

Committee I: Undergraduate Programs Committee
Kim Green, Chair
Meeting Minutes for Tuesday, November 19, 2024, 3:00 pm
Approved January 16, 2025

Attendance: Stacy Boyd, Betsy Dahms, Sarah Elias, Kim Green, Robert Griffin, Donna Haley, Nguyen Hoang, Mark Janzen, Charles Lipp, Doug McWilliams, David Newton, Charlie Sicignano, Andy Walter

Guests: Marian Buzon, Oliver Duah, Melissa Johnson

- I. Call to Order
- II. Approval of October 29 Meeting Minutes

The minutes were approved.

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.

The two Biology proposals (items a and b) in this section were voted on as a block and approved.

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.

Approved in block vote for the two Biology proposals (items a and b) in this section.

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.

The seven proposals for Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section) were voted on as a block. UPC voted to approve the proposals with the vote by UPC being made contingent on the results of a meeting with Dr. Lynch of the USG to confirm how the program revision and name change proposal is being

processed. That meeting took place virtually on November 22, and Dr. Lynch did confirm that this is a revision rather than a new program for approval purposes. Based on the results of this meeting, the approval vote by UPC is confirmed, and these proposals were advanced for Senate approval.

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).

Approved in block vote of Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section).

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).

Approved in block vote of Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section).

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).

Approved in block vote of Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section).

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.

Approved in block vote of Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section).

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

Request: Add

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

Approved in block vote of Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section).

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

Request: Add

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

Approved in block vote of Earth and Environmental Sciences BS / GEOG/ GEOL (items c – i in this section).

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-base 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.

The 23 Nursing proposals (items 1 – 23 in this section for THSSON) were voted on as a block and approved. The courses and program revisions are proposed to align with recently adopted accreditation standards.

[UPDATE: It was announced at the February 6, 2025 meeting of UPC that the Nursing proposals had all been withdrawn at the request of the new dean of the Nursing and the Curriculog processing was ended. The proposals will be resubmitted at a later date.]

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

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.

Approved in block vote of the Nursing proposals (items 1 – 23 in this section).

C) University College

1) Honors College

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

This proposal was approved. The description is included as Attachment A with these minutes.

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

These designations were approved. The list is included as Attachment B with these minutes.

V. Old Business

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

The question about how credit hours for faculty teaching interdisciplinary courses are reported to the faculty's home department was forwarded to the provost as part of the list of topics to be addressed at the Faculty Senate meeting. Dr. Preston did speak to this question during the December 2024 Senate meeting. His response is on page 5 of the Senate meeting minutes linked here for convenience or available on the Senate website:
[FS_MinutesDec24_Approved.pdf](#)

VI. New Business

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

This topic was tabled for a future meeting.

ATTACHMENT A

PROGRAM REVISION PROPOSAL

UWG Honors College

September 17, 2024

OVERVIEW OF PROGRAM REVISION

The Honors College proposes to modify the curriculum through which students earn Honors College Distinction. Currently, Honors College Requirements include 23 hours, with five credit hours earned through scaffolding courses (listed below) and 18 hours earned through courses converted to “Honors” (necessary adjustments are allowed for transfer students):

Current Scaffolding Course Requirements (5 hours)

0-30 hrs	XIDS 2002-Cornerstone Seminar (2 hours)
31-60 hrs	HONR 2102-Sophomore Honors Colloquium: Inquiry (1)
61-90 hrs	HONR 3102-Junior Honors Colloquium: Engagement (1)
91-120 hrs	HONR 4102-Senior Honors Colloquium: Integration and Application (1)

This proposal seeks to change the scaffolding course requirements. The total scaffolding hours will remain at five, but the mix of courses will change. Specifically, as shown below, HONR 2102 and 3102 will no longer be required and will be replaced by required meetings with a mentoring group, led by a faculty member, and academic and career preparation activities (referred to herein as “involvement activities”). Involvement activities are spelled out in the [Honors College Handbook](#). A full, detailed summary of Honors College scaffolding requirements is provided in the appendix of this document.

Proposed (New) Scaffolding Course Requirements (5 hours)

0-30 hrs	XIDS 2002-Cornerstone Seminar (2 hours)
31-60 hrs	HONR 2102-Sophomore Honors Colloquium: Inquiry (1) Faculty Mentoring and Involvement Activities
61-90 hrs	HONR 3102-Junior Honors Colloquium: Engagement (1) Faculty Mentoring and Involvement Activities
91-120 hrs	HONR 4102 – Honors Capstone Seminar I (1) [revised course] HONR 4103 – Honors Capstone Seminar II (2) [new course]

RATIONALE

The changes summarized above create a more flexible program, allowing the Honors College to more readily accommodate students across a diverse range of degree programs and at different class status levels, i.e. students who are accepted into the Honors College after earning 30 hours.

SPECIFIC CHANGES

Three specific changes are required to achieve the new Honors College Scaffolding Requirements presented above. These include:

- 1) **COURSE REVISION**
Revises the title and description of HONR 4102. With this revision, HONR 4102 supports students planning their capstone projects.

