<div align="center">**Memorandum**</div>

To: General Faculty

Date: December 4, 2024

Regarding: Faculty Senate Agenda for December 6, 2024 in Richards Hall, room 102

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1. Call to Order

2. Roll Call

3. Minutes

    A) The November 8, 2024 Faculty Senate Meeting Minutes were approved electronically on November 17, 2024.

4. Administrator Reports

    A) President

    B) Provost

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

    1) General Information Updates

    2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum I):

  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 the Geology degree into an Earth and Environmental Sciences (EES) program and degree. The purpose of this move is to better serve the interests and needs of UWG's students by delivering a curriculum to meet the growing demand for environmentally focused knowledge and skills by establishing new synergies while maintaining existing Program strengths. After this change is implemented, the Bachelor of Science in Geography will be phased out and a teach out plan will be submitted. The Earth and Environmental Sciences

program would offer 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 being proposed for the new EES degree. Two of the concentrations (Professional Geology and GIS) would 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, in turn, 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-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.

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.

Information Items (Addendum II):

  A) UPC approved courses to receive the High-Impact Practice (HIP) designation for Work-Based Learning.

  B) UPC approved a revision of the Honors College program that modifies the structure and timing of the scaffolding courses.

Committee II: Graduate Programs Committee (Jairus-Joaquin Matthews, Chair)

Action Items (Addendum III):

  A) College of Humanities, Arts, and Social Sciences

    1) School of Visual and Performing Arts

a) [Master of Music with a Concentration in Music Performance, M.M.](#)

Request: Graduate Revise Program Request

Rationale: Most doctoral programs in music do not require the completion of a master's thesis for admission; many doctoral programs in music education allow students to submit other writing samples in lieu of a master's thesis for admission. Although one may argue that any removal of a thesis option is a "significant departure" for a program, historically fewer than 5% of UWG MM completers have chosen the thesis option and multiple UWG MM holders have completed doctoral work without a UWG thesis. The music program believes removing the thesis option will help it better align its musical expertise and resources to student music learning overall; for these reasons, the music program requests the deletion of the thesis option from its MM program.

b) [Post-Baccalaureate Certificate in Conducting](#)

Request: Graduate New Program Request

Rationale: Every year we have students who consider but do not matriculate into our current MM program, and we hypothesize that cost and a commitment to "finishing what one starts" play a key role. We expect a certificate that can be earned in one to six years to be attractive to music educators already working full time. Additionally, a teacher is more likely to receive a grant from their school to participate in a conducting seminar or certificate than have a district cover the full costs of a full 30-hour master's degree. Bundling a conducting seminar with six additional hours may provide teachers and their districts an opportunity to meet halfway with professional development. The Conducting Certificate engages one of our chief groups of off-campus collaborators: secondary music teachers. These are the teachers that send their students to us for a university education (in music and other fields). We foresee the certificate to leverage the already positive relationships we have with this constituency and the various bodies that support it, including the Georgia Music Educators Association. In addition, adding the Conducting Certificate should augment our already fine reputation in the delivery of online learning for master's students across the state and nation (having service hundreds of 100% online students across 16 states and two countries since 2012).

The Certificate in Conducting fills a need and gap in the USG. It also follows from UWG's position as a leader in the state and national in the administration of music degrees, specifically as the first provider of a fully online MM degree in Music Education and as one of the largest providers of music education bachelor's degrees for the state of Georgia. The four new courses for the certificate incorporate content we've taught in the past in courses such as MUSC 5150 (Vocal Pedagogy and Literature), MUSC 5160 (Instrumental Pedagogy and Literature), MUSC 5950 (Applied Conducting), and MUSC 6184 (Music Education Seminar, Taught with a Conducting Topic). The four new conducting-focused courses will serve both the Conducting Certificate and provide electives for our two MM concentrations that augment content available elsewhere in the program. Cross-leveled MUSC 5150 and 5160 are offered only when needed by our undergraduates; faculty plan to use MUSC 6184 for other topics in music education, such as technology and arts integration; MUSC 5950 has been deleted from our program.

c) MUSC 6300 Conducting Seminar

Request: Graduate New Course Request

Rationale: This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. The course would also be an appropriate elective for MM concentrations of music education or performance.

d) MUSC 6301 Wind Band Literature

Request: Graduate New Course Request

Rationale: This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of

music. The course would also be an appropriate elective for MM concentrations of music education or performance.

   e) [MUSC 6302 Choral Literature](#)

     Request: Graduate New Course Request

     Rationale: This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. The course would also be an appropriate elective for MM concentrations of music education or performance.

   f) [MUSC 6600R Principal Applied: Conducting](#)

     Request: Graduate New Course Request

     Rationale: This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. The course would also be an appropriate elective for MM concentrations of music education or performance.

B) Tanner School of Nursing

   1) [Master of Science in Nursing M.S.N.](#)

     Request: Graduate Revise Program Request

     Rationale: The MSN health system leadership and nursing education tracks of study are revised to meet the CCNE accreditation requirements related to the new AACN Essentials.

   2) [NURS 6201 Theoretical Perspectives of Nursing Science](#)

     Request: Graduate New Course Request

     Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

3) NURS 6202 The Professional Caring Leader

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

4) NURS 6203 Physical Assessment and Health Promotion

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

5) NURS 6204 Scholarship Advancement and Integration for Nursing Practice

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

6) NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

7) NURS 6206 Pathophysiology and Pharmacology

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

8) NURS 6208 Population Health for Equitable Outcomes

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

9) NURS 6209 Informatics and Healthcare Technology

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

10) NURS 6210 Teaching & Evaluation in Nursing Education

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

11) NURS 6211 Nurse Educator Practicum

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

12) NURS 6213 Course & Curriculum Design in Nursing Education

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

13) NURS 6217 Leader/Manager Health Systems Leadership Roles 1

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

14) NURS 6218 Leader/Manager Health Systems Leadership Roles II

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

15) NURS 6219 Leader/Manager Health Systems Leadership Practicum I

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

16) NURS 6220 Leader/Manager Health Systems Leadership Practicum II

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

17) NURS 6222 CNL Health Systems Leader Practicum I

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

18) NURS 6223 CNL Health Systems Leader Practicum II

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

19) NURS 6224 CNL Health Systems Leader Principles

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

20) NURS 6225 CNL Health Systems Leadership Seminar

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

21) NURS 6486 Study Abroad

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

C) Application Process (**Addendum IV**)

Request: Graduate Policy Change

Changes relate to the applicant decision process and application fee.

6. Old Business
   a. None
7. New Business
8. Announcements
9. Adjourn

Addendum I

BIOL - 3168 - Evolution and Ecology

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `School of Field Investigations and Experimental Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ● No

Is this a College of Education course?* ○ Yes ● No

Is this an Honors ☐ Yes

College course? *   ☑ No

Is the addition/change related to core, honors, or XIDS courses? *   ☐ Yes   ☑ No

Course Information

Course Prefix *   BIOL   **Course Number** *   3168

Course Title *   Evolution and Ecology

Long Course Title

Course Type *   Biology

Catalog Course Description *   This course is designed to familiarize all Biology majors with the most important principles of evolution and ecology, including natural selection, molecular evolution, population genetics, phylogenies, species and speciation, climate, population ecology, interspecific interactions, communities, and ecosystems.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   4

Lab Hrs *   0

Credit Hrs *   4

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ◯ Yes   ◉ No   **If yes, indicate maximum number of credit hours counted toward graduation.** *   0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites   BIOL 1107, BIOL 1107L, BIOL 1108, BIOL 1108L, BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, CHEM 1211, CHEM 1211L, CHEM 1211K, CHEM 1212, CHEM 1212L, CHEM 1212K

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?*   ○ Yes   ◉ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ◉ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   `3`

Grading* `Undergraduate Standard Letter`

Justification and Assessment

Rationale* 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 2 required courses), 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. This course can substitute for both courses for current students to prevent barriers to progression towards degree and graduation.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Understand the basic principles of evolution and ecology as applied to populations, communities, and ecosystems.
2. Describe the process of natural selection.
3. Identify the factors which control the structure and functions of systems.
4. Describe the role of evolutionary processes in the structure and function of systems.
5. Describe the role of interspecific interactions.
6. Describe the role of climate.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   175

Will this course have special fees or tuition required?* ☐ Yes   ☑ No   **If yes, what will the fee be?***   n/a

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

BIOL 3168 Evolution and Ecology

4 Credits (modality: face-to-face); Offered every fall and spring semester and summer semesters based on need.

Description

This course is designed to familiarize all Biology majors with the most important principles of evolution and ecology, including natural selection, molecular evolution, population genetics, phylogenies, species and speciation, climate, population ecology, interspecific interactions, communities, and ecosystems.

Prerequisites

(BIOL 1107 or BIOL 2107 Minimum Grade: C) and (BIOL 1107L or BIOL 2107L Minimum Grade: C) and (BIOL 1108 or BIOL 2108 Minimum Grade: C) and (BIOL 1108L or BIOL 2108L Minimum Grade: C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L)

Course Substitution/Justification

This course is replacing our existing BIOL 3135 Ecology and BIOL 3242 Evolution courses. This course can substitute for both courses for current students to prevent barriers to progression towards degree and graduation. 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 2 required courses), and this course is one of those two required courses.

Course Objectives

- Understand the basic principles of evolution and ecology as applied to populations, communities, and ecosystems.
- Describe the process of natural selection.
- Identify the factors which control the structure and functions of systems.
- Describe the role of evolutionary processes in the structure and function of systems.
- Describe the role of interspecific interactions.
- Describe the role of climate.

Required Materials

TBA (faculty are reviewing textbook options currently to maximize content and cost for students)

Evaluation

Assessments will be provided through Exams and Written Exercises allowing for synthesis and application of course concepts.

Course Topics

Evolution:

1. Brief history of evolution, including primary ideas of Darwin and Wallace (natural selection and common ancestry).

2. Testing predictions: evidence for evolution

3. Populations and natural selection

4. Genetic variation; mutations and their consequences

5. Population genetics: Hardy-Weinberg; natural selection, genetic drift, migration, nonrandom mating, and how they can cause a population to evolve.

6. Phylogenies: what a phylogeny is, what it shows, and how it can be used.

7. Species and speciation: What a species is, and ways to identify species. Major speciation processes and how they work.

8. What fossils are, how they are formed, and what they can be used for.

Ecology:

1. Climate: influence of the sun's energy, latitude, and the earth's tilt on climates in different parts of the earth.

2. What a biome is; examples of some important biomes.

3. The abiotic environment and how living things interact with it.

4. Properties of populations; population dynamics; population growth.

5. Interspecific interactions: competition, predation, mutualism, and their effects.

6. Basic attributes of communities; community structure including trophic levels and food webs, dominant species, and keystone species; primary and secondary succession.

7. Primary production; movements of biomass, carbon, and energy through a community's grazing and detrital food weba.

8. Biogeochemical cycling and the movement of mineral elements through a community. Examples of important biogeochemical cycles.

Common Language for Course Syllabi

Students should review the following information each semester.

Academic Support

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards.

If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact Accessibility Services.

Center for Academic Success

The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically.

For more information, contact them: (678) 839-6280 or cas@westga.edu.

University Writing Center

The University Writing Center assists students with all areas of the writing process.

For more information, contact them: (678) 839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities.

For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site.

Resources for Online Students

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

Academic Dishonesty Tracking System

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection.

Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account through Gmail. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks.

For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

House Bill 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [Additional Information Regarding House Bill 280](#)

You may also visit our website for help with USG Guidance: [Campus Carry Legislation at UWG](#)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center.](#)

Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#).

To report a concern anonymously, please go to [UWGcares](#).

English Language Learning (ELL) Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

Biology, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☑ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department* School of Field Investigations and Experimental Sciences

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ⦿ No

Is this a College of Education Program?* ○ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ⦿ Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⦿ Program ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Biology, B.S.

30

Program ID - DO NOT EDIT* 4589

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* Biology, B.S.
Students majoring in Biology will select 1 of the following 3 concentrations:

1. Biomedical Sciences Concentration
The B.S. in Biology with a Biomedical Sciences Concentration is designed to prepare students for post-graduate studies and careers in health-related fields.

2. Environmental Biology Concentration
The B.S. in Biology with an Environmental Biology Concentration is designed to prepare students for post-graduate studies and careers in natural resource conservation, management, and research.

3. Integrative Biology Concentration
The B.S. in Biology with an Integrative Biology Concentration is designed to allow students flexibility in customizing a course of study to prepare for post-graduate studies or careers in government agencies and private sectors.

Accelerated Bachelor's to Master's Degree pathway in Biology (Non-thesis &Thesis Tracks)

The Accelerated Bachelor's to Master's Degree Pathway in Biology (Non-thesis & Thesis Tracks) at the University of West Georgia allows outstanding students who major in Biology in all concentrations to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Biology allows exceptional students to count up to six (6) hours in the M.S. Biology (Non-thesis & Thesis Tracks) toward both degrees.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Biology, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in M.S. in Biology (Non-Thesis & Thesis Tracks) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Students applying for the ABM Pathway in Biology must:

   Have completed at least 90 hours toward a B.S. in Biology.

   Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.

   Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.

   Have taken BIOL 2108+BIOL 2108L.

   Meet all admission requirements for the M.S. in Biology (Non-Thesis & Thesis Tracks) with the exception of the complete B.S. in Biology.

   Students applying for the accelerated program will not be required to take standardized admissions tests.

The list below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the pathway may receive credit for two such courses in the M.S. Biology (Non-Thesis & Thesis Tracks) which requires 30 hours of coursework. Undergraduate students admitted to the ABM pathway should take at least one (1) 4000-levle course before taking any of the 5000/6000-level courses listed below.

Graduate Course followed by Undergraduate Course which is being replaced:

1) BIOL 5130 Climate Change Biology for BIOL 4130 Climate Change Biology

2) BIOL 5241 Entomology for BIOL 4241 Entomology

3) BIOL 5242 Invertebrate Zoology for BIOL 4242 Invertebrate Zoology

4) BIOL 5245 Icthyology for BIOL 4245 Icthyology

5) BIOL 5266 Molecular Ecology for BIOL 4266 Molecular Ecology

6) BIOL 5315 Bacterial Genetics for BIOL 4315 Bacterial Genetics

7) BIOL 5325 Advanced Medical Microbiology for BIOL 4325 Advanced Medical Microbiology

8) BIOL 5424 Wildlife Habitat Ecology for BIOL BIOL 4424 Wildlife Habitat Ecology

9) BIOL 5425 Fire Ecology for BIOL 4425 Fire Ecology

10) BIOL 5427 Conservation Biology for BIOL 4427 Conservation Biology

11) BIOL 5430 Wildlife Techniques for BIOL 4430 Wildlife Techniques

12) BIOL 5440 Aquatic Ecology for BIOL 4440 Aquatic Ecology

13) BIOL 5445 Marine Biology for BIOL 4445 Marine Biology

14) BIOL 5450 Terrestrial Ecology for BIOL 4450 Terrestrial Ecology

15) BIOL 5539 Comparative Physiology for BIOL 4539 Comparative Physiology

16) BIOL 5727 Essentials of Immunology for BIOL 4727 Essentials of Immunology

17) BIOL 5728 Bacterial Pathogenesis for BIOL 4728 Bacterial Pathogenesis

18) BIOL 5730 Emerging Pathogens for BIOL 4730 Emerging Pathogens

19) BIOL 5732 Biology of Aging for BIOL 4732 Biology of Aging

20) BIOL 5733 Animal Nutrition for BIOL 4733 Animal Nutrition

21) BIOL 6503 Biological Perspectives: Biochemistry for BIOL 4503 Biological Perspectives: Biochemistry

22) BIOL 6513 Human Physiology for BIOL 3513 Human Physiology

23) BIOL 6526 Vertebrate Histology for BIOL 3526 Vertebrate Histology

24) BIOL 6981 Graduate Independent Study for BIOL 4981 Independent Study

25) BIOL 6982 Directed Readings for BIOL 4982 Directed Readings

26) BIOL 6983 Graduate Research for BIOL 4983 Senior Biology Research

Status* ◉ Active-Visible   ○ Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 Precalculus
[Right] required under Core IMPACTS Area M

[After] Two lab sciences required under Core IMPACTS Area T, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Advising Note

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Field of Study: 18 Hours

BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
[After] 1000/2000 Level Academic Electives 10

Requirements for Major: (21 hours BIOL 3000/4000): 39 Hours

BIOL 3134 Cell and Molecular Biology 4

BIOL 3168 Evolution and Ecology 4

BIOL 4984 Senior Seminar 1

Biology Electives (3000/4000) 0 - 21
Elective courses are based on selection of one of the three degree concentrations: Biomedical Sciences, Environmental Biology, or Integrative Biology.

Electives (3000/4000) 0 - 9

BIOL 3134 Cell and Molecular Biology
BIOL 3168 Evolution and Ecology
BIOL 4984 Senior Biology Seminar
[After] All Biology majors are required to take BIOL 4984 - Senior Biology Seminar when student has applied for graduation (within 2 semesters of graduation).

Supporting Courses for the Major: 6 Hours

MATH 1113 Precalculus
[Right] or Calculus (if not in Field of Study)

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory
[Right] (if not in Area F)

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] (if not in Field of Study)

BIOL 1110 Biological Diversity
[Right] (if not in Field of Study)

Electives: 0-15 Hours

Total: 120 Hours

Biomedical Sciences Concentration

Select BIOL 3000/4000 electives from courses in Group 1: Lab Based Courses and Group 2: Non-Lab Based Courses. At least one class must be selected from Group 1: Lab Based Courses.

Recommended courses for this concentration include: BIOL 2251, BIOL 2251L, BIOL 2252, BIOL 2252L, BIOL 3310, BIOL 3621, & BIOL 4503.

BIOL 3231 Comparative Vertebrate Anatomy
[Before]Group 1: Lab Based Courses (At least one
        course must be chosen from this group.)
BIOL 3513 Human Physiology
BIOL 3526 Vertebrate Histology
BIOL 3621 Genetics and Medical Genetics
BIOL 4134 Advanced Molecular Biology & Bioinformatics
BIOL 4315 Bacterial Genetics
BIOL 4520 Developmental Biology & Embryology
BIOL 4727 Essentials of Immunology
BIOL 4728 Bacterial Pathogenesis
BIOL 4729 Medical Virology
BIOL 4735 Parasitology
BIOL 3310 Microbiology
[Before]Group 2: Non-Lab Based Courses
BIOL 4325 Advanced Medical Microbiology
BIOL 4503 Biological Perspectives: Biochemistry
BIOL 4539 Comparative Physiology
BIOL 4730 Emerging Pathogens
BIOL 4732 Biology of Aging
BIOL 4733 Animal Nutrition
BIOL 4734 Neuroscience

Environmental Biology Concentration

Select BIOL 3000/4000 electives from courses in Group 1: Organismal Biology Courses and Group 2: Ecological Biology Courses. At least two courses must be selected from Group 1: Organismal Biology Courses. Also, at least two courses must be selected from Group 2: Ecological Biology Courses, and at least one of these Group 2 courses must be a Lab Based Course.

BIOL 3221 Taxonomy of Flowering Plants and Ferns
[Before]Group 1: Organismal Biology Courses (Select at

least 2 courses from this group.)

BIOL 3223 Vascular Plants

BIOL 3226 Natural History of Vertebrates

BIOL 3231 Comparative Vertebrate Anatomy

BIOL 4241 Entomology

BIOL 4242 Invertebrate Zoology

BIOL 4245 Ichthyology

BIOL 4430 Wildlife Techniques

BIOL 4441 Animal Behavior

BIOL 4424 Wildlife Habitat Ecology

[Before]**Group 2: Ecological Biology Lab Based Courses (Select at least 2 courses from Group 2, and at least 1 course must be from Group 2: Ecological Lab Based Courses.)**

BIOL 4425 Fire Ecology

BIOL 4427 Conservation Biology

BIOL 4440 Aquatic Ecology

BIOL 4450 Terrestrial Ecology

BIOL 4130 Climate Change Biology

[Before]**Group 2: Ecological Biology Non-Lab Based Courses (Select at least 2 courses from Group 2, and at least 1 course must be from Group 2: Ecological Lab Based Courses.)**

BIOL 4266 Molecular Ecology

BIOL 4445 Marine Biology

Integrative Biology Concentration

Select BIOL 3000/4000 electives from courses in Group 1: Lab Based Courses and Group 2: Non-Lab Based Courses. At least two courses must be selected from Group 1: Lab Based Courses.

BIOL 3221 Taxonomy of Flowering Plants and Ferns

[Before]**Group 1: Lab Based Courses (At least 2 courses must be selected from this group.)**

BIOL 3223 Vascular Plants

BIOL 3226 Natural History of Vertebrates

BIOL 3231 Comparative Vertebrate Anatomy

BIOL 3513 Human Physiology

BIOL 3526 Vertebrate Histology

BIOL 3621 Genetics and Medical Genetics

BIOL 4134 Advanced Molecular Biology & Bioinformatics

BIOL 4241 Entomology

BIOL 4242 Invertebrate Zoology

BIOL 4245 Ichthyology

BIOL 4315 Bacterial Genetics

BIOL 4424 Wildlife Habitat Ecology

BIOL 4425 Fire Ecology

BIOL 4427 Conservation Biology

BIOL 4430 Wildlife Techniques

BIOL 4440 Aquatic Ecology

BIOL 4450 Terrestrial Ecology

BIOL 4520 Developmental Biology & Embryology

BIOL 4727 Essentials of Immunology

BIOL 4728 Bacterial Pathogenesis

BIOL 4729 Medical Virology

BIOL 4735 Parasitology

BIOL 3310 Microbiology

[Before]Group 2: Non-Lab Based Courses

BIOL 4130 Climate Change Biology

BIOL 4266 Molecular Ecology

BIOL 4325 Advanced Medical Microbiology

BIOL 4441 Animal Behavior

BIOL 4445 Marine Biology

BIOL 4503 Biological Perspectives: Biochemistry

BIOL 4539 Comparative Physiology

BIOL 4666 Evolutionary Genomics

BIOL 4730 Emerging Pathogens

BIOL 4731 Introduction to Toxicology

BIOL 4732 Biology of Aging

BIOL 4733 Animal Nutrition

BIOL 4734 Neuroscience

ABM

Students in the Accelerated Bachelor's to Master's in Biology pathway should take: 1) BIOL 5130 Climate Change Biology for BIOL 4130 Climate Change Biology; 2) BIOL 5241 Entomology for BIOL 4241 Entomology; 3) BIOL 5242 Invertebrate Zoology for BIOL 4242 Invertebrate Zoology; 4) BIOL 5245 Icthyology for BIOL 4245 Icthyology; 5) BIOL 5266 Molecular Ecology for BIOL 4266 Molecular Ecology; 6) BIOL 5315 Bacterial Genetics for BIOL 4315 Bacterial Genetics; 7) BIOL 5325 Advanced Medical Microbiology for BIOL 4325 Advanced Medical Microbiology; 8) BIOL 5424 Wildlife Habitat Ecology for BIOL BIOL 4424 Wildlife Habitat Ecology; 9) BIOL 5425 Fire Ecology for BIOL 4425 Fire Ecology; 10) BIOL 5427 Conservation Biology for BIOL 4427 Conservation Biology; 11) BIOL 5430 Wildlife Techniques for BIOL 4430 Wildlife Techniques; 12) BIOL 5440 Aquatic Ecology for BIOL 4440 Aquatic Ecology; 13) BIOL 5445 Marine Biology for BIOL 4445 Marine Biology; 14) BIOL 5450 Terrestrial Ecology for BIOL 4450 Terrestrial Ecology; 15) BIOL 5539 Comparative Physiology for BIOL 4539 Comparative Physiology; 16) BIOL 5727 Essentials of Immunology for BIOL 4727 Essentials of Immunology; 17) BIOL 5728 Bacterial Pathogenesis for BIOL 4728 Bacterial Pathogenesis; 18) BIOL 5730 Emerging Pathogens for BIOL 4730 Emerging Pathogens; 19) BIOL 5732 Biology of Aging for BIOL 4732 Biology of Aging; 20) BIOL 5733 Animal Nutrition for BIOL 4733 Animal Nutrition; 21) BIOL 6503 Biological Perspectives: Biochemistry for BIOL 4503 Biological Perspectives: Biochemistry; 22) BIOL 6513 Human Physiology for BIOL 3513 Human Physiology; 23) BIOL 6526 Vertebrate Histology for BIOL 3526 Vertebrate Histology; 24) BIOL 6981 Graduate Independent Study for BIOL 4981 Independent Study; 25) BIOL 6982 Directed Readings for BIOL 4982 Directed

Readings; 26) BIOL 6983 Graduate Research for BIOL 4983 Senior Biology Research.

