ChicanX

The ChicanX department has identified four program learning values that are essential to students. Students who have taken multiple classes will reflect the values of the department in greater depth, broader historical periods, and competence in multiple cultural or geographic context.	Course Name	CHST 112 ChicanX History: An American Journey	CHST 115 La Chicana: Gender, History, and Intellectualism	CHST 120 Identity, Art, and Culture
PLO Measured				
Students will draw on diverse gendered social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations.		X	X	X
Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse ChicanX context.		X	X	X
Demonstrate an ability to think critically, analytically, and creatively about the ChicanX experience.		X	X	X
Demonstrate a comprehensive knowledge of the history and culture of the ChicanX people in the United States.		X	X	X

ChicanX Studies Map/SLO subcategory inserted to align with each PLO	SLO	Communication	Inquiry	Problem Solving	Social Interaction
PLO Measured					
Students will draw on diverse gendered social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations.		Oral Expression and Written Expression	Research and Documentation	Critical Thinking and Qualitative Reasoning	Ethical Conduct and Cultural Diversity
Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse ChicanX context.		Oral Expression and Written Expression	Research and Documentation	Critical Thinking and Qualitative Reasoning	Ethical Conduct and Cultural Diversity
Demonstrate an ability to think critically, analytically, and creatively about the ChicanX experience.		Oral Expression and Written Expression	Research and Documentation	Critical Thinking and Qualitative Reasoning	Ethical Conduct and Cultural Diversity
Demonstrate a comprehensive knowledge of the history and culture of the ChicanX people in the United States.		Oral Expression and Written Expression	Research and Documentation	Critical Thinking and Qualitative Reasoning	Ethical Conduct and Cultural Diversity

History

The History Department has identified four program learning values that we believe are essential to our students. Students who have taken multiple classes will reflect the values of the department in greater depth, broader historical periods, and competence in multiple cultural or geographic context.

PLO Measured

Course Name	HIST&116	HIST&117	HIST&118	HIST&146	HIST&147	HIST&214	HIST&215	HIST 238	HIST 260	HIST 261	HIST 271	HIST 274	HIST 275	HIST&219	HIST 230
Demonstrate historical reasoning	X	X	X	X	X	X	X	X	X	X	X	X	X		
Illustrate communication skills	X	X	X	X	X	X	X	X	X	X	X	X	X		
Develop historical analysis	X	X	X	X	X	X	X	X	X	X	X	X	X		
Dissect historiography (pre-majors)	X	X	X	NA	NA	NA	X	X	X	X	X	X	X		

History Department Map/SLO subcategory inserted to align with each PLO **PLO Measured**	**SLO**	Communication	Inquiry	Problem Solving	Social Interaction
Demonstrate historical reasoning		Oral Expression and Written Expression	Informed Literacy and Research	Critical Thinking and Qualitative Reasoning	Cultural Diversity
Illustrate communication skills		Oral Expression and Written Expression	Informed Literacy and Research	Critical Thinking and Qualitative Reasoning	Cultural Diversity
Develop historical analysis		Oral Expression and Written Expression	Informed Literacy and Research	Critical Thinking and Qualitative Reasoning	Cultural Diversity
Dissect historiography (pre-majors)		Oral Expression and Written Expression	Informed Literacy and Research	Critical Thinking and Qualitative Reasoning	Cultural Diversity

Geography Department Learning Outcomes Map

Wenatchee Valley College Mission Statement:

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Student Learning Outcomes (SLOs):

1. Problem Solving

    a. Critical Thinking
    b. Creative Thinking
    c. Quantitative Reasoning
    d. Qualitative Reasoning

2. Communication

    a. Oral Expression
    b. Written Expression
    c. Artistic Expression

3. Social Interaction

    a. Collaboration
    b. Ethical Conduct
    c. Professional Conduct
    d. Cultural Diversity

4. Inquiry

    a. Information Literacy
    b. Research
    c. Documentation

Program Learning Outcomes (PLOs):

Geography is the scientific study of the interactions between human societies and the natural world across the globe. Geography courses are designed to promote student exploration of cultural diversity, sustainability, and critical thinking based on reliable demographic and scientific data sources. Students who have successfully completed the courses in Geography will be able to:

1. Identify examples of human-environment interactions and assess the past, present, and future impact of those interactions.
2. Demonstrate an ability to critically understand quantitative and qualitative data sources, data bias, and multi-scalar analysis using geographic tools.
3. Demonstrate geographic literacy through the interpretation, identification, and construction of world and/or national maps.
4. Demonstrate an understanding of the patterns, trends, and impacts of population, natural resource use, migration, urbanization, industry, agriculture, and economic development.

5. Explain how structural racism, xenophobia, and cultural diversity shape geographic inequalities, environmental impacts, and economic opportunity in the US and abroad.
6. Propose sustainable alternatives to conventional development strategies.

