	Advanced Manufacturing and Fabrication	Progra	am Ou	itcome	s								
Course	Course Title	Credits	ILO #1	ILO #2	.0#3 IL()#4 ILO#5	#1 Produce welds to AWS standard in fillet and grooves using GMAW, SMAW and GTAW processes.	#2 Demonstrate knowledge of basic CNC operations and G Code.	#3. Generate product designs and blueprints using CAD software.	#4. Manufacture multi-part assembly products from problem solving process to design and reality, including at quantity production run.	#5. Apply basic metallurgical concepts and basic materials science as they pertain to metals, creating better production results in manufacturing processes.	#6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.	#7. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.
/IFG 150	Manufacturing Processes	3	1	1	2		#1. Demonstrate knowledge of intermediate and advanced welding joints				#5. Create and weld appropriate joints for common manufacturing processes		#6. Identify and precisely use commonly used manufacturing tooling
							#3 Perform SMAW position 3G and F welds to an apprentice level of welding #4 Perform GMAW position 3G and F				#2. Idenfiy and diagnose common weld errors and their corrections		#2. Identify and diagnose common weld errors and their corrections
							welds to an apprentice level of welding						
FG 151	Fabrication Processes 1	3	2	1	1		#1.Create Position 4 Fillet weldments using SMAW and GMAW processes for destructive testing as per AWS D1.1 code	9		#3. Accurately account for welding warp in mild steel processes.	#3. Accurately account for welding warp in mild steel processes.	#6.Apply the technical skills and math needed to carry out correct joint preparation and fit-up.	#4. Demonstrate knowledge of heat affected zone chemistry and its practical considerations in welding.
							#2.Create Position 4 Groove weldments using SMAW and GMAW processes for destructive testing as per AWS D1.1 code.						
													#1. Demonstrate knowledge
1FG 152	Fabrication Processes 2	3	1	3	3	1	2			#1. Demonstrate knowledge of common welding repairs and processes for remanufacture or repair of equipment.	#1. Demonstrate knowledge of common welding repairs and processes for remanufacture or repair of equipment.	#5. Apply annotation to large scale fabrication projects, allowing welding teams to accurately complete large team based tasks	of common welding repairs and processes for remanufacture or repair of equipment.
										#4. Identify common material and handling processes for longevity of materials manufactured out of mild steel.	#3. Use a carbon arc cutting rod and understand the CAC process and its uses in industry.	#6. Demonstrate knowledge of coefficients of thermal expansion and their considerations as they apply to welding processes that occur on-site or in-field.	 #4. Identify common material and handling processes for longevity of materials manufactured out of mild steel. #2. Apply basic materials
										#2. Apply basic materials science as it relates to mild steel and how manufacturing processes affect these materials.	#2. Apply basic materials science as it relates to mild steel and how manufacturing processes affect these materials.		science as it relates to mild stee and how manufacturing processes affect these materials.
													#6. Demonstrate knowledge of coefficients of thermal expansion and their considerations as they apply to welding processes that occur on-site or in-field.
/FG 155	Blueprint Reading	3	1	1	2		#1.Recognize basic and intermediate 1 blueprint annotation and markings	#3. Understand programs and code used to create and produce parts in computer numerically controlled machine processes.	#5. Understand programs and code used to create and produce parts in computer numerically controlled machine processes.		#2. Produce to tolerance welding samples from blueprints	#6.Produce parts from computer aided design programs using computer numerically controlled plasma cutter equipment to utilize in creating sample part from blueprints.	#4. Create welding blueprints and drawings using computer aided design programs, such as SolidEdge 2D.
							#2.Recognize basic welding-specific blueprint annotations and markings	#6.Produce parts from computer aided design programs using computer numerically controlled plasma cutter equipment to utilize in creating sample part from blueprints		#6.Produce parts from computer aided design programs using computer n numerically controlled plasma cutter equipment to utilize in creating sample part from blueprints.			#5. Understand programs and code used to create and produce parts in computer numerically controlled machine processes.
									#4. Create welding blueprints and drawings using computer aided design programs, such as SolidEdge 2D.				#6. Produce parts from computer aided design programs using computer numerically controlled plasma cutter equipment to utilize in creating sample part from blueprints.
		_							#1. Fabricate product and	#1. Fabricate product and tolerance			#1. Fabricate product and
/IFG 156	Integrated Manufacturing 1	3	1	2	2		1	#2. Cut and assemble to a blueprint using basic CNC processes (3 axis)	tolerance from digital blueprints using SolidEdge 2D. #6. Draw orthographic projections o	of #2 Cut and assemble to a bluenrint	#3. Apply a basic understanding of quality control processes and measuring	#3. Apply a basic understanding of quality control processes and measuring.	tolerance from digital blueprints using SolidEdge 20 #2. Cut and assemble to a blueprint using basic CNC
									basic physical product.	using basic CNC processes (3 axis). #5. Explain thread cutting and pitches as well as their appropriate use and documentation.			processes (3 axis). #4. Use fixtures/jigs to accurately reproduce product.
									#1. Create complex multi-part				
1FG 157	Integrated manufacturing 2	3	3	3	3		2	#2. Integrate lean manufacturing principles into new and existing blueprints and designs.	assemblies using self-created blueprints and tolerances to demonstrate prototype manufacturing principles and processes.	#1. Create complex multi-part assemblies using self-created blueprints and tolerances to demonstrate prototype manufacturing principles and processes.	#4. Build assemblies that use mandrel bending equipment and accurately measure and bend tubing to specification	#1. Create complex multi-part assemblies using self-created blueprints and tolerances to demonstrate prototype manufacturing principles and processes.	principles into new and existing blueprints and designs.
									#2. Integrate lean manufacturing principles into new and existing blueprints and designs.	 #2.Integrate lean manufacturing principles into new and existing blueprints and designs. #3. Perform nesting and multiple part processing in 3axis CNC processes 	#6	 #2. Integrate lean manufacturing principles into new and existing blueprints and designs #3. Perform nesting and multiple part processing in 3axis CNC processes 	#3.Perform nesting and multiple part processing in 3axis CNC
										#5. Fabricate fixtures/jigs to accurately, repeatedly and quickly replicate assemblies and product #6. Use precision measuring to check		#6. Use precision measuring to check tolerances of built assemblies for quality control, including checking and adjustment of fixtures/jigs.	
										#6. Use precision measuring to check tolerances of built assemblies for quality control, including checking and adjustment of fixtures/jigs.			

	Advanced Manufacturing and Fabrication	Program	Outcor	nes									
Course	Course Title	Credits ILO	#1 ILO#:	2 ILO#	#3 ILO #4	ILO#5	#1 Produce welds to AWS standard in fillet and grooves using GMAW, SMAW and GTAW processes.	#2 Demonstrate knowledge of basic CNC operations and G Code.	#3. Generate product designs and blueprints using CAD software.	#4. Manufacture multi-part assembly products from problem solving process to design and reality, including at quantity production run.	#5. Apply basic metallurgical concepts and basic materials science as they pertain to metals, creating better production results in manufacturing processes.	#6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.	#7. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.
MFG 195	Welding Technology I	3	1	3	1	2	#3. Introduces SMAW Position 1 and 2 G and F (groove and fillet) joints and enhances student skill to an apprentice level of welding.				#2. Introduces basic and commonly welded joints and positions to industry standard.	#2. Introduces basic and commonly welded joints and positions to industry standard.	#1. Promotes awareness of industry safety standards for fir time welders through taught an enforced safety standards.