Course Pre-requisite Information

Unless otherwise noted in the course description, the prerequisites for all upper division courses are equivalent to the following combination of courses including the minimum grade designations.

BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab

[After] A minimum grade of C is required for all prerequisite courses listed.
BIOL 2107 & BIOL 2108 with labs may be substituted for BIOL 1107 & 1108 with labs.
CHEM 1211K & CHEM 1212K may substitute for CHEM 1211 & 1212 with labs.

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the and proceed.

> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* I have attached a one page document summarizing the modifications we are proposing to the B.S. in Biology degree plan and what is staying the same (See file: Summary of Modifications).

Briefly, we are reducing 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. This is to allow students to easily identify the appropriate course plan to pursue the myriad of career options available to biology majors (alignment with QEP and Strategic Plan of the University). 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). BIOL 3168 is a merger of content from 2 current courses (BIOL 3135 & 3242), and BIOL 3168 can be substituted for BIOL 3135 or 3242 for current students. This reduction in required courses allows for more flexibility to students for completing their degree, i.e. retention, progression, graduation. 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. We have noticed that having the students wait to take the introductory biology courses until the completion of CHEM 1211 & 1212 (with labs) is a barrier to progression in the major because many of our students need extra remediation in math prior to starting the chemistry course sequence, which delays the students' ability to enroll in BIOL 2107 & 2108. This change allows most students to take the introductory biology and general chemistry sequences at the same time, and for those who are requiring additional math remediation, this allows for more time to get the math caught up and still make progress toward the major. Finally, we made some minor adjustments to the ABM. 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.

All of the proposed modifications have a goal to increase the flexibility of our degree track and to better illustrate to students what career paths can be pursued in the biology major.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes are being made to the SLOs or the assessment plan.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply
to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from here, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ **icon in the Proposal Toolbox to make your decision.**

Summary of Modifications to B.S. in Biology Program

Our goal with the program modification proposal is to help our students align their major course work with their career interests and to remove barriers to progression and graduation seen currently in our program. Simply, we are reorganizing our existing courses, learning outcomes, and assessments to better describe pathways for students to meet their career goals at graduation and give the students more flexibility.

What is not changing:

- Learning outcomes & assessments are staying the same
- Utilizing existing courses (only 1 new course addition—see below)
- ABM Pathway is staying (see modifications below to allow more flexibility to students)
- BIOL 4984 Senior Seminar & BIOL 1110 Biological Diversity are remaining as supporting, required courses for all majors.
- MATH 1113, CHEM 1211 + 1211L, CHEM 1212 + 1212L, & CHEM 2411 + 2411L are remaining as required supporting courses and prerequisites for all 3000/4000 level biology courses.
- Only 9 credit hours outside BIOL allowed for 3000/4000 electives.

What is changing:

- B.S. in Biology with 3 new concentrations (Biomedical Sciences, Environmental Biology, & Integrative Biology) rather than 2 degree tracks (General & Preprofessional Tracks)— goal is to better align with student career goals to increase the number of majors
    - plan is to inactivate the B.S. in Biology Preprofessional Track once this program modification is approved because this track has become the Biomedical Sciences concentration
- We are adding in more 5000 & 6000 courses to take during the B.S. degree which can count toward the allowed 6 graduate credit hours for the ABM Pathway. (increases student flexibility)
- We are also allowing for thesis track to be an option through the ABM Pathway.
- Reducing the number of 3000/4000 level courses required for all majors to take. Currently, there are 5 required course categories (Organismal, Prokaryotic, Cell & Molecular Biology, Ecology/Evolution, & Physiology), and we are reducing that to 2 courses: BIOL 3134 Cell & Molecular Biology (existing course) & BIOL 3168 Evolution and Ecology (new course; concurrent new course proposal under review).
- Changing the introductory biology course sequence required for Biology majors to BIOL 1107 + 1107L & 1108 + 1108L. Currently we have all majors taking the BIOL 2107/2108 course sequence which requires the students to complete CHEM 1211/1212 series before beginning courses in the biology major. We want to see our majors sooner, and this gives students who are deficient in math and/or chemistry prerequisites additional semesters to take those courses which they may be lacking. Our goal is again to increase flexibility for students to improve retention, progression, and graduation.

The BS in Biology with a Biomedical Sciences Concentration is designed to prepare students for post-graduate studies and careers in health-related fields.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Biomedical Sciences Concentration in Biology

YEAR 1

TERM 1		Credits	TERM 2		Credits
Course		**Credits**	**Course**		**Credits**
ENGL 1101	IMPACTS Area C1	3	ENGL 1102	IMPACTS Area C2	3
MATH 1111	Elective	3	MATH 1113	IMPACTS Area M	4
XIDS 2002	IMPACTS Area I2	2	BIOL 1108	Major Requirement	3
BIOL 1110	Major Requirement	3	BIOL 1108L	Major Requirement	1
BIOL 1107	Major Requirement	3	CHEM 1211	Major Requirement	3
BIOL 1107L	Major Requirement	1	CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Complete ENGL 1101; required to earn C or higher. • Complete MATH 1111; required to earn C or higher. • Requirement for the major: complete BIOL 1110. • Requirements for the major: complete BIOL 1107/1107L; required to earn C or higher.	• Complete ENGL 1102; required to earn C or higher. • Requirements for the major: complete BIOL 1108/1108L; required to earn C or higher. • Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1		Credits	TERM 2		Credits
Course		**Credits**	**Course**		**Credits**
BIOL 3134	Major Requirement	4	CHEM 2411	Major Requirement	3
BIOL 3168	Major Requirement	4	CHEM 2411L	Major Requirement	1
CHEM 1212	Major Requirement	3	BIOL 3/4000	Conc. Elective – Group 1	4
CHEM 1212L	Major Requirement	1	BIOL 3/4000	Conc. Elective	4
HIST 1111	IMPACTS Area P1	3	POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher. • Requirements for the major: complete BIOL 3134 and BIOL 3168	• Requirements for the major: complete CHEM 2411/2411L; required to earn C or higher. • Requirement for the concentration: complete BIOL 3/4000 (one course in Group 1 of the Upper Level - Guided Electives).

Biomedical Sciences Concentration Program Map, continued (page 2 of 2)

YEAR 3					
TERM 1			**TERM 2**		
Course		**Credits**	**Course**		**Credits**
BIOL 3/4000 Conc. Elective		4	BIOL 3/4000 DSW Conc. Elective		4
BIOL 3/4000 Conc. Elective		4	BIOL 3/4000 Conc. Elective		3
PHYS 1111 IMPACTS Area T1		3	BIOL 2251/L Recommended Elective		4
PHYS 1111L IMPACTS Area T1		1	PHYS 1112 IMPACTS Area T1		3
MATH 1401 IMPACTS Area T2		3	PHYS 1112L IMPACTS Area T1		1
SEMESTER TOTAL		15	SEMESTER TOTAL		15
Milestones			**Milestones**		

- Requirement for the concentration: complete BIOL 3/4000 (one course in Group 1 of the Upper Level - Guided Electives).
- Complete IMPACTS Area T2: MATH 1401 recommended for the concentration.

- Requirement for the major: complete 2 DSW courses, one must be in Biology.
- Complete recommended electives: BIOL 2251/2251L recommended for concentration.

YEAR 4					
TERM 1			**TERM 2**		
Course		**Credits**	**Course**		**Credits**
BIOL 4984 Major Requirement		1	BIOL 3/4000 Free Elective		3
BIOL 3/4000 DSW Conc. Elective		4	BIOL 3/4000 Free Elective		3
BIOL 2252/L Recommended Elective		4	COMM 1110 IMPACTS Area I1		3
SPAN 1001 IMPACTS Area A2		3	ART 1201 IMPACTS Area A1		3
PSYC 1101 IMPACTS Area S2		3	HIST 2111 IMPACTS Area S1		3
SEMESTER TOTAL		15	SEMESTER TOTAL		15
Milestones			**Milestones**		

- Requirement for the major: complete BIOL 4984.
- Requirement for the concentration: complete at least 13 hours of Upper Level - Guided Electives.
- Requirement for the major: complete 2 DSW courses, one must be in Biology.
- Complete recommended electives: BIOL 2252/2252L recommended for concentration.
- Apply for graduation.

- Requirement for the major: complete at least 39 hours at the 3/4000 level.
- Complete core.
- Complete a minimum of 120 hours.

Minimum requirements for BS in Biology with a Biomedical Sciences concentration:

1. Satisfy all General Education requirements (Core IMPACTS Areas).
2. Satisfy all Requirements for the Major and concentration.
   a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
   b. Complete one Biology lab course from Group 1 of the Guided Electives.
   c. Complete 2 DSW courses (a minimum of one must be in Biology).
   d. Complete a minimum of 39 hours of upper division courses (3/4000 level).
   e. Minimum GPA for the major must be 2.0 (includes Field of Study and major requirements).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0

The BS in Biology with an Environmental Biology Concentration is designed to prepare students for post-graduate studies and careers in natural resource conservation, management, and research.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Environmental Biology Concentration in Biology

YEAR 1

TERM 1			TERM 2		
Course		**Credits**	**Course**		**Credits**
ENGL 1101	IMPACTS Area C1	3	ENGL 1102	IMPACTS Area C2	3
MATH 1111	Elective	3	MATH 1113	IMPACTS Area M	4
XIDS 2002	IMPACTS Area I2	2	BIOL 1108	Major Requirement	3
BIOL 1110	Major Requirement	3	BIOL 1108L	Major Requirement	1
BIOL 1107	Major Requirement	3	CHEM 1211	Major Requirement	3
BIOL 1107L	Major Requirement	1	CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Complete ENGL 1101; required to earn C or higher. • Complete MATH 1111; required to earn C or higher. • Requirement for the major: complete BIOL 1110. • Requirements for the major: complete BIOL 1107/1107L; required to earn C or higher.	• Complete ENGL 1102; required to earn C or higher. • Requirements for the major: complete BIOL 1108/1108L; required to earn C or higher. • Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1			TERM 2	
Course		**Credits**	**Course**	**Credits**
BIOL 3134	Major Requirement	4	CHEM 2411 Major Requirement	3
BIOL 3168	Major Requirement	4	CHEM 2411L Major Requirement	1
CHEM 1212	Major Requirement	3	BIOL 3/4000 DSW Conc. Elective (Group 1)	4
CHEM 1212L	Major Requirement	1	BIOL 3/4000 Conc. Elective (Group 2 w/Lab)	4
HIST 1111	IMPACTS Area P1	3	POLS 1101 IMPACTS Area P2	3
SEMESTER TOTAL		15	SEMESTER TOTAL	15

Milestones	Milestones
• Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher. • Requirements for the major: complete BIOL 3134 and BIOL 3168.	• Requirements for the major: complete CHEM 2411 /2411L; required to earn C or higher. • Requirements for the concentration: complete two courses in both Group 1 and Group 2 of the Upper Level - Guided Electives. • Requirements for the major: complete 2 DSW courses, one must be in Biology.

Environmental Biology Concentration Program Map, continued (page 2 of 2)

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
BIOL 3/4000 Conc. Elec. (Group 1)	4		BIOL 3/4000 Conc. Elective	4
BIOL 3/4000 DSW Conc. Elec. (Group 2)	4		BIOL 3/4000 Conc. Elective	4
GEOL 1121 IMPACTS Area T1	3		GEOG 1112 IMPACTS Area T1	3
GEOL 1121L IMPACTS Area T1	1		GEOG 1112 L IMPACTS Area T1	1
MATH 1401 IMPACTS Area T2	3		PSYC 1101 IMPACTS Area S2	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Requirements for the concentration: complete two courses in both Group 1 and Group 2 of the Upper Level - Guided Electives. • Requirements for the major: complete 2 DSW courses, one must be in Biology. • Complete IMPACTS Area T2: MATH 1401 recommended for concentration.			• Complete concentration requirement of ≥ 21 Upper Level – Guided Elective credit hours.	
YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
BIOL 3/4000 Upper Level - Free Elective	4		COMM 1110 IMPACTS Area I1	3
BIOL 3/4000 Upper Level - Free Elective	4		HIST 2111 IMPACTS Area S1	3
ART 1201 IMPACTS Area A1	3		Free elective	3
SPAN 1001 IMPACTS Area A2	3		Free elective	3
BIOL 4984 Major Requirement	1		Free elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete BIOL 4984 required for all biology majors. • Requirement for the major: complete ≥ 39 hours at 3/4000 level. • Apply for graduation.			• Complete core. • Complete a minimum of 120 credit hours.	

Minimum requirements for BS in Biology with an Environmental Biology concentration:

1. Satisfy all General Education requirements (Area A-F of Core).
2. Satisfy all Requirements for the Major and concentration.
   a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
   b. Complete at least 2 courses in both Group 1 and Group 2 of the concentration, and at least one of the Group 2 courses is a lab-based class.
   c. Complete ≥ 21 credit hours in the concentration.
   d. Complete 2 DSW courses (a minimum of one must be in Biology).
   e. Complete ≥ 39 hours of upper division courses (3/4000 level).
   f. Minimum GPA for the major must be 2.0 (Includes Field of Study & requirements for the major).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0.

The BS in Biology with an Integrative Biology Concentration is designed to allow students flexibility in customizing a course of study to prepare for post-graduate studies or careers in government agencies and private sectors.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Integrative Biology Concentration in Biology

YEAR 1					
TERM 1			**TERM 2**		
Course		**Credits**	**Course**		**Credits**
ENGL 1101	IMPACTS Area C1	3	ENGL 1102	IMPACTS Area C2	3
MATH 1111	Elective	3	MATH 1113	IMPACTS Area M	4
XIDS 2002	IMPACTS Area I2	2	BIOL 1108	Major Requirement	3
BIOL 1110	Major Requirement	3	BIOL 1108L	Major Requirement	1
BIOL 1107	Major Requirement	3	CHEM 1211	Major Requirement	3
BIOL 1107L	Major Requirement	1	CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15	SEMESTER TOTAL		15
Milestones			**Milestones**		
• Complete ENGL 1101; required to earn C or higher. • Complete MATH 1111; required to earn C or higher. • Requirement for the major: complete BIOL 1110. • Requirements for the major: complete BIOL 1107/1107L; required to earn C or higher.			• Complete ENGL 1102; required to earn C or higher. • Requirements for the major: complete BIOL 1108/1108L; required to earn C or higher. • Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.		
YEAR 2					
TERM 1			**TERM 2**		
Course		**Credits**	**Course**		**Credits**
BIOL 3134	Major Requirement	4	CHEM 2411	Major Requirement	3
BIOL 3168	Major Requirement	4	CHEM 2411L	Major Requirement	1
CHEM 1212	Major Requirement	3	BIOL 3/4000	Conc. Elective (Group 1)	4
CHEM 1212L	Major Requirement	1	BIOL 3/4000	Conc. Elective (Group 2)	4
HIST 1111	IMPACTS Area P1	3	POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15	SEMESTER TOTAL		15
Milestones			**Milestones**		
• Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher. • Requirements for the major: complete BIOL 3134 and BIOL 3168.			• Requirements for the major: complete CHEM 2411/2411L; required to earn C or higher. • Requirement for the concentration: complete at least 2 Group 1 Upper Level - Guided Electives.		

Integrative Biology Concentration Program Map, continued (page 2 of 2)

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
BIOL 3/4000 DSW Conc. Elective (Group 1)	4		BIOL 3/4000 Conc. Elective	4
BIOL 3/4000 Conc. Elective (Group 2)	4		BIOL 3/4000 Conc. Elective	4
GEOL 1121 IMPACTS Area T1	3		GEOG 1112 IMPACTS Area T1	3
GEOL 1121L IMPACTS Area T1	1		GEOG 1112L IMPACTS Area T1	1
MATH 1401 IMPACTS Area T2	3		PSYC 1101 IMPACTS Area S2	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Requirement for the major: complete 1 DSW course in Biology. • Requirement for the concentration: complete at least 2 Group 1 Upper Level - Guided Electives. • Complete IMPACTS Area T2: MATH 1401 recommended for concentration.				

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
BIOL 3/4000 DSW Upper Level-Free Elective	4		BIOL 4984 Major Requirement	1
COMM 1110 IMPACTS Area I1	3		BIOL 3/4000 Upper Level - Free Elective	4
ART 1201 IMPACTS Area A1	3		Free elective	3
SPAN 1001 IMPACTS Area A2	3		Free elective	3
HIST 2111 IMPACTS Area S1	3		Free elective	3
SEMESTER TOTAL	16		SEMESTER TOTAL	14
Milestones			**Milestones**	
• Complete core. • Requirement for the major: complete 2 DSW courses. • Apply for graduation.			• Requirement for the major: complete BIOL 4984. • Requirement for the major: complete at least 39 hours at 3/4000 level. • Complete a minimum of 120 hours.	

Minimum requirements for BS in Biology with an Integrative Biology concentration:

1. Satisfy all General Education requirements (Area A-F of Core).
2. Satisfy all Requirements for the Major and concentration.
   a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
   b. Complete at least two Upper Level - Guided Elective courses from Group 1.
   c. Complete 2 DSW courses (a minimum of one must be in Biology).
   d. Complete a minimum of 39 hours of upper division courses (3/4000 level).
   e. Minimum GPA for the major must be 2.0 (Includes Area F and requirements for the major).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0.

The BS in Biology with a Biomedical Sciences Concentration with the Accelerated Bachelors to Masters (ABM) is designed to prepare students for post-graduate studies and careers in health-related fields.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Biomedical Sciences Concentration in Biology

YEAR 1

TERM 1			TERM 2		
Course		**Credits**	**Course**		**Credits**
ENGL 1101	IMPACTS Area C1	3	ENGL 1102	IMPACTS Area C2	3
MATH 1111	Elective	3	MATH 1113	IMPACTS Area M	4
XIDS 2002	IMPACTS Area I2	2	BIOL 1108	Major Requirement	3
BIOL 1110	Major Requirement	3	BIOL 1108L	Major Requirement	1
BIOL 1107	Major Requirement	3	CHEM 1211	Major Requirement	3
BIOL 1107L	Major Requirement	1	CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Complete ENGL 1101; required to earn C or higher. • Complete MATH 1111; required to earn C or higher. • Requirement for the major: complete BIOL 1110. • Requirements for the major: complete BIOL 1107/1107L; required to earn C or higher.	• Complete ENGL 1102; required to earn C or higher. • Requirements for the major: complete BIOL 1108/1108L; required to earn C or higher. • Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1			TERM 2		
Course		**Credits**	**Course**		**Credits**
BIOL 3134	Major Requirement	4	CHEM 2411	Major Requirement	3
BIOL 3168	Major Requirement	4	CHEM 2411L	Major Requirement	1
CHEM 1212	Major Requirement	3	BIOL 3/4000	Conc. Elective – Group 1	4
CHEM 1212L	Major Requirement	1	BIOL 3/4000	Conc. Elective	4
HIST 1111	IMPACTS Area P1	3	POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher. • Requirements for the major: complete BIOL 3134 and BIOL 3168	• Requirements for the major: complete CHEM 2411/2411L; required to earn C or higher. • Requirement for the concentration: complete BIOL 3/4000 (one course in Group 1 of the Upper Level - Guided Electives).

Biomedical Sciences Concentration Program Map, continued (page 2 of 2)

<table>
<tr><td colspan="4" align="center">YEAR 3</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>BIOL 3/4000   Conc. Elective</td><td>4</td><td>BIOL 3/4000 DSW Conc. Elective</td><td>4</td></tr>
<tr><td>BIOL 3/4000   Conc. Elective</td><td>4</td><td>BIOL 5/6000   Conc. Elective</td><td>3</td></tr>
<tr><td>PHYS 1111   IMPACTS Area T1</td><td>3</td><td>BIOL 2251/L   Recommended Elective</td><td>4</td></tr>
<tr><td>PHYS 1111L   IMPACTS Area T1</td><td>1</td><td>PHYS 1112   IMPACTS Area T1</td><td>3</td></tr>
<tr><td>MATH 1401   IMPACTS Area T2</td><td>3</td><td>PHYS 1112L   IMPACTS Area T1</td><td>1</td></tr>
<tr><td>SEMESTER TOTAL</td><td>15</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2">

- Requirement for the concentration: complete BIOL 3/4000 (one course in Group 1 of the Upper Level - Guided Electives).
- Complete IMPACTS Area T2: MATH 1401 recommended for the concentration.
</td><td colspan="2">

- Requirement for the major: complete 2 DSW courses, one must be in Biology.
- Complete recommended electives: BIOL 2251/2251L recommended for concentration.
- Students in ABM program take 5/6000 elective.
</td></tr>
<tr><td colspan="4" align="center">YEAR 4</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>BIOL 4984   Major Requirement</td><td>1</td><td>BIOL 3/4000   Free Elective</td><td>3</td></tr>
<tr><td>BIOL 3/4000   DSW Conc. Elective</td><td>4</td><td>BIOL 5/6000   Free Elective</td><td>3</td></tr>
<tr><td>BIOL 2252/L   Recommended Elective</td><td>4</td><td>COMM 1110   IMPACTS Area I1</td><td>3</td></tr>
<tr><td>SPAN 1001   IMPACTS Area A2</td><td>3</td><td>ART 1201   IMPACTS Area A1</td><td>3</td></tr>
<tr><td>PSYC 1101   IMPACTS Area S2</td><td>3</td><td>HIST 2111   IMPACTS Area S1</td><td>3</td></tr>
<tr><td>SEMESTER TOTAL</td><td>15</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2">

- Requirement for the major: complete BIOL 4984.
- Requirement for the concentration: complete at least 13 hours of Upper Level - Guided Electives.
- Requirement for the major: complete 2 DSW courses, one must be in Biology.
- Complete recommended electives: BIOL 2252/2252L recommended for concentration.
- Apply for graduation.
</td><td colspan="2">

- Requirement for the major: complete at least 39 hours at the 3/4000 level. ABM students may have up to 6 hours at the 5/6000 level.
- Complete core.
- Complete a minimum of 120 hours.
</td></tr>
</table>

Minimum requirements for BS in Biology with a Biomedical Sciences concentration:

1. Satisfy all General Education requirements (Core IMPACTS Areas).
2. Satisfy all Requirements for the Major and concentration.
   a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
   b. Complete one Biology lab course from Group 1 of the Guided Electives.
   c. Complete 2 DSW courses (a minimum of one must be in Biology).
   d. Complete a minimum of 39 hours of upper division courses (3/4000 level).
   e. Minimum GPA for the major must be 2.0 (includes Field of Study and major requirements).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0

The BS in Biology with an Environmental Biology Concentration with the Accelerated Bachelors to Masters (ABM) is designed to prepare students for post-graduate studies and careers in natural resource conservation, management, and research.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Environmental Biology Concentration in Biology

YEAR 1

TERM 1				TERM 2		
Course		**Credits**		**Course**		**Credits**
ENGL 1101	IMPACTS Area C1	3		ENGL 1102	IMPACTS Area C2	3
MATH 1111	Elective	3		MATH 1113	IMPACTS Area M	4
XIDS 2002	IMPACTS Area I2	2		BIOL 1108	Major Requirement	3
BIOL 1110	Major Requirement	3		BIOL 1108L	Major Requirement	1
BIOL 1107	Major Requirement	3		CHEM 1211	Major Requirement	3
BIOL 1107L	Major Requirement	1		CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15		SEMESTER TOTAL		15

Milestones	Milestones
• Complete ENGL 1101; required to earn C or higher. • Complete MATH 1111; required to earn C or higher. • Requirement for the major: complete BIOL 1110. • Requirements for the major: complete BIOL 1107/1107L; required to earn C or higher.	• Complete ENGL 1102; required to earn C or higher. • Requirements for the major: complete BIOL 1108/1108L; required to earn C or higher. • Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1				TERM 2		
Course		**Credits**		**Course**		**Credits**
BIOL 3134	Major Requirement	4		CHEM 2411	Major Requirement	3
BIOL 3168	Major Requirement	4		CHEM 2411L	Major Requirement	1
CHEM 1212	Major Requirement	3		BIOL 3/4000 DSW Conc. Elective (Group 1)		4
CHEM 1212L	Major Requirement	1		BIOL 3/4000 Conc. Elective (Group 2 w/Lab)		4
HIST 1111	IMPACTS Area P1	3		POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15		SEMESTER TOTAL		15

Milestones	Milestones
• Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher. • Requirements for the major: complete BIOL 3134 and BIOL 3168.	• Requirements for the major: complete CHEM 2411 /2411L; required to earn C or higher. • Requirements for the concentration: complete two courses in both Group 1 and Group 2 of the Upper Level - Guided Electives. • Requirements for the major: complete 2 DSW courses, one must be in Biology.