Course Learning Outcomes (CLOs):

Geog&100: Introduction to Geography
Course Description: Introduction to the study of human geography and the major themes of the discipline. Topics include human-environment interaction, population and migration, cultural diffusion, patterns of health and nutrition, industrialization, economic development, and political geography. These will be approached in the context of regional difference and globalization.

#	Upon completion of this course, successful students will (be able to):	PLOs	SLOs
1	Use maps and other geographic tools to acquire, process, and report information from a spatial perspective.	3	1A, 3B, 4A,B,C
2	Demonstrate, orally and in writing, an understanding of the significance of mental maps in organizing information about people and places through personal perception.	3	1D, 2A,B
3	Demonstrate, orally and in writing, an understanding of regional classifications as means to interpret Earth's complexity.	2	1C, 2A,B
4	Describe the physical and cultural characteristics of places.	2	2A,B, 3D, 4A
5	Demonstrate, orally and in writing, an understanding of physical processes that shape the patterns of ecosystems on Earth's surface.	1	1C,D, 2A,B
6	Explain how human actions modify the physical environment and how physical systems affect human systems.	1	1A,D
7	Analyze the meaning, use, distribution and importance of natural resources	4	1A,B,C,D, 4B
8	Explain the dynamics of population change and the differences of population structures.	4	1C,D, 3D,4A,B
9	Analyze maps of the flows of people, labor migration, refugees, modern slavery, religious differences and resources across geographical borders in the context of cultural imperialism and economic inequalities in the US and the world.	5	1A,C,D, 3D, 4A
10	Explore and reflect upon how race, class, gender and other categories of difference are socially constructed, flexible, and overlapping; how identities and their representations change over time; how different identities intersect with one another and are shaped by power, privilege and systemic discrimination.	5	1A,B, 2A, 3A,D, 4B
11	Demonstrate, orally and in writing, an understanding of the patterns and networks of political-economic interdependence worldwide.	4	1A, 2A,B, 3D, 4B

#		PLOs	SLOs
12	Propose sustainable alternatives to conventional development strategies.	6	1A,B, 4B,D

Geog&102: World Regional Geography

Course Description: Examines the diversity of the world's human and physical landscapes using a regional approach. Geographic concepts and the dynamics of development are discussed within the context of 10 major geographic realms. Regional disparities and interdependencies provide an important focus for understanding the global complexity of social systems.

#	Upon completion of this course, successful students will (be able to):	PLOs	SLOs
1	Use maps and other geographic tools to acquire, process, and report information from a spatial perspective.	3	1A, 3B, 4A,B,C
2	Understand the general physiography, historical development and social geography including divisions based on race, ethnicity, class, gender, nationality, religion, and socioeconomic status in each of the ten major realms on earth.	4	1A,C,D, 3D,4A
3	Identify spatial distributions of regional phenomena and explain geographic processes such as migration, colonialism, religious persecution, genocide, cultural imperialism, disease vectors, deforestation, desertification, and natural resource use underlying such patterns.	5	1A,B,C,D, 3D, 4B
4	Use skills to critically examine development theory approaches and to analyze regional inequalities based on systemic discrimination and oppression that has been directed toward people of diverse races, backgrounds, and orientations.	5	1A,D, 3D, 4A,B
5	Be able to demonstrate an improved level of geographic literacy, map identification and Internet capability.	2	2A,B, 4A
6	Understand the importance of history and domestic or international forces in making 'a place' what it is today.	1	1A,D, 3D
7	Integrate and synthesize text materials, web-based curriculum, video documentaries and lecture presentations to produce written and oral assignments.	2	2A,B, 4A
8	Understand and appreciate the uniqueness of place in the face of globalizing realities.	6	1A,B, 3C

Geog 150: Introduction to Sustainability

Course Description: Introduction to sustainability and issues that impact sustainable development globally, nationally and locally. Examines our role in natural resource depletion and waste both in urban and rural spaces while envisioning ways to sustain ecosystems, support social justice, and reduce our ecological footprint. Includes a service-learning component.

#	Upon completion of this course, successful students will (be able to):	PLOs	SLOs
1	Define and communicate the concept of sustainability, including forms of practice, from a geographic perspective.	1	2A,B

2	Reflect on the role of sustainability in their personal lives and their local community to create an ethics of caring for a common home, which expresses their cultural awareness, sensitivity, diversity and cultural competency.	5	1A, 3A,B,D
3	Analyze and explain the interconnections of natural and human systems (ecological, social, economic, cultural, and political) at local, national, and global scales.	1	1A,C, 3D, 4B
4	Apply an understanding of environmental racism in the U.S. while also exploring the meaning of power and privilege, along with historical patterns, marginalization and demographics of American society, in terms of ethnicity, gender and socio-economic status.	5	1A, 3B, 3D
5	Use maps and other geographic tools to acquire, process, and report information from a spatial perspective	2	1A, 3B, 4A,B,C
6	Articulate an inter-generational perspective to envision the elements of a socially just and sustainable society.	6	1B,D

Geog&200: Human Geography

Course Description: From personal to global levels, this course uses a systems approach to examine interaction of social, economic and ecological factors in natural resources management. Identify and explore the consequences of diverse natural resource philosophies and paradigms, and develop skills to direct, mitigate or change human impacts on natural systems.

