

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number _____ or Degree Plan(s) Nursing, BSN

State the requested change and reason. A memo may be attached if more space is necessary.

Change of Major – Addition of a Post licensure (RN to BSN) track for ACU's Bachelor of Science in Nursing (BSN) degree.

Change of Admission Requirements for the Major required for admission to the Post licensure (RN to BSN) track.

Please see attached Post licensure (RN to BSN) track proposal for the Nursing, BSN degree.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
X5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
X6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

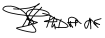
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

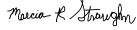
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	Feb 13, 2021
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
	2-15-21
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
	2-15-21
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

1) Program Identification

- a) **Program title:** Post Licensure BSN Track (RN to BSN)
- b) **Degree type:** online RN to BSN track within the ACU School of Nursing's BSN Program; for nurses with an Associate's Degree in nursing or are Diploma-prepared and also hold an unencumbered RN license
- c) **Home department or unit:** School of Nursing
- d) **Location program offered & delivery method:** ACU School of Nursing; Delivered online via joint administration with School of Undergraduate Studies, College of Graduate and Professional Studies
- e) **Program developer(s) and credentials**
 - i) Theresa Naldoza PhD, RN, CNE; Assistant Professor; BSN Program Director & Chair
 - ii) Marla Panzer MSN, RN; Instructor of Nursing
 - iii) Chelsea Van Meter MSN, RN, CMS-RN; Instructor of Nursing
 - iv) Julie Whitley MSN, RN; Instructor of Nursing
- f) **Proposed date of implementation**
 - i) Spring 2 2021 or Summer 2021; Post-Licensure Nursing track courses will likely not be taught until Summer 2 or Fall 2021 at the earliest

2) Program Details

- a) **Program description:** The RN to BSN degree track is designed for registered nurses (RNs) that have completed a diploma program or earned an associate's degree in nursing (ADN) who wish to complete their Bachelor of Science in Nursing (BSN) degree. The curriculum is designed to expand prior learning and professional experiences in order to advance their nursing career. *Although this is a track, the program mission, outcomes, and admission requirements are also included below.*

Program mission statement: *This will be the same as the prelicensure BSN program track, as BSN degrees at ACU are all awarded through the same program.*

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as professional nurses throughout the world. **Program outcomes:** *This will be the same as the prelicensure BSN program track, as BSN degrees at ACU are all awarded through the same program.* After reviewing benchmarking programs/schools, program outcomes and mission statements remained consistent between tracks in most programs. There are 7 program outcomes:

- i) Apply clinical reasoning, and evidence-based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize patient (individuals, families, groups, communities, populations) preferences, values, and needs.
- ii) Collaborate effectively with multiple patients and the interdisciplinary health care team with shared decision making for the achievement of the highest safe patient health outcomes.
- iii) Assume accountability for professional, legal, ethical, and regulatory laws/standards for individual performance and system effectiveness for safe nursing competencies.

- iv) Apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of patients, and the management of confidential information technology for seamless care and transition in complex health care systems.
 - v) Integrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
 - vi) Promote the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, and patient advocacy.
 - vii) Engage in self-care and reflection to prepare for clinical demands, envision growth to professional competence, and understand the need to participate in lifelong career and professional development.
- b) Target audience:** Practicing registered nurses (RN)s with a diploma or associates degree that wish to continue their education at a faith based university.
- c) Projected total enrollment for each of the first five years**
- i) In 2019, the number of BSN degrees awarded in the State of Texas was 11,500 (Source: Burning Glass Technology). Also in 2019, 5514 new students enrolled in RN to BSN programming (Texas Department of State Health Services, 2020). Assuming a one percent (1%) market share, a range of 55 to 115 student enrollments per year is projected.
- d) Admission & progression requirements:**
- i) Completed Diploma or Associate's Degree in nursing from regionally accredited nursing program. A Diploma RN program is typically associated with a hospital and may have articulation agreements with other educational institutions for their students to continue into an ADN or BSN degree. There is only 1 Diploma program in operation in the state of Texas, and Diploma RN programs continue to operate in other states in the U.S.
 - ii) Current unencumbered license to practice as a registered nurse (RN) in the U.S.
 - a.) Actively employed in the Registered Nurse role;
 - OR
 - b.) Have work experience equivalent to a minimum of one year of full-time employment in the Registered Nurse role.