Environmental Biology Concentration Program Map, continued (page 2 of 2)

YEAR 3					
TERM 1			**TERM 2**		
Course		**Credits**	**Course**		**Credits**
BIOL 3/4000 Conc. Elec. (Group 1)		4	BIOL 5/6000	Conc. Elective	4
BIOL 3/4000 DSW Conc. Elec. (Group 2)		4	BIOL 3/4000	Conc. Elective	4
GEOL 1121	IMPACTS Area T1	3	GEOG 1112	IMPACTS Area T1	3
GEOL 1121L	IMPACTS Area T1	1	GEOG 1112 L	IMPACTS Area T1	1
MATH 1401	IMPACTS Area T2	3	PSYC 1101	IMPACTS Area S2	3
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Requirements for the concentration: complete two courses in both Group 1 and Group 2 of the Upper Level - Guided Electives. • Requirements for the major: complete 2 DSW courses, one must be in Biology. • Complete IMPACTS Area T2: MATH 1401 recommended for concentration.	• Complete concentration requirement of $\geq$ 21 Upper Level – Guided Elective credit hours. • Students in ABM program take 5/6000 elective.

YEAR 4					
TERM 1			**TERM 2**		
Course		**Credits**	**Course**		**Credits**
BIOL 5/6000	Upper Level - Free Elective	4	COMM 1110	IMPACTS Area I1	3
BIOL 3/4000	Upper Level - Free Elective	4	HIST 2111	IMPACTS Area S1	3
ART 1201	IMPACTS Area A1	3	Free elective		3
SPAN 1001	IMPACTS Area A2	3	Free elective		3
BIOL 4984	Major Requirement	1	Free elective		3
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	Milestones
• Complete BIOL 4984 required for all biology majors. • Requirement for the major: complete $\geq$ 39 hours at 3/4000 level. ABM students may have up to 6 hours at the 5/6000 level. • Apply for graduation.	• Complete core. • Complete a minimum of 120 credit hours.

Minimum requirements for BS in Biology with an Environmental Biology concentration:

1. Satisfy all General Education requirements (Area A-F of Core).
2. Satisfy all Requirements for the Major and concentration.
   a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
   b. Complete at least 2 courses in both Group 1 and Group 2 of the concentration, and at least one of the Group 2 courses is a lab-based class.
   c. Complete $\geq$ 21 credit hours in the concentration.
   d. Complete 2 DSW courses (a minimum of one must be in Biology).
   e. Complete $\geq$ 39 hours of upper division courses (3/4000 level).
   f. Minimum GPA for the major must be 2.0 (Includes Field of Study & requirements for the major).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0.

The BS in Biology with an Integrative Biology Concentration with the Accelerated Bachelors to Masters (ABM) is designed to allow students flexibility in customizing a course of study to prepare for post-graduate studies or careers in government agencies and private sectors.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Integrative Biology Concentration in Biology

YEAR 1

TERM 1			TERM 2		
Course		**Credits**	**Course**		**Credits**
ENGL 1101	IMPACTS Area C1	3	ENGL 1102	IMPACTS Area C2	3
MATH 1111	Elective	3	MATH 1113	IMPACTS Area M	4
XIDS 2002	IMPACTS Area I2	2	BIOL 1108	Major Requirement	3
BIOL 1110	Major Requirement	3	BIOL 1108L	Major Requirement	1
BIOL 1107	Major Requirement	3	CHEM 1211	Major Requirement	3
BIOL 1107L	Major Requirement	1	CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	**Milestones**
• Complete ENGL 1101; required to earn C or higher. • Complete MATH 1111; required to earn C or higher. • Requirement for the major: complete BIOL 1110. • Requirements for the major: complete BIOL 1107/1107L; required to earn C or higher.	• Complete ENGL 1102; required to earn C or higher. • Requirements for the major: complete BIOL 1108/1108L; required to earn C or higher. • Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1			TERM 2		
Course		**Credits**	**Course**		**Credits**
BIOL 3134	Major Requirement	4	CHEM 2411	Major Requirement	3
BIOL 3168	Major Requirement	4	CHEM 2411L	Major Requirement	1
CHEM 1212	Major Requirement	3	BIOL 3/4000	Conc. Elective (Group 1)	4
CHEM 1212L	Major Requirement	1	BIOL 3/4000	Conc. Elective (Group 2)	4
HIST 1111	IMPACTS Area P1	3	POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15	SEMESTER TOTAL		15

Milestones	**Milestones**
• Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher. • Requirements for the major: complete BIOL 3134 and BIOL 3168.	• Requirements for the major: complete CHEM 2411/2411L; required to earn C or higher. • Requirement for the concentration: complete at least 2 Group 1 Upper Level - Guided Electives.

Integrative Biology Concentration Program Map, continued (page 2 of 2)

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
BIOL 3/4000 DSW Conc. Elective (Group 1)	4	BIOL 5/6000 Conc. Elective	4
BIOL 3/4000 Conc. Elective (Group 2)	4	BIOL 3/4000 Conc. Elective	4
GEOL 1121 IMPACTS Area T1	3	GEOG 1112 IMPACTS Area T1	3
GEOL 1121L IMPACTS Area T1	1	GEOG 1112L IMPACTS Area T1	1
MATH 1401 IMPACTS Area T2	3	PSYC 1101 IMPACTS Area S2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
- Requirement for the major: complete 1 DSW course in Biology. - Requirement for the concentration: complete at least 2 Group 1 Upper Level - Guided Electives. - Complete IMPACTS Area T2: MATH 1401 recommended for concentration.		Students in ABM program take 5/6000 elective.	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
BIOL 3/4000 DSW Upper Level-Free Elective	4	BIOL 4984 Major Requirement	1
COMM 1110 IMPACTS Area I1	3	BIOL 5/6000 Upper Level - Free Elective	4
ART 1201 IMPACTS Area A1	3	Free elective	3
SPAN 1001 IMPACTS Area A2	3	Free elective	3
HIST 2111 IMPACTS Area S1	3	Free elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	14
Milestones		**Milestones**	
- Complete core. - Requirement for the major: complete 2 DSW courses. - Apply for graduation.		- Requirement for the major: complete BIOL 4984. - Requirement for the major: complete at least 39 hours at 3/4000 level. ABM students may have up to 6 hours at the 5/6000 level. - Complete a minimum of 120 hours.	

Minimum requirements for BS in Biology with an Integrative Biology concentration:

1. Satisfy all General Education requirements (Area A-F of Core).
2. Satisfy all Requirements for the Major and concentration.
   a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
   b. Complete at least two Upper Level - Guided Elective courses from Group 1.
   c. Complete 2 DSW courses (a minimum of one must be in Biology).
   d. Complete a minimum of 39 hours of upper division courses (3/4000 level).
   e. Minimum GPA for the major must be 2.0 (Includes Area F and requirements for the major).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0.

BIOL 3168 Evolution and Ecology

4 Credits (modality: face-to-face); Offered every fall and spring semester and summer semesters based on need.

Description

This course is designed to familiarize all Biology majors with the most important principles of evolution and ecology, including natural selection, molecular evolution, population genetics, phylogenies, species and speciation, climate, population ecology, interspecific interactions, communities, and ecosystems.

Prerequisites

(BIOL 1107 or BIOL 2107 Minimum Grade: C) and (BIOL 1107L or BIOL 2107L Minimum Grade: C) and (BIOL 1108 or BIOL 2108 Minimum Grade: C) and (BIOL 1108L or BIOL 2108L Minimum Grade: C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L)

Course Substitution/Justification

This course is replacing our existing BIOL 3135 Ecology and BIOL 3242 Evolution courses. This course can substitute for both courses for current students to prevent barriers to progression towards degree and graduation. 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 2 required courses), and this course is one of those two required courses.

Course Objectives

- Understand the basic principles of evolution and ecology as applied to populations, communities, and ecosystems.
- Describe the process of natural selection.
- Identify the factors which control the structure and functions of systems.
- Describe the role of evolutionary processes in the structure and function of systems.
- Describe the role of interspecific interactions.
- Describe the role of climate.

Required Materials

TBA (faculty are reviewing textbook options currently to maximize content and cost for students)

Evaluation

Assessments will be provided through Exams and Written Exercises allowing for synthesis and application of course concepts.

Course Topics

Evolution:

1. Brief history of evolution, including primary ideas of Darwin and Wallace (natural selection and common ancestry).

2. Testing predictions: evidence for evolution

3. Populations and natural selection

4. Genetic variation; mutations and their consequences

5. Population genetics: Hardy-Weinberg; natural selection, genetic drift, migration, nonrandom mating, and how they can cause a population to evolve.

6. Phylogenies: what a phylogeny is, what it shows, and how it can be used.

7. Species and speciation: What a species is, and ways to identify species. Major speciation processes and how they work.

8. What fossils are, how they are formed, and what they can be used for.

Ecology:

1. Climate: influence of the sun's energy, latitude, and the earth's tilt on climates in different parts of the earth.

2. What a biome is; examples of some important biomes.

3. The abiotic environment and how living things interact with it.

4. Properties of populations; population dynamics; population growth.

5. Interspecific interactions: competition, predation, mutualism, and their effects.

6. Basic attributes of communities; community structure including trophic levels and food webs, dominant species, and keystone species; primary and secondary succession.

7. Primary production; movements of biomass, carbon, and energy through a community's grazing and detrital food weba.

8. Biogeochemical cycling and the movement of mineral elements through a community. Examples of important biogeochemical cycles.

Common Language for Course Syllabi

Students should review the following information each semester.

<u>**Academic Support**</u>

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards.

If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact [Accessibility Services](#).

Center for Academic Success

The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically.

For more information, contact them: (678) 839-6280 or [cas@westga.edu](#).

University Writing Center

The [University Writing Center](#) assists students with all areas of the writing process.

For more information, contact them: (678) 839-6513 or [writing@westga.edu](#).

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities.

For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online site](#).

Resources for Online Students

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares site](#). [Online counseling](#) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

Academic Dishonesty Tracking System

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection.

Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account through Gmail. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks.

For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

House Bill 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: Additional Information Regarding House Bill 280

You may also visit our website for help with USG Guidance: Campus Carry Legislation at UWG

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center.

Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services.

To report a concern anonymously, please go to UWGcares.

English Language Learning (ELL) Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

Biology - BS [26010101_0800_BS_OC_A]

Cycles included in this report:
Jun 1, 2022 to May 31, 2023

This PDF document includes any files attached to fields in this report.

To view the attachments you should view this file in Adobe Acrobat XI or higher, or another PDF viewer that supports viewing file attachments.

The default PDF viewer for your device or web browser may not support viewing file attachments embedded in a PDF.

If the attachments are in formats other than PDF you will need any necessary file viewers installed.

Program Name: Biology - BS [26010101_0800_BS_OC_A]

Reporting Cycle: Jun 1, 2022 to May 31, 2023

1 Program Student Learning Outcome SLO 1

Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Cell biology, 2. molecular biology and genetics, 3. organismal biology, 4. population biology, evolution, and ecology

Outcome Links

SLO 1 [Program]
Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Cell biology, 2. molecular biology and genetics, 3. organismal biology, 4. population biology, evolution, and ecology

1.1 Measure/Method

Majors in our department graduate with a degree in Biology at the BS level. It is important that these students demonstrate a broad understanding of the field of Biology. To this end, an exit exam was developed based on the 4 subject areas utilized by the nationally recognized Major Fields Test, MFT (i.e., Cellular Biology, Molecular Biology, Organismal Biology, and Population Biology). The exit exam includes four sets of questions used to generate a score in each subject area. Each subject area carries equal weight on the exam. Up to 120 senior students may be tested each year and scored against a rubric. A success level of "exceed" is defined as a minimum correct score of 90% in two of the tested categories and 80% in the other two categories. A success level of "meets" is defined as a minimum correct score of 80% in two of the tested categories and 60% in the other two categories. Annual data is reported as the percentage of students who achieve the exceed and meet success levels on the exit exam. This is the definition of mastery. Flexibility in permitting students to "exceed" by reaching their top score in only two of the four areas tested, accommodates for the differences between the courses taken by students.

1.1.1 Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

1.1.2 Success Criterion

A baseline 'mastery level' score of 66% and/or an annual increase in the percentage of students achieving mastery.

1.1.3 Results

46 students completed the exit exam in BIOL 4984 during AY2022-2023. 80.4% of the students met or exceeded the required standard and performed at a "mastery" level representing a **24.4% increase** in performance compared to the previous AY2021-2022 assessment cycle, and this **exceeded our 66% Mastery goal by 14.4%**. In general, student test scores were better in the Cell Biology, Molecular Biology, and Organismal Biology Categories (Categories 1, 2, & 3) than in the Population Biology Category (Categories 4). The Cell Biology Category mastery level was 82.6%, which is a significant increase in this category when compared to the previous assessment period. The Molecular Biology & Organismal Biology Categories had 69.6% and 60.9% of students achieve mastery level, respectively. While a lower percentage of students achieved mastery in the Population Biology Category (58.7%), this year's students performed 45.7% better when compared to students in the previous assessment cycle. Overall, our student scores are substantially better than the previous 5 years, e.g. AY2019-2020 mastery level was 61%.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Faculty SLO Assessment Data AY2022_2023

1.1.4 Result Status

Met

1.1.5 Interpretation & Analysis of Results

We had an increase in our sample size during this assessment period (56 students compared to 34 students during the previous period). As enrollment has trended downward, our number of course sections being offered each semester of BIOL 4984 have also decreased, so the increase in sample size is a blessing in the current environment. I feel that the assessment tool is accurately reflecting the students mastery of content in various areas of biology. I feel that the encouragement by faculty to have students wait to take BIOL 4984 until their last semester has contributed to the elevated scores we received during the current assessment period. In addition, I think we have passed the period of impact of the COVID-19 pandemic on this particular assessment tool, with students engaging in more face-to-face offerings each semester. The increase in the mastery of the Population Biology Category marks a transition in our majors from strictly preprofessional students to those who are branching out into our environmental and conservation courses to pursue avenues in Public Health & Environmental Health. We will continue our efforts to compare individual student performance in the subdiscipline areas of the exit exam with the courses taken to guide us as we redesign our undergraduate curriculum (proposal for approval through Curriculog planned for Fall 2024). I would encourage to wait to modify the assessment criterion for this assessment tool until we collect one more year of data to see if the increase in student performance is persistent.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Faculty SLO Assessment Data AY2022_2023

2 Program Student Learning Outcome SLO 2

Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.

Outcome Links

SLO 2 [Program]
Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.

2.1 Measure/Method

It is essential that all graduates of Biology be competent in the scientific method which outlines the requirements to perform hypothesis driven experimentation or research. Up to 144 students a year may be assessed in the experiential learning setting of upper level laboratory courses. Worksheets will be designed to test each of the three criteria within the learning outcome.   A rubric will be used to assess and report the annual percentage of students attaining mastery of the scientific method. Mastery is defined as achieving a score of at least 90% in two of the three criteria and 70% in the third. The 15% of students attaining mastery of the scientific method in 2012 is used as a baseline from which improvement can be monitored. A proposal to evaluate and adjust the 'mastery' baseline level was proposed and adopted during the Spring '21 semester. The new baseline level of 60% mastery is now being used. Due to the impacts of the COVID Pandemic and Department restructuring, further evaluation and adjustment of the 'mastery' baseline has not been considered since that semester. However, future plans to redesign the Biology Program and curriculum will most likely mandate discussion and development of new and improved assessment tools and procedures.

2.1.1 Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

2.1.2 Success Criterion

A baseline performance level of 60% "mastery" by the students being assessed is required.

2.1.3 Results

56 students were assessed and **80.4%** of students were at mastery level. This is a **38.3% increase** from the previous assessment period and 20.4% above the 60% benchmark. All 3 rubric categories were >80.4% as well.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Faculty SLO Assessment Data AY2022_2023

2.1.4 Result Status

Met

2.1.5 Interpretation & Analysis of Results

We sampled 3 courses (2 sections of BIOL 3310 & 1 section of 3513) with a sample size of 56 students. This is approximately half of the number of students assessed during the previous assessment period. However, there were sections of BIOL 3513 which did not have assessment data for the current assessment period. The data for the next cycle is being more closely monitored now that we have stability in the leadership within the program and the department. We surpassed our 60% mastery benchmark by 20.4%, which is great. I would want to see one more year of assessment data before readdressing the success criterion for the SLO.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Faculty SLO Assessment Data AY2022_2023

3 Program Student Learning Outcome SLO 3

Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work.

Outcome Links

SLO 3 [Program]
Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work.

3.1 Measure/Method

This learning outcome is designed to assess improvements in student written and oral communication within their discipline. Students will be required to research a scientific topic and present it as either a written paper or oral seminar. Up to 96 students each year may be assessed within upper level discipline specific writing and seminar courses. A rubric was used to assess student success as a score of at least 90% in two of the three criteria and 70% in the third criteria. Prior to AY '20-'21, improvement in this learning outcome was monitored as an increase in the number of students achieving success when compared to the baseline of 18% established by students in 2012. An evaluation and adjustment of the 'mastery' baseline level was made during the Spring 2020 semester. A 'mastery' level of 66% of the students achieving the above success scores is now the baseline. Improvement in this learning outcome (SLO3) is indicated by an increase in the number of students achieving success when compared to a baseline of 66%.

3.1.1 Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

3.1.2 Success Criterion

A percentage of students exceeding the 2012 baseline score of 18% was previously required.

A "mastery level" baseline score of 60% and/or an annual increase in the percentage of students achieving mastery were established as the new "Success Criteria"

3.1.3 Results

We evaluated 35 students during this cycle. 77.1% of the students achieved mastery level, which is above our 60% success criterion.   This is similar to the previous year's results. In addition, all 3 rubric categories were >74% of students achieving mastery.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Faculty SLO Assessment Data AY2022_2023

3.1.4 Result Status

Met

3.1.5 Interpretation & Analysis of Results

We had a significantly smaller sample size this assessment period compared to the previous period (35 students compared to 88 students). Now that we have stability in the leadership within the program and department, assessment data collection is being more closely monitored in order to collect a reasonable sample size for the next assessment period. As in the past several years, levels of mastery were fairly consistent across the courses evaluated, and the potential problems with trying to assess different communication formats within the one learning outcome persist. Written communication is still the primary source of assessment of this learning outcome. The biology DSW courses were more consistent in the requirements for written communication this past year thanks to efforts of CACSI for outlining the criteria and for faculty adhering to the criteria more so than in the past. With the current undergraduate curriculum redesign underway (proposal submission through Curriculog planned Fall 2024) and the restructuring of CACSI into 2 separate colleges, we may see an elimination of the DSW distinction within biology. Therefore, we will need to address the assessment tools used for this SLO in the near future.
We did achieve the success criterion this assessment period, but I would encourage one more year of data collection before readdressing the success criterion since our sample size was so small this cycle.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Faculty SLO Assessment Data AY2022_2023

4 Impact of Prior Improvement Plan(s)

SLO 1: As proposed last year, the Biology Program continued to increase their efforts to advise students to delay taking the Senior Seminar course until their graduating semester. Biology implemented a modification/requirement that prevented enrollment in the course by students minoring in biology and seniors not in their final semester prior to graduation. This allowed students to enroll in (and complete) the greatest number of biology classes and to be exposed to the broadest range of biology subjects prior to being tested with the exit exam. In addition: 1) mechanisms to improve student success and learning outcomes in our core/introductory biology courses and 2) high impact practices in our upper level biology courses were developed and implemented, both continued in the current assessment period. We were able for the first time in recent years to achieve our success criterion (80.4%; 20.4% above the criterion), and 3 of the 4 rubric categories were at mastery level, while the fourth was just under mastery with a 45% increase compared to the previous cycle. I do not feel that the success criterion needs adjustment yet, since this is only a single year of demonstrating success in the assessment.
SLO 2: When possible, students were provided with more opportunities to participate in "hands-on", high impact laboratory and field exercises. There is no doubt that these types of activities /experiences engage the students and improve their understanding of the materials/subjects being presented/explored. Biology did implement a more meaningful AY'20-'21 "Success Criterion" baseline performance level of 60% "mastery" by the students being assessed. This year 80.4% of the students assessed achieved mastery. The reimplementation of face-to-face laboratory courses following the COVID-19 pandemic have likely led to the marked improvement from the previous assessment period (increase of 38%).   I do not feel that the success criterion needs adjustment yet, since this is only a single year of demonstrating success in the assessment and the sample size was smaller than the previous assessment period.

SLO 3: Biology majors are required to complete a minimum of two DSW courses with at least one DSW course being within their program of study. In addition, an embedded DSW certification is awarded to all College of Art, Culture and Scientific Inquiry students who successfully complete (with grades of C or better) a minimum of four DSW courses, and many of our students complete more than the required minimum and receive DSW certification. Almost all of our 3000/4000 Biology Elective courses and many of our required course options are DSW courses and SLO3 assessed. Based on past student SLO3 scores, more meaningful and reasonable "Success Criteria" were adopted. A "mastery level" baseline score of 60% and/or an annual increase in the percentage of students achieving mastery) were considered. The more opportunities that students have to practice oral and written communication skills and the emphasis placed on these skills within our courses have likely contributed to increased student success. 77.1% of the students assessed achieved a "mastery" level of performance, similar to the previous assessment period (79% mastery). I do not feel that the success criterion needs adjustment yet, since the sample size was smaller than the previous assessment period.

4.1 Status of Prior Improvement Plan

Ongoing

5 Improvement Plan for Next Year

Since the last assessment cycle, the program has been working to redesign the undergraduate curriculum by: 1) analyzing biology programs across sister institutions of similar size within USG and outside of USG; 2) developing a 3-concentration model (tentative names: Biomedical & Allied Health, Environmental Biology, & Integrative Biology) with common courses in introductory biology, introductory chemistry, cell biology, & ecology/evolution required for all concentrations; and 3) within each concentration having flexibility in selecting courses to satisfy a minimum number of upper level laboratory courses and electives based on their interests and to meet student career goals post-graduation. The framework has been outlined and being actively discussed among the biology program faculty now, with the goal of submitting the proposal for approval in Fall 2024. We focused on eliminating barriers wherever possible in the concentrations and allowing as much flexibility for students to progress the program and graduate in a timely manner, so we are consciously taking extensive time during this planning stage to have a better end product prior to submission. The current redesign takes into account all of our current courses, so no realignment is needed at this time.

SLO 1-Specific: 1) Mechanisms to improve student success and learning outcomes in our core /introductory biology courses and the implementation of high impact practices in our upper level biology courses are continually being developed, introduced, and assessed; 2) Over the past several decades, the biological sciences have become more and more interdisciplinary (even among the various subdisciplines of Biology). The implementation of content and experiences that bridge those subdiscipline categories and improve connections between the four key subject areas are essential; 3) The recent emphasis and encouragement through advising for students to declare a major early in their tenure at UWG may result in the placement of students in the proper introductory biology course sequence; and 4) efforts will continue to be made to increase faculty and student participation and engagement in the assessment procedure. All of these measures will continue into the next assessment period to hopefully, see the increase in student mastery this period carry over into the next assessment period. In light of the curriculum redesign mentioned above, the assessment tool may need modification to adequately assess students within all 3 concentrations. The current tool would still apply to all students due to the common required courses for all 3 concentrations. We may need to develop a second assessment tool to look at content mastery within each concentration.

SLO 2 Specific: The introduction of new upper level laboratory exercises in microbiology, certificate programs in Microbiology, Stream Restoration, and Wildlife and the reinstitution of laboratory exercises into our 3000/4000 level Genetics and Molecular Ecology courses have been developed to increase student exposure to the scientific method and research skills. A wider /more diverse set of courses were proposed to be added to the data set for assessment for this learning outcome. Currently, the only courses in which students are SLO2 assessed are laboratory courses and most are in line with microbiology, cell and molecular biology, and human biology. While these courses are primarily focused on laboratory research protocols, they lack a field research component. It was proposed that courses such as Ecology, Natural History of Vertebrates, non-DSW Evolution sections, and 4) some of the non-DSW field courses, including

BIOL 4983 (Undergraduate Research), be included in the AY'21-'22 SLO2 assessment. This proposal was tabled. We had some turnover in leadership within the program and department since the previous assessment cycle, so we have not revisited this proposal at this time. However, we saw a marked improvement in student scores and met the success criterion in this category. Continued efforts will be made to increase the sample size. In light of the curriculum redesign mentioned above, each of the 3 concentrations have a minimum number of lab courses as part of the requirements for the concentration. Therefore, assessment of this SLO can proceed with the new curriculum plan, but it may require creation of assessment tools for additional biology laboratory courses to cover lab courses in all 3 concentrations.

