
Abilene Approval Chart for Curriculum Changes

A = Approve

I = Information Item

R = Respond In Writing

Course Number: NURS 360

or Degree Plan(s): BSN

Rationale: In response to accreditation and regulation (CCNE and Texas Board of Nursing) changes in expectations, the BSN Program is undergoing a complete revision beginning with Program outcomes. The previous outcomes (Program and Course) were re-written to provide better clarity and transparency. All courses will undergo revisions in outcomes and course descriptions to align with the Program Outcomes. Additionally, over time, some course content migration has occurred so the BSN Program desires to better capture both expectations and actual content delivery with the updates. The actual content in the courses will not change.

Description (previous): Clinical Skills II: Acute Medical-Surgical Nursing facilitates-student competencies needed to understand and apply the evidence-based clinical reasoning, assessment, planning, implementation, and evaluation within the nursing scope of practice to patients in acute care simulation and clinical experience in a variety of acute health care settings.

Description (new): This course prepares students to deliver holistic, evidence-based nursing care to individuals and communities in acute and complex medical-surgical settings. Emphasis is placed on demonstrating clinical reasoning, accountability, interprofessional collaboration, and upholding professional standards. A variety of clinical and simulation experiences will be used.

Student learning outcomes (previous):

1. As a novice to advanced beginner, apply and adapt basic clinical reasoning, and established evidence based nursing competencies to holistically address and prioritize multiple simple to complex patient preferences, values, and needs in acute settings.
2. As a novice to advanced beginner, engage patients in their care decisions and demonstrate effective communication and shared decision making with the interdisciplinary health care team for the achievement of the highest potential and safe patient health outcomes in acute health care settings.
3. As a novice to advanced beginner, demonstrates knowledge of professional, legal, ethical, and regulatory standards for individual performance and relates system effectiveness for safe nursing competencies, planning for the delegation of patient care to others, and demonstrates knowledge of the efficient use and allocation of health care resources in acute settings.
4. As a novice to advanced beginner, apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of patients to ensure safety and quality, the application of evidence-based best practices, and the management of confidential information technology for seamless care and transition in acute health care systems.
5. As a novice to advanced beginner, demonstrate 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.
6. As a novice to advanced beginner, plans the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient advocacy, and participation in professional student nursing organizations.

- As a novice to advanced beginner, engages in self-care and reflection to prepare for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in lifelong career and professional development.

Student learning outcomes (new):

- Demonstrate clinical reasoning and evidence-based nursing practice with guidance to holistically deliver care to diverse individuals and communities in acute and complex medical-surgical settings.
- Interacts with the interprofessional team in the delivery of care.
- Demonstrate accountability for the delivery of nursing care in accordance with best practices and professional and regulatory standards.
- Integrate healthcare technology to provide safe, quality, and equitable care to diverse patients and populations.
- Demonstrate professional values while providing Christ-centered, patient-focused care.
- Apply evidence-based practice to deliver safe, high-quality care that improves patient outcomes.
- Engages in reflective practices and self-care strategies to build resilience, manage clinical stress, and support long-term professional growth.

	Campus-Level Academic Review ¹	✓	—	✗	U	✓	0
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		V	H	E	E	V	C	C	F	O	S
	Full Review										
	Change to Catalog Information (for Campus)										
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	A	I
	Change to a Degree Plan										
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	.	-	.	U	O	G	.	S	I	S
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)*Rebekah Mullins B.W., PhD*

11/17/2025



Chair Signature

Date

Theresa Naldoza (Nov 17, 2025 14:46:29 CST)

11/17/2025

Chair/Program Director Signature

Date

College Academic Council(s)*Heidi Jones*

11/24/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)

11/25/2025

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date