Note: work experience in another nursing or health care role does not meet this requirement.
 - iii) Completed all ACU University Requirements and Supplement to the Major courses for full admission to post-licensure track. Conditional admission to the post-licensure track may be awarded when candidates meet all criteria for track admission except for the completion of all University Requirements and Supplement to the Major courses. Once conditional admission is awarded, full admission to the post-licensure track may be earned after all criteria are met.
 - iv) Minimum GPA requirement: cumulative 2.5 on a 4.0 scale.
 - v) A final course grade of 75% (C) or higher is required for progression in the BSN Program (this requirement applies to prelicensure and postlicensure tracks)

- vi) If a student receives a failing grade in **2 nursing courses**, the student will no longer be eligible to continue in the program (this requirement applies to prelicensure and postlicensure tracks)
- vii) Additional progression policies that apply to all tracks are outlined in the BSN Program Student Handbook.

3) Rationale & Need for Program

a) Mission fit:

The mission statement will remain the same as the existing BSN program, as BSN degrees at ACU are all awarded through the same program. . The mission of the BSN program is: To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as professional nurses throughout the world.

This is aligned with the university mission to educate students for Christian service and leadership throughout the world. Nurses help people maintain and restore health, providing care in communities of all kinds. ACU School of Nursing graduates are well-positioned for Christian service, and our students explore horizons for this service as they consider career and missions options.

i) Strategic plan & fit with university's plan

b) Societal need:

According to the American Association of Colleges of Nursing (AACN; 2019), "Clinicians with BSN degrees are well-prepared to meet the demands placed on today's nurse." These baccalaureate prepared nurses possess the qualities needed to practice across a variety of healthcare settings. Furthermore, the Campaign for Nursing's Future (2019) published progress being made by nurses with BSN degrees. The national average was up to 57% from 49% in 2010. Texas however has not seen as significant of a growth (5.9%) compared the highest growth of 20.7% in Delaware. This is a prime time to develop an RN to BSN track, especially as nurses are being met with the increasing complexity of the healthcare system and its patients.

Patients, employers, and the profession benefit when nurses advance their education. There is evidence that links better outcomes to baccalaureate and higher degree nurses (RWJF, 2014). Additional data can be found at: [AACN Impact of Education](#).

The U.S. government, military, and prestigious healthcare organizations acknowledge the value of a baccalaureate prepared nurse in healthcare. This coupled with the fact that almost half of the baccalaureate graduates are ADN nurses graduating from a RN to BSN program (AACN, 2019) demonstrates the continued need for RN to BSN programming.

c) Employment demand and career possibilities

According to the U.S. Bureau of Labor Statistics (2020), the job growth for RNs is expected to increase 7% each year, faster than the average for all occupations. This growth will occur due to increasing acuity or rates of chronic conditions and demand for healthcare services as the baby-boom population ages and/or retires out of the nursing profession.

Graduates of BSN programs are more likely to receive job offers compared with graduates of diploma or associate degree programs. BSN graduates also have additional opportunities for advancement and leadership positions that may not be available to RNs who have not completed a baccalaureate degree.

d) Prospective student interest

In 2020, there were approximately 121,000 ADN and diploma prepared RNs in the state of Texas (Texas Board of Nursing, 2020). An RN to BSN (post-licensure) BSN track might be of interest to this large pool of students in the state of Texas alone. Since this new track would be offered online, it has the potential to interest prospective students all over the US and in Canada. A postlicensure track would not attract students that are already at ACU, as the only path to RN licensure currently available at ACU is through the traditional, prelicensure, BSN program. However, this program has great potential to attract new students to the university. This program also has great potential to attract other ACU stakeholders who may be invested in ACU on behalf of their children or other family members but would not have a program that addressed their needs as a diploma-prepared or Associate-degreed RN.

It would be valuable to direct recruiting efforts at junior colleges and ADN programs throughout the state of Texas (and nationally). It might be advisable to seek articulation agreements with institutions with ADN and Diploma programs to place the ACU RN to BSN opportunity firmly in the minds of potential students.

This track would compete for students with programs that have a prominent online presence (e.g. Grand Canyon, Western Governors, etc.) as well as other programs within the state and other states that offer online RN to BSN programs such as the University of Texas at Arlington. Very few, if any of these students want to attend a residential program, and, if an RN to BSN track were offered online with competitive tuition and curriculum, many of these students might be attracted to ACU.