							#4. Introduces GMAW/MIG Position 1, 2 G and F (groove and fillet) joints and enhances student skill to an apprentice level of welding.				#5	, , , , , , , , , , , , , , , , , , , ,	#2. Introduces basic and commonly welded joints and positions to industry standard. #5.Examines tools and equipment used in the welding
													lab and industry and teaches their appropriate use. Explores welding careers and the requirements of the profession at large through career exploration research and local industry representatives
				-	-	-	#4. Create and weld practice tubing		#2 Utilize basic tube and nine math		#1 Understand and use common tube	#1 Understand and use common tube and	#1. Understand and use common tube and piping
MFG 201	Tube and Pipe Fabrication 1	3	1	2	1		#5. Create and weld practice pipe samples		to create a blueprint		and piping technical language.	*1. Orderstand and use common tube and piping technical language. #2. Utilize basic tube and pipe math to create a blueprint	technical language. #2. Utilize basic tube and pipe math to create a blueprint #3. Understand and operate
													basic equipment specific to working with tube and pipe
MFG 202	Tube Fabrication	3	1	2	1		#1. Fabricate tube assemblies to 1 specification from blueprint		#1. Fabricate tube assemblies to specification from blueprint		#2. Utilize math to accurately predict tube project cost and material usage #5. Produce a tube-based product with	#1. Fabricate tube assemblies to specification from blueprint	#1. Fabricate tube assemblies specification from blueprint
							#3. Weld common angles and joints in tube		#4. Use digital design programs to create a blueprint		tube specific fabrication equipment in the lab	 #2. Utilize math to accurately predict tube project cost and material usage #4. Use digital design programs to create a blueprint 	#4. Use digital design program to create a blueprint
												#5. Produce a tube-based product with tube specific fabrication equipment in the lab	
MFG 203	Pipe Fabrication and Welding	3	2	2	1		#3. Explore different types of welding 1 techniques used in pipe welding				#1. Identify different types of pipe and their common uses	#2. Describe and fabricate pipe joints for welding	#1. Identify different types of pipe and their common uses
							#4. Identify different positions and their strategies used in pipe welding				#2. Describe and fabricate pipe joints for welding #3. Explore different types of welding		 #2. Describe and fabricate pipe joints for welding #3. Explore different types of welding techniques used in pip
							#5. Weld pipe with SMAW #6. Weld pipe with GMAW				techniques used in pipe welding		welding
MEC 210	Introducation to Computer Aided Design and Tolerancing								#1. Understand digital print layout and formats	#2. Utilize multi-view drawings to create digital blueprints	#5. Use Geometric Tolerancing and Dimensioning to accurately describe	#3. Create assembly drawings for the fabrication of multi-oart assemblies	#1. Understand digital print layout and formats
1011 0 2 10	introducation to computer Aldeu Design and Toleranoing	3	2	3	3				#2. Utilize multi-view drawings to create digital blueprints #3. Create assembly drawings for	#3. Create assembly drawings for the fabrication of multi-part assemblies	parts and assemblies	#4. Generate accurate first and third angle projection of common 3d objects #5. Use Geometric Tolerancing and	#2. Utilize multi-view drawings to create digital blueprints #3. Create assembly drawings
									the fabrication of multi-part assemblies #4. Generate accurate first and third	#4.Generate accurate first and third angle projection of common 3d objects #5. Use Geometric Tolerancing and		Dimensioning to accurately describe parts and assemblies	for the fabrication of multi-part assemblies #4. Generate accurate first and
					-				angle projection of common 3d objects #5. Use Geometric Tolerancing and Dimensioning to accurately describe	Dimensioning to accurately describe parts and assemblies			third angle projection of common 3d objects #5. Use Geometric Tolerancing and Dimensioning to accurately
			_	-	+	-		#3. Understand machining tolerances as they apply to 3d models for manufacturing using	parts and assemblies	#3. Understand machining tolerances as they apply to 3d models for manufacturing using machining			describe parts and assemblies
MFG 211	CAD Design for CNC Manufactuting 1	3	1	2	2		2 #4. Create product from a solid 3d model	models for manufacturing using machining equipment	#1. Create Solid Modeling in 3d CAD software	manufacturing using machining equipment	 #2. Utilize extrusion, fillets and chamfers to generate drawings #3. Understand machining tolerances as they apply to 3d models for 	#1. Create Solid Modeling in 3d CAD software	#1. Create Solid Modeling in 30 CAD software
								#4. Create product from a solid 3d model	#2. Utilize extrusion, fillets and chamfers to generate drawings #3. Understand machining tolerances as they apply to 3d	#4.Create product from a solid 3d model	manufacturing using machining	#2. Utilize extrusion, fillets and chamfers to generate drawings#3. Understand machining tolerances as	#2. Utilize extrusion, fillets and chamfers to generate drawings
									models for manufacturing using machining equipment #4. Create product from a solid 3d			w3. Orderstand machining loterarices as they apply to 3d models for manufacturing using machining equipment	
MFG 212	CAD Design for CNC Manufacturing 2	3	3	3	3		#5. Produce / replicate existing three- 3 dimensional object to tolerance	#3. Create 3d multi-part assemblies using digital drafting software	model #1. Create digital drawing of existing three-dimensional objects to tolerance	g #3. Create 3d multi-part assemblies using digital drafting software	#3. Generate exploded assembly views for existing and new 3d blueprints	#2. Create 3d multi-part assemblies using digital drafting software	#1. Create digital drawing of existing three-dimensional objects to tolerance
									#2. Create 3d multi-part assemblies using digital drafting software		#4. Generate exploded assembly animation	#3. Generate exploded assembly views for existing and new 3d blueprints	#2. Create 3d multi-part assemblies using digital draftin software
									#3. Create 3d multi-part assemblies using digital drafting software #4. Generate exploded assembly			#4. Generate exploded assembly animation	#3. Generate exploded assembly views for existing and new 3d blueprints #4. Generate exploded
									animation				assembly animation #5. Produce / replicate existing three-dimensional object to tolerance
MFG 220	Production Manufacturing 1	3	1	1	2	1	#1. Produce complex products from 1 scratch fully utilizing shop equipment	#2. Understand lean manufacturing principles	#1. Produce complex products from scratch fully utilizing shop equipment	#1. Produce complex products from scratch fully utilizing shop equipment	#4. Explore machining processes for production fabrication	#2. Understand lean manufacturing principles	#2. Understand lean manufacturing principles #3. Develop labor and cost
								#4. Explore machining processes for production fabrication	principles	#2. Understand lean manufacturing principles		#3. Develop labor and cost estimating strategies based on prevailing wage	estimating strategies based on prevailing wage #4. Evolore machining
									#4. Explore machining processes for production fabrication	#4. Explore machining processes for production fabrication			processes for production fabrication

	Advanced Manufacturing and Fabrication	Progr	ram O	utcor	nes									
Course	Course Title	Credits	ILO #1	ILO #2	2 ILO;	#3 ILO #4	ILO#5	#1 Produce welds to AWS standard in fillet and grooves using GMAW, SMAW and GTAW processes.	#2 Demonstrate knowledge of basic CNC operations and G Code.	#3. Generate product designs and blueprints using CAD software.	#4. Manufacture multi-part assembly products from problem solving process to design and reality, including at quantity production run.	#5. Apply basic metallurgical concepts and basic materials science as they pertain to metals, creating better production results in manufacturing processes.	#6. Demonstrate knowledge of necessary mathematical concepts as they apply to manufacturing.	#7. Use critical thinking and problem-solving skills to create more efficient systems of manufacturing.
MFG 221	Production Manufacturing 2		3	1	2	3		#4. Create and assembly multi-part assemblies produced from CNC 1 equipment	#1. Understand CNC Operation and Programming	#3. Produce product from existing 3d solid model and tolerance	#3. Produce product from existing 3d solid model and tolerance	#1.Understand CNC Operation and Programming	#1. Understand CNC Operation and Programming	#1. Understand CNC Operation and Programming
									#2. Demonstrate knowledge of feed speed and circular interpolation	#4. Create and assembly multi-part assemblies produced from CNC equipment	#4. Create and assembly multi-part assemblies produced from CNC equipment	#2. Demonstrate knowledge of feed speed and circular interpolation	#3.Produce product from existing 3d solid model and tolerance	#2. Demonstrate knowledge of feed speed and circular interpolation
									#4. Create and assembly multi-part assemblies produced from CNC equipment			#5. Identify different CNC tooling	#4. Create and assembly multi-part assemblies produced from CNC equipment	#5. Identify different CNC tooling
									#5. Identify different CNC tooling					
MFG 222	Production manufacturing 3		3	2	2	1		#3. Fabricate a product that is production 1 ready	#2. Create a prototype from blueprint and do real world testing to check design	#1. Design a blueprint and assembly drawing of a product that requires a full fabrication solution	#3. Fabricate a product that is production ready	#4.Produce a fixture for production fabrication utilizing lean practices and CNC machining efficiency	#1.Design a blueprint and assembly drawing of a product that requires a full fabrication solution	#1.Design a blueprint and assembly drawing of a product that requires a full fabrication solution
								#4. Produce a fixture for production fabrication utilizing lean practices and CNC machining efficiency	#3. Fabricate a product that is production ready	#2. Create a prototype from blueprint and do real world testing to check design	#4. Produce a fixture for production b fabrication utilizing lean practices and CNC machining efficiency	#5. Run a production run of a product	#2. Create a prototype from blueprint and do real world testing to check design	#2. Create a prototype from blueprint and do real world testing to check design
								#5. Run a production run of a product	#5. Run a production run of a product	#4. Produce a fixture for production fabrication utilizing lean practices and CNC machining efficiency	#5. Run a production run of a product		#5. Run a production run of a product	#3. Fabricate a product that is production ready
														#4. Produce a fixture for production fabrication utilizing lean practices and CNC machining efficiency
MFG 290	Student Production Manufacturing Lab		3	2	2	1	1	#4. Develop and coordinate a 1 manufacturing timeline.	#3. Design a working model and presentation for proposed solution.	#1. Develop and implement a solution to a manufacturing problem that has a manufacturing based solution.	#6. Install or implement the product in field after a production run.	#1. Develop and implement a solution to a manufacturing problem that has a manufacturing based solution.	#3. Design a working model and presentation for proposed solution.	#2. Develop and coordinate a manufacturing timeline.
								#6. Install or implement the product in field after a production run.	#4. Design an effective communication model with community partners and end users throughout the project.	#3. Design a working model and presentation for proposed solution.		#3. Design a working model and presentation for proposed solution.	#4. Design an effective communication model with community partners and end users throughout the project.	#3. Design a working model and presentation for proposed solution.
										#4. Design an effective communication model with community partners and end users throughout the project.		#4. Design an effective communication model with community partners and end users throughout the project.	#5. Design an effective communication model with community partners and end users throughout the project.	#4. Design an effective communication model with community partners and end users throughout the project.