SLO-3 Specific: Biology will continue to make an effort to standardize the mechanism of assessment used in order to distinguish between (or as stated in our recent peer review... disaggregate) written vs. oral communication assessment. Our suggestion was to categorize the courses into groups to more appropriately assess written vs. oral communication and to modify those courses to reflect one (or both) of the expected learning outcomes. This proposal has not yet been achieved, but is still being discussed and planned. The department will continue its attempts to gather data on courses and modify the learning outcomes to reflect that either the written or oral form of communication was assessed. Increased communication to educate and to encourage the participation of our faculty in assessment and the adoption of the proposed assessment tool will be made. As we are redesigning the curriculum, we will continue these discussions to develop better assessment tools for both written communication courses & oral communication courses.

Reporting Schedule for Biology - BS [26010101_0800_BS_OC_A]

	6/1/17-5/31/18	6/1/18-5/31/19	6/1/19-5/31/20	6/1/20-5/31/21	6/1/21-5/31/22	6/1/22-5/31/23	6/1/23-5/31/24	6/1/24-5/31/25	6/1/25-6/1/26	6/1/26-5/31/27
SLO 1 [P]										
SLO 2 [P]										
SLO 3 [P]										

[P] = Program Outcome
[G] = GenEd Outcome

End of report

Bachelors of Science (BS)

Biology

Student Learning Outcome	Connection	Measure/Method	Success Criterion	AY'14-15	AY'15-16	AY'16-17	AY'17-18	AY'18-19	AY'19-20	AY'20-21	AY'21-'22
SLO 1. Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Cell biology, 2. molecular biology and genetics, 3. organismal biology, 4. population biology, evolution, and ecology	2.D SLO 1	Majors in our department graduate with a degree in Biology at the BS level. It is important that these students demonstrate a broad understanding of the field of Biology. To this end, an exit exam was developed based on the 4 subject areas utilized by the nationally recognized Major Fields Test, MFT (i.e., Cellular Biology, Molecular Biology, Organismal Biology, and Population Biology). The exit exam includes four sets of questions used to generate a score in each subject area. Each subject area carries equal weight on the exam. Up to 120 senior students may be tested each year and scored against a rubric. A success level of "exceed" is defined as a minimum correct score of 90% in two of the tested categories and 80% in the other two categories. A success level of "meets" is defined as a minimum correct score of 80% in two of the tested categories and 60% in the other two categories. Annual data is reported as the percentage of students who achieve the exceed and meet success levels on the exit exam. This is the definition of mastery. Flexibility in permitting students to "exceed" by reaching their top score in only two of the four areas tested, accommodates for the differences between the courses taken by students.	A baseline 'mastery level' score of 66% and/or an annual increase in the percentage of students achieving mastery.	33%	36%	N/A	66%	45%	35.2%	61%	56%
SLO 2. Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.	2.D SLO 2	It is essential that all graduates of Biology be competent in the scientific method which outlines the requirements to perform hypothesis driven experimentation or research. Up to 144 students a year may be assessed in the experiential learning setting of upper level laboratory courses. Worksheets will be designed to test each of the three criteria within the learning outcome. A rubric will be used to assess and report the annual percentage of students attaining mastery of the scientific method. Mastery is defined as achieving a score of at least 90% in two of the three criteria and 70% in the third. The 15% of students attaining mastery of the scientific method in 2012 is used as a baseline from which improvement can be monitored. A proposal to evaluate and adjust the 'mastery' baseline level was proposed and adopted during the Spring '21 semster. The new bseline level of 60% mastery is now being used. Due to the impacts of the COVID Pandemic and Department restructuring, further evaluation and adjustment of the 'mastery' baseline has not been considered since that semester. However, future plans to redesign the Biology Program and curriculum will most likely mandate discussion and development of new and improved assessment tools and procedures.	A baseline performance level of 60% "mastery" by the students being assessed is required.	22%	79%	69%	44%	64%	66.6%	67.0%	42.1%
SLO 3. Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work..	2.D SLO 3	This learning outcome is designed to assess improvements in student written and oral communication within their discipline. Students will be required to research a scientific topic and present it as either a written paper or oral seminar. Up to 96 students each year may be assessed within upper level discipline specific writing and seminar courses. A rubric was used to assess student success as a score of at least 90% in two of the three criteria and 70% in the third criteria. Prior to AY '20-'21, improvement in this learning outcome was monitored as an increase in the number of students achieving success when compared to the baseline of 18% established by students in 2012. An evaluation and adjustment of the 'mastery' baseline level was made during the Spring 2020 semester. A 'mastery' level of 66% of the students achieving the above success scores is now the baseline. Improvement in this learning outcome (SLO3) is indicated by an increase in the number of students achieving success when compared to a baseline of 66%.	A percentage of students exceeding the 2012 baseline score of 18% was previously required. A "mastery level" baseline score of 60% and/or an annual increase in the percentage of students achieving mastery were established as the new "Success Criteria"	57%	28%	76%	46%	87%	71.3%	69%	79%

Interpretation & Use of Results	Improvement Plan
34 students completed the Comprehensive Exit Exam during AY'221. 56% of the students met or exceeded the required standard and performed at a "mastery" level representing a 5% decrease in performance compared to the previous AY'20 assessment cycle. In general, student test scores were better in the Cell Biology and Organismal Biology Categories (Categories 1 and 3) than in the Molecular Biology and Population Biology Categories (Categories 2 and 4). Approximately 65% of the students achieved the "mastery" score in Cell Biology (Catagory 1); and 52% of the students achieved the "mastery " score in Organismal Biology (Category 3). In contrast, only 22% and 13% of the students achieved the "mastery" score in Molecular Biology (Category 2) and Population Biology (Category 4), respectively.

Although the 66% "Mastery" level goal was not achieved, student test scores for the past two academic years have been substantially better than scores posted during the previous 4 years. During AY '20, a 61% "mastery" represented a 1.7-fold increase in performance as compared to the previous assessment cycle and represented an annual and substantial increase in the percentage of students performing at the "mastery" level. A slightly lower, but comparable, 56% "mastery" level was achieved by students during AY '21. | A relatively small sample of students were evaluated during this assessment cycle. We will continue to stress the importance of these evaluations to the faculty and develop methods to increase participation in the evaluation process. We will continue to review the exam materials and to make modifications to improve this assessment tool and the process of administration and continue to administer the exit exam to assess SLO1. As proposed last year, the department increased their efforts to advise students to delay taking the senior seminar course until their graduating semester and implemented a modification that would prevent enrollment in the course by biology minors and seniors not in their final semester. This enables students to have studied the greatest number of biology classes prior to being tested with the exit exam. Mechanisms to improve student success and learning outcomes in our core/introductory biology courses and the implementation of high impact practices in our upper level biology courses will continue to be developed and introduced. In addition, efforts are being made to increase student participation and engagement in the assessment procedure. The possible negative impacts that the Pandemic Period may have had on curriculum delivery and student learning and exit examination scores should be noted. Since the Pandemic Period, faculty have noticed a decrease in student attendance in class and a general decreased level of engagement among our students and an increased expectation and dependence on online access to course materials and resources.

Higher percentages of "mastery" in Cellular Biology and Organismal Biology may be expected since these two subdisciplines of Biology represent two required areas of focus in our curriculum. During this past academic year (AY '21-'22), 'hands-on' activities involving techniques used by molecular biologists were introduced into two of our upper level courses (Genetics and Molecular Ecology) to provide experience and reinforcement of concepts presented related to the Molecular Biology subdiscipline. It is not surprising that success in the Population Biology area of evaluation was low since the overwhelming majority of our students are enrolled in the Health Professions/Pre-Professional track and may have taken very few courses related to this subdisipline area. Efforts to compare individual student performance in the subdiscipline areas of the exit exam with the courses taken and the experiences gained by that student could provide additional insight into areas of our curriculum and program where modifications and improvements may be made.

SLO 1-Specific: 1) Mechanisms to improve student success and learning outcomes in our core/introductory biology courses |
| During AY '20-'21, six courses and more than 100 students were evaluated. The course sections evaluated were Microbiology and Human Physiology. For the third straight year, more than 65% of the students evaluated achieved a SLO2 'mastery level' score (67% for AY'20-'21), well above the 2012 Baseline 'mastery score' of 15%; the currently used criterion to determine success was met.

During AY'21-'22, three courses and 95 students were evaluated. The course sections evaluated were Microbiology and Human Physiology. Based on the newer criterion of achieving a 60% "mastery" level, the goal was not met. The percentage of students achieving a "mastery" level of performance decreased by more than 20% as compared to the previous evaluation cycle. Only 42.1% of our students achieved the "mastery" level of performance for SLO2. The cause for this decrease is undetermined, although one may speculate that factors related to decreased enrollment and student quality, the COVID Pandemic and changes in student learning and course delivery practices played a significant and negative role in student performance. Efforts to modify and improve faculty and student experiences in upper level laboratory courses and practices will continue to be developed and implemented to increase student exposure to scientific methodology and laboratory skills. Efforts by our program to increase laboratory and field research and internship opportunities will continue. | **SLO 2 Specific:** The introduction of new upper level laboratory exercises in microbiology, certificate programs in Microbiology, Stream Restoration, and Wildlife and the reinstitution of laboratory exercises into our 3000/4000 level Genetics and Molecular Ecology courses have been developed to increase student exposure to the scientific method and research skills. A wider/more diverse set of courses were proposed to be added to the data set for assessment for this learning outcome. Currently, the only courses in which students are SLO2 assessed are laboratory courses and most are in line with microbiology, cell and molecular biology, and human biology. While these courses are primarily focused on laboratory research protocols, they lack a field research component. It was proposed that courses such as Ecology, Natural History of Vertebrates, non-DSW Evolution sections, and 4) some of the non-DSW field courses, including BIOL 4983 (Undergraduate Research), be included in the AY'21-'22 SLO2 assessment. This proposal was tabled and will be readdressed during AY '22-'23. We will continue to assess the impact of improvements. |
| During AY '21-'22, six courses and 88 students were evaluated. All of the courses evaluated were upper level (3000/4000) Discipline Specific Writing (DSW) courses. AY '21-'22 assessment results indicated a 10% increase in student success as compared to the previous 69% success score recorded during the AY '20-'21 evaluation cycle. During AY '21-'22, 79.5% of the students evaluated achieved a SLO3 'mastery level' score well above the baseline 'mastery score' of 66%. As in the past several years, levels of 'mastery' were fairly consistent across the courses evaluated, and the potential problems with trying to assess different communication formats within the one learning outcome persist. Although extremely time consuming to properly evaluate, written communication is heavily emphasized within the Biology Program and by graduate and professional schools and employers. The DSW College requirement provides the Biology Program with a useful tool to assess student progress and success in written communication. Currently, formal oral communication skills and the development of that skill set are not emphasized in most of the Biology courses and is mostly restricted to students involved in research projects where research conference presentation is expected and to a limited number of students involved in certain Senior Seminar sections; "Mastery" of oral communication skills may not be a part of the SLO3 evaluation courses. Administration and evaluation of the written artifacts need to be standardized and comparably implemented/enforced across the various DSW courses involved. | **SLO-3 Specific:** Biology will continue to make an effort to standardize the mechanism of assessment used in order to distinguish between (or as stated in our recent peer review...disaggregate) written vs. oral communication assessment. Our suggestion was to categorize the courses into groups to more appropriately assess written vs. oral communication and to modify those courses to reflect one (or both) of the expected learning outcomes. This proposal has not yet been achieved, but is still being discussed and planned. The department will continue its attempts to gather data on courses and modify the learning outcomes to reflect that either the written or oral form of communication was assessed. Increased communication to educate and to encourage the participation of our faculty in assessment and the adoption of the proposed assessment tool will be made. |

Comments/Notes

In an attempt to further address some of the reviewer comments and concerns and some of the Biology Program's future plans to improve student success: 1) Biology has proposed the development and implementation of a First Year Seminar (FYS) Course ("So--You Want To Be A Biologist...") and a Sophomore Seminar Course (to target department research and internship opportunities, career options, career counseling and resume building). The FYS would present an ideal opportunity and environment to introduce new and aspiring Biology students to the major and to administer an introductory student survey to determine/gain insight into why our students want to major in biology, why they chose the University of West Georgia, what their expectations of the program may be, and to discuss the Biology Program's expectations of its majors. The Sophomore Seminar course would provide opportunities: a) to discuss specific biology-related career options in more detail; b) to discover research and internship opportunities within the Biology Program; c) to discuss accomplishments and barriers that the students may have encountered; and d) to administer the first of two "Student Satisfaction Surveys". A final "Student Satisfaction Survey" would be administered during the student's Senior Seminar. Students would be encouraged to develop and build an academic portfolio that would begin with their FYS and culminate with their "capstone" Senior Seminar. Baseline written and oral communication skills/'mastery' could be assessed and student cohort progress and Program Health could be monitored/tracked from the time of matriculation until graduation. Efforts to enhance engagement with our current (as well as former) students through: a) social media and the utilization of our Program's Student Organizations to develop focus groups; b) the development of a program-specific Career Advisory Council; c) the development of a Student Advisory Council to the Biology Program Coordinator may be an option also with a senior member of this council serving as a Biology Program representative on the College level/Dean's Student Advisory Committee; d) working with the Dean's Office and UCM to develop a targeted marketing and recruitment campaign;..... Any actions taken that provide and increase opportunities to increase student participation and positive engagement in their program will translate to improvements in student and program success. All of these actions (if taken) would serve as indirect measures of student success and supplement the direct measures already in place. However, the implementation of many of these actions is resource-dependent and a long-term goal. These ideas were expressed during the last assessment cycle with plans to further develop and implement during the upcoming academic year in conjunction with program and curriculum redesign.

Course Code	Name	Hours
UWG Biology Proposed Concentration: Biomedical Sciences Concentration		
Course Code	Name	Hours
1000-2000 Level Classes		
(includes Area F, other core, and supporting classes specific to the concentration)		
BIOL 1110	Biological Diversity	3
BIOL 1107 & L	Principles of Biology I & Lab	4
BIOL 1108 & L	Principles of Biology II & Lab	4
CHEM 1211 & L	Principles of Chemistry I & Lab	4
CHEM 1212 & L	Principles of Chemistry II & Lab	4
CHEM 2411 & L	Organic Chemistry I & Lab	4
BIOL 2251 & L	Human A & P I & Lab (recommended)	4
BIOL 2252 & L	Human A & P II & Lab (recommended)	4
3000-4000 Level Classes		
Required		9
BIOL 3134	Cell Biology (To Be Developed)	4
BIOL 3168	Evolution and Ecology (NEW course)	4
BIOL 4984	Senior Biology Seminar	1
Upper Level Guided Electives	Select Upper Level Guided Electives to achieve at least 21 upper level Biology credits. At least one class must be selected from Group 1: Lab Based Classes.	21 or more
Group 1: Lab Based Classes		
BIOL 3231	Comparative Vertebrate Anatomy	4
BIOL 3513	Human Physiology	4
BIOL 3526	Vertebrate Histology	4
BIOL 3621	Genetics and Medical Genetics	4
BIOL 4134	Advanced Molecular Biology & Bioinformatics	4
BIOL 4315	Bacterial Genetics	4
BIOL 4520	Developmental Biology & Embryology	4
BIOL 4727	Essentials of Immunology	4
BIOL 4728	Bacterial Pathogenesis	4
BIOL 4729	Medical Virology	4
BIOL 4735	Parasitology	4
Group 2: Non-Lab Based Classes		
BIOL 3310	Microbiology (recommended)	4
BIOL 4325	Advanced Medical Microbiology	3
BIOL 4503	Biochemistry (recommended)	3
BIOL 4539	Comparative Physiology	3
BIOL 4730	Emerging Pathogens	4
BIOL 4732	Biology of Aging	3
BIOL 4733	Animal Nutrition	3
BIOL 4734	Neuroscience	4
Upper Level - Free Electives	Select any 3000-4000 level biology or non-biology course not previously counted to achieve a total of at least 39 credit hours of 3000-4000 level courses.	1 - 9
	Note: this category may include BIOL 4981 (Independent Study), BIOL 4983 (Adv. Undergraduate Rsch.), and BIOL 4986 (Biology Internship).	
Free Electives	Select courses at any level to reach a total of 120 credit hours	

UWG Biology Proposed Concentration: Environmental Biology Concentration		
Course Code	Name	Hours
1000-2000 Level Classes		
(includes Area F, other core, and supporting classes specific to the concentration)		
BIOL 1110	Biological Diversity	3
BIOL 1107 & L	Principles of Biology I & Lab	4
BIOL 1108 & L	Principles of Biology II & Lab	4
CHEM 1211 & L	Principles of Chemistry I & Lab	4
CHEM 1212 & L	Principles of Chemistry II & Lab	4
CHEM 2411 & L	Organic Chemistry I & Lab	4
3000-4000 Level Classes		
Required		9
BIOL 3134	Cell & Molecular Biology	4
BIOL 3168	Evolution and Ecology (NEW course)	4
BIOL 4984	Senior Biology Seminar	1
Upper Level Guided Electives	Select Upper Level Guided Electives to achieve a total of at least 21 upper level Biology credits. At least two classes must be selected from Group 1: Organismal Biology classes. Also, at least two classes must be selected from Group 2: Ecological Biology classes, and at least one of these Group 2 classes must be a Lab Based Class.	21 or more
Group 1: Organismal Biology		
	Select at least 2 classes from the Group 1 (Organismal Biology).	
BIOL 3221	Taxonomy of Flowering Plants and Ferns	4
BIOL 3223	Vascular Plants	4
BIOL 3226	Natural History of Vertebrates	4
BIOL 3231	Comparative Vertebrate Anatomy	4
BIOL 4241	Entomology	4
BIOL 4242	Invertebrate Zoology	4
BIOL 4245	Ichthyology	4
BIOL 4430	Wildlife Techniques	3
BIOL 4441	Animal Behavior	4
Group 2: Ecological Biology		
	Select at least 2 classes from the Group 2 (Ecological Biology). At least one of these Group 2 classes must be a Lab Based Class.	
Lab Based Classes		
BIOL 4424	Wildlife Habitat Ecology	4
BIOL 4425	Fire Ecology	4
BIOL 4427	Conservation Biology	4
BIOL 4440	Aquatic Ecology	4
BIOL 4450	Terrestrial Ecology	4
Non-Lab Based Classes		
BIOL 4130	Climate Change Biology	3
BIOL 4266	Molecular Ecology	4
BIOL 4445	Marine Biology	4
Upper Level - Free Electives	Select any 3000-4000 level biology or non-biology course not previously counted to achieve a total of at least 39 credit hours of 3000-4000 level courses.	1 - 9
	Note: this category may inlcude BIOL 4981 (Independent Study), BIOL 4983 (Adv. Undergraduate Rsch.), and BIOL 4986 (Biology Internship)	
Free Electives	Select courses at any level to reach a total of 120 credit hours	

UWG Biology Proposed Concentration: Integrative Biology Concentration		
Course Code	Name	Hours
1000-2000 Level Classes		
(includes Area F, other core, and supporting classes specific to the concentration)		
BIOL 1110	Biological Diversity	3
BIOL 1107 & L	Principles of Biology I & Lab	4
BIOL 1108 & L	Principles of Biology II & Lab	4
CHEM 1211 & L	Principles of Chemistry I & Lab	4
CHEM 1212 & L	Principles of Chemistry II & Lab	4
CHEM 2411 & L	Organic Chemistry I & Lab	4
3000-4000 Level Classes		
Required		9
BIOL 3134	Cell & Molecular Biology	4
BIOL 3168	Evolution and Ecology (NEW course)	4
BIOL 4984	Senior Biology Seminar	1
Upper Level Guided Electives	Select Upper Level Guided Electives to achieve a total of at least 21 upper level Biology credits. A minimum of two classes must be selected from Group 1: Lab Based Classes.	21 or more
Group 1: Lab Based Classes		
	Select at least 2 classes from the Group 1 list below.	
BIOL 3221	Taxonomy of Flowering Plants & Ferns	4
BIOL 3223	Vascular Plants	4
BIOL 3226	Nat. Hist. of Vertebrates	4
BIOL 3231	Comparative Vertebrate Anatomy	4
BIOL 3621	Genetics and Medical Genetics	4
BIOL 3513	Human Physiology	4
BIOL 3526	Vertebrate Histology	4
BIOL 4134	Advanced Molecular Biology & Bioinformatics	4
BIOL 4241	Entomology	4
BIOL 4242	Invertebrate Zoology	4
BIOL 4245	Ichthyology	4
BIOL 4315	Bacterial Genetics	4
BIOL 4424	Wildlife Habitat Ecology	4
BIOL 4425	Fire Ecology	4
BIOL 4427	Conservation Biology	4
BIOL 4430	Wildlife Techniques	3
BIOL 4440	Aquatic Ecology	4
BIOL 4450	Terrestrial Ecology	4
BIOL 4520	Developmental Biology & Embryology	4
BIOL 4727	Essentials of Immunology	4
BIOL 4728	Bacterial Pathogenesis	4
BIOL 4729	Medical Virology	4
BIOL 4735	Parasitology	4
Group 2: Non-Lab Based Classes		
BIOL 3310	Microbiology	4
BIOL 4130	Climate Change Biology	3
BIOL 4266	Molecular Ecology	4
BIOL 4325	Advanced Medical Microbiology	3
BIOL 4441	Animal Behavior	4
BIOL 4445	Marine Biology	4
BIOL 4503	Biochemistry	3
BIOL 4539	Comparative Physiology	3
BIOL 4666	Evolutionary Genomics	3
BIOL 4730	Emerging Pathogens	4
BIOL 4731	Introduction to Toxicology	3
BIOL 4732	Biology of Aging	3
BIOL 4733	Animal Nutrition	3
BIOL 4734	Neuroscience	4
Upper Level - Free Electives	Select any 3000-4000 level biology or non-biology course not previously counted to achieve a total of at least 39 credit hours of 3000-4000 level courses.	1 - 9
	Note: this category may inlcude BIOL 4981 (Independent Study), BIOL 4983 (Adv. Undergraduate Rsch.), and BIOL 4986 (Biology Internship)	
Free Electives	Select courses at any level to reach a total of 120 credit hours	

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	School of Field Investigations and Experimental Sciences		PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Biology, B.S.	COURSES	Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Cell biology, 2. molecular biology and genetics, 3. organismal biology, 4. population biology, evolution, and ecology.	Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.	Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work.
		1 BIOL 1107	I		
		2 BIOL 1107L		I	I
		3 BIOL 1108	I		
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		**4** BIOL 1108L		I	I
		5 BIOL 1110	I		
		6 BIOL 2107	I	I	
		7 BIOL 2107L		I	I
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		**8** BIOL 2108	I		
		9 BIOL 2108L		I	I
		10 BIOL 3134	M	M	
		11 BIOL 3135	M	M	M
		12 BIOL 3168	M	M	M
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		**13** BIOL 3221	M		M/A
		14 BIOL 3223	M	M	M/A
		15 BIOL 3226	M		M
		16 BIOL 3231	M		M
		17 BIOL 3242	M	M	M/A
		18 BIOL 3310	I	M/A	

		19 BIOL 3513	R	M/A	R

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**				

#	Course			
19	BIOL 3513	R	M/A	R
20	BIOL 3526	R		
21	BIOL 3621	M	M	R
22	BIOL 4241	R	R	R
23	BIOL 4242	R	R	M
24	BIOL 4245	R		M
25	BIOL 4315	R	R	I
26	BIOL 4325	R	R	R
27	BIOL 4425	R	R	M/A
28	BIOL 4266	M	M	M/A
29	BIOL 4441	R	R	M
30	BIOL 4427	M	R	M/A
31	BIOL 4503	R		
32	BIOL 4539		R	M
33	BIOL 4727	R		
34	BIOL 4728	R	R	I
35	BIOL 4729	R	R	M/A
36	BIOL 4730	R	R	M
37	BIOL 4731	R	M	M
38	BIOL 4732	M	R	M/A
39	BIOL 4734	R		M/A
40	BIOL 4984	M/A		M
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Office of Institutional Effectiveness and Assessment

Earth and Environmental Sciences, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☑ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☑ Degree Name
- ☑ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*

College of Mathematics, Computing, and Sciences

School of Field Investigations and Experimental Sciences

Is this a School of Nursing or School of Communication, Film and Media course?* ◯ Yes ⦿ No

Is this a College of Education Program?* ◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ◯ Yes ⦿ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⦿ Program
◯ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Earth and Environmental Sciences, B.S.