#	Upon completion of this course, successful students will (be able to):	PLOs	SLOs
1	Explain the key concepts and vocabulary used in social science approaches to natural resource management.	4	1A, 2A,B
2	Identify and categorize specific short-term and long-term human impacts on ecosystems and develop detailed strategies to direct, mitigate, or change these impacts.	1	1A, B
3	Apply understanding of larger scale (global & regional) natural resource management context to the analysis of smaller scale (regional and local) natural resource management.	2	1C, D
4	Conduct and document a comprehensive stakeholder analysis for a defined Natural Resource issue. Develop and propose solutions, demonstrating how it addresses the identified stakeholder interests and constraints.	6	3A, 4B
5	Understand and describe patterns of natural resource distribution and systems of control over those resources.	4	1A, 2A, B 4C
6	Use maps and geographic tools to analyze natural resource distributions and the management of those resources from a spatial perspective.	3	1A, 3B, 4A,B, 4C

Geog&207: Economic Geography

Course Description: The changing locations and spatial patterns of economic activity including industry, agriculture, transportation, trade, technology, retail, tourism, and services. Uneven

economic development is explored in the context of regions, natural resources, labor migration, gender and ethnic divisions, and the role of the state.

#	Upon completion of this course, successful students will (be able to):	PLOs	SLOs
1	Understand geographic scales of analysis and their intersections.	2	1C,D
2	Understand basic economic measures, models, and theories of spatial arrangement and interaction.	2	1C,D
3	Explain economic processes using country or place-specific examples.	4	2A,B, 4A,B
4	Examine critically development theory approaches to analyze regional inequalities.	5	1A,C,D, 3D
5	Summarize geographic approaches towards economic analysis of industrial or retail location, urban locational patterns and processes of trade.	4	2A,B, 4A,B,C
6	Engage a global perspective on issues of resource distribution, population, labor migration, economic development, commodity production, consumption and waste.	1	1A,B, 4A,B
7	Apply theories of political economy to pressing environmental problems and social justice issues.	6	1A,D, 3C, 4A,B
8	Explain how regional variations and disparities are tied to past and present economic conditions.	4	1A,D, 2A,B, 4A
9	Understand how racism, xenophobia, and patriarchy shape divisions of labor and economic opportunity in the US and abroad.	5	1A, 3D

Humanities Department Learning Outcomes Map

Wenatchee Valley College Mission Statement:
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Student Learning Outcomes (SLOs):

1. Problem Solving
   a. Critical Thinking
   b. Creative Thinking
   c. Quantitative Reasoning
   d. Qualitative Reasoning
2. Communication
   a. Oral Expression
   b. Written Expression
   c. Artistic Expression
3. Social Interaction
   a. Collaboration
   b. Ethical Conduct
   c. Professional Conduct
   d. Cultural Diversity
4. Inquiry
   a. Information Literacy
   b. Research
   c. Documentation

Program Learning Outcomes (PLOs):

The Humanities Department offers a wide-range of courses that seek to enrich and transform students' lives by allowing them to explore the art, history, philosophy, and literature that is reflective of the human condition. Humanities courses emphasize questions of meaning, value, and significance while critically engaging with an array of humanity's artistic and intellectual accomplishments. Students who have successfully completed the courses in the Humanities will be able to:

1. Demonstrate intellectual curiosity and devise strategies for independent inquiry.
2. Recognize the aesthetic and formal qualities of artistic, literary, and/or cinematic texts.
3. Demonstrate critical thinking skills by synthesizing information from multiple sources.
4. Analyze texts from historical, cultural, artistic, philosophical, and/or theoretical perspectives.
5. Demonstrate reflective and metacognitive thinking about the humanities.

Course Learning Outcomes (CLOs):

Course	Humanities 101: Introduction to Humanities		
Course Description	A study of art, history, philosophy, and literature that explores questions of meaning, value, and aesthetics. This course aims to investigate and critique the experiences of humanity by utilizing an interdisciplinary and interpretive approach that emphasizes reading, critical thinking, and writing.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity and begin to devise strategies for independent inquiry.	P1	1A,B,D; 4A
CLO 2	Begin to recognize the aesthetic and formal qualities of artistic and literary texts.	P2	1B,D
CLO 3	Demonstrate emerging critical thinking skills by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze texts from historical, cultural, artistic, and philosophical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about the humanities.	P5	1A,B,D; 2B