A postlicensure RN to BSN track holds significant potential to attract out of state students. Although every state has different rules and regulations for licensure, the basic concepts/content being taught in any program is covered on the NCLEX-RN licensure exam which is standard in all 50 states of the U.S. A student can be educated in one state, licensed in another, and even practice in other states with a little education specifically required by their state and an application for licensure by endorsement, by exam, or within a multi-state license compact. The Texas Board of Nursing has Differentiated Essential Competencies (DECs) that outline the differences in educational levels from LVN to ADN/RN and BSN/RN. Additionally, applicants must have graduated from a regionally accredited nursing program, often including CCNE (Commission on Collegiate Nursing Education) or ACEN (Accreditation Commission for Education in Nursing). These further define an ADN prepared RN from a BSN prepared RN. These were considered and incorporated when the curriculum was developed for this proposal.

e) Disciplinary benchmarking

Programs/tracks from competitor schools as well as universities of similar size and focus were analyzed. Schools evaluated were: University of Mary Hardin Baylor, Stephen F. Austin University, Grand Canyon University, Lipscomb, Lubbock Christian University, Texas Tech Health Sciences Center, McNeese, Tarleton, Houston Baptist University, University of Houston, UT Arlington, University of Texas at Tyler, Lamar University, Nichols University, and Texas Woman's University.

Elements compared included: number of credits required for degree completion, total hours for degree, length of program, number of pre-quisites required, credits awarded for ADN/RN, admission requirements, and curriculum.

Similarities between RN to BSN programs, courses shared between prelicensure BSN and postlicensure BSN programs at the same institution, and uniqueness of courses were also evaluated. It was found that very few, if any, courses were shared between prelicensure and postlicensure (RN to BSN) tracks at the institutions reviewed by the BSN faculty workgroup. Additionally, ACU's existing, prelicensure BSN program courses were examined. The workgroup felt that some courses could be shared between tracks (traditional, prelicensure BSN and online, postlicensure RN to BSN), but also held the expert opinion that new courses would also need to be developed to address the postlicensure level of knowledge and experience held by RN to BSN students and to achieve a level of distinction and competitiveness in the Rn to BSN landscape.

4) Curriculum

a) **Degree plan:** 128 hours total. The major is 75 hours.

- i) Supplement for the major hours (12 credits)
- ii) Electives (3 credits)
- iii) 60 credits of Nursing coursework.

- (1) 39 credits are CORE nursing hours. Post-licensure students will receive credit by exam for 32 hours that will be awarded in the last part of term before they graduate. The requirement for 32 hours of credit by exam will be met with Possession of an active, unencumbered Registered Nurse License in the United States, which is representative of meeting the minimum passing standard on either the NCLEX-RN or the State Board Test Pool Examination (SBTPE).
- (2) 21 credits specific to the post licensure Nursing track.

Nursing, BSN (NURS-POST)

Admission to the nursing track is a prerequisite to all nursing courses (or approval by the School of Nursing Dean).

University Requirements

Please see the [University Requirements](#) section of this catalog.

Major Requirements

Nursing Core

- NURS 320 - Evidence-Based Gerontologic Nursing Credit Hours: 2
- NURS 345 – Foundations of Nursing Credit Hours: 2[MS1]
- NURS 350 - Clinical Skills I: Fundamentals of Nursing Credit Hours: 4
- NURS 352 - Evidence-Based Fundamentals of Nursing Credit Hours: 3
- NURS 361 - Evidence-Based Acute Medical-Surgical Nursing Credit Hours: 4
- NURO 380 - Nursing Research for Evidence-Based Practice Credit Hours: 2
- NURS 450 - Clinical Skills III: Maternity and Pediatric Nursing Credit Hours: 4
- NURS 453 - Evidence-Based Maternity and Pediatric Nursing Credit Hours: 4
- NURO 464 - Nursing Leadership and Management Credit Hours: 3 (writing-intensive & capstone course)
- NURS 475 - Clinical Skills IV: Advanced Medical-Surgical Nursing Credit Hours: 6
- NURS 476 - Evidence-Based Advanced Medical-Surgical Nursing Credit Hours: 3
- NURO 477 - Evidence-Based Community and Population Health Credit Hours: 2

Total: 39 Credit Hours

Post-Licensure Track

- NURO 338 Pharmacology and Pathophysiology for Practicing Nurses Credit Hours: 4
- NURO 353 Health Assessment Across the Lifespan Credit Hours: 3
- NURO 433 Health Policy, Legal Aspects, and Informatics Credit Hours: 3
- NURO 465 Leadership & Management Clinical Practicum Credit Hours: 1
- NURO 478 Community & Populations Health Practicum Credit Hours: 2
- NURO 484 Professional Role Transitions Credit Hours: 4
- NURO 494 Synthesis of Baccalaureate Nursing Credit Hours: 4