										#6. Install or implement the product in field after a production run.		#6. Install or implement the product in field after a production run.	#6. Install or implement the product in field after a production run.	#5. Design an effective communication model with community partners and end users throughout the project.

Early Childhood Education AAS	Credits II O #	Program Outcomes	decisions for creating and implementing curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and	2. Use knowledge of family structures , positive parental and famil development , available community resources, and a variety of communication and engagement skills to establish and sustain respectful, reciprocal relationships that affirm and respect family diversity and engage families in their child's development and learnin as collaborative partners.	inform instruction and planning in early learning settings in way that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to promote positive	4. Create an inclusive classroom culture, maintain supportive relationships and interactions with young children and use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning and meet	 5. Use knowledge of child development and early learning standards to describe how young children learn across core content areas and use this understanding to select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and 	6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.	7. Use knowledge of history, current issues, the NAEYC Code of Ethical Conduct, the mission of the early childhood education profession, and college- level speaking and writing skills to support and advocate for young children, families and the profession .	Other
					proressional colleagues.	the needs of each child.	group learning.			
			1. Identify the different types of early childhood care and education settings that serve children birth to age eight.						1. Identify the different types of early childhood care and education settings that serve children birth to age eight.	
ECE 101 Exploring the ECE Field	1 1	1 0 1 0			3. Compose observations and self-reflections of time in ECE			3. Compose observations and self-reflections of time	2. Explain early childhood educator's duties	
					settings, interviews, videos, and articles.			in ECE settings, interviews, videos, and articles. rewards and describe why the student is interested in the ECE field.	and describe why the student is interested in the ECE field.	
									principles, and current issues in the Early Childhood Education field.	
ECE 120 Introduction to Early Childhood Education	3 1	1 0 0 0	2. Compare and contrast early childhood education program models and approaches.						3. Identify careers in the Early Childhood Education field.	
			4. Summarize the ethical and professional standards for an ECE professional.					4. Summarize the ethical and professional standards for an ECE professional.	4. Summarize the ethical and professional standards for an ECE professional.	
			1. Describe the developmental period of early childhood from birth through age eight across physical, cognitive, social-emotional, and liguistic domains.				childhood from birth through age eight across physical, cognitive, social-emotional, and liguistic domains.			
			multiple contexts, including families, cultures, languages, communities, and	2. Explain how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and			relationships and within multiple contexts, including families, cultures, languages, communities, and			
ECE 126 Early Childhood Develoopment: Birth to Age 8	3 1	1 0 0 0	society.	society.			3. List the basic premises of various child development theorists.		 List the basic premises of various child development theorists. 	
			4. Identify elements of learning environments and instructional practices			4. Identify elements of learning environmnets and instructional practices that are healthy, respectful,	instructional practices that are healthy, respectful, culturally and linguistically responsive,			
			that are healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.			culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.	developmentally appropriate, supportive and challenging for each child.			
			#1. Recognize current significant children's health issues.						#1. Recognize current significant children's health issues.#2. Analyze societal and environmnetal influences on	
HE 262 Children's Health, Nutrition, & Safety	3 1	1 0 0 0	#3. Apply knowledge of age appropriate health, safety, and nutrition	#2. Analyze societal and environmnetal influences on children's health.			#3. Apply knowledge of age appropriate health,		children's health.	
			behaviors for children.				safety, and nutrition behaviors for children.	#4 Promote healthy choices among young children and their environments.	#4 Promote healthy choices among young children and their environments.	
										#1. Use the concepts of accepting personal responsibility and interdependent behaviors to academic and personal goals.
CG 101 College Survival & Success	1 1	1 0 0 0								#2. Communicate and participate responsibly i to navigate college systems.
										#3. Use college resources and policies to dete and implement academic decisions.
				#4. Incorporate awareness of diversity and cultural differences to participa fully in college and community.	ate	#4. Incorporate awareness of diversity and cultural differences to participate fully in college and community	<i>.</i>			#1. Deed to determine a writer's purpose and
WR 115	4 1	1 0 0 0							#2. Write for a variety of purposes, audiences and conte	#1. Read to determine a writer's purpose and exts.
Introduction to Expository Writing									#3. Write coherent essays that develop ideas in support of a thesis.	
									#4. Paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own.	
			#1. Recognize developmental, environnmental, cultural, and social factors that influence children's behavior.	#1. Recognize developmental, environnmental, cultural, and social factors that influence children's behavior.	#4. Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.	#1. Recognize developmental, environnmental, cultural, and social factors that influence children's behavior.	#1. Recognize developmental, environnmental, cultural, and social factors that influence children's behavior.			
			#2. Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and	#3. Demonstrate positive, respectful, and culturally responsive approache	#5. Utilize appropriate observation tools when determining guidance	e	 #2. Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and 	#2. Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and developmentally		
	3 1	1 0 1 0	developmentally appropriate practice. #3. Demonstrate positive, respectful, and culturally responsive	to guidance. #4. Use key terms and theories accurately when discussing and writing	theory, research, and developmentally appropriate practice.	#3. Demonstrate positive, respectful, and culturally	developmentally appropriate practice.	appropriate practice.		
ECE 121 Guidance and Classroom Management: Birth to Ag	8		approaches to guidance.	about positive behavior supports and guidance strategies.		responsive approaches to guidance.#6. Plan developmentally appropriate classroom				
			#6. Plan developmentally appropriate classroom curriculum and instructional strategies that support attachment, positive relationships, self- regulation, and pro-social interactions for young children birth to age 8.	f-		curriculum and instructional strategies that support attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.		#4. Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.	#4. Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.	
							#6. Plan developmentally appropriate classroom curriculum and instructional strategies that support			
							attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.			
			#1. Explain a teacher's role in facilitating appropriate and meaningful play.	#1. Explain a teacher's role in facilitating appropriate and meaningfuplay.	I		#1. Explain a teacher's role in facilitating appropriate and meaningful play.			
ECE 122	4 1	1 0 1 0	#2. Use effective teaching practices that are responsive to diverse learning styles, abilities, and needs.			#2. Use effective teaching practices that are responsiv to diverse learning styles, abilities, and needs.	/e			
Environments & Curriculum: Birth to Age 8			#3. Utilize the curriculum planning cycle to design effective and meaningful curriculum for a play-centered approach.		#3. Utilize the curriculum planning cycle to design effective and meaningful curriculum for a play-centered approach.		#4. Apply an understanding of leanring theories,			
			#4. Apply an understanding of leanring theories, child development, effective teaching practices, and early learning standards to create lesson	1		development, effective teaching practices, and early learning standards to create lesson plans and activity	child development, effective teaching practices, and early learning standards to create lesson plans and activity plans for diverse learning styles, abilities,			
			plans and activity plans for diverse learning styles, abilities, and needs. #5. Design developmentally and culturally appropriate physical, social,		and needs.	 plans for diverse learning styles, abilities, and needs. #5. Design developmentally and culturally appropriate physical, social, and temporal enironments for children 				
			and temporal environments for children birth to age 8. #1. Compare and contrast licensing requirements for the different types of	f		birth to age 8.	enironments for children birth to age 8.		#1. Compare and contrast licensing requirements for the different types of child care programs in Oregon and	
ECE 130A Practicum orientation	2 1	0 0 0 0	child care programs in Oregon and Washington. #2. Complete all the requirements to successfully begin ECE practicums.						Washington.	
								#3. Explain the requirements to successfully pass practicums and seminars and to graduate from the ECE program .		
ECE 234	3 1	1 0 1 1							#1. Critically examine the history, laws, and philosophy of special education in the United States.	f
					#2. Compare and contrast a variety of disabilities and delays including causes, incidence, and characteristics of exceptionalities.	#2. Compare and contrast a variety of disabilities and delays including causes, incidence, and characteristics of exceptionalities.				
Inclusion of Children with Special Needs					#3. Use observation and assessment to identify and support children with differing abilities.		#3. Use observation and assessment to identify and support children with differing abilities.	#4. Advocate, in collaboration with a child's family, for	#4. Advocate, in collaboration with a child's family, for	
				#4. Advocate, in collaboration with a child's family, for necessary and appropriate early intervention and special education services.				necessary and appropriate early intervention and special education services.	necessary and appropriate early intervention and special education services.	
			#5. Create inclusive environments and learning experiences that are challenging and supportive for children with disabilities and/or			#5. Create inclusive environments and learning experiences that are challenging and supportive for	#5. Create inclusive environments and learning experiences that are challenging and supportive for children with disabilities and/or developmental			
HE 113	1 1	0 0 0 0	developmental delays.			children with disabilities and/or developmental delays.	delays.			#1. Recognize if an emergency medical situatio
First Aid & CPR/AED/Professional Rescuers/Healthcare Providers										#2. Apply AHA citizen level standards of first aid emergency situations.#3. Apply AHA Health Care Provider level CPR
						#1. Identify the influences on self-identiy, including	#1. Identify the influences on self-identiy, including			skills for adults, children adn infants in emergen situations.