Course	Humanities 116: Humanities I		
Course Description	A study of the significant movements in Western culture through an interdisciplinary examination of major works, core texts, and artistic accomplishments. This wide range of texts explores the forces informing the humanities, from the beginning of civilization to the end of the Classical Age.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity toward the significant philosophical ideas and cultures of Western civilization from its beginning to end of the Classical Age.	P1	1A,B,D
CLO 2	Recognize the aesthetic and formal qualities major artistic achievements and movements of Western civilization from its beginning to end of the Classical Age.	P2	1B,D
CLO 3	Demonstrate emerging critical thinking skills by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze texts from historical, cultural, artistic, and philosophical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about the humanities from the beginning of Western civilization through the Classical Age.	P5	1A,B,D; 2B

Course	Humanities 117: Humanities II		
Course Description	A study of the significant movements in Western culture through an interdisciplinary examination of major works, core texts, and artistic accomplishments. This wide range of texts explores the forces informing the humanities, from the Middle Ages to the Renaissance.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity toward the significant philosophical ideas and cultures of Western civilization from the Middle Ages to the Renaissance.	P1	1A,B,D
CLO 2	Recognize the aesthetic and formal qualities major artistic achievements and movements of Western civilization from the Middle Ages to the Renaissance.	P2	1B,D
CLO 3	Demonstrate emerging critical thinking skills by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze texts from historical, cultural, artistic, and philosophical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about the humanities from the Middle Ages through the Renaissance.	P5	1A,B,D; 2B

Course	Humanities 118: Humanities III		
Course Description	A study of the significant movements in Western culture through an interdisciplinary examination of major works, core texts, and artistic accomplishments. This wide range of texts explores the forces informing the humanities, from the Age of Enlightenment to Modern Age.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity toward the significant philosophical ideas and cultures of Western civilization from the Age of Enlightenment to the Modern Age.	P1	1A,B,D
CLO 2	Recognize the aesthetic and formal qualities major artistic achievements and movements of Western civilization from the Age of Enlightenment to the Modern Age.	P2	1B,D
CLO 3	Demonstrate emerging critical thinking skills by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze texts from historical, cultural, artistic, and philosophical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about the humanities from the Age of Enlightenment through the Modern Age.	P5	1A,B,D; 2B

Course	Humanities 141: Film & Culture		
Course Description	A study of the elements of film structure and content for analysis and understanding of the human experience. Through critical viewing, thinking, and writing, students will gain a basis for understanding how cultural themes and values are expressed in film.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity toward film studies and devise strategies for independent inquiry about cinema as an art form.	P1	1A,B,D; 4A
CLO 2	Recognize the aesthetic and formal qualities of cinema.	P2	1B,D
CLO 3	Demonstrate critical thinking about film studies by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze films from historical, cultural, artistic, and theoretical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about cinema and its relationship to the humanities.	P5	1A,B,D; 2B

Course	Humanities 206: Mythology & Symbolism		
Course Description	A study of the meaning, value, and scope of mythology and symbolism. Explores myths and the symbols they contain from a wide-range of cultures and time periods with a focus on the human condition and humanity's efforts to understand itself.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity toward mythology and devise strategies for independent inquiry about symbolism and its function in myth.	P1	1A,B,D; 4A
CLO 2	Recognize the aesthetic and formal qualities of mythology.	P2	1B,D
CLO 3	Demonstrate critical thinking about mythology by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze mythology from historical, cultural, artistic, and theoretical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about mythology and its relationship to the humanities.	P5	1A,B,D; 2B

Course	Humanities 207: Comics & Graphic Novels		
Course Description	A study of the history, cultural significance, and formal elements of various sequential art forms, including comic books, manga, and graphic novels. Explores the interplay of image and text, and builds visual literacy by examining influential and respected works of the medium.		
CLOs	***Upon completion of this course, successful students will (be able to):***	**PLOs**	**SLOs**
CLO 1	Demonstrate intellectual curiosity toward comics and other forms of sequential art and devise strategies for independent inquiry about the interplay of image and text.	P1	1A,B,D; 4A
CLO 2	Recognize the aesthetic and formal qualities of comics and other forms of sequential art.	P2	1B,D
CLO 3	Demonstrate critical thinking about comics and other forms of sequential art by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze comics and other forms of sequential art from historical, cultural, artistic, and theoretical perspectives.	P4	1A,D; 2B
CLO 5	Demonstrate reflective and metacognitive thinking about comics and other forms of sequential art and their relationship to the humanities.	P5	1A,B,D; 2B

Course	Humanities 242: Global Cinema
Course Description	A study of the cultural and historical development of global cinema outside of Hollywood and the United States, emphasizing the study of films and innovations in film production, distribution, and exhibition, as well as changes in national identity, that have had significant influence on international cinema.