Program Name* Earth and Environmental Sciences, B.S.

Program ID - DO NOT EDIT* 4625

Program Code - DO NOT EDIT

Program Type*
Bachelor

Degree Type*
Bachelor of Science

Program Description* The Earth and Environmental Sciences (EES) program and degree at UWG offers multiple concentrations for students to pursue education and career pathways focusing on the Earth's physical composition, its surface and atmospheric systems, and how these interact and are impacted by human activities. This broad area of interest, furthermore, is understood and explored using an integrated systems approach, emphasizing the spatial and temporal relationships within and between relevant natural and human systems. All EES students are prepared for future careers by gaining a particular skillset that enables them to analyze and explain conditions and processes that fall within this earth and environmental sciences framework. The culmination of this learning is the formulation, execution, and presentation of a faculty mentored research project. Based on existing faculty expertise, students majoring with a BS in EES can pursue one of three concentrations, each with its own thematic focus and methodology: 1) environmental sustainability, 2) geographic information systems, and 3) professional geology.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

(Note: Core IMPACTS Area M must include the following course and Core IMPACTS Area T must follow Option II)

MATH 1113 Precalculus

Field of Study: 18 Hours

GEOL 1121 Exploring Earth

GEOL 1121L Exploring Earth Laboratory

GEOG 1112 Weather and Climate

GEOG 1112L Weather and Climate Laboratory

GEOG 2553 Introduction to GIS and Mapping Sciences

[Left]   Choose between GEOG or GEOL options

GEOG 1113 Landform Geography

GEOG 1113L Landform Geography Laboratory

[Left]   Or

GEOL 1122 Earth and Life Through Time

GEOL 1122L Earth and Life Through Time Laboratory

[Left]   Choose either MATH

MATH 1401 Elementary Statistics

[Left]   Or

MATH 1634 Calculus I

[Left]   If needed, MATH credit from Core IMPACTS
        Area M and Core IMPACTS Area T and/or
        1000/2000 level academic elective in GEOG,
        GEOL, CHEM, BIOL, PHYS, CS

Environmental Sustainability Concentration

This is a flexible concentration aimed at providing students with multiple pathways to developing the knowledge and skills demanded in the burgeoning field of

environmental assessment, management and planning.

[Left] Required lower level courses	2-6
GEOG 1013 World Geography	
GEOG 2202 Environmental Science	
GEOG 2202L Environmental Science Lab	
GEOG/GEOL 2333 An Introduction to Research in Earth and Environmental Sciences	
[Left] Required upper level courses	15-17
GEOL 3603 Environmental Geology	
GEOG/GEOL 3333 Faculty-Mentored Research in Earth and Environmental Sciences	
GEOG 3405 Geographies of Sustainability	
GEOL 4093 Risk Assessment	
GEOG/GEOL 4333 Earth and Environmental Sciences Capstone	
GEOG 4700 Global Environmental Change	
[Left] Choose two foundational upper level courses	6-8
GEOG 3713 Meteorology	
GEOG 3800 Biogeography	
GEOG 3900 Ecological Climatology	
GEOL 4003 Geomorphology	
GEOL 4084 Hydrogeology	
GEOG 4103 Soil Science	
GEOG 4600 Applied Climatology	
GEOG 4900 Dendrochronology	
[Left] Choose one techniques/skills upper level course	3-4
GEOL 3004 Field Geology and Geologic Mapping	
GEOG 3563 Remote Sensing and GIS Integration	
GEOG 4553 Geographic Information System	
GEOG 4086 Internship	
[Left] Choose one transdisciplinary upper level course	3-4
GEOL 3014 Mineralogy and Crystallography	
GEOG 3020 Political Geography	
GEOG 3253 Economic Geography	
GEOG 3643 Urban Geography	
GEOG 3644 Atlanta's Geographies	
GEOL 4024 Paleontology	
GEOL 4083 Environmental Geochemistry	
GEOL 4604 Economic Geology	
[Left] Additional upper level electives	6-12

Professional Geology Concentration

This concentration focuses on giving students a well rounded understanding of geology and its relevance to humanity. The aim is to have students be able to pass the ASBOG exam required to becoming a licensed professional geologist.

[Left] Required lower level courses	2-10
GEOL 1122 Earth and Life Through Time	

GEOL 1121L Exploring Earth Laboratory

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

GEOG/GEOL 2333 An Introduction to Research in Earth and Environmental Sciences

[Left]   Required upper level courses   35-37

GEOL 3004 Field Geology and Geologic Mapping

GEOL 3014 Mineralogy and Crystallography

GEOL 3024 Igneous and Metamorphic Petrology

GEOG/GEOL 3333 Faculty-Mentored Research in Earth and Environmental Sciences

GEOL 3034 Structural Geology

GEOL 4024 Paleontology

GEOL 4034 Sedimentation and Stratigraphy

GEOL 4084 Hydrogeology

GEOG/GEOL 4333 Earth and Environmental Sciences Capstone

GEOL 4604 Economic Geology

[Left]   Additional upper level electives   2-4

Geographic Information Science Concentration

This concentration is focused on having students become knowledgeable and skilled in the high-demand field of geospatial technologies, including GIS-based map making and the use/analysis of satellite and air-photo imagery.

[Left]   Required lower level courses   2-6

GEOG 1013 World Geography

GEOG 2202 Environmental Science

GEOG 2202L Environmental Science Lab

GEOG/GEOL 2333 An Introduction to Research in Earth and Environmental Sciences

[Left]   Required upper level courses   15-17

GEOG/GEOL 3333 Faculty-Mentored Research in Earth and Environmental Sciences

GEOG 3563 Remote Sensing and GIS Integration

GEOG/GEOL 4333 Earth and Environmental Sciences Capstone

GEOG 4553 Geographic Information System

GEOG 4554 Computer Cartography

[Left]   Choose two specialized upper level courses   12

GEOG 4562 Airphoto Interpretation and Photogrammetry

GEOG 4564 Contemporary Remote Sensing Applications

GEOG 4753 Contemporary GIS Applications

GEOG 4755 GIS Database Design

GEOG 4757 Programming and Customization in GIS

GEOG 4893 Practicum in GIS

[Left]   Additional upper level electives   10-12

Note:

A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the 🔽 icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

| **Justification and Assessment** | 85 | |

Rationale*   The UWG Geology program is working collaboratively with the Geography program to modify the Geology degree into an Earth and Environmental Sciences (EES) program and degree. The purpose of this move is to better serve the interests and needs of UWG's students by delivering a curriculum to meet the growing demand for environmentally focused knowledge and skills by establishing new synergies while maintaining existing Program strengths. After this change is implemented, the Bachelor of Science in Geography will be phased out and a teach out plan will be submitted.

The Earth and Environmental Sciences program would offer 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 being proposed for the new EES degree. Two of the concentrations (Professional Geology and GIS) would 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, in turn, combines courses from the current environmentally focused concentrations in Geography and Geology to create a career-focus yet also more flexible curriculum

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Students will be able to demonstrate knowledge of disciplinary elements of Earth and Environmental Science by explaining phenomena studied, foundational concepts, and key theories and methods.

2. Students will be able to apply appropriate research methodology and techniques to analyze problems related to EES.

3. Students will be able to produce research/scientific findings through the design and implementation of a faculty-mentored research project.

4. Students will be able to communicate effectively knowledge about EES phenomena, concepts, and methods in both oral and written presentations.

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**

Send questions to kylec@westga.edu.

Check all that apply to this program*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ Change in credit hours required to complete the program
- ☐ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
          ☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
          ☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

2025-2026
Program Map
BS in Earth and Environmental Sciences
Environmental Sustainability Concentration

YEAR 1

TERM 1

Course	Credits
C1: ENGL 1101	3
M: MATH 1113	3
I2: XIDS 2002	2
F: GEOG 1112 + LAB	4
A1: HUMANITIES	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101; Required to earn C or higher.

TERM 2

Course	Credits
C2: ENGL 1102	3
P1: POLS 1101	3
P1: HIST 2111 OR 2112	3
F: GEOL 1121 + LAB	4
S1: GEOG 1013	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Target: 30 credit hours completed

YEAR 2

TERM 1

Course	Credits
F: MATH 1401	3
F: GEOG 2553	3
F: GEOG 1113 + LAB	4
T1: STEM COURSE	3
S2: HIST 1111 OR 1112	3
SEMESTER TOTAL	16

Milestones

- Target: 45 credit hours completed

TERM 2

Course	Credits
GEOG/GEOL 2333	2
T2: GEOG 2202 + LAB	4
A2: HUMANITIES	3
GEOG 3405	3
I1: ORAL COMMUNICATION	3
SEMESTER TOTAL	15

Milestones

- Target: 60 credit hours completed
- Complete GEOL/GEOL 2333

YEAR 3					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
T3: STEM COURSE	4		GEOG/GEOL 3333	3	
GEOL 3603	3		GEOG 4700	3	
GEOL 4093	3		GEOG 3800	3	
GEOG 4103	3		Elective 3000-4000 level	3	
Elective	3		Elective		
SEMESTER TOTAL	16		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Target: 75 credit hours completed			• Target: 90 credit hours completed • Complete GEOL/GEOG 3333		

YEAR 4					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
GEOG/GEOL 4333	2		Elective 3000-4000 level	3	
GEOL 3004	4		Elective	3	
GEOG 3253	3		Elective	3	
Elective 3000-4000 level	3		Elective	3	
Elective	3				
SEMESTER TOTAL	15		SEMESTER TOTAL	12	
Milestones			**Milestones**		
• Target: 105 credit hours completed (104/105) • Complete GEOL/GEOG 4333			• Target: 120 credit hours completed (104/105)		

2025-2026
Program Map
BS in Earth and Environmental Sciences
GIS Concentration

YEAR 1			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
C1: ENGL 1101	3	C2: ENGL 1102	3
M: MATH 1113	3	P1: POLS 1101	3
I2: XIDS 2002	2	P1: HIST 2111 OR 2112	3
F: GEOG 1112 + LAB	4	F: GEOL 1121 + LAB	4
A1: HUMANITIES	3	S1: GEOG 1013	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Milestones	**Milestones**
• Complete ENGL 1101; Required to earn C or higher.	• Complete ENGL 1102; Required to earn C or higher. • Target: 30 credit hours completed.

YEAR 2			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
F: MATH 1401	3	GEOG/GEOL 2333	2
F: GEOG 2553	3	T2: GEOG 2202 + LAB	4
F: GEOG 1113 + LAB	4	A2: HUMANITIES	3
T1: STEM COURSE	3	GEOG 3563	4
S2: HIST 1111 OR 1112	3	I1: ORAL COMMUNICATION	3
SEMESTER TOTAL	16	SEMESTER TOTAL	16

Milestones	**Milestones**
• Target: 45 credit hours completed • Complete GEOG 2553	• Target: 60 credit hours completed • Complete GEOL/GEOL 2333 • Complete GEOG 3563

YEAR 3					
TERM 1				**TERM 2**	
Course	**Credits**			**Course**	**Credits**
T3: STEM COURSE	4			GEOG/GEOL 3333	3
GEOG 4553	4			GEOG 4554	4
Elective 3000-4000 level	3			GEOG 4564	4
Elective	3			Elective 3000-4000 level	3
SEMESTER TOTAL	14			SEMESTER TOTAL	14
Milestones				**Milestones**	
• Target: 75 credit hours completed • Complete GEOG 4553				• Target: 90 credit hours completed. • Complete GEOL/GEOG 3333 • Complete GEOG 4554	

YEAR 4					
TERM 1				**TERM 2**	
Course	**Credits**			**Course**	**Credits**
GEOG/GEOL 4333	2			GEOG 4893	4
GEOG 4755	4			Elective	3
Elective 3000-4000 level	3			Elective	3
Elective	3			Elective	3
Elective	3			Elective	3
SEMESTER TOTAL	15			SEMESTER TOTAL	16
Milestones				**Milestones**	
• Target: 105 credit hours completed • Complete GEOL/GEOG 4333				Target: 120 credit hours completed	

2025-2026
Program Map
BS in Earth and Environmental Sciences
Professional Geology Concentration

YEAR 1					

YEAR 1

TERM 1

Course	Credits
C1 ENGL 1101	3
M MATH 1113	3
F GEOL 1121+1121L	4
I1: Institutional Priority	3
A1 Arts, Humanities & Ethics	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1101 C or better
- Complete MATH 1113 B or better

TERM 2

Course	Credits
C2 ENGL 1102	3
F GEOG 1112+1112L	4
F GEOL 1122+1122L	4
P1 HIST 21111 or HIST 2112	3
SEMESTER TOTAL	14

Milestones

- Complete ENGL 1102 C or better
- Complete GEOL 1121-1122 sequence C or better
- Target: 30 credit hours completed.

YEAR 2

TERM 1

Course	Credits
T1 CHEM 1211+1211L (supporting major)	4
GEOL 3004 Field Geology	4
F MATH 1401 or MATH 1634 (supporting major)	3/4
P2 POLS 1101	3
SEMESTER TOTAL	14/15

Milestones

- Complete CHEM 1211/1211L
- Complete Field Geology (GEOL 3004) C or better
- Plan for courses offered only alternate years
- Target: 45 credit hours completed

TERM 2

Course	Credits
GEOL/GEOL 2333	2
GEOL 3034 Structural Geology	4
I2: Other Institutional Priority	1
A2 Arts, Humanities & Ethics	3
F GEOG 2553	3
T2 STEM	3
SEMESTER TOTAL	

Milestones

- Complete CHEM 1212/1212L
- Complete Structural (Geol 3034)
- Plan for courses offered only alternate years
- Target: 60 credit hours completed
- Complete GEOL/GEOL 2333

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
GEOL 3014 Mineralogy	4		GEOL 3024 Ig. & Met. Petrology	4	
GEOL Elective	3		GEOL 4084 Hydrogeology	4	
T3 STEM	4		S2 Social Science Elective	3	
S1 HIST 1111 or 1112	3		GEOL/GEOG 3333	1-3	
			GEOL Elective	3	
SEMESTER TOTAL	14		SEMESTER TOTAL	15-17	
Milestones			**Milestones**		
• Complete Mineralogy (Geol 3014) C or better • Plan for courses offered only alternate years Target: 75 credit hours completed.			• Complete Ig/Met (Geol 3024) C or better • Target: 90 credit hours completed. • Complete GEOL/GEOG 3333		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
GEOL 4034 Sedimentology and Stratigraphy	4		GEOL 4604 Economic Geology	4	
GEOL 4024 Paleontology	4		Elective	4	
GEOL/GEOG 4333	2		Elective	4	
Elective	3		Elective	3	
Elective	3				
SEMESTER TOTAL	16		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Target: 105 credit hours completed (104/105) • Complete GEOL/GEOG 4333			• Complete GEOL 4064 • Target: 120 credit hours completed		

GEOLOGY COURSES OFFERED ONLY ALTERNATE YEARS:

Fall, odd-numbered years:

GEOL 3603 Environmental Geology (3)

GEOL 4003 Geomorphology (3)

GEOL 4044 Engineering Geology (4), possible in even fall

Spring, even-numbered years:

GEOL 4083 Environmental Geochemistry (3)

Spring, odd-numbered years:

GEOL 4014 Geochemistry (4)

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

DEPARTMENT:

PROGRAM:

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

COURSES		PL-SLO 1 Students will be able to demonstrate knowledge of disciplinary elements of Earth and Environmental Science by explaining phenomena studied, foundational concepts, and key theories and methods	PL-SLO 2 Students will be able to apply appropriate research methodology and techniques to analyze problems related to EES.	PL-SLO 3 Students will be able to produce research/scientific findings through the design and implementation of a faculty-mentored research project	PL-SLO 4 Students will be able to communicate effectively knowledge about EES phenomena, concepts, and methods in both oral and written presentations
1	GEOL 1121	I			
2	GEOL 1121L	I	I		
3	GEOL 1122	I			
4	GEOL 1122L	I	I		
5	GEOL 2503	I			
6	GEOL 2553	I			I
7	GEOL 3004	R	R	I	I
8	GEOL 3014	R		I	R
9	GEOL 3024	R		R	
10	GEOL 3034	R	R		M (A*)
11	GEOL 3603	R		I	M
12	GEOL 4003	M	R		R
13	GEOL 4014	M		R	R
14	GEOL 4024	M			M (A*)
15	GEOL 4034	M	R	R	M
16	GEOL 4044	M	R	R	R
17	GEOL 4082	M	M	M	M
18	GEOL 4083	M		R	R

			19	GEOL 4084	M	R	R	R					
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20	GEOL 4093	M			R					
			21	GEOL 4501	M			M					
			22	GEOL 4604	M	M		M					
			23	GEOG 1013	I								
			24	GEOG 1112	I								
			25	GEOG 1112L	I	I							
			26	GEOG 1113	I								
			27	GEOG 1113L		I							
			28	GEOG 2202	I								
			29	GEOG 2202L	I	I							
			30	GEOG 2553		I	R						
			31	GEOG 3020	I	I	I	R					
			32	GEOG 3253	I	I	I	R					
			33	GEOG 3405	R	R	R	R					
			34	GEOG 3643	R	I	I	R					
			35	GEOG 3713	R	R	R						
			36	GEOG 3800	R		R	M (A*)					
			37	GEOG 4103	R	R	I						
			38	GEOG 4553		R							
			39	GEOG 4554		R							
			40	GEOG 4562		R							
			41	GEOG 4564		M	R	M (A*)					
			42	GEOG 4700	R		R						
			43	GEOG 4753		M							
			44	GEOG 4755		M							
			45	GEOG 4757		M							
			46	GEOG 4893		M							
			47	GEOG 4900	R	R	I	R					

			48	GEOG/GEOL 2333	I	I	I	I					
			49	GEOG/GEOL 3333	R	M (A)	M	R					
			50	GEOG/GEOL 4333	M (A)	M (A)	M (A)	M (A)					
								* the stat indicates possible assessment,					

University of West Georgia
Office of Institutional Effectiveness and Assessment

GEOG - 2333 - An Introduction to Research in Earth and Environmental Sciences

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit <u>here</u>.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u> for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * | Fall

Desired Effective Year * | 2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * | College of Mathematics, Computing, and Sciences

School of Field Investigations and Experimental Sciences

Is this a School of Nursing or School of Communication, Film and Media course? *   ( ) Yes   (•) No

Is this a College of Education course? *   ( ) Yes   (•) No

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...and Media course.

Is this an Honors College course? *

☐ Yes
☑ No

Is the addition/change related to core, honors, or XIDS courses? *

☐ Yes
☑ No

Course Information

Course Prefix * `GEOG`   **Course Number** * 2333

Course Title * An Introduction to Research in Earth and Environmental Sciences

Long Course Title An Introduction to Research in Earth and Environmental Sciences

Course Type * `Geography` `Geology`

Catalog Course Description * An introduction to earth and environmental sciences through career preparation and research methods. The course allows the sophomore level student to explore sub-disciplines and takes a comprehensive approach to the research process. This may include the development of a research question, identifying and working with relevant data, applying appropriate methods of analysis, and effectively formulating research findings.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *

☐ Yes   ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? *

○ Yes
⦿ No

If yes, indicate maximum number of credit hours counted toward graduation. * 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites

Concurrent Prerequisites	
Corequisites	
Cross-listing	GEOL 2333
Restrictions	

Is this a General Education course? * ○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * ⦿ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? [1]

Grading * [Undergraduate Standard Letter]

Justification and Assessment

Rationale * 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.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Summarize the research process and describe data collection procedures
2. Apply quantitative and qualitative analytical techniques to examine data
3. Develop a research proposal that identifies a topic, articulates a question, and presents a methodological plan
4. Prepare an online portfolio of research and career-readiness resources
5. Identify a UWG faculty mentor for GEOL/GEOG 3333

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15-25

Will this course have special fees or tuition required?* ☐ Yes ☑ No **If yes, what will the fee be?*** Geology

Fee Justification

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ **icon in the Proposal Toolbox to make your decision.**

Title
An Introduction to Research in Earth and Environmental Sciences

Description
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

An introduction to earth and environmental sciences through career preparation and research methods. The course allows the sophomore level student to explore sub-disciplines and takes a comprehensive approach to the research process. This may include the development of a research question, identifying and working with relevant data, applying appropriate methods of analysis, and effectively formulating research findings.

Schedule
TBD. Two 50-minute lectures per week, or one 100-minute lecture.

Instructors
TBD. This course can be taught by faculty specializing in Geography or Geology or it can be team taught

Outcomes
Having taken this course, students will be able to:
1. Summarize the research process and describe data collection procedures
2. Apply quantitative and qualitative analytical techniques to examine data
3. Develop a research proposal that identifies a topic, articulates a question, and presents a methodological plan
4. Prepare an online portfolio of research and career-readiness resources
5. Identify a UWG faculty mentor for GEOL/GEOG 3333

Criteria
A grading rubric will be provided to students for all Collective, and Proposal criteria. *

Type	Weight	Topic
Assignments	30%	Multiple, short assignments focused on specific professional and research tasks.
Group Project*	20%	Project developed and completed by the class/groups working collectively.
Meet with Faculty Member	10%	Summary of and reflection on student's one-on-one meeting with a faculty member.
Pre-Proposal*	10%	One-page description of a capstone project topic.
Final Proposal*	20%	A proposal of a capstone project.
Proposal Presentation*	10%	Oral presentation of capstone project proposal.

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 3333

GEOG - 3333 - Faculty-Mentored Research in Earth and Environmental Sciences

2025-2026 Undergraduate New Course Request

Introduction

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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College - School/Department* `College of Mathematics, Computing, and Sciences`

`School of Field Investigations and Experimental Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ◯ Yes ⦿ No

Is this a College of Education course?* ◯ Yes ⦿ No

and Media course.

Is this an Honors College course?* ☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* GEOG

Course Number* 3333

Course Title* Faculty-Mentored Research in Earth and Environmental Sciences

Long Course Title Faculty-Mentored Research in Earth and Environmental Sciences

Course Type* Geography Geology

Catalog Course Description* This course is focused on helping students execute a doable research project with the help and guidance of an instructor. The student will largely be engaged in independent work that is developed and checked with the help of the instructor. Research or other work related to a student's independent project. This is a 1-3 hour course repeatable up to six hours.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☑ Yes ☐ No

Lec Hrs* 1-3

Lab Hrs* 0

Credit Hrs* 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites GEOL/GEOG 2333

Concurrent Prerequisites	
Corequisites	
Cross-listing	GEOL 3333
Restrictions	

Is this a General Education course? ⬤*   ◯ Yes   ⬤ No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status *   ⬤ Active-Visible   ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *
- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `2`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale * This will be the second of three scaffolded courses intended 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. 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.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15-25

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* No fees

Fee Justification

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

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Title

Faculty-Mentored Research in Earth and Environmental Sciences

Description

(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

This course is focused on helping students execute a doable research project with the help and guidance of an instructor. The student will largely be engaged in independent work that is developed and checked with the help of the instructor. Research or other work related to a student's independent project. This is a 1-3 hour course repeatable up to six hours.

Prerequisite

GEOG/GEOL 2333 Completed with a C or better

Schedule

Determined by faculty mentor.

Instructor

Any qualified faculty mentor.

Outcomes

Having completed this course, students will be able to

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

Criteria

Assigned work will be determined by the instructor of record.