ECE 124	3 0	1 0 1 0	 #1. Identify the influences on self-identiy, including culture, race, language gender, sexual orientation, physical ability and class. #2. Recognize others' identities as the product of cultural, linguistic and 	#2. Recognize others' identities as the prodcut of cultural, linguistic and		culture, race, language, gender, sexual orientation, physical ability and class. #2. Recognize others' identities as the prodcut of	culture, race, language, gender, sexual orientation, physical ability and class.	#2. Recognize others' identities as the product of		
Anti-Bias Practices			class influences.	class influences.#3. Assess cultural-, linguistic-, and class-related experiences and needs	in #3. Assess cultural-, linguistic-, and class-related experiences and	cultural, linguistic and class influences. #3. Assess cultural-, linguistic-, and class-related		cultural, linguistic and class influences.		
			in learning communities for young children (infancy-school age) and their families.		needs in learning communities for young children (infancy-school age) and their families.	experiences and needs in learning communities for young children (infancy-school age) and their families.		#1. Identify and participate as a member of the early		
								#1. Identify and participate as a member of the early childhood profession.		
ECE 200	3 1	0 0 1 1						#2. Apply the NAEYC Code of Ethical conduct to	#2. Apply the NAEYC Code of Ethical conduct to guide	
ECE 200	3 1	0 0 1 1	#3. Use reflection as a tool to guide daily practice and ongoing professional development.		#3. Use reflection as a tool to guide daily practice and ongoing professional development.		#3. Use reflection as a tool to guide daily practice and ongoing professional development.	 #2. Apply the NAEYC Code of Ethical conduct to guide daily practices adn ethical decision-making. #3. Use reflection as a tool to guide daily practice and ongoing professional development. 	daily practices adn ethical decision-making.	
	3 1			#4. Demonstrate effective, respectful communication strategies.		#4. Demonstrate effective, respectful communication strategies.	• • • •	 #2. Apply the NAEYC Code of Ethical conduct to guide daily practices adn ethical decision-making. #3. Use reflection as a tool to guide daily practice and ongoing professional development. 		

of history, current issues, the thical Conduct, the mission of the acation profession, and college- writing skills to support and g children, families and the	Other
nt types of early childhood care and at serve children birth to age eight. nood educator's duties	
e student is interested in the ECE car innuences, rundamentar nt issues in the Early Childhood	
the Early Childhood Education field. nical and professional standards for	
nises of various child development	
nt significant children's health issues. and environmnetal influences on	
choices among young children and	 #1. Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals. #2. Communicate and participate responsibly in order
	to navigate college systems. #3. Use college resources and policies to determine and implememt academic decisions.
ty of purposes, audiences and contex	#1. Read to determine a writer's purpose and perspective ts.
essays that develop ideas in support nmarize, and synthesize information Ily in order to integrate and connect vith one's own.	
nd theories accurately when g about positive behavior supports ies.	
ntrast licensing requirements for the d care programs in Oregon and	
e the history, laws, and philosophy of he United States.	
aboration with a child's family, for opriate early intervention and special	
	 #1. Recognize if an emergency medical situation exists. #2. Apply AHA citizen level standards of first aid in emergency situations. #3. Apply AHA Health Care Provider level CPR/AED skills for adults, children adn infants in emergency situations.
C Code of Ethical conduct to guide	
thical decision-making.	
ective, respectful communication	
ssion. ources and policies that support	

ECE 235		3	1	1	0	1	0	#1. Identify the ways in which art, music, and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional and creative.	
	Art, Music & Movement: Birth to Age 8							#3. Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's concept development and creative abilities.	
								#4. Design creative activities centered on the use of art, music, and movement for classroom teaching of young children.	
ECE 236		3	1	1	0	1	0	#5. Connect art, music, and movement to the total classroom curriculum, as well as to individual children's needs and interests, with a focus on diversity and inclusion.#1. Understand the process of normal language development in young children.	
	Language & Literacy in Early Childhood Education							#2. Apply an understanding of the teacher's multiple roles in facilitating language development.	
	Language & Literacy in Lany Childhood Education							#3. Recognize different genres of literature written for children, infancy to age 8, and its function.#4. Evaluate and select literature written for children.	
								#5. Present children's literature using a variety of methods.#1. Describe the normal child growth and development from the prenatal	
HEC 201	Family-Teacher Partnerships and Community Connection	3	1	1	0	1	1	period through adolescence using current research theories and principles.	#2. L influe #3. I
ECE 130B		1	1	0	0	0	0		#3. i childr
	Practicum Seminar 1/ECE 130B							#2. Use the knowledge, skills, and abilities acquired in pre-and co- requisite coursework to discuss working with children.	
ECE 134		2	1	1	0	1	0	#1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children.	
	Practicum 1/ECE 134							#2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children.	
								#3. Develop positive relationships and supportive interactions with young children in an early childhood environment.	
ECE 221		3	1	1	0	1	1	#1. Identify (individually and collaboratively) apporpriate guidance techniques for groups of childdren based on proven theory and practices.#2. Recognize environmental, developmental, and cultural factors that	#2. 1
	Observation, Documentation & Assessment							impact children's behaviors.#3. Make accurate observations of groups of children based on child development principles.	impa
								#4. Understand the connection between observations and appropriate guidance, management, and planning for groups of children.	
WR 121		4	1	1	0	0	0		#6. I profe
	College Composition							#4. Research, evaluate and use information effectively and ethically to	
ECE 222		3	1	1	0	0	1	develop an informed position and encourage intellectual curiosity.	
	Resilience & Wellness for Educators								
								#3. Examine how wellness and resilience practices can positively support children and transform classroom culture.	
HEC 226		4	1	1	0	1	0	#1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and principles.	
	Child Development							#2. Understand and apply the Domains of Development of children from prenatal to adolescence.	#3.
									influe
MTH 65	Beginning Algebra 2	4	1	1	1	0	0		
MTH 98		4	1	1	1	0	0		
	Quantitative Math								
								#1. Discuss and incorporate principles of oral and written language	
ECE 223		3	1	1	0	1	1	development, including similarities and differences among diverse children, in research and develoment of teaching plans.	
	Supporting Dual Language Learners: Birth to Age 8							#3. Identify appropriate screening and alternative assessment practices	#2. I emph work
								 #3. Identify appropriate screening and alternative assessment practices for dual language learners and dual language learners with special needs. #4. Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in dual 	
HEC 202		3	1	1	0	1	1	language learners.	#1. (intera family
	Contemporary Families in the US								#2. R indivi envir
									#3. F ethnic struc
						1			#4. A
ECE 130C									challe

3	1	1	0	1	0	#1. Identify the ways in which art, music, and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional and creative.				#1. Identify the movement can to 8 years) phy creative.
						#3. Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's concept development and creative abilities.		#3. Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's concept development and creative abilities.	concept development and creative abilities.	
						#4. Design creative activities centered on the use of art, music, and movement for classroom teaching of young children.		#4. Design creative activities centered on the use of art, music, and movement for classroom teaching of young children.	children.	
						#5. Connect art, music, and movement to the total classroom curriculum, as well as to individual children's needs and interests, with a focus on			#5. Connect art, music, and movement to the total classroom curriculum, as well as to individual children's meeds and interests, with a focus on diversity and	#5. Connect a classroom curr children's meet
3	1	1	0	1	0	diversity and inclusion. #1. Understand the process of normal language development in young children.		#1. Understand the process of normal language development in young children.	inclusion.	diversity and in #1. Understan development in
						#2. Apply an understanding of the teacher's multiple roles in facilitating language development.		#2. Apply an understanding of the teacher's multiple roles in facilitating language development.	#2. Apply an understanding of the teacher's multiple roles in facilitating language development.	#2. Apply an u multiple roles ir
						#3. Recognize different genres of literature written for children, infancy to		#3. Recognize different genres of literature written for children,	#3. Recognize different genres of literature written for	#3. Recognize
						age 8, and its function. #4. Evaluate and select literature written for children.		infancy to age 8, and its function.	children, infancy to age 8, and its function. #4. Evaluate and select literature written for children.	for children, inf #4. Evaluate a children.
						#5. Present children's literature using a variety of methods.			#5. Present children's literature using a variety of methods.	#5. Present chmethods.#1. Describe t
3	1	1	0	1	1	#1. Describe the normal child growth and development from the prenatal period through adolescence using current research theories and principles.	#2. Use current research to investigate parenting patterns and how they are influenced by mass media, culture, values, and socioeconmics.		 #1. Describe the normal child growth and development from the prenatal period through adolescence using current research theories and principles. #2. Use current research to investigate parenting patterns and how they are influenced by mass media, culture, values, and socioeconmics. 	development fr adolescence us principles.
							#3. Recognize the influence of family and society on the socialization of children.		#3. Recognize the influence of family and society on the socialization of children.	e #3. Recognize on the socializa
1	1	0	0	0	0			#1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.		
						#2. Use the knowledge, skills, and abilities acquired in pre-and co- requisite coursework to discuss working with children.				#2. Use the kr acquired in pre discuss workin
						#1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young			#1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging	#1. Use knowl create healthy, challenging lea
2	1	1	0	1	0	children.			learning environments for young children.	children.
						#2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children.		#2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children.	#2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children.	
						#3. Develop positive relationships and supportive interactions with young children in an early childhood environment.			 #3. Develop positive relationships and supportive interactions with young children in an early childhood environment. #4. Reflect on personal caregiving practices in order to promote positive outcomes for each. 	
