

Committee I: Undergraduate Programs Committee
Kim Green, Chair
Meeting Agenda for Tuesday, November 19, 2024, 3:00 pm
Microsoft Teams

- I. Call to Order
- II. Approval of October 29 Meeting Minutes
- III. Program and Course Proposals

A) Perry College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [BIOL - 3168 - Evolution and Ecology](#)

Request: Add

The B.S. in Biology curriculum modification is reducing the number of 3000/4000 level content specific courses required for every major (decreasing from 5-6 required courses to two), and this course is one of those two required courses for all majors for all 3 of our newly proposed concentrations. The Biology Program modification proposal is going through the approval process concurrently with this new course proposal, and all other courses for the program modification are existing courses. This course (BIOL 3168) is replacing our existing BIOL 3135 Ecology and BIOL 3242 Evolution courses.

b) [Biology, B.S.](#)

Request: Revise

This proposal reduces the number of B.S. in Biology degree tracks to 1 (modifying General Track; inactivating Preprofessional track if this proposal is approved). We are adding 3 concentrations (Biomedical Sciences, Environmental Biology, & Integrative Biology) to the single degree track. We are reorganizing the existing courses in the 2 degree tracks and reducing the number of required courses to be taken by every major down to 2 courses (down from 5-6 courses in the current degree tracks). One of the required courses is a new course BIOL 3168 Evolution & Ecology (new course proposal submitted concurrently with this proposal), which is a merger of content from 2 current courses (BIOL 3135 & 3242). Another significant change is that Biology majors will now take the BIOL 1107 & 1108 sequence (with labs) rather than BIOL 2107 & 2108. These course sequences are already an allowable substitution due to transfer students. This

change allows most students to take the introductory biology and general chemistry sequences at the same time. Finally, the ABM can now be applied for by those students interested in the M.S. in Biology Thesis track, and more graduate courses were added to the course list students can take while in the B.S. in Biology degree.

c) [Earth and Environmental Sciences, B.S.](#)

Request: Revise

The UWG Geology program is working collaboratively with the Geography program to modify their degree into an Earth and Environmental Sciences (EES) program and degree. This curriculum is designed to meet the growing demand for environmentally focused knowledge and skills. After this change is implemented, the Bachelor of Science in Geography will be phased out. The EES program offers students pathways to becoming a licensed professional geologist, a practitioner in the field of geospatial technologies, and/or a professional in the burgeoning field of environmental assessment, management, compliance and research. Three concentrations are proposed for the new EES degree. Two of the concentrations (Professional Geology and GIS) remain very similar to their current form within Geology and Geography respectively, albeit with a new, more transdisciplinary “Area of Study” and three interlinked, upper-level courses that would now be required of all EES students. The Environmental Sustainability concentration combines courses from the current environmentally focused concentrations in Geography and Geology to create a career-focus yet also more flexible curriculum.

d) [GEOG - 2333 - An Introduction to Research in Earth and Environmental Sciences](#)

Request: Add

This will be the first of three scaffolded courses intended for majors of the proposed Earth and Environmental Sciences degree. This first course is intended to introduce students to doing research in the field, which they will then be required to execute in the next two mandatory, scaffolded courses. Students will also become acquainted with the sub-disciplines of the field and possible career options. The three scaffolded courses together serve to deliver the high impact practice of applying learned knowledge to a faculty-mentored research project over multiple semesters. This is an arrangement that already roughly exists in Geography and Geology, but it is being laid out in more detail here as

part of the new Earth and Environmental Sciences degree, which will eventually replace Geology and Geography. This course will be cross-listed as GEOL 2333 (item g below).

e) [GEOG - 3333 - Faculty-Mentored Research in Earth and Environmental Sciences](#)

Request: Add

This is the second of three scaffolded courses for majors of the proposed Earth and Environmental Sciences degree. This second course allows students to work through a doable research project with the help of a faculty mentor. The research process and end product is a significant part of how the program is assessed. This arrangement is part of the new Earth and Environmental Sciences degree, which will eventually replace Geology and Geography. This course will be cross-listed as GEOL 3333 (item h below).