CLOs	*Upon completion of this course, successful students will (be able to):*	PLOs	SLOs
CLO 1	Demonstrate intellectual curiosity toward global cinema and devise strategies for independent inquiry about cinema as an art form.	P1	1A,B,D; 4A
CLO 2	Recognize the aesthetic and formal qualities of global cinema, including how regional filmmakers utilize film to represent national and personal identity.	P2	1B,D; 3D
CLO 3	Demonstrate critical thinking about global cinema by synthesizing information from multiple sources.	P3	1A,D; 2B; 4B
CLO 4	Analyze films from historical, cultural, and theoretical perspectives, including how the role and understanding gender, race, and sexual identity shape them.	P4	1A,D; 2B; 3D
CLO 5	Demonstrate reflective and metacognitive thinking about global cinema and its relationship to the humanities.	P5	1A,B,D; 2B
CLO 6	Recognize the on-going conversation among national and regional cinematic movements and how those movements are created in response to global and regional issues.	P2	1A,D; 3D

APPENDIX C. Assessment Crosswalk: BSN Pathway Nursing courses, WVC Student Learning Outcomes (SLOs), Program Learning Outcomes (PLO's), Course Learning Outcomes (CLOs) and AACN Essential Domains and Concepts

BSN Pathway Courses	WVC Student Learning Outcomes (SLOs)	BSN QSEN-focused Program Learning Outcomes (PLOs)	Course Learning Outcomes (CLOs)	AACNE Domains & Concepts
ENGL & NURS 300 Professional Writing for Nursing 5 Credits *Cross Listed Course*	1) NA 2) B 3) C 4) A	3, 4	1) Apply various strategies for researching, drafting, evaluating, and editing written documents to increase their effectiveness. 2) Understand the ethical components of written communication in the workplace. 3) Apply rhetorical principles and practices of professional writing to specific writing projects. 4) Collaborate as part of a writing team. 5) Utilize various research methods to produce professional documents. 6) Constructively critique peers' works. 7) Identify various research methods to produce professional documents. 8) Evaluate sources for credibility, relevance, and currency. 9) Demonstrate correct and appropriate documentation and citation in APA format.	Domain 4: Scholarship for the Nursing Discipline
NURS 301 Concepts in Professional Nursing Practice and Lab 3 credits *LPN to BSN Only*	1) A 2) B 3) C 4) A	1, 2	1) Articulate the attributes and roles for a registered nurse 2) Differentiate between the LPN and RN scopes of practice and role within the healthcare team 3) Demonstrate competency of nursing skills in the skills lab. 4) Demonstrate effective communication skills when interacting with patients, families, and members of the inter-professional teams. 5) Apply the nursing process to the care of diverse patients across the lifespan. 6) Discuss patient education regarding self-management and health promotion for patients across the lifespan. 7) Discuss health promotion needs when caring for patients and their families across the lifespan. 8) Demonstrate safe and effective care to patients and their families.	Domain 2 Compassionate Care, Personal, Prof. and Leadership Development
NURS 302 Applied Concepts in Protection and Movement 3 credits *LPN to BSN Only*	1) NA 2) B 3) C 4) A	1,3	1) Utilize the nursing process when planning safe care for patients with acute or chronic health problems. 2) Demonstrate professional collaboration and communication when caring for patients with acute or chronic health problems. 3) Prioritize care for patients with acute or chronic health problems. 4) Identify interventions that support preventative care and treatment of patients with acute or chronic health problems. 5) Describe nutritional requirements for patients to support health for adult patients. 6) Identify interventions that promote psycho-sociocultural health of patients with acute or chronic health problems. 7) Discuss professional nursing concepts that affect the care of patients with acute or chronic health problems.	Domain 2 Compassionate Care