Total: 21 Credit Hours

Supplement for Major

Mathematics

-
- [MATH 123 - Elementary Statistics](#) Credit Hours: 3 *
 -
 - *Hours may also fulfill university requirements and are not included in total major hours

Psychology

-
- [PSYC 232 - Developmental Psychology](#) Credit Hours: 3 *
 -
 - *Hours may also fulfill university requirements and are not included in total major hours

Science

-
- [BIOL 291 - Anatomy and Physiology I](#) Credit Hours: 3
 - [BIOL 293 - Anatomy and Physiology I Laboratory](#) Credit Hours: 1
 - [BIOL 292 - Anatomy and Physiology II](#) Credit Hours: 3
 - [BIOL 294 - Anatomy and Physiology II Laboratory](#) Credit Hours: 1
 - [BIOL 353 - General Microbiology](#) Credit Hours: 3
 - [BIOL 354 - General Microbiology Laboratory](#) Credit Hours: 1
 -
 - [CHEM 113 - Introductory Chemistry](#) Credit Hours: 3 *
 - *or*
 - [CHEM 133 - General Chemistry I](#) Credit Hours: 3 *
 -
 - [CHEM 114 - Introductory Organic and Biological Chemistry](#) Credit Hours: 3 *
 - *or*
 - [NUTR 120 - Nutrition and Wellness](#) Credit Hours: 3 *
 - *or*
 - [NUTR 221 - Introductory Nutrition](#) Credit Hours: 3 *
 -
 - *Hours may also fulfill university requirements and are not included in total major hours

Total: 12 Credit Hours

Electives

Minimum - 3 Credit Hours

Total Major Hours: 75

Other Graduation Requirements

Minimum for all Major Requirements and Supplement for Major: C

Minimum total hours: 128

*Courses numbered 0** do not count in minimum hours required for degree.*

- b) **Courses** (list all courses, existing and new; identify capstone and writing-intensive courses).

Existing courses (Students' previous coursework represented in their RN license and licensure exam will gain credit for the following)

- NURS 320 Evidence-Based Gerontologic Nursing (2 credits)
- NURS 345 Foundations of Nursing (2 credits)
- NURS 350 Clinical Skills I: Fundamentals of Nursing (4 credits)
- NURS 352 Evidence-Based Fundamentals of Nursing (3 credits)
- NURS 361 Evidence-Based Acute Medical-Surgical Nursing (4 credits)
- NURS 450 Clinical Skills III: Maternity and Pediatric Nursing (4 credits)
- NURS 453 Evidence-Based Maternity and Pediatric Nursing (4 credits)
- NURS 475 Clinical Skills IV: Advanced Medical-Surgical Nursing (6 credits)
- NURS 476 Evidence-Based Advanced Medical-Surgical Nursing (3 credits)

Existing courses (Each course currently exists with NURS prefix and will be created with a NURO prefix)

- NURO 380 Nursing Research for Evidence-Based Practice (2 credits)
- NURO 477 Evidence-Based Community & Population Health (2 credits)
- NURO 464 Nursing Leadership and Management (capstone; writing-intensive) (3 credits)

New courses

- NURO 338 Pharmacology and Pathophysiology for Practicing Nurses. This course provides the RN-BSN student with a review of basic pharmacologic principles as they relate to the nursing profession. Common medications are discussed along with specific instructions pertaining to safe administration, risk reduction, and patient education. In addition, this course will examine variations in physiologic functioning, processes of diseases, disorders, and injuries. Concepts will explore a multi-system perspective, stimulating critical thinking for application to practice. (4 credits)
- NURO 353 Health Assessment Across the Lifespan. This course expands the RN-BSN student's current knowledge and skills in performing and documenting a comprehensive health assessment of diverse clients across the life span. Course content aims to strengthen clinical judgment and decision making in order to achieve the highest potential outcomes. Variations in health status, laboratory testing, and diagnostic studies will be explored. (3 credits)
- NURO 433 Health Policy, Legal Aspects, and Informatics. This course focuses on the legalities, legislative principles, and concerns of professional nursing. This course also explores policy, and technological advancements and challenges of today's healthcare environment. (3 credits)
- NURO 465 Leadership & Management Clinical Practicum. The purpose of the course is to prepare students for their role in the profession, legal, ethical, and regulatory standards for health care system effectiveness outcomes. Principles of leadership, management, health care policy, finance, and

regulatory environments will be analyzed in the coordination, evaluation, and management of care to ensure safety and quality outcomes. (1 credit)