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%

Grade	Range
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 4333

GEOG - 4333 - Earth and Environmental Sciences Capstone

2025-2026 Undergraduate New Course Request

Introduction

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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College - School/ Department* `College of Mathematics, Computing, and Sciences`

`School of Field Investigations and Experimental Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education course?* ○ Yes ◉ No

Is this an Honors College course? * ☐ Yes   ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes   ☑ No

Course Information

Course Prefix * GEOG

Course Number * 4333

Course Title * Earth and Environmental Sciences Capstone

Long Course Title Earth and Environmental Sciences Capstone

Course Type * Geography Geology

Catalog Course Description * A capstone course intended for Earth and Environmental Sciences seniors. This course focuses on the final stages of the research process and the next steps in pursuing a career within the field. Areas of focus include how to effectively communicate research findings, how to discuss the relevance of these findings in both academic and civil contexts, and how to professionally present and communicate expertise and skills developed while being a student within the Earth and Environmental Sciences program.
This is a writing intensive course (DSW) that will use various review and feedback options to help students hone the written and oral presentation of their research.
Lastly, being a course designed for seniors who will soon be entering the job market, there will also be a discipline-specific focus on career aspirations, how to search for a job, CV preparation, and interview skills.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes   ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ○ Yes ◉ No

If yes, indicate maximum number of credit hours counted toward graduation. * 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites	GEOL/GEOG 3333
Concurrent Prerequisites	
Corequisites	
Cross-listing	GEOL 4333
Restrictions	

Is this a General Education course? *
- ( ) Yes
- (•) No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status *
- (•) Active-Visible
- ( ) Inactive-Hidden

Type of Delivery (Select all that apply) *
- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?
`1`

Grading *
`Undergraduate Standard Letter`

Justification and Assessment

Rationale* This will be the third of three scaffolded courses intended 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. The course will also prepare students for what lies beyond graduation. The capstone course is a culminating course where the research project and portfolio are used to assess many of the program learning outcomes. 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.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Identify and describe their interests, skills, and intellectual expertise and situate these within their academic fields of study

2. Analyze earth and environmental issues through a theoretical and empirical lens.

3. Construct, articulate, and communicate (orally and in writing) arguments about earth and environmental science topics.

4. Articulate, both orally and in writing, the intent, scope, methods, findings, and relevance of a research project they conducted.

5. Produce an academic portfolio that effectively presents the knowledge and skills acquired as an Earth and Environmental Science student through various assignments and projects.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦿ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15-25

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* No fees

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Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Title

Earth and Environmental Sciences Capstone

Description

(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

A capstone course intended for Earth and Environmental Sciences seniors. This course focuses on the final stages of the research process and the next steps in pursuing a career within the field. Areas of focus include how to effectively communicate research findings, how to discuss the relevance of these findings in both academic and civil contexts, and how to professionally present and communicate expertise and skills developed while being a student within the Earth and Environmental Sciences program.

This is a writing intensive course (DSW) that will use various review and feedback options to help students hone the written and oral presentation of their research.

Lastly, being a course designed for seniors who will soon be entering the job market, there will also be a discipline-specific focus on career aspirations, how to search for a job, CV preparation, and interview skills.

Prerequisite

GEOG/GEOL 3333 is required as a prerequisite, or co-requisite

Schedule

TBD. Two 50-minute lectures per week, or one 100-minute lecture.

Instructor

TBD. This course can be taught by faculty specializing in Geography or Geology or it can be team taught

Outcomes

Having completed this course, students will be able to:

1. Identify and describe their interests, skills, and intellectual expertise and situate these within their academic fields of study

2. Analyze earth and environmental issues through a theoretical and empirical lens.

3. Construct, articulate, and communicate (orally and in writing) arguments about earth and environmental science topics.

4. Articulate, both orally and in writing, the intent, scope, methods, findings, and relevance of a research project they conducted.

5. Produce an academic portfolio that effectively presents the knowledge and skills acquired as an Earth and Environmental Science student through various assignments and projects.

Criteria

A grading rubric will be provided to students for the Research Report and Research Presentation.

Type	Weight	Topic
Weekly/Biweekly Assignments	35%	Short assignments focused on communication skills. Topics may include, but are not limited to: -written responses to assigned readings -short presentations -earth and environmental science news coverage -earth and environmental science in popular media
Career Preparation	20%	Resume/Cover Letter
*Portfolio	15%	See description below.
**Research Report	15%	A report detailing the research project and findings. Draft stages and sub-sections of the report will account for part of the overall grade.
**Research Presentation	15%	The delivery of the research presentation.

*Portfolio: Your portfolio should include a 3-7 page paper regarding your independent research project, at least 3 revised papers (over 5 pages in length) from previous classes, 3 short papers from previous classes, and your resume and cover letter. You should also consider including any mapping projects or websites you have constructed.

**Independent research project: You set this up with a mentor last semester. You will have 2 class periods where you will give updates to the class on your research and have a trial run at presenting your research. At the end of the semester, you will present your research to an audience of faculty, your peers, and members of the campus community.

Breakdown

Grade	Range
A	90% - 100%
B	80% - 89.4%

Grade	Range
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

GEOL - 2333 - An Introduction to Research in Earth and Environmental Sciences

2025-2026 Undergraduate New Course Request

Introduction

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `College of Mathematics, Computing, and Sciences`

`School of Field Investigations and Experimental Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ◯ Yes　◉ No

Is this a College of Education course?* ◯ Yes　◉ No

and Media course?

Is this an Honors College course? * ☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Course Information

Course Prefix * [GEOL]

Course Number * 2333

Course Title * An Introduction to Research in Earth and Environmental Sciences

Long Course Title An Introduction to Research in Earth and Environmental Sciences

Course Type * [Geography] [Geology]

Catalog Course Description * An introduction to earth and environmental sciences through career preparation and research methods. The course allows the sophomore level student to explore sub-disciplines and takes a comprehensive approach to the research process. This may include the development of a research question, identifying and working with relevant data, applying appropriate methods of analysis, and effectively formulating research findings.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ○ Yes ● No

If yes, indicate maximum number of credit hours counted toward graduation. * 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

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Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing GEOG 2333

Restrictions

Is this a General Education course? * ◯ Yes   ⊙ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * ⊙ Active-Visible   ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? [1]

Grading * [Undergraduate Standard Letter]

Justification and Assessment

Rationale * 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.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Summarize the research process and describe data collection procedures
2. Apply quantitative and qualitative analytical techniques to examine data
3. Develop a research proposal that identifies a topic, articulates a question, and presents a methodological plan
4. Prepare an online portfolio of research and career-readiness resources
5. Identify a UWG faculty mentor for GEOL/GEOG 3333

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate
            ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment * 15-25

Will this course have special fees or tuition required? * ☐ Yes   ☑ No

If yes, what will the fee be? * Search

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Title
An Introduction to Research in Earth and Environmental Sciences

Description
(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

An introduction to earth and environmental sciences through career preparation and research methods. The course allows the sophomore level student to explore sub-disciplines and takes a comprehensive approach to the research process. This may include the development of a research question, identifying and working with relevant data, applying appropriate methods of analysis, and effectively formulating research findings.

Schedule
TBD. Two 50-minute lectures per week, or one 100-minute lecture.

Instructors
TBD. This course can be taught by faculty specializing in Geography or Geology or it can be team taught

Outcomes
Having taken this course, students will be able to:
1. Summarize the research process and describe data collection procedures
2. Apply quantitative and qualitative analytical techniques to examine data
3. Develop a research proposal that identifies a topic, articulates a question, and presents a methodological plan
4. Prepare an online portfolio of research and career-readiness resources
5. Identify a UWG faculty mentor for GEOL/GEOG 3333

Criteria
A grading rubric will be provided to students for all Collective, and Proposal criteria. *

Type	Weight	Topic
Assignments	30%	Multiple, short assignments focused on specific professional and research tasks.
Group Project*	20%	Project developed and completed by the class/groups working collectively.
Meet with Faculty Member	10%	Summary of and reflection on student's one-on-one meeting with a faculty member.
Pre-Proposal*	10%	One-page description of a capstone project topic.
Final Proposal*	20%	A proposal of a capstone project.
Proposal Presentation*	10%	Oral presentation of capstone project proposal.

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 3333

GEOL - 3333 - Faculty-Mentored Research in Earth and Environmental Sciences

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `College of Mathematics, Computing, and Sciences`

`School of Field Investigations and Experimental Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ⚪ Yes 🔘 No

Is this a College of Education course?* ⚪ Yes 🔘 No

and Media course?

Is this an Honors College course? *	☐ Yes
	☑ No

Is the addition/change related to core, honors, or XIDS courses? *	☐ Yes
	☑ No

Course Information

Course Prefix *   GEOL   **Course Number** * 3333

Course Title * Faculty-Mentored Research in Earth and Environmental Sciences

Long Course Title Faculty-Mentored Research in Earth and Environmental Sciences

Course Type *   Geography   Geology

Catalog Course Description * This course is focused on helping students execute a doable research project with the help and guidance of an instructor. The student will largely be engaged in independent work that is developed and checked with the help of the instructor. Research or other work related to a student's independent project. This is a 1-3 hour course repeatable up to six hours.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☑ Yes   ☐ No

Lec Hrs * 1-3

Lab Hrs * 0

Credit Hrs * 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation? *	⦿ Yes
	○ No

If yes, indicate maximum number of credit hours counted toward graduation. * 6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites GEOL/GEOG 2333   124

Concurrent Prerequisites	
Corequisites	
Cross-listing	GEOG 3333
Restrictions	

Is this a General Education course? ＊ ○ Yes   ● No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status ＊ ● Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) ＊
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `2`

Grading ＊ `Undergraduate Standard Letter`

Justification and Assessment

Rationale ＊ This will be the second of three scaffolded courses intended 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. 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.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 📑 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   15-25

Will this course have special fees or tuition required?*   ☐ Yes   **If yes, what will the fee be?***   No fee
☑ No

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Title

Faculty-Mentored Research in Earth and Environmental Sciences

Description

(1.0 - 3.0 Lecture Hours 0 Lab Hours 1.0 - 3.0 Credit Hours)

This course is focused on helping students execute a doable research project with the help and guidance of an instructor. The student will largely be engaged in independent work that is developed and checked with the help of the instructor. Research or other work related to a student's independent project. This is a 1-3 hour course repeatable up to six hours.

Prerequisite

GEOG/GEOL 2333 Completed with a C or better

Schedule

Determined by faculty mentor.

Instructor

Any qualified faculty mentor.

Outcomes

Having completed this course, students will be able to

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

Criteria

Assigned work will be determined by the instructor of record.

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%

Grade	Range
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 4333

GEOL - 4333 - Earth and Environmental Sciences Capstone

2025-2026 Undergraduate New Course Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*
`College of Mathematics, Computing, and Sciences`
`School of Field Investigations and Experimental Sciences`

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education course?* ○ Yes ◉ No

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Is this an Honors College course?* ☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* GEOL

Course Number* 4333

Course Title* Earth and Environmental Sciences Capstone

Long Course Title Earth and Environmental Sciences Capstone

Course Type* Geography | Geology

Catalog Course Description* A capstone course intended for Earth and Environmental Sciences seniors. This course focuses on the final stages of the research process and the next steps in pursuing a career within the field. Areas of focus include how to effectively communicate research findings, how to discuss the relevance of these findings in both academic and civil contexts, and how to professionally present and communicate expertise and skills developed while being a student within the Earth and Environmental Sciences program.
This is a writing intensive course (DSW) that will use various review and feedback options to help students hone the written and oral presentation of their research.
Lastly, being a course designed for seniors who will soon be entering the job market, there will also be a discipline-specific focus on career aspirations, how to search for a job, CV preparation, and interview skills.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ● No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

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For definitions of prerequiste, concurrent prerequiste, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites	GEOL/GEOG 3333
Concurrent Prerequisites	
Corequisites	
Cross-listing	GEOG 4333
Restrictions	

Is this a General Education course?* ○ Yes ◉ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ◉ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This will be the third of three scaffolded courses intended 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. The course will also prepare students for what lies beyond graduation. The capstone course is a culminating course where the research project and portfolio are used to assess many of the program learning outcomes. 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.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Identify and describe their interests, skills, and intellectual expertise and situate these within their academic fields of study

2. Analyze earth and environmental issues through a theoretical and empirical lens.

3. Construct, articulate, and communicate (orally and in writing) arguments about earth and environmental science topics.

4. Articulate, both orally and in writing, the intent, scope, methods, findings, and relevance of a research project they conducted.

5. Produce an academic portfolio that effectively presents the knowledge and skills acquired as an Earth and Environmental Science student through various assignments and projects.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊕ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15-25

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* No fees

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Title

Earth and Environmental Sciences Capstone

Description

(2 Lecture Hours 0 Lab Hours 2 Credit Hours)

A capstone course intended for Earth and Environmental Sciences seniors. This course focuses on the final stages of the research process and the next steps in pursuing a career within the field. Areas of focus include how to effectively communicate research findings, how to discuss the relevance of these findings in both academic and civil contexts, and how to professionally present and communicate expertise and skills developed while being a student within the Earth and Environmental Sciences program.

This is a writing intensive course (DSW) that will use various review and feedback options to help students hone the written and oral presentation of their research.

Lastly, being a course designed for seniors who will soon be entering the job market, there will also be a discipline-specific focus on career aspirations, how to search for a job, CV preparation, and interview skills.

Prerequisite

GEOG/GEOL 3333 is required as a prerequisite, or co-requisite

Schedule

TBD. Two 50-minute lectures per week, or one 100-minute lecture.

Instructor

TBD. This course can be taught by faculty specializing in Geography or Geology or it can be team taught

Outcomes

Having completed this course, students will be able to:

1. Identify and describe their interests, skills, and intellectual expertise and situate these within their academic fields of study

2. Analyze earth and environmental issues through a theoretical and empirical lens.

3. Construct, articulate, and communicate (orally and in writing) arguments about earth and environmental science topics.

4. Articulate, both orally and in writing, the intent, scope, methods, findings, and relevance of a research project they conducted.

5. Produce an academic portfolio that effectively presents the knowledge and skills acquired as an Earth and Environmental Science student through various assignments and projects.

Criteria

A grading rubric will be provided to students for the Research Report and Research Presentation.

Type	Weight	Topic
Weekly/Biweekly Assignments	35%	Short assignments focused on communication skills. Topics may include, but are not limited to: -written responses to assigned readings -short presentations -earth and environmental science news coverage -earth and environmental science in popular media
Career Preparation	20%	Resume/Cover Letter
*Portfolio	15%	See description below.
**Research Report	15%	A report detailing the research project and findings. Draft stages and sub-sections of the report will account for part of the overall grade.
**Research Presentation	15%	The delivery of the research presentation.

*Portfolio: Your portfolio should include a 3-7 page paper regarding your independent research project, at least 3 revised papers (over 5 pages in length) from previous classes, 3 short papers from previous classes, and your resume and cover letter. You should also consider including any mapping projects or websites you have constructed.

**Independent research project: You set this up with a mentor last semester. You will have 2 class periods where you will give updates to the class on your research and have a trial run at presenting your research. At the end of the semester, you will present your research to an audience of faculty, your peers, and members of the campus community.

Breakdown

Grade	Range
A	90% - 100%
B	80% - 89.4%

Grade	Range
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Nursing, Pre-licensure Track, Carrollton, BSN

2025-2026 Undergraduate Revise Program Request

Introduction

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**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply) *
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☑ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being underlined rejected and a new proposal will be required.

Please refer to this document for additional information: **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*

Tanner Health System School of Nursing

Is this a School of Nursing or School of Communication, Film and Media course?* ● Yes ○ No

Is this a College of Education Program?* ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ● No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ● Program
○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Nursing, Pre-licensure Track, Carrollton, BSN

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Program ID - DO NOT EDIT*   4599

Program Code - DO NOT EDIT

Program Type*

   Bachelor

Degree Type*

   Bachelor of Science in Nursing

Program Description*   The BSN Program pre-licensure track requires 123 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location*

   Carrollton

Curriculum Information

Prospective Curriculum*

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area T to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I
[Right] (and)

BIOL 1108 Principles of Biology II
[Right] with labs

[After] (or)

CHEM 1151 Survey of Chemistry I
[Right] (and)

CHEM 1152 Survey of Chemistry II
[Right] with labs

[After] (or)

CHEM 1211 Principles of Chemistry I
[Right] (and)

CHEM 1212 Principles of Chemistry II
[Right] with labs

[After] (or)

PHYS 1111 Introductory Physics I
[Right] (and)

PHYS 1112 Introductory Physics II
[Right] with labs

MATH 1401 Elementary Statistics

Field of Study, which includes: 15 Hours

BIOL 2251 Anatomy and Physiology I
BIOL 2251L Anatomy and Physiology I Laboratory

[Right] (and)

BIOL 2252 Anatomy and Physiology II
BIOL 2252L Anatomy and Physiology II
Laboratory
[Right] (and)

BIOL 2260 Foundations of Microbiology
BIOL 2260L Foundations of Microbiology
Laboratory
[Right] (and)

[Left]   **

PSYC 1030 Personal Relationships
[After] (or)

[Left]   **

PSYC 1101 Introduction to General Psychology
[After] (or)

[Right] (eCore)

[Left]   **

SOCI 1101 Introductory Sociology
[Right] (eCore)

[After] (or)

[Left]   **

SOCI 1160 Introduction to Social Problems
[After] **Student may not use the same PSYC or SOCI
course to fulfill both Core IMPACTS Area S and
Field of Study requirements.

Pre-licensure BSN Track

In addition to the Core IMPACTS requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (66 semester hours):

Carrollton BSN Program Pre-Licensure Track

Six semesters - 66 credit hours -Summer Start

First Semester

(Summer - 6 semester hours)

NURS 3203 Medication Mathematics

NURS 3110 Intro to Professional Nursing Concepts

NURS 3310 Foundational Nursing Skills and Health Assessment

Second Semester

(Fall 1 - 12 semester hours)

NURS 3204 Fundamentals in Pathophysiology and Pharmacology

NURS 3212 Fundamental Health Care of the Client Concepts

NURS 3401 Fundamentals in Clinical Practice

Third Semester

(Spring 1- 15 semester hours)

NURS 3205 Pathophysiology and Pharmacology for Medical Surgical Concepts I

NURS 3402 Medical Surgical Clinical practice I

NURS 3312 Medical Surgical Concepts I

NURS 3307 Nursing Research & Evidence based Practice

Fourth Semester

(Summer 2- 6 semester hours)

NURS 4203 Concepts for Mental Health Nursing

NURS 4204 Concepts for Pediatric Nursing

NURS 4205 Concepts for Maternal Nursing

Fifth Semester

(Fall 2 - 14 semester hours)

NURS 3206 Pathophysiology & Pharmacology for Medical Surgical Concepts II

NURS 4312 Medical Surgical Concepts II

NURS 4401 Medical Surgical Clinical Specialty

NURS 4601 Transition to Nursing Practice I

Sixth Semester

(Spring 2 - 13 semester hours)

NURS 4110 Professional nursing Concepts Capstone

NURS 4400 Concepts for Community Public and Population Health

NURS 4402 Clinical Practice Immersion

NURS 4602 Transition to Nursing Practice II

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED.
Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* 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.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.

2. Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.

3. Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.

4. Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.

5. Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.

6. Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.

7. Recognize the impact of cost, systems, policy, and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.

8. Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.

9. Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.

10. Exemplify a commitment to personal and professional development, leadership, health, and well-being.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Check all that apply to this program*	☑ This change affects 25-49% of the program's curriculum content.
	☐ This change affects 25-49% of the program's length/credit hours.
	☑ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☐ This change affects 50% or more of the program's curriculum content.
	☐ This change affects 50% or more of the program's length/credit hours.
	☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☐ None of these apply

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

SACSCOC Comments 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.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Carrollton: Summer Admission

Summer 1 June/July 6 Hours	Fall 1 12 Hours	Spring 1 15 Hours
NURS 3310 Foundational Nursing Skills and Health Assessment (2-2-3) NURS 3110 Intro to Professional Nursing Concepts (2-0-2) NURS 3203 Medication Mathematics (1-0-1)	NURS 3204 Fundamentals in Pathophysiology and Pharmacology (2-0-2) NURS 3212 Fundamental Health Care of the Client Concepts (4-0-4) NURS 3401 Fundamentals in Clinical practice (0-12-6)	NURS 3205 Pathophysiology and Pharmacology for medical Surgical Concepts I (2-0-2) NURS 3312 Medical Surgical Concepts I (4-0-4) NURS 3402 Medical Surgical Clinical Practice I (0-12-6) NURS 3307 Nursing Research & EBP (3-0-3)
Summer 2 June/July 6 Hours	Fall 2 14 Hours	Spring 2 13 Hours
NURS 4205 Concepts for Maternal Nursing (2-0-2) NURS 4204 Concepts for Pediatric Nursing (2-0-2) NURS 4203 Concepts for Mental Health Nursing (2-0-2)	NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II (2-0-2) NURS 4312 Medical Surgical Concepts II (4-0-4) NURS 4401 Med Surg Clinical Specialty (0-12-6) NURS 4601 Transition to Nursing Practice I (2-0-2)	NURS 4400 Concepts for Community, Public and Population Health (2-2-3) * NURS 4402 Clinical Practice Immersion (0-12-6) NURS 4110 Prof Nursing Concepts Capstone (2-0-2) NURS 4602 Transition to Nursing Practice II) (2-0-2)

Semester	Revised Program	Current Program	Notes
Summer 1			
	NURS 3203 Medication Mathematics (1-0-1)	3210 Medication Mathematics (1-0-1)	NURS 3101 Nursing professional Concepts was reduced from 3 to 2 hours.
	NURS 3110 Intro to Professional Nursing Concepts (2-0-2)	NURS 3101 Prof Nsg Concepts 1 (3-0-3)	
	NURS 3310 Foundational Nursing Skills and Health Assessment (2-2-3)	NURS 3000 Holistic Hlth Assessment (2-2-3) NURS	
Total credits	6	7	
Fall 1			
	NURS 3204 Fundamentals in Pathophysiology and Pharmacology (2-0-2)	NURS 2101 Patho/Pharm 1 (3-0-3)	NURS 2101 and 3100 were reduced from 3 hours to 2 hours. The 2 hours gained were used to create another pathophysiology course to distribute the content evenly.
	NURS 3212 Fundamental Health Care of the Client Concepts (4-0-4)	NURS 3201 Health Care of Client 1 (4-0-4)	
	NURS 3401 Fundamentals in Clinical Practice (0-12-6)	NURS 3301 Clinical Practice 1 (0-12-6)	
Total credits	12	13	NURS 2101 used to be assigned in the Field of Study section in the Core; however, this is a nursing course taught in the second semester of the program. The revised course NURS 3204 will count in the program hours.
Spring 1			
	NURS 3205 Pathophysiology and Pharmacology for medical Surgical Concepts I (2-0-2)	NURS 3100 Patho/Pharm 2 (3-0-3)	EBP was moved from Summer 2 to Spring 1. New course
	NURS 3312 Medical Surgical Concepts I (4-0-4)	NURS 3202 Health Care of Client 2 (4-0-4)	NURS 3202 and 3302 has no changes to credit hours; however, course outcomes and assignments were updated in the newly revised courses.
	NURS 3402 Medical Surgical Clinical Practice I (0-12-6)	NURS 3302 Clinical Practice 2 (0-12-6)	
	NURS 3307 Nursing Research & EBP (3-0-3)	*NURS 3200 Student Success Seminar (1-0-1)	

Total credits	15	13	Student success seminar discarded.
Summer 2			
	NURS 4205 Concepts for Maternal Nursing (2-0-2)	NURS 3102 Prof Nsg Concepts 2 (2-0-2)	Content from NURS 3102 were distributed to the new NURS 3110 and 4110 courses reducing the professional nursing concepts courses from 3 to 2 and from a total of 8 to 4 credit hours. The four credit hours were used to create the new specialty courses NURS 4203 and NURS 4204
	NURS 4204 Concepts for Pediatric Nursing (2-0-2)	NURS 3400 Nsg Research & EBP (3-0-3)	
	NURS 4203 Concepts for Mental Health Nursing (2-0-2)	**NURS 3300 Student Success Seminar (1-0-1)	
Total credits	6	5	
Fall 2			
	NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II (2-0-2)	NURS 4103 Prof Concepts Capstone (3-0-3)	NURS 4103 was shifted to the final semester. NURS 4201 becomes NURS 4312 with updated course outcomes. NURS 4300 and 4301 were combined into one practicum course of 6 hours, gaining 2 hours here. The 2 hours were used to create a new 2-hour transition to practice course. The credit hours for NURS 4100 does not count towards graduation hours and was discarded entirely
	NURS 4312 Medical Surgical Concepts II (4-0-4)	NURS 4201 Health Care of Client 3 (4-0-4)	
	NURS 4401 Med Surg Clinical Specialty (0-12-6)	NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice 3 (0-10-5)	
	NURS 4601 Transition to Nursing Practice I (2-0-2)		
		***NURS 4100 Student Success Seminar (1-0-1)	
Total credits	14	15	
Spring 2			
	NURS 4400 Concepts for Community, Public and Population Health (2-2-3)	NURS 4202 Health Care of Client 4 (3-0-3)	In this semester we took away NURS 4202 and used the credit hours to create a new course NURS 4400 to address AACN Domain 3:
	NURS 4402 Clinical Practice Immersion (0-12-6)	NURS 4302 Clinical Practice 4 (0-16-8)	

			Population health. NURS 4302 was reduced from 8 to 6 hours. The NCLEX Prep course was converted to a transition to practice course with new outcomes. The Capstone course was shifted from Fall 2 to the final semester to align with the transition to practice course.
	NURS 4110 Prof Nursing Concepts Capstone (2-0-2)	**Was previously in Fall 2**	
	NURS 4602 Transition to Nursing Practice II) (2-0-2)	NURS 4000 NCLEX Preparation (2-0-2)	
Total credits	13	13	
Overall Program Credits	66	66	There was no change in the total number of required hours for program completion.

