
Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: NURS 361

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.

Title (previous): Evidence-Based Acute Medical-Surgical Nursing

Title (new): Acute Medical-Surgical Nursing

Description (previous): Evidence-Based Acute Medical-Surgical Nursing facilitates student learning of knowledge, judgments, skills, and behaviors to implement evidence-based clinical competencies in professional nursing practice. The course will focus on patients requiring hospitalization in a variety of medical-surgical settings.

Description (new): This course introduces students to the foundational concepts needed to provide safe, holistic care for diverse individuals in acute and complex medical-surgical settings. Emphasis is placed on evidence-based practice, developing clinical reasoning, interprofessional collaboration, accountability, and professionalism in nursing.

Student learning outcomes (previous):

1. Understand, apply, and adapt basic clinical reasoning, and established evidence-based nursing competencies to holistically address and prioritize simple to complex patient preferences, values, and needs in acute care settings.
2. 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.
3. Demonstrate knowledge of professional, legal, ethical, and regulatory standards for individual performance and relate system effectiveness for safe nursing competencies, planning for the delegation of patient care to others, and demonstrate the efficient use and allocation of healthcare resources.
4. Understand and apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to 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 complex health care.
5. 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. Explore 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 student professional nursing organizations.

- Engage in self-care and reflection to prepare for clinical demands, pursue growth to professional competence, and understand the need to participate in lifelong career and professional development.

Student learning outcomes (new):

- Develop clinical reasoning and evidence-based nursing practice for diverse individuals and communities experiencing acute and complex health conditions.
- Describe the roles of interprofessional team members in providing care to improve health outcomes.
- Develop accountability for one's own practice in accordance with best practices, and professional and regulatory standards.
- Explain how complex healthcare systems influence the coordination of safe, quality, and equitable care to diverse patients and populations.
- Discuss professional values in the context of providing Christ-centered patient care.
- Develop safe, quality, evidence-based practices to improve patient outcomes.
- Develops reflective practices and self-care strategies that support resilience, stress management, and long-term professional growth in clinical settings.

	Campus-Level Academic Review ¹	✓	✓	✓	✓	✓	✓
	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	U	E	S	D	R	O	S
	Full Review								
	Change to Catalog Information (for Campus)								
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	I
	Change to a Degree Plan								
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	I

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

Rebekah Mullins B.W., PhD Department/School(s) 11/17/2025

 Chair Signature Date
Theresa Naldoza (Nov 17, 2025 14:46:48 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