Required co-requisite: NURO 464

- NURO 478 Community & Populations Health Practicum. This course allows students the opportunity to apply clinical reasoning from community health and public health nursing to a variety of community and population health care settings. (2 credits) Required co-requisite: NURO 477
- NURO 484 Professional Role Transitions. This course emphasizes the essentials of professional practice, including ethics, professionalism, critical thinking, and evidence-based practice. (4 credits)
- NURO 494 Synthesis of Baccalaureate Nursing. This course provides the opportunity for the student to synthesize concepts and issues to facilitate overall success in the profession. Students will integrate principles of patient centered care, interdisciplinary team, advocacy, ethics, policy development, evidence-based practice, quality improvement, informatics, professional organization involvement and patient safety. (4 credits)

Course requirements

Course & Title	Rotation/ frequency	Required?	Tracks served	Program Outcomes	Currently employed Faculty & Master's prepared CTAs credentialed to teach
NURO 338 Pharmacology & Pathophysiology for Practicing Nurses (4 credits)	<u>Track Entry Course-</u> Taught Each part of term or 6 times yearly offered in collaboration with ACU Dallas	Yes	RN to BSN track	1-7	Erin Lawson FNP-C (MSN) Kelsey Gesling MSN, RN Pricilla Wyatt, MSN, RN Hannah Pennington, MSN, RN Chelsea Van Meter, MSN, RN, CMS-RN Rebekah Mullins, MSN, RN Faisal Aboul-Enein, DrPH, RN Linda Gibson, DNP, RN Tonya Sawyer-McGee, DNP, FNP, RN
NURO 353 Health Assessment Across the Lifespan (3 credits)	<u>Track Entry Course-</u> Taught Each part of term or 6 times yearly offered in collaboration with ACU Dallas	Yes	RN to BSN track	1-5	Divina Gilbert MSN, RN, CWON (part time CTA) Julie Whitley, MSN, RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN Linda Gibson, DNP, RN Tonya Sawyer-McGee, DNP, FNP, RN

ACU Nursing RN to BSN Proposal

NURO 380 Nursing Research for Evidence Based Practice (2 credits)	Prelicensure section offered twice yearly in Fall and Spring on Residential Campus; Postlicensure Online Sections for RN to BSN track will be offered three times yearly in 7 week course format	Yes	Existing course -prelicensure BSN and RN to BSN track	1-6	Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN Linda Gibson, DNP, RN Pricilla Wyatt, MSN, RN Diane Jackson DNP, RN
NURO 477 Evidence-Based Community & Populations Health (2 credits)	Prelicensure section offered twice yearly in Fall and Spring on Residential Campus; Postlicensure Online Sections for RN to BSN track will be offered three times yearly in 7 week course format	Yes	Existing course -prelicensure BSN and RN to BSN track		Alice Murphy MPH, RN Melissa Boyd MSN, RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN
NURO 478 Evidence-Based Community & Populations Health (2 credits clinical) *Co-req with NURS 477	Offered three times yearly in 7 week course format in same part of term as online section of NURS 477	Yes	RN to BSN track (Co-requisite with NURS 477)	1-7	Alice Murphy MPH, RN Melissa Boyd MSN, RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN

ACU Nursing RN to BSN Proposal

NURO 464 Nursing Leadership & Management (3 credits)	Prelicensure section offered twice yearly in Fall and Spring on Residential Campus; Postlicensure Online Sections for RN to BSN track will be offered three times yearly in 7 week course format	Yes	Existing course - prelicensure BSN and RN to BSN track	1-7	Marla Panzer MSN, RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN Linda Gibson, DNP, RN Tonya Sawyer-McGee, DNP, FNP, RN
NURO 465 Leadership & Management Clinical Practicum (1 credit) *Co-Req with NURS 464	Offered three times yearly in 7 week course format in same part of term as online section of NURS 464		RN to BSN track (Co-requisite with NURS 464)	1-7	Marla Panzer MSN, RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN Linda Gibson, DNP, RN Tonya Sawyer-McGee, DNP, FNP, RN
NURO 433 Health Policy, Legal Aspects, and Informatics in Nursing (3 credits)	Taught Each part of term or 6 times yearly offered in collaboration with ACU Dallas	Yes	RN to BSN track	1-7	Rita Johnston MSN, RN (part-time CTA) Theresa Naldoza PhD, RN, CNE Faisal Aboul-Enein, DrPH, RN Tonya Sawyer-McGee, DNP, FNP, RN Marcia Straughn PhD, RN, CNE Marla Panzer MSN, RN, Diane Jackson, MSN, RN
NURO 484 Professional Role Transitions (4 credits)	Taught Each part of term or 6 times yearly offered in collaboration	Yes	RN to BSN track	1-7	Julie Whitley MSN, RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Marla Panzer MSN, RN,