3	1	1	0	1	1	#1. Identify (individually and collaboratively) apporpriate guidance techniques for groups of childdren based on proven theory and practices.				#1. Identify (ind apporpriate gui childdren based
						#2. Recognize environmental, developmental, and cultural factors that impact children's behaviors.#3. Make accurate observations of groups of children based on child	#2. Recognize environmental, developmental, and cultural factors that impact children's behaviors.	#3. Make accurate observations of groups of children based on	#2. Recognize environmental, developmental, and cultural factors that impact children's behaviors.	#2. Recognize cultural factors#3. Make according
						development principles.#4. Understand the connection between observations and appropriate		child development principles.#4. Understand the connection between observations and appropriate guidance, management, and planning for groups of		children based
						guidance, management, and planning for groups of children.		 children. #5. Identify and apply standard assessment tools commonly used in the field of early childhood education. 	1	
							#6. Discuss the role of observation in communicating with parents and professionals.	#6. Discuss the role of observation in communicating with parents and professionals.		
4	1	1	0	0	0			#2. Write for a variety of clearly defined purposes, audiences and contexts.		
						#4. Research, evaluate and use information effectively and ethically to		#4. Research, evaluate and use information effectively and ethically		
						develop an informed position and encourage intellectual curiosity.		to develop an informed position and encourage intellectual curiosity.		
3	1	1	0	0	1					
						#3. Examine how wellness and resilience practices can positively support children and transform classroom culture.			#3. Examine how wellness and resilience practices can positively support children and transform classroom culture.	#3. Examine h can positively s classroom cult
						#1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and		 #1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research 		#1. Assess an development fr adolescence us
4	1	1	0	1	0	principles.		theories and principles.		principles. #2. Understand
						#2. Understand and apply the Domains of Development of children from prenatal to adolescence.				Development o adolescence. #3. Recognize
							#3. Recognize and evaluate social/culture environment and heredity influences on children's development.	#3. Recognize and evaluate social/culture environment and heredity influences on children's development.		environment ar development.
4	1	1	1	0	0					
4	1	1	1	0	0					
3	1	1	0	1	1	#1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and develoment of teaching plans.		#1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and develoment of teaching plans.	 #1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and develoment of teaching plans. #2. Build family and community engagement and 	#1. Discuss ar written languag and differences and develomer
							#2. Build family and community engagement and partnering plans that emphasize the essential components of effective early childhood programs		partnering plans that emphasize the essential components of effective early childhood programs working with young children and continued home	
						#3. Identify appropriate screening and alternative assessment practices	working with young children and continued home language(s) development.	 #3. Identify appropriate screening and alternative assessment practices for dual language learners and dual language learners with 	Ianguage(s) development.#3. Identify appropriate screening and alternative	
						for dual language learners and dual language learners with special needs.		special needs.	dual language learners with special needs.	
2	1	1		1	4	#4. Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in dual language learners.	#1. Critically assess how individual characteristics and contextual factors interact, contributing over time to the development of society's concept of family.	#4. Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in dual language learners.	#4. Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in dual language learners.	
3	I	<u> </u>	U				#2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social		#2. Recognize the impact of historical and environmenta influences on individual and familial experiences over	1
							environment.#3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender social class, sexual orientation etc.) relates to family		time, with a focus on the social environment. #3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender social class, sexual orientation etc.) relates to family structure and	/
							structure and processes.#4. Apply critical thinking and problem solving to identify and evaluate current	t	processes. #4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in	
							challenges in family dynamics in order to propose applicable solutions.	#1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional	order to propose applicable solutions.	
1	1	1	0	1	1	#2. Use the knowledge, skills, and abiities acquired in pre-and co-requisite		Preparation.		
						coursework to discuss working with children.			l	

			#1. Identify the ways in which art, music, and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional an			
			creative. #2. Explain the stages of growth and development			
	#3. Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's concept development and	#3. Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's	as related to developing creative capabilities.			
	creative abilities.	 concept development and creative abilities. #4. Design creative activities centered on the use of art, music, and movement for classroom teaching of young 				
	movement for classroom teaching of young children.	children. #5. Connect art, music, and movement to the total	#5. Connect art, music, and movement to the total			
		classroom curriculum, as well as to individual children's meeds and interests, with a focus on diversity and inclusion.	classroom curriculum, as well as to individual children's meeds and interests, with a focus on diversity and inclusion.			
	#1. Understand the process of normal language development in young children.		#1. Understand the process of normal language development in young children.			
	#2. Apply an understanding of the teacher's multiple roles in facilitating language development.	#2. Apply an understanding of the teacher's multiple roles in facilitating language development.	#2. Apply an understanding of the teacher's multiple roles in facilitating language development.	#2. Apply an understanding of the teacher's multiple roles in facilitating language development.		
	#3. Recognize different genres of literature written for children, infancy to age 8, and its function.	#3. Recognize different genres of literature written for children, infancy to age 8, and its function.	#3. Recognize different genres of literature written for children, infancy to age 8, and its function.#4. Evaluate and select literature written for			
		#4. Evaluate and select literature written for children.#5. Present children's literature using a variety of	children. #5. Present children's literature using a variety of			
		methods.#1. Describe the normal child growth and development				
		from the prenatal period through adolescence using current research theories and principles. #2. Use current research to investigate parenting	adolescence using current research theories and principles.		#2. Use current research to investigate parenting patterns	
they are		patterns and how they are influenced by mass media, culture, values, and socioeconmics. #3. Recognize the influence of family and society on the	#3. Recognize the influence of family and society		and how they are influenced by mass media, culture, values, and socioeconmics#3. Recognize the influence of family and society on the	
	#1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional	socialization of children.	on the socialization of children.	#1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for	socialization of children.#1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for	
	Preparation.		#2. Use the knowledge, skills, and abilities	Initial Professional Preparation. #2. Use the knowledge, skills, and abilities acquired in	 Initial Professional Preparation. #2. Use the knowledge, skills, and abilities acquired in pre-and co-requisite coursework to discuss working with 	
			acquired in pre-and co-requisite coursework to discuss working with children. #1. Use knowledge of child development in order to	pre-and co-requisite coursework to discuss working with children.	children.	
		#1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children.	create healthy, respectful, supportive, and challenging learning environments for young children.			
	#2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching	#2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals,				
	strategies for young children.	curriculum, and teaching strategies for young children. #3. Develop positive relationships and supportive interactions with young children in an early childhood				
		environment. #4. Reflect on personal caregiving practices in order to promote positive outcomes for each.		#4. Reflect on personal caregiving practices in order to promote positive outcomes for each.		
			#1. Identify (individually and collaboratively) apporpriate guidance techniques for groups of childdren based on proven theory and practices.	 #1. Identify (individually and collaboratively) apporpriate guidance techniques for groups of childdren based on proven theory and practices. 		
nat		#2. Recognize environmental, developmental, and cultural factors that impact children's behaviors.	#2. Recognize environmental, developmental, and cultural factors that impact children's behaviors.			
	#3. Make accurate observations of groups of children based on child development principles.#4. Understand the connection between observations and		#3. Make accurate observations of groups of children based on child development principles.			
	appropriate guidance, management, and planning for groups of children.					
and	#5. Identify and apply standard assessment tools commonly used in the field of early childhood education.#6. Discuss the role of observation in communicating with parents			#6. Discuss the role of observation in communicating		
	and professionals.			with parents and professionals.		
	#2. Write for a variety of clearly defined purposes, audiences and contexts.			#2. Write for a variety of clearly defined purposes, audiences and contexts.		
	#4. Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.			#4. Research, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.		
				#1. Describe critical practices for becoing a resilient, effective educator.	#1. Describe critical practices for becoing a resilient, effective educator.	
				#2. Explain how managing their own resilience, self- efficacy, mental health, and wellness is critical to the effectiveness of their work.	#2. Explain how managing their own resilience, self- efficacy, mental health, and wellness is critical to the effectiveness of their work.	
		#3. Examine how wellness and resilience practices can positively support children and transform classroom culture.	#3. Examine how wellness and resilience practices can positively support children and transform classroom culture.	#3. Examine how wellness and resilience practices can positively support children and transform classroom culture.	#3. Examine how wellness and resiliene practices can positively support children and transform classroom culture.	
			#1. Assess and describe normal child growth and	#4. Advocate for, and model wellness and resilience practices for children and educators.	#4. Advocate for, and model wellness and resilience practices for children and educators.	
	#1. Assess and describe normal child growth and development from the prenatal period through adolescence using current research theories and principles.		development from the prenatal period through adolescence using current research theories and principles.			
			#2. Understand and apply the Domains of Development of children from prenatal to			
/	#3. Recognize and evaluate social/culture environment and heredity	-	adolescence. #3. Recognize and evaluate social/culture environment and heredity influences on children's			
	influences on children's development.		development.	#4. Demonstrate professional values and responsibilities inherent in the field of early childhood	#4. Demonstrate professional values and responsibilities inherent in the field of early childhood education and	
				education and family studies.	family studies.	#1. Solve problems involving polynomials.#2. Sove problems involving rational expressions.
						#3. Solve problems involving radicals
						#4 Communicate results mathematically and in writing.#1. Solve problems using precent, ratios, formulas, and real numbers.
