
Abilene Approval Chart for Curriculum Changes

A = Approve

I = Information Item

R = Respond In Writing

Course Number: NURS 320

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 Gerontologic Nursing

Title (new): Gerontologic Nursing

Description (previous): Evidence-Based Gerontologic Nursing presents the specialized knowledge and application needed by professional nurses to provide safe, quality, and evidence-based care to the older adults.

Description (new): This course focuses on providing safe, evidence-based, person-centered nursing care to older adults with acute and chronic health conditions. Students develop clinical judgment and explore age-related considerations, safety, advocacy, and interprofessional collaboration in caring for aging populations.

Student learning outcomes (previous):

1. Apply beginning clinical reasoning and established evidence-based nursing competencies to holistically address and prioritize simple to complex older adult preferences, values, and basic and special human needs.
 2. Engage patients in their care decisions and demonstrate effective communication and shared decision-making with the interdisciplinary healthcare 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 health care 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.
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- 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):

- Demonstrate clinical judgment and evidence-based nursing care for older adults with acute and chronic health conditions, incorporating their preferences, values, and age-related considerations.
- Describe roles of the interprofessional team members in shared decision-making that address the unique needs and challenges of the aging adult.
- Develop accountability related to the care for aging adults with attention to age-specific safety and advocacy concerns.
- Explain how complex healthcare systems technology affects the coordination of care for older adults.
- Discuss professional values and one's Christian perspective in the context of delivering care to older adults.
- Apply evidence-based nursing interventions to provide safe, high-quality care that enhances health outcomes for older adult populations.
- Discuss reflective practice and self-care strategies to build resilience and manage the emotional and physical demands of caring for older adults in clinical settings, supporting long-term professional growth.

	Campus-Level Academic Review ¹	1	2	3	4	5	6
	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

		1	2	3	4	5	6	7	8	9	10	11
	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)	.	1	2	3	4	5	6	7	8
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 R.W. PhD

Chair Signature	Date
	11/27/2025
Chair/Program Director Signature	Date

Theresa Naldoza (Nov 17, 2025 14:43:21 CST)

College Academic Council(s)

<i>Debra Jones</i>	11/24/2025
Chair Signature	Date

Chair Signature	Date
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Dean(s)

	11/25/2025
Signature	Date

Signature	Date
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Teacher Education Council

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

Signature	Date
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Provost

Signature	Date
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University General Education Council

Signature	Date
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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