	with ACU Dallas				Diane Jackson, MSN, RN
NURO 494 Synthesis of Baccalaureate Nursing* (4 credits)	Taught Each part of term or 6 times yearly offered in collaboration with ACU Dallas	Yes	RN to BSN track	1-7	Chelsea Van Meter, MSN, RN, CMS-RN Theresa Naldoza PhD, RN, CNE Marcia Straughn PhD, RN, CNE Kelsey Gesling, MSN, RN, Marla Panzer MSN, RN, Diane Jackson, MSN, RN

The deadlines to approve the new courses have been set with the provost's office. Each new course will be approved by the CGPS Academic Council no fewer than two parts of term before first offering. The program director will be responsible for monitoring submission. The 10 new courses include:

1. NURO 380 Nursing Research for Evidence-Based Practice
2. NURO 477 Evidence-Based Community & Population Health
3. NURO 464 Nursing Leadership and Management (capstone; writing-intensive)
4. NURO 338 Pharmacology and Pathophysiology for Practicing Nurses
5. NURO 353 Health Assessment Across the Lifespan
6. NURO 433 Health Policy, Legal Aspects, and Informatics
7. NURO 465 Leadership & Management Clinical Practicum
8. NURO 478 Community & Populations Health Practicum
9. NURO 484 Professional Role Transitions
10. NURO 494 Synthesis of Baccalaureate Nursing

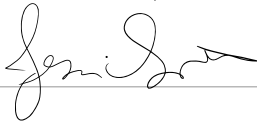
References

- AACN. (2019). The impact of education on practice. Retrieved from <https://www.aacnnursing.org/news-information/fact-sheets/impact-of-education>
- AACN. (2019). Associate degree in nursing programs and AACNs support for articulation. Retrieved from <https://www.aacnnursing.org/News-Information/Fact-Sheets/ADN-Facts>
- RWJF. (2014). Building the case for more highly educated nurses. Retrieved from <https://www.rwjf.org/en/library/articles-and-news/2014/04/building-the-case-for-more-highly-educated-nurses.html>
- Texas Board of Nursing. (2020). Texas nursing statistics. Retrieved from https://www.bon.texas.gov/reports_and_data_nursing_statistics.asp

Initial Review and Required Signatures

When sections I-V are complete, please submit to the Office of the Provost for initial review and development. Section VI is not required for all applications; you will learn whether it's required for your program during initial review.

This proposal complies with curricular requirements of the university and addresses all required questions for institutional review.



2.8.21

Associate Provost for Curriculum and Assessment

Date

This proposal does not require additional review for institutional accreditation purposes.

SACSCOC Liaison

Date

VII. Supporting Documentation

- A. Approval Chart for Curriculum Changes
- B. Memo of support from the department chair of each department outside the home department that will provide a course for the program.
- C. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.
 1. Dean of the library for library resources review.
 2. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support.

Nursing, BSN (NURS)

Admission to the nursing track is a prerequisite to all nursing courses (or approval by the School of Nursing Dean).

University Requirements

Please see the [University Requirements](#) section of this catalog.

Major Requirements

Nursing Core

- NURS 320 - Evidence-Based Gerontologic Nursing Credit Hours: 2
- NURS 345 – Foundations of Nursing Credit Hours: 2
- NURS 350 - Clinical Skills I: Fundamentals of Nursing Credit Hours: 4
- NURS 352 - Evidence-Based Fundamentals of Nursing Credit Hours: 3
- NURS 361 - Evidence-Based Acute Medical-Surgical Nursing Credit Hours: 4
- NURS 380 - Nursing Research for Evidence-Based Practice Credit Hours: 2
- NURS 450 - Clinical Skills III: Maternity and Pediatric Nursing Credit Hours: 4
- NURS 453 - Evidence-Based Maternity and Pediatric Nursing Credit Hours: 4
- NURS 464 - Nursing Leadership and Management Credit Hours: 3 (writing-intensive & capstone course)
- NURS 475 - Clinical Skills IV: Advanced Medical-Surgical Nursing Credit Hours: 6
- NURS 476 - Evidence-Based Advanced Medical-Surgical Nursing Credit Hours: 3
- NURS 477 - Evidence-Based Community and Population Health Credit Hours: 2