f) [GEOG - 4333 - Earth and Environmental Sciences Capstone](#)

Request: Add

This is the third of three scaffolded courses for majors of the proposed Earth and Environmental Sciences degree. This third course allows students to finalize and communicate the research project they conducted in GEOL/GEOG 3333. This capstone course also prepares students for what lies beyond graduation and is a culminating course where the research project and portfolio are used to assess many of the program learning outcomes. This course will be cross-listed as GEOL 4333 (item i below).

g) [GEOL - 2333 - An Introduction to Research in Earth and Environmental Sciences](#)

Request: Add

See rationale for item d (cross-listed GEOG 2333 course) above.

h) [GEOL - 3333 - Faculty-Mentored Research in Earth and Environmental Sciences](#)

Request: Add

See rationale for item e (cross-listed GEOG 3333 course) above.

i) [GEOL - 4333 - Earth and Environmental Sciences Capstone](#)

Request: Add

See rationale for item f (cross-listed GEOG 4333 course) above.

B) Tanner Health System School of Nursing

1) [Nursing, Pre-licensure Track, Carrollton, BSN](#)

Request: Revise

All NURS proposals presented on this agenda are supported by the following rationale:

To bridge the gap between education and practice, the American Association of Colleges of Nursing (AACN) published “The Essentials: Core Competencies for Professional Nursing Education” which provides the framework for educating nurses. The essentials consist of ten domains and 45 core competencies woven across four spheres of care. Since then, the CCNE has adopted AACN essentials and core competencies as part of their standards of accreditation, requiring accredited nursing education programs to demonstrate student attainment of the ten domains. The THSSON is accredited by the CCNE and may risk losing accreditation if it is found not meeting the CCNE standards. Hence, the THSSON has revised the BSN and MSN curriculums to ensure compliance with the CCNE accreditation standards. The new curriculum aligns with the core competencies in the AACN 2021 Essentials and the UWG QEP focused on experiential learning and career readiness. Using competency-based education in a concept-based curriculum, the revised curriculum will enhance students’ applied experience, critical thinking, and clinical judgment skills.

This revision is a redistribution of content between courses and changes to assessment models to meet the new AACN essentials for BSN education. There is no change to program length or the credit hours required for graduation in the previously approved program. The changes were limited to revising the program and course outcomes to align with the AACN essentials. Changes were also made to course numbers, titles, and course credit hours, but the overall credit hours required to complete the program remain unchanged at 66 hours in addition to 57 hours of CORE IMPACT for a total of 123 credit hours.

2) [Nursing, Pre-Licensure Track, Newnan, BSN](#)

Request: Revise

See rationale for Nursing item 1 above. Explanation of hours is also identical to the Carrollton program in item 1.

3) [NURS - 3110 - Intro to Professional Nursing Concepts](#)

Request: Add

See rationale for Nursing item 1 above.

This course introduces the foundational principles and essential competencies of professional nursing practice with emphasis on the AACN essentials and within a quality

caring framework to prepare students for the dynamic and evolving healthcare environment.

4) [NURS - 3203 - Medication Mathematics](#)

Request: Add

See rationale for Nursing item 1 above.

This course will assess the ability of the student to deliver safe medication by showing competency in medication calculation using algebra to solve word problems. Basic math concepts such as conversions, rounding, whole numbers vs. fractions and decimals, and determining drip factors and drip rates will all be an integral part of this course.

5) [NURS - 3204 - Fundamentals in Patho & Pharm](#)

Request: Add

See rationale for Nursing item 1 above.

This is the first course of three course sequence. This course explores the adaptive and compensatory mechanisms of the body to diseases. It focuses on pathophysiological concepts, basic drug classification, and principles of pharmacology with consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the nursing process.