Course	Answers	Outcomes	Course Objectives	Domain
NURS 303 Applied Concepts in Homeostasis and Regulation I 3 credits *LPN to BSN Only*	1) NA 2) B 3) C 4) A	3, 6	1) Utilize the nursing process for patients with acute or chronic health problems. 2) Apply nursing concepts to develop effective collaboration, communication, patient education, and advocacy for patients with urgent and chronic problems. 3) Demonstrate professional collaboration and communication when caring for patients with acute or chronic health problems. 4) Prioritize care for patients with alterations in homeostasis and regulation. 5) Describe nutritional requirements for patients to support homeostasis for adult patients. 6) Identify interventions that promote psycho-sociocultural health of patients with acute or chronic health problems. 7) Discuss professional nursing concepts that affect the care of patients with acute or chronic health problems.	Domain 2 Compassionate Care
NURS 310 Transition to Baccalaureate Practice 5 Credits	1) A 2) A 3) A 4) C	5, 6	1) Demonstrate the ability to use online learning and technology to access information and to improve healthcare outcomes. 2) Analyze levels of education, practice and specialization within healthcare professions related to the delivery of safe, accessible healthcare. 3) Assess personal growth as a nurse leader based upon professional standards and ethical principles in relation to other members of the healthcare team. 4) Relate attributes of altruism, autonomy, human dignity, integrity, and social justice in developing a professional self-concept. 5) Communicate knowledge, values, attitudes and skills of the nursing profession in promoting safe quality health care and the profession locally, nationally, and globally. 6) Explain the BSN role in healthcare quality and safety using structure, process and outcome measures to identify clinical questions and change current practices.	Domain 10: Personal, Professional, and Leadership Development
NURS 315 Economics in Healthcare 5 Credits *Cross Listed Course*	1) C 2) A, 3) B, C 4) A	3	1) Explain the role of economics in the healthcare industry. 2) Apply economic principles and tools as it relates to the production and distribution of medical services and new technologies. 3) Evaluate risk and pooling as they relate to health insurance and health benefits. 4) Analyze stakeholders (e.g., drug companies, physicians, hospitals)' effect on the emerging issues related to the quality and cost of healthcare. 5) Examine government regulation and competition in the operation and performance of the health care industry.	Domain 1 Ethics
NURS 320 Nursing Research, Clinical Scholarship and Evidence Based Practice 5 Credits	1) D 2) B 3) B 4) B	3, 6	1) Demonstrate the ability to access and analyze sources of information essential for evidence-based nursing practices. 2) Define the basic elements of qualitative and quantitative research design. 3) Evaluate nursing research for credibility and validity. 4) Analyze the research process as a framework for clinical reasoning to improve quality and safety measures in nursing practices. 5) Explain the importance of ethical conduct in research and scholarly work.	Domain 8 Evidence Based Practice
NUR 330 Health Policy 5 Credits	1) B 2) C 3) A 4) A	4, 5	1) Examine the leadership strategies necessary to create a culture of quality and safety within healthcare policies and systems. 2) Discuss finance and regulatory environments including local, state, national and global health care trends in the development of healthcare policy.	Domain 3 Social

Course		Assessment	SLOs	Domain
			3) Demonstrate communication strategies and articulate issues that impact health care delivery and/or population health to decision-makers 4) Analyze the impact of social and healthcare policies on social disparities in health.	Determinants of Health, Health Policy
NURS 340 Organizational Change for Safety and Quality Care 5 Credits	1) A 2) B 3) C 4) NA	4, 5	1) Identify the theoretical basis and methodologies for organizational change and quality improvement in healthcare systems. 2) Examine microsystems and their relationship to complex systems, quality care, and patient safety. 3) Analyze the relationship between a healthcare organization's stated mission and philosophy to structure resource allocation and systems facilitation. 4) Examine principles of patient safety and the role of local, state, and national initiatives in the improvement of patient outcomes.	Domain 5, 7 Clinical Judgement
NURS 350 Pathophysiology, Pharmacology & Health Assessment 5 Credits: 4 Credits Theory/ 1 Credit Practicum/Clinical	1) D 2) - 3) D 4) A	1, 4	1) Explain a comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessment of health. 2) Utilize evidence-based practices to guide health teaching, counseling, screening, outreach referral and follow up throughout the life span. 3) Analyze relationships among pathophysiological processes, laboratory and diagnostic tests, and clinical manifestations of selected illnesses. 4) Identify pharmacologic, complementary, and alternative therapies for health promotion in diverse populations across the lifespan.	Domain 3 Populations Health
NURS 360 NURS 360 Health Equity and Cultural Competency in Nursing 5 Credits	1) C 2) A 3) B, D 4) C	3, 5	1) Explain the role culture plays in health and health care services. 2) Apply sensitivity and mindful listening techniques to fully serve all patients. 3) Demonstrate professional & culturally competent values and behaviors. 4) Work effectively with interpreters to provide quality health care. 5) Evaluate core values for health from different cultural perspectives. 6) Feel comfortable serving diverse populations and understanding the terminology and needs of specific populations.	Domain 3 DEI
HUMN & NURS 370 Art of Nursing 5 credits *LPN to BSN Only *Cross Listed Course	1) A 2) C 3) B, D 4) A	6	1) Demonstrate intellectual curiosity toward the study of humanities and devise strategies for independent inquiry about nursing as an art. 2) Recognize the aesthetic and formal qualities of major artistic and philosophical achievements that have shaped the profession of nursing. 3) Demonstrate critical thinking about the art of nursing by synthesizing information from multiple sources 4) Analyze films from historical, cultural, and theoretical perspectives. 5) Demonstrate reflective and metacognitive thinking about portrayal of nursing and its relationship to humanities.	Domain 4, 10 Ethics
NURS 390 Clinical Judgment in Nursing I 2 credits Simulation *LPN to BSN Only	1) D 2) A 3) B, C 4) C	1, 5	1) Apply the nursing process to simulated scenarios related to commonly occurring health problems. 2) Employ communication strategies, such as ISBAR and DARP, when working with colleagues and patients. 3) Demonstrate evidence-based teamwork and collaboration strategies, such as Team STEPPS, when working with colleagues and patients within simulated scenarios.	Domain 1, 2 Compassionate Care