Total: 39 Credit Hours

Pre-Licensure Track

- NURS 326 - Experiential Learning in Nursing Credit Hours: 1
- NURS 330 - Pharmacology in Nursing Credit Hours: 3
- NURS 337 - Applied Pathophysiology Credit Hours: 3
- NURS 351 - Nursing Assessment and Diagnostics Credit Hours: 3
- NURS 360 - Clinical Skills II: Acute Medical-Surgical Nursing Credit Hours: 4
- NURS 430 - Clinical Skills III: Mental Health Nursing Credit Hours: 2
- NURS 431 - Evidence-Based Mental Health Nursing Credit Hours: 2
- NURS 498 - Integration of Evidence Based Nursing Practice Credit Hours: 3

Total: 21 Credit Hours

Supplement for Major

Mathematics

- [MATH 123 - Elementary Statistics](#) Credit Hours: 3 *
-
- *Hours may also fulfill university requirements and are not included in total major hours

Psychology

- [PSYC 232 - Developmental Psychology](#) Credit Hours: 3 *
-
- *Hours may also fulfill university requirements and are not included in total major hours

Science

- [BIOL 291 - Anatomy and Physiology I](#) Credit Hours: 3
- [BIOL 293 - Anatomy and Physiology I Laboratory](#) Credit Hours: 1
- [BIOL 292 - Anatomy and Physiology II](#) Credit Hours: 3
- [BIOL 294 - Anatomy and Physiology II Laboratory](#) Credit Hours: 1
- [BIOL 353 - General Microbiology](#) Credit Hours: 3
- [BIOL 354 - General Microbiology Laboratory](#) Credit Hours: 1
-
- [CHEM 113 - Introductory Chemistry](#) Credit Hours: 3 *
- *or*
- [CHEM 133 - General Chemistry I](#) Credit Hours: 3 *
-
- [CHEM 114 - Introductory Organic and Biological Chemistry](#) Credit Hours: 3 *
- *or*
- [NUTR 120 - Nutrition and Wellness](#) Credit Hours: 3 *
- *or*
- [NUTR 221 - Introductory Nutrition](#) Credit Hours: 3 *
-
- *Hours may also fulfill university requirements and are not included in total major hours

Total: 12 Credit Hours

Electives

Minimum - 3 Credit Hours

Total Major Hours: 75

Other Graduation Requirements

Minimum for all Major Requirements and Supplement for Major: C

Minimum total hours: 128

*Courses numbered 0** do not count in minimum hours required for degree.*

MEMORANDUM

TO: CGPS Council
FROM: Chris Riley, Assoc. Provost for IE / SACSCOC Liaison
DATE: February 10, 2021
RE: RN to BSN Proposal

I have reviewed the ACU Nursing proposal for the new Post Licensure BSN Track (RN to BSN) as well as applicable SACSCOC Substantive Change Policies and Procedure. I have also previously consulted with SACSCOC Substantive Change staff members in regard to this new track. (See attached). Based on this review and the fact that the new courses in this track do not constitute new content from the existing Nursing program, we will only need to provide SACSCOC with notification (as opposed to seek their approval) prior to implementation. This is based on the fact that this new track is both (1) a new modality in the program (on-line track) and (2) designed for prior learning, meaning possessing prior learning as a condition of admission. Based on that, after the track is approved, I will need a description of how the we will:

- assess prior learning,
- award credit, if applicable, for prior learning,
- establish the validity of its prior learning assessment,
- how faculty are involved in the assessment of prior learning,
- how the faculty involved in the assessment of prior learning are qualified in the disciplines in which credit for prior learning is awarded;
- how the institution, with faculty involvement, periodically assesses third parties on which it relies for prior learning assessment, if applicable; and
- the implementation date.



Chris Riley <cmr97t@acu.edu>

RN to BSN Track in Existing BSN Program

Chris Riley <chris.riley@acu.edu>

Wed, Dec 16, 2020 at 6:47 PM

To: "Kevin W. Sightler" <ksightler@sacscoc.org>

Cc: "Michael T. Hoefer" <mhoefer@sacscoc.org>

Dr. Sightler,

Hello again! I have a follow up question regarding our developing online BSN track for students that have completed their associate degree and possess an RN license. Previously, the plan was to evaluate and award ACU's NURS credits for specific previous courses in Associate programs using our existing transfer rules. Now, in an effort to have a more uniform process, we would like to consider awarding credit to students holding their RN license based on their passage of the standard National Council Licensure Examination. In short, we would be providing prior learning credits tied to ACU courses and existing program outcomes. Any other "new courses" in the track would not cover new content. My understanding is that this would not qualify as a direct assessment competency-based program. Therefore, while the new Substantive Change policy will likely require notice of this new online track within this program, based on a modality change, it does not seem to require any other notice or approval.