Overall Summary

The BSN curriculum committee redistributed content and revised course numbers and titles for the BSN program. We gained 4 credit hours by combining 3 professional nursing concept courses [NURS 3101 Prof Nsg Concepts 1(3-0-3), NURS 3102 Prof Nsg Concepts 2 (2-0-2), NURS 4103 Prof Concepts Capstone (3-0-3)] and redistributing content from these 3 courses to 2 courses [NURS 3110 Intro to Professional Nursing Concepts (2-0-2), NURS 4110 Prof Nursing Concepts Capstone (2-0-2)].

We gained another 6 credit hours by deleting one Health care of the client course [NURS 4202 Health Care of Client 4 (3-0-3)] and NURS 4300 Clinical Specialty Pract (0-6-3), 2 hours from reducing NURS 4302 Clinical Practice 4 (0-16-8) from 8 to 6 hour, and 2 hours by reducing the hours for NURS 2101 Patho/Pharm 1 (3-0-3) and NURS 3100 Patho/Pharm 2 (3-0-3) from 3 hours to 2 hour each. Out of the 14 hours gained from redistributing content across courses, 13 hours were used to create six new courses:

NURS 4400 Concepts for Community, Public and Population Health (2-2-3)
NURS 4203 Concepts for Mental Health Nursing (2-0-2)
NURS 4204 Concepts for Pediatric Nursing (2-0-2)
NURS 4205 Concepts for Maternal Nursing (2-0-2)
NURS 4601 Transition to Nursing Practice I (2-0-2)
NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II (2-0-2)

The remaining 1-credit hour was added to NURS 4301 Clinical Practice 3 (0-10-5) which was revised with a new course number and title [NURS 4401 Med Surg Clinical Specialty (0-12-6)]

The credit hours (66 hours) required to complete the program was unchanged. We are submitting all the revised courses with the new course numbers, titles, and outcomes as new courses because we have to teach out the old plan of study and will delete the old courses once the last cohort graduates in December 2026. The BSN program has always been 66 hours but for some reason, the 3 -hour NURS 2101 course credit hours was counted in the Core under Field of Study section; however, this is a nursing course taught in the second semester of the program. In the revised curriculum, the revised course NURS 3204 will count in the program hours. This will mean that students will take 57 hours instead of 60 hours in core and 66 hours in the program for a total of 123 hours.

We plan to begin the revised curriculum in Fall 2025; however, we have two program sites. The Carrollton site will have Summer admission while Newnan will have a Fall admission. Therefore, we are in the clear for Newnan but would allow students admitted in Summer 2025 into the Carrollton program to take the courses on the old curriculum and apply for substations for those courses to replace the courses in the revised curriculum.

<Bachelor of Science in Nursing> (<>)
<Nursing>
<Carrollton>

*Student Learning Outcome	*Strategic Plan Connection	*Measure/Method	*Success Criterion	AY2025
Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	Relevance Goal 1: Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis. Relevance Goal 3: Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences	1. NURS 4312 Course: Course exam average. 2. NURS 4601: Fundamentals Benchmark Exam	1. 90% of students will earn a course exam average grade of 75% or higher. 2. 75% of students will meet the normalized score for the fundamental	

| Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings. | Placemaking Goal 1: Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis. Relevance: Goal 2-Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete | 1. 4402: Clinical Evaluation Tool

2. Exit Survey: Career readiness for practice question | 1. 100% of students will earn a satisfactory grade in caring and holism on the clinical evluation tool.

2. 80% of students will strongly agree | |

Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.	Relevance Goal 3: Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	NURS 4400: Service Learning Project Evaluation	100% of BSN students will participate in a service-learning project with 80% of students earning a 75% grade or higher.
Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	Relevance: Goal 5-Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.	NURS 3307: EBP poroject paper	85% of students will score 75% or higher on the EBP project assignment.

Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	Relevanc Goal 2: Goal 2 Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.	NURS 4400: Service Learning Project Evaluation	100% of BSN students will participate in a service-learning project with 80% of students earning a 75% grade or higher.	
Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	Relevance - Goal 2 Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.	NURS 4400: Service Learning Project Evaluation	100% of BSN students will participate in a service-learning project with 80% of students earning a 75% grade or higher.	

Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	Relevance - Goal 3 Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	NURS 4110: Nursing Quality Improvement/Indicators Assignments	80% of students will earn a 75% or higher on NQI assignment/project.	
Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	Relevance - Goal 1 Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis.	1. NURS 4401: Simulation Evaluation Tool	90% of students will earn a stisfactory grade on the Informatics and communication section of the Simulation Evaluation Tool. 2. 90% of students will score 75%	

Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	Competitiveness: Goal 1 Elevate institutional visibility and reputation by promoting the successes and contributions of students, faculty, staff, and alumni. Placemaking - Goal 1: Strengthen the sense of belonging and connectedness at UWG by intentionally nurturing relationships and bonds among students, faculty, staff, alumni, and communities.	NURS 3307 : Evidenced-Based Practice Poster	100% of students will earn a 75% r higher grade on the EBP poster assignment.

Exemplify a commitment to personal and professional development, leadership, health, and well-being.	Relevance Goal 5: Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.	NURS 4602: Professional and practice philosophy, goals, and development plan assignment	100% of students will submit a professioal development plan and score 75% or higher on this assikgnment.	
		Exit Survey: Student response to survey question about graduate education.	Exit survey: 50% of BSN grduate ...	

Please complete the first four columns.

AY2026	AY2027	Interpretation & Use of Results	Improvement Plan

164

			165

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Nursing	COURSE
PROGRAM:	Prelicensure BSNCarrollton	

		1
		2
		3
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills,		4
		5
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REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen		8
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MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and		13
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**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come		20
		21
		22

S	PL-SLO 1 Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	PL-SLO 2 Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	PL-SLO 3 Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.
NURS 3310	I	I	
NURS 3110	I	I	I
NURS 3203	I	I	I
NURS 3204	R	I	
NURS 3212	R	R	
NURS 3401	R	R,A	R
NURS 3205	R	R	
NURS 3312	R	R	R
NURS 3402	R	R,A	
NURS 3307	R		
NURS 4205	R	R	R
NURS 4204	R	R	R
NURS 4203	R	R	R
NURS 3206	R	R	
NURS 4312	M,A	M	R
NURS 4401	M	M,A	
NURS 4601	M,A	M	
NURS 4400	M	M	M, A
NURS 4402	M, A	M,A	
NURS 4110	M	M	
NURS 4602	M,A	M	M

PL-SLO 4	PL-SLO 5	PL-SLO 6
Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	**Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.**	**Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.**
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I	I	I,A
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M	M	M

PL-SLO 7	PL-SLO 8	PL-SLO 9
Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.
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PL-SLO 10
Exemplify a commitment to personal and professional development, leadership, health, and well-being.
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Nursing, Pre-Licensure Track, Newnan, BSN

2025-2026 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☑ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department *

Tanner Health System School of Nursing

Is this a School of Nursing or School of Communication, Film and Media course? * ⦿ Yes ◯ No

Is this a College of Education Program? * ◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses * ☐ Yes ☑ No

Is this an Accelerated Bachelors to Masters program related proposal? * ◯ Yes ⦿ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below. * ⦿ Yes ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program * ⦿ Program
◯ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name * Nursing, Pre-Licensure Track, Newnan, BSN

Program ID - DO NOT EDIT *   4610

Program Code - DO NOT EDIT

Program Type *   [Bachelor]

Degree Type *   [Bachelor of Science in Nursing]

Program Description *   The BSN Program pre-licensure track requires 123 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status *   ◉ Active-Visible   ○ Inactive-Hidden

Program Location *   [Newnan]

Curriculum Information

Prospective Curriculum*

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area T to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I
[After] (and)

BIOL 1108 Principles of Biology II
[Right] with labs

[After] (or)

CHEM 1151 Survey of Chemistry I
[After] (and)

CHEM 1152 Survey of Chemistry II
[Right] with labs

[After] (or)

CHEM 1211 Principles of Chemistry I
[After] (and)

CHEM 1212 Principles of Chemistry II
[Right] with labs

[After] (or)

PHYS 1111 Introductory Physics I
[After] (and)

PHYS 1112 Introductory Physics II
[Right] with labs

MATH 1401 Elementary Statistics

Field of Study, which includes: 15 Hours

BIOL 2251 Anatomy and Physiology I
BIOL 2251L Anatomy and Physiology I Laboratory

[Right] (and)

BIOL 2252 Anatomy and Physiology II
BIOL 2252L Anatomy and Physiology II
Laboratory
[Right] (and)

BIOL 2260 Foundations of Microbiology
BIOL 2260L Foundations of Microbiology
Laboratory
[Right] (and)

[Left]   **

PSYC 1030 Personal Relationships
[After] (or)

[Left]   **

PSYC 1101 Introduction to General Psychology
[Right] (eCore)

[Right] (or)

[Left]   **

SOCI 1101 Introductory Sociology
[Right] (eCore)

[Right] (or)

[Left]   **

SOCI 1160 Introduction to Social Problems
[After] ** Students may not use the same PSYC or
         SOCI course to fulfill both Core IMPACTS Area S
         and Field of Study requirements.

Pre-Licensure Track

In addition to the Core IMPACTS requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (66 semester hours):

Newnan BSN Program Pre-Licensure Track (8 Semesters) Summer 2021

7 Semesters - 66 Credit Hours Fall Admission

First Semester

(Fall 1 - 6 semester hours)

NURS 3310 Foundational Nursing Skills and Health Assessment

NURS 3110 Introduction to Professional Nursing Concepts

NURS 3203 Medication Mathematics

Second Semester

(Spring l - 12 semester hours)

NURS 3204 Fundamentals in Pathophysiology and Pharmacology

NURS 3212 Fundamental Health Care of the Client Concepts

NURS 3401 Fundamentals in Clinical Practice

Third Semester

(Summer 1 - 6 semester hours)

NURS 4203 Concepts for Mental Health Nursing

NURS 4204 Concepts for Pediatric Nursing

NURS 4205 Concepts for Maternal Nursing

Fourth Semester

(Fall 2 - 12 semester hours)

NURS 3205 Pathophysiology & Pharmacology for Medical-Surgical Concepts I

NURS 3312 Concepts for Medical Surgical Nursing I

NURS 3402 Medical Surgical Clinical practice I

Fifth Semester

(Spring 2 - 14 semester hours)

NURS 3206 Pathophysiology & Pharmacology for Medical Surgical Concepts II

NURS 4312 Concepts for Medical Surgical Nursing II

NURS 4401 Medical Surgical Clinical Specialty

NURS 4601 Transition to Nursing Practice I

Sixth Semester

(Summer 2 - 5 semester hours)

NURS 3307 Nursing Research & Evidence Based Practice

NURS 4110 Professional nursing Concepts Capstone

Seventh Semester

(Fall 3 - 11 semester hours)

NURS 4400 Concepts for Community Public and Population Health

NURS 4402 Clinical Practice Immersion

NURS 4602 Transition to Nursing Practice II

PROGRAM CURRICULUM

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the 🔽 icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

> **Justification and Assessment**

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.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.
2. Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.
3. Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.
4. Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.
5. Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.
6. Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.
7. Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.
8. Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.
9. Create a nursing identity through the integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.
10. Exemplify a commitment to personal and professional development, leadership, health, and well-being.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.

Check all that apply to this program*

- ☑ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☑ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ None of these apply

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

SACSCOC Comments 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.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*	☑ I have attached the Program Map/Sheet.
	☐ N/A - I am not making changes to the program curriculum.
Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the

Proposal Toolbox to make your decision.

Newnan: Fall Admission

	Fall 1 6 Hours	Spring 1 12 Hours
	NURS 3310 Foundational Nursing Skills and Health Assessment (2-2-3) NURS 3110 Intro to Professional Nursing Concepts (2-0-2) NURS 3203 Medication Mathematics (1-0-1)	NURS 3204 Fundamentals in Pathophysiology and Pharmacology (2-0-2) NURS 3212 Fundamental Health Care of the Client Concepts (4-0-4) NURS 3401 Fundamentals in Clinical practice (0-12-6)
Summer 1 June/July **6 Hours**	**Fall 2** **12 Hours**	**Spring 2** **14 Hours**
NURS 4205 Concepts for Maternal Nursing (2-0-2) NURS 4204 Concepts for Pediatric Nursing (2-0-2) NURS 4203 Concepts for Mental Health Nursing (2-0-2)	NURS 3205 Pathophysiology and Pharmacology for medical Surgical Concepts I (2-0-2) NURS 3312 Medical Surgical Concepts I (4-0-4) NURS 3402 Medical Surgical Clinical Practice I (0-12-6)	NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II (2-0-2) NURS 4312 Medical Surgical Concepts II (4-0-4) NURS 4401 Med Surg Clinical Specialty (0-12-6) NURS 4601 Transition to Nursing Practice I (2-0-2)
Summer 2 **5 hours**	**Fall 3** **11 hours**	
NURS 3307 Nursing Research & EBP (3-0-3) NURS 4110 Prof Nursing Concepts Capstone [leadership] (2-0-2)	NURS 4400 Concepts for Community, Public and Population Health (2-2-3) * NURS 4402 Clinical Practice Immersion (0-12-6) NURS 4602 Transition to Nursing Practice II (2-0-2)	

Semester	Revised Program	Current Program	Notes
Summer 1			
	NURS 3203 Medication Mathematics (1-0-1)	3210 Medication Mathematics (1-0-1)	NURS 3101 Nursing professional Concepts was reduced from 3 to 2 hours.
	NURS 3110 Intro to Professional Nursing Concepts (2-0-2)	NURS 3101 Prof Nsg Concepts 1 (3-0-3)	
	NURS 3310 Foundational Nursing Skills and Health Assessment (2-2-3)	NURS 3000 Holistic Hlth Assessment (2-2-3) NURS	
Total credits	6	7	
Fall 1			
	NURS 3204 Fundamentals in Pathophysiology and Pharmacology (2-0-2)	NURS 2101 Patho/Pharm 1 (3-0-3)	NURS 2101 and 3100 were reduced from 3 hours to 2 hours. The 2 hours gained were used to create another pathophysiology course to distribute the content evenly.
	NURS 3212 Fundamental Health Care of the Client Concepts (4-0-4)	NURS 3201 Health Care of Client 1 (4-0-4)	
	NURS 3401 Fundamentals in Clinical Practice (0-12-6)	NURS 3301 Clinical Practice 1 (0-12-6)	
Total credits	12	13	NURS 2101 used to be assigned in the Field of Study section in the Core; however, this is a nursing course taught in the second semester of the program. The revised course NURS 3204 will count in the program hours.
Spring 1			
	NURS 3205 Pathophysiology and Pharmacology for medical Surgical Concepts I (2-0-2)	NURS 3100 Patho/Pharm 2 (3-0-3)	EBP was moved from Summer 2 to Spring 1. New course
	NURS 3312 Medical Surgical Concepts I (4-0-4)	NURS 3202 Health Care of Client 2 (4-0-4)	NURS 3202 and 3302 has no changes to credit hours; however, course outcomes and assignments were updated in the newly revised courses.
	NURS 3402 Medical Surgical Clinical Practice I (0-12-6)	NURS 3302 Clinical Practice 2 (0-12-6)	
	NURS 3307 Nursing Research & EBP (3-0-3)	*NURS 3200 Student Success Seminar (1-0-1)	

Total credits	15	13	Student success seminar discarded.
Summer 2			
	NURS 4205 Concepts for Maternal Nursing (2-0-2)	NURS 3102 Prof Nsg Concepts 2 (2-0-2)	Content from NURS 3102 were distributed to the new NURS 3110 and 4110 courses reducing the professional nursing concepts courses from 3 to 2 and from a total of 8 to 4 credit hours. The four credit hours were used to create the new specialty courses NURS 4203 and NURS 4204
	NURS 4204 Concepts for Pediatric Nursing (2-0-2)	NURS 3400 Nsg Research & EBP (3-0-3)	
	NURS 4203 Concepts for Mental Health Nursing (2-0-2)	**NURS 3300 Student Success Seminar (1-0-1)	
Total credits	6	5	
Fall 2			
	NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II (2-0-2)	NURS 4103 Prof Concepts Capstone (3-0-3)	NURS 4103 was shifted to the final semester. NURS 4201 becomes NURS 4312 with updated course outcomes.
	NURS 4312 Medical Surgical Concepts II (4-0-4)	NURS 4201 Health Care of Client 3 (4-0-4)	NURS 4300 and 4301 were combined into one practicum course of 6 hours, gaining 2 hours here.
	NURS 4401 Med Surg Clinical Specialty (0-12-6)	NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice 3 (0-10-5)	
	NURS 4601 Transition to Nursing Practice I (2-0-2)		The 2 hours were used to create a new 2-hour transition to practice course.
		***NURS 4100 Student Success Seminar (1-0-1)	The credit hours for NURS 4100 does not count towards graduation hours and was discarded entirely
Total credits	14	15	
Spring 2			
	NURS 4400 Concepts for Community, Public and Population Health (2-2-3)	NURS 4202 Health Care of Client 4 (3-0-3)	In this semester we took away NURS 4202 and used the credit hours to create a new course NURS 4400 to address AACN Domain 3:
	NURS 4402 Clinical Practice Immersion (0-12-6)	NURS 4302 Clinical Practice 4 (0-16-8)	

			Population health. NURS 4302 was reduced from 8 to 6 hours. The NCLEX Prep course was converted to a transition to practice course with new outcomes. The Capstone course was shifted from Fall 2 to the final semester to align with the transition to practice course.
	NURS 4110 Prof Nursing Concepts Capstone (2-0-2)	**Was previously in Fall 2**	
	NURS 4602 Transition to Nursing Practice II) (2-0-2)	NURS 4000 NCLEX Preparation (2-0-2)	
Total credits	13	13	
Overall Program Credits	66	66	There was no change in the total number of required hours for program completion.

Overall Summary

The BSN curriculum committee redistributed content and revised course numbers and titles for the BSN program. We gained 4 credit hours by combining 3 professional nursing concept courses [NURS 3101 Prof Nsg Concepts 1(3-0-3), NURS 3102 Prof Nsg Concepts 2 (2-0-2), NURS 4103 Prof Concepts Capstone (3-0-3)] and redistributing content from these 3 courses to 2 courses [NURS 3110 Intro to Professional Nursing Concepts (2-0-2), NURS 4110 Prof Nursing Concepts Capstone (2-0-2)].

We gained another 6 credit hours by deleting one Health care of the client course [NURS 4202 Health Care of Client 4 (3-0-3)] and NURS 4300 Clinical Specialty Pract (0-6-3), 2 hours from reducing NURS 4302 Clinical Practice 4 (0-16-8) from 8 to 6 hour, and 2 hours by reducing the hours for NURS 2101 Patho/Pharm 1 (3-0-3) and NURS 3100 Patho/Pharm 2 (3-0-3) from 3 hours to 2 hour each. Out of the 14 hours gained from redistributing content across courses, 13 hours were used to create six new courses:

NURS 4400 Concepts for Community, Public and Population Health (2-2-3)
NURS 4203 Concepts for Mental Health Nursing (2-0-2)
NURS 4204 Concepts for Pediatric Nursing (2-0-2)
NURS 4205 Concepts for Maternal Nursing (2-0-2)
NURS 4601 Transition to Nursing Practice I (2-0-2)
NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II (2-0-2)

The remaining 1-credit hour was added to NURS 4301 Clinical Practice 3 (0-10-5) which was revised with a new course number and title [NURS 4401 Med Surg Clinical Specialty (0-12-6)]

The credit hours (66 hours) required to complete the program was unchanged. We are submitting all the revised courses with the new course numbers, titles, and outcomes as new courses because we have to teach out the old plan of study and will delete the old courses once the last cohort graduates in December 2026. The BSN program has always been 66 hours but for some reason, the 3 -hour NURS 2101 course credit hours was counted in the Core under Field of Study section; however, this is a nursing course taught in the second semester of the program. In the revised curriculum, the revised course NURS 3204 will count in the program hours. This will mean that students will take 57 hours instead of 60 hours in core and 66 hours in the program for a total of 123 hours.

We plan to begin the revised curriculum in Fall 2025; however, we have two program sites. The Carrollton site will have Summer admission while Newnan will have a Fall admission. Therefore, we are in the clear for Newnan but would allow students admitted in Summer 2025 into the Carrollton program to take the courses on the old curriculum and apply for substations for those courses to replace the courses in the revised curriculum.

<Bachelor of Science in Nursing> (<>)
<Nursing>
<Carrollton>

*Student Learning Outcome	*Strategic Plan Connection	*Measure/Method	*Success Criterion	AY2025
Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	Relevance Goal 1: Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis. Relevance Goal 3: Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences	1. NURS 4312 Course: Course exam average. 2. NURS 4601: Fundamentals Benchmark Exam	1. 90% of students will earn a course exam average grade of 75% or higher. 2. 75% of students will meet the normalized score for the fundamental	

| Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings. | Placemaking Goal 1: Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis.
Relevance: Goal 2-Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete | 1. 4402: Clinical Evaluation Tool

2. Exit Survey: Career readiness for practice question | 1. 100% of students will earn a satisfactory grade in caring and holism on the clinical evluation tool.

2. 80% of students will strongly agree | |

Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.	Relevance Goal 3: Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	NURS 4400: Service Learning Project Evaluation	100% of BSN students will participate in a service-learning project with 80% of students earning a 75% grade or higher.
Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	Relevance: Goal 5-Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.	NURS 3307: EBP poroject paper	85% of students will score 75% or higher on the EBP project assignment.

Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	Relevanc Goal 2: Goal 2 Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.	NURS 4400: Service Learning Project Evaluation	100% of BSN students will participate in a service-learning project with 80% of students earning a 75% grade or higher.	
Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	Relevance - Goal 2 Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.	NURS 4400: Service Learning Project Evaluation	100% of BSN students will participate in a service-learning project with 80% of students earning a 75% grade or higher.	

Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	Relevance - Goal 3 Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	NURS 4110: Nursing Quality Improvement/Indicators Assignments	80% of students will earn a 75% or higher on NQI assignment/project.
Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	Relevance - Goal 1 Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis.	1. NURS 4401: Simulation Evaluation Tool	90% of students will earn a stisfactory grade on the Informatics and communication section of the Simulation Evaluation Tool. 2. 90% of students will score 75%

Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	Competitiveness: Goal 1 Elevate institutional visibility and reputation by promoting the successes and contributions of students, faculty, staff, and alumni. Placemaking - Goal 1: Strengthen the sense of belonging and connectedness at UWG by intentionally nurturing relationships and bonds among students, faculty, staff, alumni, and communities.	NURS 3307 : Evidenced-Based Practice Poster	100% of students will earn a 75% r higher grade on the EBP poster assignment.

| Exemplify a commitment to personal and professional development, leadership, health, and well-being. | Relevance Goal 5: Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students. | NURS 4602: Professional and practice philosophy, goals, and development plan assignment

Exit Survey: Student response to survey question about graduate education. | 100% of students will submit a professioal development plan and score 75% or higher on this assikgnment.

Exit survey: 50% of BSN grduate ... | |
|---|---|---|---|---|
| | | | | |

Please complete the first four columns.