			4)	Organize safe and effective nursing interventions for patients and families in simulated scenarios.	
NURS 400 Acute Care Clinical 6 credits Clinical ***LPN to BSN Only**	1) D 2) B 3) B, C 4) B	1, 2	1) 2) 3) 4) 5) 6)	Adequately perform focused assessments on a variety of conditions while caring for clients across the lifespan. Prioritize safe, culturally competent client care for multiple clients with urgent/emergent health problems. Develop and modify the plan of care in collaboration with the client and/or family. Coordinate client care with other members of the healthcare team, including delegation of client care to appropriate team members. Integrate effective communication into clinical interactions and patient education in a variety of settings and levels of acuity. Integrate professionalism into individual nursing practices as it relates to client advocacy, safety, and professional boundaries.	Domain 6 Interprofessional Partnerships Domain 8, 9 Compassionate Care
NURS 402 Applied Concepts in Reproductive Health and Sexuality 3 credits ***LPN to BSN Only**	1) B 2) A 3) B, D 4) A	1, 4	1) 2) 3) 4) 5) 6)	Utilize the nursing process when planning safe care for the perinatal and/or infant patient. Analyze changes in assessment data and laboratory and diagnostic findings in sexual health issues, communicable disease and care of the high-risk perinatal patient, and/or infant. Identify interventions that support preventative care and treatment for reproductive and/or sexual health issues and/or the perinatal and infant patient. Describe nutritional requirements for patients to support health and growth and development across the lifespan. Identify interventions that promote positive psycho-sociocultural health in reproductive, perinatal, and infant phases. Discuss professional nursing concepts that affect the care of patients with sexual health, sexuality, reproductive health, and care of the infant patient.	Domain 2 Compassionate Care
NURS 403 Applied Concepts in Homeostasis and Regulation II 3 credits ***LPN to BSN Only**	1) NA 2) NA 3) D 4) A	1, 2	1) 2) 3) 4) 5) 6) 7)	Utilize the nursing process when planning safe care for patients with acute or chronic health problems. Demonstrate professional collaboration and communication for patient with acute and chronic health problems Prioritize care for patients with acute or chronic health conditions. Identify interventions for patients with acute or chronic health conditions. Discuss nutritional requirements for patients to support homeostasis and regulation. Identify interventions that promote the psycho-sociocultural health of patients with acute or chronic health problems. Discuss professional nursing concepts that affect the care of patients with acute or chronic health problems.	Domain 3 Evidence Based Practice
NURS 404 Applied Concepts in Psychiatric and Mental Health Nursing 2 credits ***LPN to BSN Only**	1) NA 2) NA 3) B 4) A	3,4	1) 2) 3) 4)	Differentiate common types of mental illnesses, as well as alterations in mood and cognition, encountered in acute care and community settings. Identify priority interventions for patients that are suicidal Identify barriers to care for patients with psychiatric illnesses, with an emphasis on the rural setting. Describe common interventions (pharmacologic, counseling/therapies and nutritional) that support management of a patient with a mental health disorder.	Domain 2 Social Determinants of Health, Health Policy

Course	Answers		Course Outcomes	Domain
			5) Discuss the role that substance abuse plays as a comorbidity to mental health disorders. 6) Demonstrate therapeutic communication strategies with patients with maladaptive thoughts and behaviors.	
NURS 405 Applied Concepts in Multisystem Health Problems 3 credits ***LPN to BSN Only**	1) A 2) NA 3) NA 4) B	2,3	1) Prioritize the care of patients with acute, chronic and multisystem health problems. 2) Utilize information, technology and professional communication to manage knowledge, mitigate errors and support decision making in nursing care. 3) Create evidence-based interventions supporting care and treatment. 4) Demonstrate the nurse's role in addressing health disparities. 5) Demonstrate caring behaviors for patients and their families experiencing palliative and end of life care. 6) Formulate comprehensive patient-centered teaching plans.	Domain 1, 4 Clinical Judgement
NURS 410 Clinical Judgment in Nursing II 2 credits Simulation ***LPN to BSN Only**	5) C 6) A 7) A 8) C	1, 6	7) Apply the nursing process to simulated scenarios of patients with commonly occurring or complex health problems. 8) Demonstrate effective communication with colleagues and patients in simulated scenarios. 9) Demonstrate leadership in delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence. 10) Employ evidence-based practices (such as utilization of validated policies and protocols) within a simulated scenario. 11) Prioritize nursing interventions to mitigate risk in simulated scenarios.	Domain 3, 9 Communication
NURS 411 Health Information Technology for Nurses 3 Credits 100% Online	1) B 2) C 3) C 4) A	4	1) Demonstrate skills in using patient care technologies and information systems and communication devices that support safe nursing practices. 2) Recognize ethical standards related to data security, regulatory requirements, confidentiality, and clients' rights to privacy. 3) Evaluate data from all relevant sources, including technology, to inform the delivery of safe patient care.	Domain 8 Ethics, Social Determinants of Health
NURS 415 Applied Concepts in Multi-System Health Problems 3 credits Simulation ***LPN to BSN Only**	1) A 2) B 3) NA 4) NA	1, 2	1) Apply therapeutic communication techniques in care practices with patients, emphasis on those experiencing common maladaptive thoughts and behaviors. 2) Demonstrate collaborative leadership in simulated scenarios 3) Plan, implement, and evaluate a relapse prevention plan for patients experiencing severe and persistent psychiatric disorder. 4) Prioritize care strategies for patients experiencing comorbid health states. 5) Demonstrate safe clinical judgment with patients in a simulated environment. 6) Organize safe and effective nursing interventions for patients and families in simulated scenarios.	Domain 9 Ethics, Compassionate Care
NURS 430 Community & Public Health Nursing 5 Credits: 4 Credits Theory/ 1 Credit Practicum/Clinical	1) B, C, D 2) B 3) D 4) B	1, 2	1) Analyze the community as a client. 2) Evaluate approaches to nursing care of populations that are evidence-based and reflect best practices. 3) Utilize epidemiologic data to develop and guide facilitation of health-care initiatives within a community of interest. 4) Examine the implications, ethical considerations, and decision making in the process of public health policy formation, program development, and resource utilization to	Domain 2 DEI