Do you agree?

Chris Riley, M.P.A., J.D.

Associate Provost for Institutional Effectiveness and SACSCOC Liaison
Assistant Professor, Department of Political Science and Criminal Justice
Deputy Title IX Coordinator for Compliance
University Pre-Law Advisor
Abilene Christian University | ACU Box 29004 | Abilene, Texas 79699
p. 325-674-2918 | f. 325-674-4831

Relator | Connectedness | Learner | Focus | Restorative

On Wed, Nov 11, 2020 at 1:18 PM Chris Riley <chris.riley@acu.edu> wrote:

[Quoted text hidden]



Chris Riley <cmr97t@acu.edu>

RN to BSN Track in Existing BSN Program

Robin Zuniga <rzuniga@sacscoc.org>

Wed, Jan 6, 2021 at 9:22 AM

To: "chris.riley@acu.edu" <chris.riley@acu.edu>

Dr. Riley,

This would require a notification since it is a program designed for prior learning and the institution is not on substantive change restriction. See *Program Designed for Prior Learning –Notification* in the new substantive change policy. If you are also adding a new online track to this program that is also a notification for a new modality. You are correct that it does not constitute a competency-based program by direct assessment.

Until you hear otherwise, you may send one letter of notification for both changes to the same existing program.

Yours,

Robin Zuniga, Ph.D.

Coordinator of Substantive Change

Southern Association of Colleges and Schools

404-994-6570

rzuniga@sacscoc.org

[Quoted text hidden]

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 10, 2021
TO: Dr. Marcia Straughn
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Program Application for Post Licensure BSN Track (RN to BSN)

Thank you for the opportunity to review the new program application for the proposed Post Licensure BSN Track (RN to BSN).

The Brown Library can provide a provisional endorsement of the new program with the agreement that the Library will have the opportunity to review and comment on each course as it is adapted or created for the online modality. This review will be made as part of instructional design process prior to the presentation of these courses to the CGPS Academic Council, whether for approval or as an information item or added to the course schedule bulletin.

MEMORANDUM

TO: Academic Council, College of Graduate and Professional Studies

FROM: Nannette W. Glenn, Ph.D., Dean

DATE: February 10, 2021

RE: Required Institutional Support
RN to BSN Program

I have examined the items detailed as required institutional support for the creation, implementation, and maintenance of the new program, RN to BSN. I hereby acknowledge the obligations of this initiative and commit to providing the institutional support, as set forth.

Nannette W. Glenn, Ph.D.

Two Year Cycle of Delivery (Track Courses Only)

Session	Courses Running	Faculty Teaching
Spring 2 2021	--	
Summer 1 2021	--	
Summer 2 2021	NURO 338 (<i>Track Entry Course</i>) Pharmacology & Pathophysiology for Practicing Nurses (4 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 353 (<i>Track Entry Course</i>) Health Assessment Across the Lifespan (3 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
Fall 1 2021	NURO 338 (<i>Track Entry Course</i>) Pharmacology & Pathophysiology for Practicing Nurses (4 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
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	NURO 380 Nursing Research for Evidence Based Practice (2 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 477 Evidence-Based Community & Population Health (2 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 478 Evidence-Based Community & Population Health (2 credits clinical) *Co-req with NURS 477	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines.

		Future Adjuncts
Fall 2 2021	NURO 338 <i>(Track Entry Course)</i> Pharmacology & Pathophysiology for Practicing Nurses (4 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
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	NURO 433 Health Policy, Legal Aspects, and Informatics in Nursing (3 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 464 Nursing Leadership & Management (3 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 465 Leadership & Management Clinical Practicum (1 credit) *Co-Req with NURS 464	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
Spring 1 2022	NURO 338 <i>(Track Entry Course)</i> Pharmacology & Pathophysiology for Practicing Nurses (4 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
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	NURO 478 Evidence-Based Community & Population Health (2 credits clinical) *Co-req with NURS 477	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 433 (<u>Track Exit Course</u>) Health Policy, Legal Aspects, and Informatics in Nursing (3 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
	NURO 484 (<u>Track Exit Course</u>) Professional Role Transitions (4 credits)	Full-time BSN Faculty on Residential Campus to have first right of refusal - keeping within university workload and overload guidelines. Future Adjuncts
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