						#2. Formulate and solve algebraic expressions adn equations.#3. Create, read, and interpret linear and non-linear
						functions. #4. Use a graphing calculator to perform calculations and create graphical displays.
						#5. Compute and interpret standard deviation, mean, median, and weighted mean, normal distribution.
						#6. Communicate results using words, tables, graphs, adn mathematical equations as appropriate.
	#1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse	#1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and	#1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research			
	children, in research and develoment of teaching plans.	develoment of teaching plans. #2. Build family and community engagement and	and differences among diverse children, in research and develoment of teaching plans.	#2. Build family and community engagement and	#2 Build family and community array and the	
nat ograms		partnering plans that emphasize the essential components of effective early childhood programs working with young children and continued home		partnering plans that emphasize the essential components of effective early childhood programs working with young children and continued home	#2. Build family and community engagement and partnering plans that emphasize the essential components of effective early childhood programs working with young	
pment.	#3. Identify appropriate screening and alternative assessment practices for dual language learners and dual language learners with	language(s) development.#3. Identify appropriate screening and alternativeassessment practices for dual language learners and		language(s) development.#3. Identify appropriate screening and alternativeassessment practices for dual language learners and	children and continued home language(s) development.	
	special needs. #4. Create a plan to implement specific individualized assessment	dual language learners with special needs. #4. Create a plan to implement specific individualized		dual language learners with special needs. #4. Create a plan to implement specific individualized		
actors	and teaching strategies that promote language and literacy skills in dual language learners.	assessment and teaching strategies that promote language and literacy skills in dual language learners.		assessment and teaching strategies that promote language and literacy skills in dual language learners.	#1. Critically assess how individual characteristics and	
ept of					contextual factors interact, contributing over time to the development of society's concept of family.	
on :ial		#2. Recognize the impact of historical and environmental influences on individual and familial experiences over time, with a focus on the social environment.				
, family		#3. Recognize and communicate how individual diversity (age, race, ethnicity, sex, gender social class, sexual orientation etc.) relates to family structure and				
e current		#4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in			#4. Apply critical thinking and problem solving to identify and evaluate current challenges in family dynamics in	
ns.	#1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional	order to propose applicable solutions.			order to propose applicable solutions.	
	Preparation.			#2. Use the knowledge, skills, and abiities acquired in pre-and co-requisite coursework to discuss working	#2. Use the knowledge, skills, and abiities acquired in pre- and co-requisite coursework to discuss working with	
				with children.	children.	

								#3. Integrate kowledge of child development and		
				 #3. Integrate kowledge of child development and learning; family and communty relationsips; observation, documentation, and assessment; developmentally effective approaches; the use of content to build meaningful curriculum; and professionalsim. #1. Understand the multiple influences on early development and learning 	 #3. Integrate kowledge of child development and learning; family and communty relationsips; observation, documentation, and assessment; developmentally effective approaches; the use of content to build meaningfu curriculum; and professionalsim. mg #1. Understand the multiple influences on early development and learning in 	content to build meaningful curriculum; and professionalsim.	#3. Integrate kowledge of child development and learning; family and communty relationsips; observation documentation, and assessment; developmentally effective approaches; the use of content to build meaningful curriculum; and professionalsim.		learning; family and communty relationsips; observation, documentation, and assessment; developmentally effective approaches; the use of content to build meaningful curriculum; and professionalsim.	#3. Integrate kowledge of child development and learning; family and communty relationsips; observation, documentation, and assessment; developmentally effective approaches; the use of content to build meaningful curriculum; and professionalsim.
	2 1	1	0 1	1 in order to support young children and families.	order to support young children and families.					
					#2. Engage families and communities in the education of young children through respectful, reciprocal relationships.					#2. Engage families and communities in the education of young children through respectful, reciprocal relationships.
					#3. Use assessment partnerships with families and professional colleagues to build effective learning environments for young children.	#3. Use assessment partnerships with families and professional colleagues to build effective learning environments for young children.			#3. Use assessment partnerships with families and professional colleagues to build effective learning environments for young children.	
Practicum 2				#4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children's learning.		#4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children's learning.	#4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children's learning.	#4. Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children's learning.		
				#5. Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaning and challenging curriculum for individual children.		#5. Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for individual children.	,	#5. Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for individual children.		
				#6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth-5 years.		#6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth-5 years.	#6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth-5 years.		#6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practice with young children birth-5 years.	 #6. Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth-5 years.
	3 1	1	0 0	1			#1. Recognize historical influences and current trends or STEAM in education	f		#1. Recognize historical influences and current trends of STEAM in education
2	3 1			#2. Identify and apply early learning standards for children, birth to age related to science technology, engineering, art, and mathematics.	8,	#2. Identify and apply early learning standards for children, birth to age 8, related to science technology, engineering, art, and mathematics.		#2. Identify and apply early learning standards for children, birth to age 8, related to science technology, engineering, art, and mathematics.		
S.T.E.A.M: Birth to Age 8								#3. Explain and justify how children, birth to age 8, learn essential and foundational scientific, mathematical, and technological concepts.		#3. Explain and justify how children, birth to age 8, learn essential and foundational scientific, mathematical, and technological concepts.
				#4. Use a variety of tools and methods to support, document, adn exte children's understanding of science, technology, engineering, art, and mathematics.	ind	#4. Use a variety of tools and methods to support, document, and extend children's understanding of science, technology, engineering, art, and mathematics.			#4. Use a variety of tools and methods to support, document, and extend children's understanding of science, technology, engineering, art, and mathematics.	
				#5. Design inclusive environments and curricular activities using observation and assessment to scaffold young children's understanding science, technology, engineering, art, and mathematics.	of	#5. Design inclusive environments and curricular activities using observation and assessment to scaffold young children's understanding of science, technology, engineering, art, and mathematics.	#5. Design inclusive environments and curricular activities using observation and assessment to scaffold young children's understanding of science, technology, engineering, art, and mathematics.			
7					#1. Identify structural inequities and trauma that adversely impacts children					#1. Identify structural inequities and trauma that adversely
7	3 1	1	0 0	1	and families. #2. Recognize the adverse impacts of trauma on the learning and development of young children, birth to age eight.			#2. Recognize the adverse impacts of trauma on the learning and development of young children, birth to age eight.		impacts children and families.
Trauma-Informed Care and Education: Birth to Age 8					#3. Identify and explain resources that support the care and education of young children adversely impacted by trauma.					#3. Identify and explain resources that support the care and education of young children adversely impacted by trauma.
					#4. Collaborate with families, colleagues, and other professionals to support young children's learning and development.	t #4. Collaborate with families, colleagues, and other professionals to support young children's learning and development.			development.	#4. Collaborate with families, colleagues, and other professionals to support young children's learning and development.
				#5. Apply trauma-informed practices to support the learning and development of children, birth to age eight.		#5. Apply trauma-informed practices to support the learning and development of children, birth to age eight.	#5. Apply trauma-informed practices to support the learning and development of children, birth to age eight.	learning and development of children, birth to age	#5. Apply trauma-informed practices to support the learning and development of children, birth to age eight.	
				#2. Identify and analyze the relationship between culture and learning in an educational setting.	#1. Develop a knowledgeable and cultural self-identity.		 #1. Develop a knowledgeable and cultural self-identity. #2. Identify and analyze the relationship between culture and learning in an educational setting. #2. Describe the import of discrite investige in their even. 		 #1. Develop a knowledgeable and cultural self-identity #2. Identify and analyze the relationship between culture and learning in an educational setting. #2. Describe the impact of diversity issues in their event. 	
Civil Rights & Multicultural Issues in Educational Setting	4 1	1	0 1	¹ #4. Engage in close reading, thoughtful discussion, and self-reflection of	#3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.	#4. Engage in close reading, thoughtful discussion, and self-	#3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.#4. Engage in close reading, thoughtful discussion, and		 #3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces. #4. Engage in close reading, thoughtful discussion, and 	 #3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.
				diverse cultures and their potential influence on learning and the classroom.		reflection of diverse cultures and their potential influence on learning and the classroom.			 self-reflection of diverse cultures and their potential influence on learning and the classroom. #5. Research and articulate the implications of diversit 	
				#5. Research and articulate the implications of diversity on issues such a curriculum design, classroom management, parent/teacher interactions,	as #5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and		on issues such as curriculum design, classroom management, parent/teacher interactions, and		on issues such as curriculum design, classroom management, parent/teacher interactions, and	
TOTALS				and student/teacher interactions.	student/teacher interactions.		student/teacher interactions.		student/teacher interactions.	

owledge of child development and	
and communty relationsips; observation,	
and assessment; developmentally	
aches; the use of content to build	
culum; and professionalsim.	
nilies and communities in the education of	
hrough respectful, reciprocal	
ledgeable, reflective, and critical	
early education to caregiving practices	
ren birth-5 years.	
historical influences and current trends of	
ation	
Livetify here children blick (see	
l justify how children, birth to age 8, learn	
undational scientific, mathematical, and	
incepts.	