Course			Objectives	Domain
			5) Analyze the interactions among global, cultural, and socioeconomic factors that influence health and wellness. 6) Examine theoretical models of program planning, behavior change, culturally appropriate collaboration, disease prevention, wellness promotion, chronic disease management, and continuity of care in community health nursing. 7) Demonstrate effective community/public health nursing communication related to health education, social justice, social determinants of health, community partnership, and culturally appropriate population-based interventions. promote the health of the public.	
NURS 450 Community Health Practicum 2 Credits Practicum/Clinical	1) A, B 2) B 3) A, B, C 4) C	1, 6	1) Engage in effective inter-professional collaboration with members of the population, such as members of the community, health-care professionals, community agencies, policymakers, and other related partners. 2) Describe population health problems, as well as assets and strengths, for specific communities 3) Participate in quality improvement, health education and patient safety initiatives that may lead to improvement of population health and elimination of health inequities. 4) Apply the principles of scientific inquiry and research in developing a written plan for a community health project aimed toward meeting the needs of a selected community group. 5) Exhibit leadership behaviors and appropriate professional roles during the community health practicum experience. 6) Apply theoretical models (such as program planning, behavior change, culturally appropriate collaboration, disease prevention, wellness promotion, chronic disease management and continuity of care) in communities of interest.	Domain 6 Interprofessional Partnerships Domain 10 Social Determinants of Health
NURS 470 Transition from LPN to RN Practice 2 credits *LPN to BSN Only*	1: C 2: A 3: B, C 4: A	6	1) Evaluate nursing interventions that support evidence-based best practices and propose modifications to meet the care needs of patients and families. 2) Identify the role of the nurse when caring for clients within legal and ethical guidelines across the lifespan. 3) Demonstrate leadership in delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence. 4) Recognize essential components integral for the licensure and practice of a Registered Nurse.	Domain 1, 4 Clinical Judgement
NURS 480 Advanced Med-Surg Across the Lifespan 4 credits Clinical *LPN to BSN Only*	1: C 2: A 3: B, C 4 A, C	1, 2	1) Evaluate nursing interventions that support evidence-based best practices and propose modifications to meet the care needs of patients and families. 2) Deliver care that is patient-centered, holistic, caring and culturally competent. 3) Collaborate with members of the healthcare team to promote continuity of patient care. 4) Employ the use of verbal and non-verbal communication techniques with patients, families, and healthcare team members. 5) Demonstrate responsibility and accountability in adhering to professional and ethical standards of nursing practice. 6) Demonstrate leadership in delegating selected nursing functions to others in accordance with their education, credentials, and demonstrated competence.	Domain 9, 10 Evidence Based Practice

| NUR 490
Capstone Project
1 Credit
Practicum/Clinical | 1) A, D
2) B, C
3) C
4) B, C | 2, 3, 5 | 1) Design a professional portfolio that illustrates your professional development in the RN to BSN program.
2) Demonstrate a clear understanding of the positive impact of interdisciplinary collaboration, professional communication, leadership, and commitment to lifelong learning through the presentation of a professional portfolio.
3) Utilize organizational leadership skills when collaborating with individuals, healthcare teams, and/or agencies in the community.
4) Integrate theoretical concepts from nursing and other disciplines, related to current healthcare trends and/or nursing practices.
5) Utilize reliable and best evidence to identify research/practice gaps related to patient care, system/organizational development, healthcare policy and delivery, health promotion and/or disease prevention.
6) Develop evidence-based solutions that address real-life organizational challenges.
7) Demonstrate a personal commitment to values and behaviors inherent to the profession of nursing. | Domain 9, 10
Communication |

Checked with Clean Catalog 12/26/25