6) [NURS - 3205 - Med-Surg Patho & pharm I](#)

Request: Add

See rationale for Nursing item 1 above.

This is the second course of a three-course sequence. This course explores the adaptive and compensatory mechanisms of the body to diseases. It focuses on pathophysiological concepts, basic drug classification, and principles of pharmacology with consideration for the nursing role in developing a comprehensive approach to the evidence-based clinical application of drug therapy applying the nursing process and clinical judgment.

7) [NURS - 3206 - Med-Surg Patho & Pharm II](#)

Request: Add

See rationale for Nursing item 1 above.

This is the final course of a three-course sequence. The course explores the adaptive and compensatory mechanisms of the body to diseases. It focuses on pathophysiological concepts, basic drug classification, and principles of pharmacology with consideration

for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the nursing process and current evidence.

8) [NURS - 3212 - Fundamental Health Concepts](#)

Request: Add

See rationale for Nursing item 1 above.

This course is designed to facilitate the acquisition of fundamental knowledge upon which sequential study will be developed, including the competencies necessary to meet the healthcare needs of individuals throughout their lifespan in a quality caring framework. Students will apply healthcare concepts to patient care by combining the nursing process, clinical judgment, and evidence-based practice.

9) [NURS - 3307 - Nursing Research & EBP](#)

Request: Add

See rationale for Nursing item 1 above.

This course equips nursing students with the essential knowledge and skills to critically appraise evidence-based practice (EBP) to inform clinical decision-making and patient care. Grounded in the American Association of Colleges of Nursing (AACN) New Essentials, this course emphasizes the critical role of evidence-based practice in delivering high-quality, patient-centered care in the dynamic healthcare environment.

10) [NURS - 3310 - Foundational Nursing Skills](#)

Request: Add

See rationale for Nursing item 1 above.

This course is designed to provide the foundational knowledge and psychomotor nursing skills needed to complete a comprehensive and holistic health history and physical examination across the lifespan with emphasis on accurate documentation and collaborative communication with the interdisciplinary team.

11) [NURS - 3312 - Medical Surgical Concepts I](#)

Request: Add

See rationale for Nursing item 1 above.

This course advances students' knowledge to provide holistic nursing care within a quality caring framework to persons with complex healthcare needs across diverse

healthcare settings. Students will apply healthcare concepts to patient care through the integration of the nursing process, clinical judgment, and evidence-based practice.

12) [NURS - 3401 - Fundamentals Clinical Practice](#)

Request: Add

See rationale for Nursing item 1 above.

This course introduces clinical judgment and fundamental psychomotor nursing skills, preparing students to provide quality nursing care to clients. Students apply concepts from didactic courses in a hands-on clinical and simulated learning environment to develop emerging competency in fundamental nursing skills, patient assessments, medication administration, and clinical judgment.

13) [NURS - 3402 - Med-Surg Clinical Practice I](#)

Request: Add

See rationale for Nursing item 1 above.

This course develops a beginning level of competency in clinical judgment and essential psychomotor nursing skills through hands-on experiences in clinical and simulated settings. By incorporating theoretical principles from their didactic courses to enhance their proficiency in essential nursing skills, patient assessments, medication management, and clinical decision-making, students will be able to provide quality care to clients.

14) [NURS - 4110 - Nursing Concepts Capstone](#)

Request: Add

See rationale for Nursing item 1 above.

This capstone course expands the perspective of the student to include a systems view of professional nursing practice and empowers the student to synthesize knowledge of professional concepts within a quality caring framework necessary for effective leadership in contemporary healthcare settings. Content is designed to prepare the student to apply leadership, and management principles, and encourage active collaboration to achieve positive health outcomes within the healthcare environment.

15) [NURS - 4203 - Mental Health Nursing Concepts](#)

Request: Add

See rationale for Nursing item 1 above.