•	
ctural inequities and trauma that adversely	
and families.	
explain resources that support the care	
f young children adversely impacted by	
with families, colleagues, and other	
support young children's learning and	
- •	
e impact of diversity issues in their own	
amilies, schools, communities and	

	-	am Outcomes: 1. Base personal and professional actions on a set of shared core nursing values, including social justice, caring, advocacy, protection from harm, respect for self and others, collegiality, and ethical behavior; notice, interpret, respond and reflect on ethical dilemma	2. Develop insight through reflection, self-analysis, and self-care.	 Engage in intentional learning, developing self-awareness learning and effects on client care, seeking new, relevant knowledge and skills 	s of 4. Demonstrate leadership in nursing and health care to meet client needs, improve the health care system, and facilitate community problem solving	e receiving, using and giving constructive	6. Practice within, utilize, and contribute to the broader health care system.	7. Practice relationship-centered care, based on empathy and caring, deep understanding of the care experience, and mutual trust and respect for the autonomy of the client.	8. Communicate effectively and therapeutically, with attention to elements of cultural influences, and using appropriate modalities and technologies.		cate, evaluate, and use the best available evidence. O	DTHER
		iLO#4 iLO #5 using ethical principles and frameworks as a guideline. bevelop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks.	/ / Design and evaluate a health behavior change for self and for a selected	Use effective communication to establish a therapeutic pati centered relationship and advocate for a health behavior change based on assessment of health risks.	Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks. Design and evaluate a health behavior change for self and for a selected patient using relevant	Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change.		Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, and patterns family functioning. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change. Design and evaluate a health behavior change for self and for a selected patient using relevant	Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks.			
NRS 110 Foundations of Nursing Health Promotions 9 Image: State of the state of	9 1 1 1	1 1 1	Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.	Recognize the importance and relevance of reflection on clir experiences and on competencies and its influence on perso and professional behavior. Demonstrate use of effective learning strategies in a performance-based curriculum.	evidence and family/cultural data.	frameworks, including the legal ethical base for	Demonstrate beginning use of selected nursing frameworks, including the legal ethical base for f practice, and their application to the practice of nursing.	evidence and family/cultural data.		Demonstrate beginning use of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.		
					Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patien encounter.			Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter.		Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter.		
NRS 232 Pathophysiological Processes I	3 1 1 1	Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological processes in patients			Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological	selected pathophysiological processes, including: cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; andphysiologic response to stressors; as well as thepathophysiology of the following: oxygen transport, blood vessels and blood pressure; and endocrine, respiratory and musculoskeletal systems.				adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; andphysiologic response to stressors; as well as thepathophysiology of the following: oxygen transport, blood vessels and blood pressure; and transport, blood vessels and blood pressure; and transport, sepiratory and musculoskeletal systems.andp thepathophysiology endocrine, respiratory and musculoskeletal systems.Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and pathophysiological processes in patients across the lifeadaption	ophysiological processes, including: cellular otation, injury, and death; inflammation and he healing; fluid and electrolyte imbalances; ohysiologic response to stressors; as well as athophysiology of the following: oxygen sport, blood vessels and blood pressure; and ocrine, respiratory and musculoskeletal systems. ct and interpret basic focused nursing ssments based on knowledge of clinical ifestations of and developmental considerations lected pathophysiological processes in patients	
		across the life span. Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes.			processes in patients across the life span. Teach persons from diverse populations across th lifespan regarding selected pathophysiological processes. Communicate effectively with other health professionals regarding selected pathophysiologic processes.	Communicate effectively with other health	Teach persons from diverse populations across the lifespan regarding selected pathophysiologica processes. Communicate effectively with other health professionals regarding selected pathophysiological processes.	Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes.	Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes. Communicate effectively with other health professionals regarding selected pathophysiological processes.	span. acros		Solve Problems involving polynomials.
MTH 95 Intermediate Algegra 4	4 1 1 0		d	Conduct a health assessment that is patient- and family- centered and both developmentally and culturally appropri- interpret, and use the resulting health data.	Conduct a health assessment that is patient- and family-centered and both developmentally and ate, culturally appropriate, interpret, and use the resulting health data. Provide safe and effective, developmentally and culturally appropriate care to patients with chroni illness			family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data. Provide safe and effective, developmentally and	Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data. Provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness	Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data. Provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness	S	Solve problems involving rational expressions. Solve problems involving radicals. Communicate results mathematically and in writing.
NRS 111 Foundations of Nursing in Chronic Illness	6 1 1 0	0 0 0 0 0 A pply ANA Code of Ethics and nursing values in the care of persons			Develop and implement a patient-centered and family-oriented plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau.	d n		chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and	oriented plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of	strategies, assessment data, child and familyintervdevelopmental considerations, and demonstrates afamildeep understanding of the patient's perspective anddemoillness experience within the framework ofperspective		
		with a chronic illness or disability. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.			care of persons with a chronic illness or disability. Recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations.	health care team in order to provide care for the chronically ill.	Identify roles and functions of members of the health care team in order to provide care for the chronically ill. Recognize potential legal and ethical issues relate to patient autonomy across the lifespan in at risk populations.	health care team in order to provide care for the chronically ill. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.		care of persons with a chronic illness or disability. Identify roles and functions of members of the health care team in order to provide care for the chronically ill. Recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations. Use current, reliable sources of information to access	current reliable cources of information to	
NRS 230 Clinical Pharmacology I	3 1 1 1	1 1 0 Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.			Monitor and evaluate the effectiveness of drug th Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products. Communicate appropriately with other health professionals regarding drug therapy.			Monitor and evaluate the effectiveness of drug thera Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.	Teach patients, family members, and others from diverse populations across the lifespan regarding safe	pertinent information about drugs and natural products access nature access nature Monitor and evaluate the effectiveness of drug therapy. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.	ss pertinent information about drugs and ral products	
NRS 233 Pathophysiological Processes II	3 1 1 1							developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan.	Access and interpret current, reliable information about selected pathophysiological processes, including: acid-base imbalances; neoplasia principles; and immune and autoimmune disorders; as well as the pathophysiology of the following: cardiac, gastrointestinal, renal and bladder, neurological, neuropsychologic, and reproductivebody systems. Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan. Teach persons from diverse populations across the	Access and interpret current, reliable informationaboutabout selected pathophysiological processes,including:including: acid-base imbalances; neoplasia principles;princand immune and autoimmune disorders; as well as theas wellpathophysiology of the following: cardiac,cardiagastrointestinal, renal and bladder, neurological,neuropsychologic, and reproductivebody systems.Select and interpret focused nursing assessmentsSelectbased on knowledge of clinical manifestations,develcomplications of selected pathophysiological processescomplications	ell as the pathophysiology of the following: iac, gastrointestinal, renal and bladder, ological, neuropsychologic, and oductivebody systems. ct and interpret focused nursing assessments d on knowledge of clinical manifestations, elopmental considerations, and potential	
		Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution,			assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient	pathophysiological processes. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute		lifespan regarding selected pathophysiological processes. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient	lifespan regarding selected pathophysiological processes. Communicate effectively with other health professionals regarding selected pathophysiological processes.	Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient		
NRS 112 Foundations of Nursing in Acute Care I	6 1 1 1	and the patient response to acute conditions/processes. Develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes 1 1			response to acute conditions/processes. Identify potential legal and ethical issues related t patient decision-making and informed consent in acute care settings. Apply ANA Code of Ethics and nursing values to				and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes	 evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes Identify potential legal and ethical issues related to patient decision-making and informed consent in acute 	ent decision-making and informed consent in e care settings.	
		Identify roles of the nurse within the healthcare team as well as roles of all members of the healthcare team, patients, and families. Discuss need for delegation of patient care with experienced nurses	5. Discuss need for delegation of patient care with experienced nurses.	Discuss need for delegation of patient care with experienced	care of patients.	healthcare team as well as roles of all members of the healthcare team, patients, and families.	healthcare team, patients, and families.		Use therapeutic communication skills in the development of relationships with patients, families, & the care team. Identify roles of the nurse within the healthcare team as well as roles of all members of the healthcare team patients, and families.		atients.	
NRS 231 Clinical Pharmacology II	3 1 1 1	1 1 0 Monitor and evaluate the effectiveness of drug therapy. Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products.			Demonstrate professional behaviors in all interactions with members of the healthcare team including peers, faculty, and staff. Use current, reliable sources of information to access pertinent information about drugs and natural products. Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products.	Demonstrate professional behaviors in all n, interactions with members of the healthcare team, including peers, faculty, and staff.	•••	Monitor and evaluate the effectiveness of drug thera	Teach persons, patients and/or family members, from diverse populations regarding safe and effective use o drugs and natural products.	5, Use current, reliable sources of information to access pertinent information about drugs and natural products. natur f	current, reliable sources of information to ss pertinent information about drugs and ral products.	
WR 227 Technical and Professional Writing	4 1 1 0	0 0 0			Communicate appropriately with other health professionals regarding drug therapy.	and employment documents.	DNS.		Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy. Communicate appropriately with other health professionals regarding drug therapy. Design effective business communication documents such as emails, letters, proposals and employment documents.	Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.		