	Current	Proposed (New)
Number	HONR 4102	HONR 4102
Title	Senior Honors Colloquium: Integration and Application	Honors Capstone Seminar I
Prerequisite	Restricted to Honors College	Restricted to Honors College
Description	This course provides thesis writing support for students working on an Honors College thesis. Students will hone their disciplinary skills regarding thesis structure, source citations, presenting data analysis, and professionalism in presenting their project outcomes. Students will contribute to their e-portfolio demonstrating a developing sense of self as a learner.	This course provides support for students planning a capstone project, including identifying a faculty member who will serve as the capstone mentor, establishing the scholarly context for and relevance of the project, and developing a plan for achieving the academic goals of the capstone project.
Hours	1	1

2) **COURSE ADDITION**

Creates HONR 4103 – Honors Capstone II. This course supports students completing their capstone projects.

Proposed (New)	
Number	HONR 4103
Title	Honors Capstone Seminar II
Prerequisite	HONR 4102
Description	This course provides support for students working on an Honors College project, including implementing the plan developed in HONR 4102, honing relevant academic skills, understanding and meeting professional expectations, and presenting project outcomes.
Hours	1

3) **PROGRAM REVISION**

Revises the required scaffolding courses by removing HONR 2102 and 3102 as required courses, replacing them with required faculty mentoring meetings, involvement activities, and adding a capstone course sequence, HONR 4102 (revised course) and 4103 (new course).

	<u>Current</u>	<u>Proposed (New)</u>
1-30	XIDS 2002 (2)	XIDS 2002 (2)
31-60	HONR 2102 (1)	Mentoring & Involvement
61-90	HONR 3102 (1)	Mentoring & Involvement
91-120	HONR 4102 (1)	HONR 4102 (1) HONR 4103 (2)

APPENDIX

Honors College Scaffolding Requirements (full detail)

0-30 hrs	<p>XIDS 2002-Cornerstone Seminar (2 hours)</p> <p>Students in this course constitute a “mentoring group” and their instructor will serve as their Honors Faculty Mentor through graduation. Also, they are required to:</p> <ul style="list-style-type: none">• Participate at least three times with Peer Mentor group per year• Participate in at least three Academic Enhancement and/or Career Enrichment opportunities per semester (these options are specified in the Honors Student Handbook).
31-60 hrs	<p>Required Mentoring and Involvement</p> <ul style="list-style-type: none">• Meet with Honors Faculty Mentor group at least twice.• Participate in at least three Academic Enhancement and/or Career Enrichment opportunities.• Participate in one semester-long Personal Community Involvement activity.• Submit to the Honors College a resume and declaration of major and discipline.
61-90 hrs	<p>Mentoring and Involvement</p> <ul style="list-style-type: none">• Meet with Honors Faculty Mentor group at least twice.• Participate in at least three Academic Enhancement and/or Career Enrichment opportunities.• Participate in one semester-long Personal Community Involvement activity.• Identify an Honors Capstone Faculty Mentor to advise during capstone project.
91-120 hrs	<p>HONR 4102 – Honors Capstone Seminar I (1)</p> <p>Supports capstone planning and preparation. Prerequisite for HONR 4103.</p> <p>HONR 4103-Honors Capstone II (2)</p> <p>Supports students in carrying out their capstone projects.</p>

ATTACHMENT B

DATE: November 15, 2024

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Professor, on behalf of the QEP Campus Committee

UPC Faculty Colleagues:

The following 13 courses were submitted by faculty to receive the Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Work-Based Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Work-Based Learning Criteria](#) (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means “Work-Based Learning course section meets the institution's criteria as a High Impact Practice for Work-Based Learning” (Appendix B).

II. USG Contact Hours Codes (ZUR 1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the [Work-Based Learning Criteria](#).

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. Once approved by the faculty senate, these courses will be sent to the Registrar for coding. Upon request, syllabi and other information about the courses listed below can be provided to the UPC.

Course Prefix Number & Title	Submitting Faculty Member	All or some sections?	USG Primary Code	USG Contact Hour Code	USG Institutional Code
CMWL 7100: Capstone (Culminating Experience)	Chrisy Knoll	All future sections	ZURP	ZWL1	WBL3
COMM 4221 Health Communication Campaigns	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 3355 Digital Media Programming and Management	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
4452 Advanced Film and Video Production	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 4405 Sound Design	Melanie Conrad	All future sections	ZURP	ZWL3	WBL2

COMM 3351 Radio. & Audio Production	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 4406 Cinematography	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 4407: Film and Video Editing	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 4403 Photojournalism	Melanie Conrad	All future sections	ZURP	ZWL3	WBL3
COMM 3301: Fundamentals of Newswriting	Melanie Conrad	All future sections	ZURP	ZWL3	WBL3
COMM 3352: Fundamentals of TV Production	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 4402: Feature Writing	Melanie Conrad	All future sections	ZURP	ZWL2	WBL2
COMM 4444: Public Relations Campaigns	Melanie Conrad	All future sections	ZURP	ZWL3	WBL3