actual hours of classroom, laboratory, and clinical instruction. Clock hours are not equivalent to traditional college credit hours and generally do not transfer as college credit to associate or bachelor's degree programs. The curriculum prioritizes career readiness over transferability. Students who later decide to continue their education remain responsible for verifying with the receiving institution whether any completed coursework may be accepted.

The Professional Nursing program is designed to prepare graduates for the NCLEX-RN® and for successful entry-level practice as registered nurses. It combines essential nursing coursework with a general education foundation in the humanities, social and behavioral sciences, and the natural sciences and mathematics. Neither the Associate of Applied Science nor the Associate of Science degree associated with this program is structured as a transfer pathway into bachelor's degree programs. The curriculum prioritizes professional preparation and career readiness over transferability. Students who wish to continue their education remain responsible for verifying with the receiving institution whether any completed coursework may be accepted.