	4 1 1 0				to create simple, effective documents.	re Compose documents and communications that are targeted to a specific audience and for a specific purpose.		 developmentally and culturally appropriate, and interpret health data. Apply evidence-based nursing practices in support of patient and family in self-health care management across the lifespan. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both 	Compose documents and communications that are targeted to a specific audience and for a specific purpose. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate, and interpret health data. Apply evidence-based nursing practices in support of patient and family in self-health care management across the lifespan. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate, and	Conduct a health assessment that is in-depth, evidence- based, family-centered, and both developmentally and culturally appropriate, and interpret health data.evidence- interpret patient and family in self-health care management of pa across the lifespan.of pa mana Cond Conduct a health assessment that is in-depth, evidence- based, family-centered, and both developmentally and developmentally and developmentally and developmentally and developmentally and developmentally and developmentally and developmentally and	lopmentally and culturally appropriate, and pret health data. y evidence-based nursing practices in support atient and family in self-health care agement across the lifespan. duct a health assessment that is in-depth, ence-based, family-centered, and both lopmentally and culturally appropriate, and	
NRS 221 Nursing in Chronic Illness II & End-of-Life Care	9 1 1 1	1 1 Identify and use community resources to provide support for the patient and family caregiving.				care to assure continuity of care across settings (e.g., schools, day care, adult foster care, etc.) by negotiating with others to modify care; and	support for the patient and family caregiving. Communicate with agencies involved in patient care to assure continuity of care across settings (e.g., schools, day care, adult foster care, etc.) by	 interpret health data. Identify and use community resources to provide support for the patient and family caregiving. Communicate with agencies involved in patient care to assure continuity of care across settings (e.g., schools, day care, adult foster care, etc.) by 	interpret health data.	culturally appropriate, and interpret health data.		

							Utilize nursing- and interprofessional-based	Utilize nursing- and interprofessional-based		
	Utilize nursing- and interprofessional-based knowledge of death and						knowledge of death and dying trajectories to	knowledge of death and dying trajectories to support		
	dying trajectories to support patients/families across the lifespan						support patients/families across the lifespan who			
	who are experiencing transitions at the end of life.						are experiencing transitions at the end of life.	experiencing transitions at the end of life.		
							Analyze the impact of health care delivery system		Analyze the impact of health care delivery system	
							issues, policy and financing on individual and fam		issues, policy and financing on individual and famil	
							health care needs for chronic illness and end of lif		health care needs for chronic illness and end of life	
							nearch care needs for chrome inness and end of in		nearch care needs for chronic inness and end of me	
				Conduct evidence-based assessment, using age, and	Conduct evidence-based assessment, using age, and	ad	Conduct evidence-based assessment, using age, and	Conduct evidence-based assessment, using age, and	Conduct evidence-based assessment, using age, and	Conduct evidence-based assessment, using age, and
	Conduct evidence-based assessment, using age, and developmentally and		Conduct evidence-based assessment, using age, and developmentally		developmentally and culturally appropriate					
	culturally appropriate communication skills.		and culturally appropriate communication skills.	communication skills	communication skills.		skills	skills	ckills	skills
				Develop and use evidence-based, individualized,		Develop and use evidence-based, individualized,	58115.	51115.		5KI15.
	Develop and use evidence-based, individualized, develomentally		Develop and use evidence-based, individualized, develomentally	develomentally appropriate interventions that are		develomentally appropriate interventions that are	Develop and use evidence-based, individualized,	Develop and use evidence-based, individualized,	Develop and use evidence-based, individualized,	Develop and use evidence-based, individualized,
	appropriate interventions that are dynamic and based on changing needs of		appropriate interventions that are dynamic and based on changing	dynamic and based on changing needs of patient and		dynamic and based on changing needs of patient and	•	mic develomentally appropriate interventions that are dynamic	develomentally appropriate interventions that are dynamic	
	patient and family.		needs of patient and family.	family.		family.	and based on changing needs of patient and family.	and based on changing needs of patient and family.	and based on changing needs of patient and family.	and based on changing needs of patient and family.
Nursing in Acute Care II & End-of-Life Care9111				Collaborate with health care team members to provide	Collaborate with health care team members to	Collaborate with health care team members to provide		Collaborate with health care team members to provide		
				comfort and symptom management.	provide comfort and symptom management.	comfort and symptom management.		comfort and symptom management.		
				Develop discharge plans in collaboration with patient,			Develop discharge plans in collaboration with patient,			
	Develop discharge plans in collaboration with patient, family, health care			family, health care team members, and service providing	g	family, health care team members, and service providing	ng family, health care team members, and service providin			
	team members, and service providing agencies.			agencies.		agencies.	agencies.	health care team members, and service providing agencies.	health care team members, and service providing agencie	S.
							Reflect on experiences in caring for patients with acute			
	Reflect on experiences in caring for patients with acute conditions.	Reflect on experiences in caring for patients with acute conditions.	Reflect on experiences in caring for patients with acute conditions.				conditions.			
			Make sound clinical judgments based on an increasingly complex			Make sound clinical judgments based on an increasingly	Make sound clinical judgments based on an increasingly	Make sound clinical judgments based on an increasingly	Make sound clinical judgments based on an increasingly	
	Make sound clinical judgments based on an increasingly complex knowledge		knowledge base, best practice evidence, and experience in care of				complex knowledge base, best practice evidence, and	complex knowledge base, best practice evidence, and	complex knowledge base, best practice evidence, and	
	base, best practice evidence, and experience in care of selected populations.		selected populations.			experience in care of selected populations.	experience in care of selected populations.	experience in care of selected populations.	experience in care of selected populations.	
			serected populations.				experience in care of selected populations.	experience in care of selected populations.	experience in care of selected populations.	
					Set priorities in the provision of care with attention	n Set priorities in the provision of care with attention to	Set priorities in the provision of care with attention to	Set priorities in the provision of care with attention to patien	t Set priorities in the provision of care with attention to part	ient
	Set priorities in the provision of care with attention to patient needs and					n Set priorities in the provision of care with attention to ces patient needs and preferences, available resources and		Set priorities in the provision of care with attention to patien needs and preferences, available resources and ethical	t Set priorities in the provision of care with attention to par needs and preferences, available resources and ethical	ient
						ces patient needs and preferences, available resources and				ient
	Set priorities in the provision of care with attention to patient needs and	Practice self-reflection and self-analysis to identify areas for improvement.	Practice self-reflection and self-analysis to identify areas for improve	ment.	to patient needs and preferences, available resourc		patient needs and preferences, available resources and	needs and preferences, available resources and ethical	needs and preferences, available resources and ethical	ient
	Set priorities in the provision of care with attention to patient needs and preferences, available resources and ethical aspects of patient care.	Practice self-reflection and self-analysis to identify areas for improvement.	Practice self-reflection and self-analysis to identify areas for improve	Advocate for and provide individualized care for patients	to patient needs and preferences, available resourc and ethical aspects of patient care.	ces patient needs and preferences, available resources and	 patient needs and preferences, available resources and ethical aspects of patient care. Advocate for and provide individualized care for patient 	needs and preferences, available resources and ethical	needs and preferences, available resources and ethical aspects of patient care.	ient Advocate for and provide individualized care for patients
	Set priorities in the provision of care with attention to patient needs and preferences, available resources and ethical aspects of patient care.	Practice self-reflection and self-analysis to identify areas for improvement.	Practice self-reflection and self-analysis to identify areas for improve	Advocate for and provide individualized care for patients and families.	to patient needs and preferences, available resourc and ethical aspects of patient care.	ces patient needs and preferences, available resources and ethical aspects of patient care.	patient needs and preferences, available resources and ethical aspects of patient care.	needs and preferences, available resources and ethical aspects of patient care. S Advocate for and provide individualized care for patients and families.	needs and preferences, available resources and ethical aspects of patient care.	
Integrative Practicum 9 1 1 1 1	Set priorities in the provision of care with attention to patient needs and preferences, available resources and ethical aspects of patient care. Advocate for and provide individualized care for patients and families. Evaluate and improve own leadership skills through collaboration with the	Practice self-reflection and self-analysis to identify areas for improvement.	Practice self-reflection and self-analysis to identify areas for improve	Advocate for and provide individualized care for patients and families. Evaluate and improve own leadership skills through	to patient needs and preferences, available resourc and ethical aspects of patient care. s Evaluate and improve own leadership skills through	 patient needs and preferences, available resources and ethical aspects of patient care. h Evaluate and improve own leadership skills through 	 patient needs and preferences, available resources and ethical aspects of patient care. Advocate for and provide individualized care for patient 	 needs and preferences, available resources and ethical aspects of patient care. Advocate for and provide individualized care for patients and families. Evaluate and improve own leadership skills through 	needs and preferences, available resources and ethical aspects of patient care.	Advocate for and provide individualized care for patients
Integrative Practicum 9 1 1 1 1	Set priorities in the provision of care with attention to patient needs and preferences, available resources and ethical aspects of patient care.	Practice self-reflection and self-analysis to identify areas for improvement.	Practice self-reflection and self-analysis to identify areas for improve	Advocate for and provide individualized care for patients and families.	to patient needs and preferences, available resourc and ethical aspects of patient care.	 patient needs and preferences, available resources and ethical aspects of patient care. h Evaluate and improve own leadership skills through collaboration with the health care team. 	 patient needs and preferences, available resources and ethical aspects of patient care. Advocate for and provide individualized care for patient and families. 	needs and preferences, available resources and ethical aspects of patient care. S Advocate for and provide individualized care for patients and families.	needs and preferences, available resources and ethical aspects of patient care.	Advocate for and provide individualized care for patients
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