This course provides students with the basic knowledge and skills necessary to meet the needs of mental health clients. Emphasis is placed on the student's oral and written therapeutic communication with clients in one-to-one and group settings and the use of pharmacological therapies for adaptive and maladaptive behaviors.

16) [NURS - 4204 - Pediatric Nursing Concepts](#)

Request: Add

See rationale for Nursing item 1 above.

This course builds on previously acquired nursing principles and critical thinking skills to provide care for children from infancy through adolescence using a family-centered approach to the nursing care of children. Students will apply knowledge of growth and development and anatomy and physiology to provide age-appropriate care in the hospital and selected community settings.

17) [NURS - 4205 - Concepts for Maternal Nursing](#)

Request: Add

See rationale for Nursing item 1 above.

This course provides students with essential knowledge for assessing and managing the childbearing family. Students will develop the competencies and beginning skills needed to collaborate with the family and other healthcare professionals to meet the bio-psycho-socio-cultural needs of the family during the antenatal, natal, and postnatal periods and for the neonate.

18) [NURS - 4312 - Medical Surgical Concepts II](#)

Request: Add

See rationale for Nursing item 1 above.

This course advances students' knowledge to provide holistic nursing care within a quality caring framework to persons with complex healthcare needs across diverse healthcare settings. Students will apply healthcare concepts to patient care through integration of the nursing process, clinical judgment, and evidence-based practice.

19) [NURS - 4400 - Community & Population Health](#)

Request: Add

See rationale for Nursing item 1 above.

This course examines community and population health nursing concepts and principles. The course will cover health and wellness issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, prevention, epidemiology principles, and management of public health crises through community engagement and health policy. The learner will be grounded in social determinants of health, social justice for the vulnerable, compassionate, and caring relationships of the communities, systems, individuals, and families, sensitivity to diversity, and respect for the worth of all people.

20) [NURS - 4401 - Med-Surg Clinical Specialty](#)

Request: Add

See rationale for Nursing item 1 above.

This course builds on fundamental nursing practice to further refine students' clinical judgement and psychomotor nursing skills to deliver quality nursing care to clients.

Students continue to apply concepts from didactic courses through hands-on clinical and simulated learning environments and demonstrate acceptable advanced beginner competency in nursing skills, patient assessments, medication administration and clinical judgment.

21) [NURS - 4402 - Clinical Practice Immersion](#)

Request: Add

See rationale for Nursing item 1 above.

This course focuses on the integration of knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Students are expected to utilize leadership and management principles to achieve positive health outcomes within healthcare systems in simulated and clinical learning environments.

The course emphasizes psychomotor skills and clinical reasoning in the performance of nursing procedures to advance clinical judgement for nursing practice.

22) [NURS - 4601 - Transition to Practice I](#)

Request: Add

See rationale for Nursing item 1 above.

This course is designed to help students integrate nursing knowledge and skills into developing their professional identity as members of the healthcare team. The course will emphasize clinical decision-making for safe and effective care management of

clients across different care environments within the healthcare delivery system.

Students will apply selected healthcare and professional nursing concepts to foster and facilitate NCLEX success, readiness for practice, and the development of leadership skills.

23) [NURS - 4602 - Transition to Practice II](#)

Request: Add

See rationale for Nursing item 1 above.

This course will use synthesized knowledge throughout the curriculum to facilitate their transition from nursing student to registered professional nurse. Students will enhance their clinical judgment and reasoning competence through experiences and classroom activities focused on preparation for the licensure exam and professional identity formation with an emphasis on personal growth. This course also promotes academic self-efficacy among nursing students by emphasizing clinical judgment competence in the NCLEX client needs categories.

C) University College

1) Honors College

- a) Proposal to revise Honors College requirements (in separate file emailed with agenda)

IV. HIP Designation Requests for Work-based Learning (see submissions in separate file emailed with agenda)

V. Old Business

- A. Question about how credit hours are reported for interdisciplinary courses

VI. New Business

- A. New course proposals that are similar to existing courses in other departments