
Abilene Approval Chart for Curriculum Changes

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

Course Number: NURS 498

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): Integration of Evidence-Based Nursing Practice

Title (new): Transition to Practice

Description (previous): Integrates all nursing competencies in complex multiple patient care situations for individual and health care system effectiveness.

Description (new): This course focuses on the transition from student nurse to the professional nurse. Emphasis is placed on integrating all nursing competencies in order to foster role transition and socialization.

Student learning outcomes (previous):

1. As an advanced beginner, apply and evaluate clinical reasoning, and evidence based nursing competencies to holistically address and prioritize multiple simple to complex patient preferences, values, and needs.
2. As an advanced beginner, demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies, implementing 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 an advanced beginner, apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of multiple patients to ensure safety and quality, the application of evidence-based leadership and management best practices, and the management of confidential information technology for seamless care and transition in complex health care systems.
5. As an advanced beginner, 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.
6. As an advanced beginner, promote 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 an advanced beginner, engage in self-care and reflection to prepare for clinical demands, envisions growth to professional competence, and understands the need to participate in life long career and professional development.

Student learning outcomes (new):

1. Apply clinical reasoning and evidence-based practices in providing patient-centered care to diverse individuals, communities, and populations across the continuum of care.
2. Analyze how interprofessional collaborative partnerships optimize health outcomes.
3. Evaluate how professional and regulatory standards shape accountability in the delivery of nursing care as one transitions from student to practicing nurse.
4. Utilize complex healthcare systems technology to coordinate resources in providing safe, quality, and equitable care.
5. Reflect on how professional values influence one's nursing practice, leadership, and Christian service.
6. Provide safe, quality care using evidence-based practices to improve outcomes.
7. Constructs one's own reflective and self-care practices to foster the transition to professional nursing practice.

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

	Change to General Education Requirements for Undergraduates (System)	-	I	C	U	O	G	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.

Department/School(s)*Rebekah Mullins RW, PhD*

11/18/2025



Chair Signature

Date

Theresa Naldoza (Nov 18, 2025 09:36:34 CST)

11/18/2025

Chair/Program Director Signature

Date

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
