
Abilene Approval Chart for Curriculum Changes

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

Course Number: NURS 450 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 III: Maternity and Pediatric Nursing presents competencies needed to apply evidence-based nursing practice to childbearing women and children of all ages across the continuum of care. The course provides simulation and clinical experiences in a variety of health care settings.

Description (new):

This course focuses on delivering holistic, evidence-based, and Christ-centered nursing care to women, children, and families in pediatric and obstetric settings. Students apply clinical reasoning, collaborate with interprofessional teams, and utilize healthcare technology to provide safe, equitable care. Emphasis is placed on accountability, professional standards, and reflective practice to support optimal health outcomes. A variety of clinical and simulation experiences will be used.

Student learning outcomes (previous):

1. As a novice to advanced beginner, adapt clinical reasoning, and distinguish evidence-based nursing competencies to holistically address and prioritize simple to complex childbearing women's, children's, and families' needs, preferences, values in diverse health care settings.
2. As a novice to advanced beginner, demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies, planning and evaluating the delegation of patient care to others, and the efficient use and allocation of health care resources.
3. As an advanced beginner, collaborate with patients and the interdisciplinary health care team with effective communication skills and shared decision making for the achievement of the highest potential and safe patient health outcomes.
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 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 within health care systems.
5. As a novice to advanced beginner, apply 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.
7. As a novice to advanced beginner, engages in self-care and reflection to prepare for clinical demands, plan growth to professional competence within the program, and understands the need to participate in life long career and professional development.

Student learning outcomes (new):

1. Apply clinical reasoning and evidence-based nursing practice with guidance to deliver holistic, patient-centered care to diverse individuals and families in the pediatric and obstetric settings.
2. Engage with patients and interprofessional collaborative partners to deliver care and optimize health outcomes in the pediatric and obstetric healthcare settings.
3. Assume accountability for practice according to professional and regulatory standards to promote safe nursing practice in the pediatric and obstetric healthcare setting.
4. Utilize complex healthcare technology to optimize resources in the coordination of safe, quality, and equitable care to diverse patient populations in the pediatric and obstetric healthcare settings.
5. Model professional values while providing Christ-centered, patient-focused care for women, children, and families.
6. Illustrate safe, quality care to optimize women's and children's health outcomes by applying basic principles of evidence-based practice.
7. Demonstrates self-care and reflection while caring for diverse and vulnerable populations and their health needs.

	Campus-Level Academic Review ¹	✓	—	✗	U	F	O
	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	P	H	E	V	C	D	E	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)	-	-	-	-	-	-	-	-	-	-
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.

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

 Chair Signature Date
Theresa Naldoza (Nov 17, 2025 14:48:07 CST) 11/17/2025

Chair/Program Director Signature Date

Heidi Jones College Academic Council(s) 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