AY2026	AY2027	Interpretation & Use of Results	Improvement Plan

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CURRICULUM MAPPING TEMPLATE

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701,

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"**

6. Go through and mark with an "A", which courses you will be collecting

DEPARTMENT:	Nursing	
PROGRAM:	Prelicensure BSNCarrollton	**COURSE**
		1
		2
		3
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills,		4
		5
		6
		7
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen		8
		9
		10
		11
		12
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and		13
		14
		15
		16
		17
		18
		19
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come		20
		21
		22

	PL-SLO 1	PL-SLO 2	PL-SLO 3
S	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.
NURS 3310	I	I	
NURS 3110	I	I	I
NURS 3203	I	I	I
NURS 3204	R	I	
NURS 3212	R	R	
NURS 3401	R	R,A	R
NURS 3205	R	R	
NURS 3312	R	R	R
NURS 3402	R	R,A	
NURS 3307	R		
NURS 4205	R	R	R
NURS 4204	R	R	R
NURS 4203	R	R	R
NURS 3206	R	R	
NURS 4312	M,A	M	R
NURS 4401	M	M,A	
NURS 4601	M,A	M	
NURS 4400	M	M	M, A
NURS 4402	M, A	M,A	
NURS 4110	M	M	
NURS 4602	M,A	M	M

PL-SLO 4	PL-SLO 5	PL-SLO 6
Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	**Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.**	**Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.**
	I	I
I	I	I,A
	I	I
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	R	R
	R	R
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M,A	M,A	M,A
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M	M	M

PL-SLO 7	PL-SLO 8	PL-SLO 9
Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.
	I	I
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PL-SLO 10
Exemplify a commitment to personal and professional development, leadership, health, and well-being.
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NURS - 3110 - Intro to Professional Nursing Concepts

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? * ⦿ Yes ◯ No

Is this a College of Education course? * ◯ Yes ⦿ No

Is this an Honors ☐ Yes

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College course? * ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Course Information

Course Prefix * NURS

Course Number * 3110

Course Title * Intro to Professional Nursing Concepts

Long Course Title Introduction to Professional Nursing Concepts

Course Type * Nursing

Catalog Course Description * 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation. * 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites Admission to BSN Program

Concurrent Prerequisites N/A

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Corequisites	NURS 3203, NURS 3310
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course?*   ○ Yes   ⦿ No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status*   ⦿ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*
- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading*   `Undergraduate Standard Letter`

Justification and Assessment

Rationale*   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.

Assessment
Examinations: 50% of overall course grade
Other assignments: 50% of the overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Students will apply critical thinking skills to analyze and evaluate various nursing theories, frameworks, and ethical principles within the context of professional nursing practice to inform decision-making processes.

2. Students will advocate for and promote patient-centered care, incorporating principles of cultural competence, empathy, and respect for diversity.

3. Students will demonstrate effective communication skills essential for professional nursing practice, including therapeutic communication techniques, interdisciplinary collaboration, and patient education.

4. Students will demonstrate an understanding of foundational principles and essential competencies of professional nursing practice, incorporating concepts of quality caring and its application within the dynamic healthcare environment.

5. Demonstrate Leadership and Management Skills: Students will demonstrate leadership and management skills essential for professional nursing practice, including delegation, prioritization, conflict resolution, and decision-making, aligned with quality caring principles.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment *   100

Will this course have special fees or tuition required? *   ☐ Yes   ☑ No   **If yes, what will the fee be?** *   N/A

Fee Justification

LAUNCH proposal by clicking 🚩 in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Nurs 3110 Introduction to Professional Nursing Concepts

Semester: Credits: 2-0-2

Description

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.

Requisites

Prerequisites: Admission to the BSN Program

Corequisites: Nurs 3310 Foundational Nursing Skills and Health Assessment
                Nurs 3203 Medication Mathematics

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	Professional Standards	Key Assignment(s)
Students will apply critical thinking skills to analyze and evaluate various nursing theories, frameworks, and ethical principles within the context of professional nursing practice to inform decision-making processes.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams EAQs Quizzes Learning Activities Group Poster Project
Students will advocate for and promote patient-centered care, incorporating principles of cultural competence, empathy, and respect for diversity	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams EAQs Quizzes Learning Activities Group Poster Project
Students will demonstrate effective communication skills essential for professional nursing practice, including therapeutic communication techniques, interdisciplinary collaboration, and patient education.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	AACNM Domain 6: Interprofessional Partnerships	Exams EAQs Quizzes Learning Activities Group Poster Project
Students will demonstrate an understanding of foundational principles and essential competencies of professional nursing practice, incorporating	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance	AACN Domain 9: Professionalism	Exams EAQs Quizzes Learning Activities Group Poster Project

concepts of quality caring and its application within the dynamic healthcare environment.	individual, community, and professional interests.		
Demonstrate Leadership and Management Skills: Students will demonstrate leadership and management skills essential for professional nursing practice, including delegation, prioritization, conflict resolution, and decision-making, aligned with quality caring principles.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 10: Personal Professional and Leadership Development	Exams EAQs Quizzes Learning Activities Group Poster Project

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 50% of overall course grade
Other assignments: 50% of overall course grade

Assignments/Learning Activities
Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities

- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment***. In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the

assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
  - **Power cord for the laptop**
  - **Ethernet cord for wired UWG internet access**
  - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - o Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - o **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - o Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM

Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
    - This email may take up to 15 minutes to be generated.
    - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

    - Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:

- Will collaborate with the testing center to facilitate the administration of the make-up test or exam. Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via Courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will

continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a

database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3203 - Medication Mathematics

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? * ⦿ Yes ◯ No

Is this a College of Education course? * ◯ Yes ⦿ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 3203

Course Title* Medication Mathematics

Long Course Title Medication Mathematics

Course Type* Nursing

Catalog Course Description* The 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?* ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation.* 1

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites Admission to the BSN Program

Concurrent Prerequisites N/A

Corequisites	N/A
Cross-listing	N/A
Restrictions	

Is this a General Education course? * ○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * ⦿ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale * 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.

Assessment
Examinations and Quizzes: 75% of overall course grade
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Apply knowledge and concepts from mathematics and basic sciences to accurately determine prescribed medication dosages.

2. Demonstrate ability to use electronic medical records to administer medications to diverse clients.

3. Communicate effectively with interprofessional teams through written and oral reports about medication prescriptions.

4. Participate in quality improvement through medication error prevention and reporting.

5. Assume professional and ethical responsibility for client safety in medication administration.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⊙ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment * 100

Will this course have special fees or tuition required? * ☐ Yes ☑ No

If yes, what will the fee be? * N/A

Fee Justification

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Nurs 3203 Medication Mathematics

Semester: Credits: 1-0-1

Description

The 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.

Requisites

Prerequisites: Admission to the BSN Program

Corequisites: None

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice

AACN BSN Essentials

Outcomes

Course Learning Outcomes	BSN Program Outcomes	AACN Professional Standards	Key Assignment(s)
Apply knowledge and concepts from mathematics and basic sciences to accurately determine prescribed medication dosages.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 5: Quality and Safety	Quizzes Unit Exams Course Exams (Midterm and final)
Demonstrate ability to use electronic medical records to administer medications to diverse clients.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care	AACN Domain 1: Knowledge for Nursing Practice	Medication label and chart review Course Exams Quizzes
Communicate effectively with interprofessional teams through written and oral reports about medication prescriptions.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	AACN Domain 6: Interprofessional Partnerships	Medication Chart Review and Documentation Course Exams
Participate in quality improvement through medication error prevention and reporting.		AACN Domain 8: Informatics and Healthcare Technologies	Medication error reporting form
Assume professional and ethical responsibility for client safety in medication administration.		AACN Domain 9: Professionalism	Class Discussion

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

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- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
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- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
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Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- o Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.
Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
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responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

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NURS - 3204 - Fundamentals in Patho & Pharm

2025-2026 Undergraduate New Course Request

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Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

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College - School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? *   ◉ Yes   ○ No

Is this a College of Education course? *   ○ Yes   ◉ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 3204

Course Title* Fundamentals in Patho & Pharm

Long Course Title Fundamentals in Pathophysiology and Pharmacology

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites NURS 3203, NURS 3110, NURS 3203

Concurrent Prerequisites N/A

Corequisites NURS 3212, NURS 3401

Cross-listing N/A

Restrictions N/A

Is this a General Education course? *
( ) Yes   (•) No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   (•) Active-Visible   ( ) Inactive-Hidden

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading *
Undergraduate Standard Letter

Justification and Assessment

Rationale * 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.

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1.Apply knowledge of pharmacology principles to comprehend the mechanisms of action, therapeutic uses, adverse effects, and interactions of commonly used medications in the treatment of various diseases.

2. Analyze the relationship between pathophysiological processes and pharmacological interventions, considering individual patient factors such as age, genetics, culture, and comorbidities.

3. Apply knowledge of pathophysiology to understand the underlying disease processes that influence the pharmacological treatment of various health conditions, while prioritizing patient safety.

4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment * 100

Will this course have special fees or tuition required? *
☐ Yes
☑ No

If yes, what will the fee be? * N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

Nurs 3204 Fundamentals in Pathophysiology & Pharmacology

Semester: Credits: 2-0-2

Description

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 particular consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the nursing process.

Requisites

Prerequisites: Nurs 3310 Foundational Nursing Skills & Health Assessment

Nurs 3110 Introduction to Professional Nursing Concepts

Nurs 3203 Medication Mathematics

Corequisites: Nurs 3212 Fundamental Health Care of the Client Concepts

Nurs 3401 Fundamentals in Clinical Practice

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Apply knowledge of pharmacology principles to comprehend the mechanisms of action, therapeutic uses, adverse effects, and interactions of commonly used medications in the treatment of various diseases.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams Quizzing Other Learning activities
Analyze the relationship between pathophysiological processes and pharmacological interventions, considering individual patient factors such as age, genetics, culture, and comorbidities.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams Quizzing Other Learning activities
Apply knowledge of pathophysiology to understand the underlying disease processes that influence the pharmacological treatment of various health conditions, while prioritizing patient safety.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Exams Quizzing Other Learning activities
Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 8: Informatics and Healthcare Technologies	Exams Quizzing Other Learning activities

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment.*** In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
    - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
    - UWG student ID to sign in to the testing arena.
    - **Power cord for the laptop**
    - **Ethernet cord for wired UWG internet access**
    - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
    - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
    - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
    - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
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NURS - 3205 - Med-Surg Patho & pharm I

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

Is this an Honors ☐ Yes

College course? * ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Course Information

Course Prefix * NURS

Course Number * 3205

Course Title * Med-Surg Patho & pharm I

Long Course Title Pathophysiology & Pharmacology for Medical-Surgical Concepts I

Course Type * Natural Science

Catalog Course Description * 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation. * 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 3204

Concurrent Prerequisites N/A

Corequisites NURS 3312, NURS 3402

Cross-listing N/A

Restrictions N/A

Is this a General Education course?* ○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ⦿ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Assessment

250

Content Examinations: 75% of overall course grade

Content Examinations: 75% of overall course grade

Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Apply knowledge of pharmacology principles to comprehend the mechanisms of action, therapeutic uses, adverse effects, and interactions of commonly used medications in the treatment of various diseases.

2. Analyze the relationship between pathophysiological processes and pharmacological interventions, considering individual patient factors such as age, genetics, culture, and comorbidities.

3. Apply knowledge of pathophysiology to understand the underlying disease processes that influence the pharmacological treatment of various health conditions, while prioritizing patient safety.

4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗗 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☐ Yes
☑ No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ☑ icon in the Proposal Toolbox to make your decision.

Nurs 3205 Pathophysiology & Pharmacology for Medical-Surgical Concepts I

Semester: Credits: 2-0-2

Description

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.

Requisites

Prerequisites: Nurs 3204 Fundamentals in Pathophysiology and Pharmacology

Corequisites: Nurs 3312 Medical-Surgical Concepts I

                Nurs 3402 Medical Surgical Clinical Practice I

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Apply knowledge of pharmacology principles to comprehend the mechanisms of action, therapeutic uses, adverse effects, and interactions of commonly used medications in the treatment of various diseases.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams Quizzing Other Learning Activities
Analyze the relationship between pathophysiological processes and pharmacological interventions, considering individual patient factors such as age, genetics, culture, and comorbidities.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams Quizzing Other Learning Activities
Apply knowledge of pathophysiology to understand the underlying disease processes that influence the pharmacological treatment of various health conditions, while prioritizing patient safety.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Exams Quizzing Other Learning Activities
Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 8: Informatics and Healthcare Technologies	Exams Quizzing Other Learning Activities

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment.*** In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
  - **Power cord for the laptop**
  - **Ethernet cord for wired UWG internet access**
  - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently and without the assistance of any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.

- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM

Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
  - This email may take up to 15 minutes to be generated.
  - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

  - Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.
Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3206 - Med-Surg Patho & Pharm II

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes   ◯ No

Is this a College of Education course?* ◯ Yes   ⦿ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes   ☑ No

Course Information

Course Prefix* NURS

Course Number* 3206

Course Title* Med-Surg Patho & Pharm II

Long Course Title Pathophysiology & Pharmacology for Medical-Surgical Concepts II

Course Type* Nursing

Catalog Course Description* This is the final course of a three-course series taught in the nursing 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes   ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ⦿ Yes   ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 3205

Concurrent Prerequisites N/A

263

Corequisites	NURS 4312
Cross-listing	N/A
Restrictions	N/A
Is this a General Education course?*	◯ Yes ⦿ No
If yes, which area(s) (check all that apply):	☐ Area A ☐ Area B ☐ Area C ☐ Area D ☐ Area E
Status*	⦿ Active-Visible ◯ Inactive-Hidden
Type of Delivery (Select all that apply)*	☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required. ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. ☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology. ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required. ☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?	1	**Grading***	Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Assessment
Content Examinations: 75% of overall course grade

Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Apply knowledge of pharmacology principles to comprehend the mechanisms of action, therapeutic uses, adverse effects, and interactions of commonly used medications in the treatment of various diseases.

2. Analyze the relationship between pathophysiological processes and pharmacological interventions, considering individual patient factors such as age, genetics, culture, and comorbidities.

3. Apply knowledge of pathophysiology to understand the underlying disease processes that influence the pharmacological treatment of various health conditions, while prioritizing patient safety.

4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Nurs 3206 Pathophysiology & Pharmacology for Medical-Surgical Concepts II

Semester: Credits: 2-0-2

Description

This is the final course of a three-course series taught in the nursing 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.

Requisites

Prerequisites: Nurs 3205 Pathophysiology and Pharmacology for Medical Surgical Concepts I

Corequisites: Nurs 4312 Medical-Surgical Concepts II

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Apply knowledge of pharmacology principles to comprehend the mechanisms of action, therapeutic uses, adverse effects, and interactions of commonly used medications in the treatment of various diseases.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams Quizzing Other Learning Activities
Analyze the relationship between pathophysiological processes and pharmacological interventions, considering individual patient factors such as age, genetics, culture, and comorbidities.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams Quizzing Other Learning Activities
Apply knowledge of pathophysiology to understand the underlying disease processes that influence the pharmacological treatment of various health conditions, while prioritizing patient safety.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Exams Quizzing Other Learning Activities
Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 8: Informatics and Healthcare Technologies	Exams Quizzing Other Learning Activities

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

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A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

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Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
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  - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
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The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

  - Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.
Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
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        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3212 - Fundamental Health Concepts

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* (●) Yes ( ) No

Is this a College of Education course?* ( ) Yes (●) No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS **Course Number*** 3212

Course Title* Fundamental Health Concepts

Long Course Title Fundamental Healthcare of the Client Concepts

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 4

Lab Hrs* 0

Credit Hrs* 4

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 3203, NURS 3110, NURS 3203

Concurrent Prerequisites N/A

Corequisites NURS 3204, NURS 3401

Cross-listing N/A

Restrictions N/A

**Is this a General
Education course?*** ◯ Yes   ⦿ No

**If yes, which area(s)
(check all that apply):**
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

**Type of Delivery
(Select all that
apply)***

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

**Frequency - How
many semesters per
year will this course
be offered?**   `1`

Grading*
| Undergraduate Standard Letter |

Justification and Assessment

Rationale* 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.

Assessment

278

Examinations: 75% of overall course grade

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Use knowledge of nursing science to provide evidence-based nursing care for clients across the lifespan.

2. Demonstrate holistic, coordinated evidence-based nursing care that is respectful of diversity, preferences, values and determinants of health.

3. Apply principles of infection prevention when caring for clients with diverse health care needs.

4. Employ the principles of safety science in care delivery to minimize the risk of harm to clients and providers.

5. Organize client data using technology to support clinical decision making and communication among providers.

6. Develop a professional identity, including accountability, collaborative disposition, and behaviors that reflect nursing characteristics and values.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☐ Yes
☑ No

If yes, what will the fee be?* ?N/A

Fee Justification

LAUNCH proposal by clicking [icon] **in the top left corner.** **DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Nurs 3212 Fundamental Health Care of the Client

Semester: Credits: 4-0-4

Description

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.

Requisites

Prerequisites: Nurs 3310 Foundational Nursing Skills and Health Assessment

Nurs 31110 Introduction to Professional Nursing Concepts

Nurs 3203 Medication Mathematics

Corequisites: Nurs 3204 Fundamentals in Pathophysiology and Pharmacology

Nurs 3401 Fundamentals in Clinical Practice

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Use knowledge of nursing science to provide evidence-based nursing care for clients across the lifespan.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams 75% Other Activities: 25%
Demonstrate holistic, coordinated evidence-based nursing care that is respectful of diversity, preferences, values and determinants of health.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams 75% Other Activities: 25%
Apply principles of infection prevention when caring for clients with diverse health care needs.	Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.	AACN Domain 3: Population Health	Exams 75% Other Activities: 25%
Employ the principles of safety science in care delivery to minimize the risk of harm to clients and providers.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Exams 75% Other Activities: 25%
Organize client data using technology to support clinical decision making and communication among providers.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and	AACN Domain 8: Informatics and Healthcare Technologies	Exams 75% Other Activities: 25%

	emotional needs in diverse healthcare settings.		
Develop a professional identity, including accountability, collaborative disposition, and behaviors that reflect nursing characteristics and values.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism	Exams 75% Other Activities: 25%

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

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   1. Students may only challenge test items using this document to notify faculty via Courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

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As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

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Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3307 - Nursing Research & EBP

2025-2026 Undergraduate New Course Request

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

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College - School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?*   ⦿ Yes   ◯ No

Is this a College of Education course?*   ◯ Yes   ⦿ No

Is this an Honors   ☐ Yes

College course? * ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Course Information

Course Prefix * [NURS]   **Course Number** * 3307

Course Title * Nursing Research & EBP

Long Course Title Nursing Research and Evidence-Based Practice

Course Type * [Nursing]

Catalog Course Description * 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes   ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ⦿ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation. * 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 3204, NURS 3212, NURS 3401

Concurrent Prerequisites N/A

Corequisites N/A

Cross-listing N/A

Restrictions N/A

Is this a General Education course? * ○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * ⦿ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? 1

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * 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.

Assessment
Quizzes and Eams 25%
Writing Assignments 25%

Writing Assignments 25%
EBP Paper 50 %

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Students will apply evidence-based practice principles to inform clinical decision-making and patient care, integrating research findings, clinical expertise, and patient preferences to plan high-quality, individualized care.

2.Students will demonstrate a comprehensive understanding of the AACN Essentials related to evidence-based practice (EBP) in undergraduate nursing education, integrating these principles into their approach to clinical decision-making and patient care.

3. Students will develop the knowledge and skills necessary to critically appraise evidence from research studies, systematic reviews, and other sources to evaluate the validity, reliability, and applicability of evidence to nursing practice.

4. Students will demonstrate proficiency in understanding and utilizing various research methodologies commonly encountered in nursing research, such as quantitative and qualitative approaches, to critically evaluate evidence and contribute to the advancement of nursing knowledge.

5. Students will utilize evidence-based practice principles to plan safe, effective, and high-quality care, integrating research findings, best practices, and clinical judgment in accordance with quality caring principles.

6. Students will demonstrate professional accountability by adhering to ethical standards, engaging in professional development, and recognizing their responsibility to continuously evaluate and improve their EBP skills and practices.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🖼 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⊙ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment * 100

Annual Enrollment

| Will this course have special fees or tuition required?* | ☐ Yes ☑ No | If yes, what will the fee be?* | N/A |

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Nurs 3307 Nursing Research and Evidence-Based Practice

Semester: Credits: 3-0-3

Description

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.

Requisites

Prerequisites: Nurs 3204 Fundamentals in Pathophysiology and Pharmacology
Nurs 3212 Fundamental Health Care of the Client Concepts
Nurs 3401 Fundamentals in Clinical Practice
Corequisites: None

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Students will apply evidence-based practice principles to inform clinical decision-making and patient care, integrating research findings, clinical expertise, and patient preferences to plan high-quality, individualized care.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person Centered Care	Discussion Quizzes PICO Question Article Critiques Evidence-Based Practice (EBP) Paper Clinical Practice Guidelines Assignment
Students will demonstrate a comprehensive understanding of the AACN Essentials related to evidence-based practice (EBP) in undergraduate nursing education, integrating these principles into their approach to clinical decision-making and patient care.	Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 4: Scholarship for Nursing Discipline	Discussion Quizzes PICO Question Article Critiques Evidence-Based Practice (EBP) Paper Clinical Practice Guidelines Assignment
Students will develop the knowledge and skills necessary to critically appraise evidence from research studies, systematic reviews, and other sources to evaluate the validity, reliability, and applicability of evidence to nursing practice.	Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 4: Scholarship for Nursing Discipline	Discussion Quizzes PICO Question Article Critiques Evidence-Based Practice (EBP) Paper Clinical Practice Guidelines Assignment

Students will demonstrate proficiency in understanding and utilizing various research methodologies commonly encountered in nursing research, such as quantitative and qualitative approaches, to critically evaluate evidence and contribute to the advancement of nursing knowledge.	Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 4: Scholarship for Nursing Discipline	Discussion Quizzes PICO Question Article Critiques Evidence-Based Practice (EBP) Paper Clinical Practice Guidelines Assignment
Students will utilize evidence-based practice principles to plan safe, effective, and high-quality care, integrating research findings, best practices, and clinical judgment in accordance with quality caring principles.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Discussion Quizzes PICO Question Article Critiques Evidence-Based Practice (EBP) Paper Clinical Practice Guidelines Assignment
Students will demonstrate professional accountability by adhering to ethical standards, engaging in professional development, and recognizing their responsibility to continuously evaluate and improve their EBP skills and practices	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	Domain 10: Personal, Professional, and Leadership Development	Discussion Quizzes PICO Question Article Critiques Evidence-Based Practice (EBP) Paper Clinical Practice Guidelines Assignment

Evaluation

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria

1. Any bonus/extra credit points from extra assignments, collaborative, case studies, etc. shall be no more than 5% of the total course grade.
2. Bonus/extra credit points will not be added unless the student has achieved an average of 75% on the designated major course assignments AND an overall course average of 75%.

Rule of Thumb:
Papers should be approximately 500 words; 1-2 pages (which does NOT include title page and reference pages; Double space Time New Roman 12 font)

The EBP Paper should 1,200-1,800 words; 5-8 pages (which does NOT include title page and reference pages; Double space Time New Roman 12 font)

Criteria Breakdown

Quizzes and Eams 25%

Writing Assignments 25%

EBP Paper 50 %

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment.*** In the event of an emergency that prevents timely submission of an assignment, students should notify the course instructor(s), ***prior to the assignment due date/time***, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)

- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
  - ▪ Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - ▪ UWG student ID to sign in to the testing arena.
  - ▪ **Power cord for the laptop**
  - ▪ **Ethernet cord for wired UWG internet access**
  - ▪ **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - o Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - o **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - o Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.

- An email will be sent to the address used when students registered with Examplify.
  - This email may take up to 15 minutes to be generated.
  - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

  - Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
   1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
      1. Individual test review of incorrect items and/or;
      2. Collaborative test review of all items.
   2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;

3. Tests will not be available for student review after 14 days following completion of the test;
4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
    1. In-class participation,
    2. Time management,
    3. Preparedness,
    4. Test-taking, and
    5. Life events
5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
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Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3310 - Foundational Nursing Skills

2025-2026 Undergraduate New Course Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? * ⦿ Yes ◯ No

Is this a College of Education course? * ◯ Yes ⦿ No

Is this an Honors ☐ Yes

304

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 3310

Course Title* Foundational Nursing Skills

Long Course Title Foundational Nursing Skills and Health Assessment

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites Admission to the BSN Program

Concurrent Prerequisites N/A

305

Corequisites	NURS 3110 and NURS 3203

Cross-listing	N/A

Restrictions	N/A

Is this a General Education course?*   ◯ Yes   ⦿ No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Type of Delivery (Select all that apply)*

- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   `1`

Grading* | Undergraduate Standard Letter |

Justification and Assessment

Rationale*   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.

Assessment
Examinations: up to 75% of overall course grade
Other assignments: at least 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format.*	1. Integrate knowledge of natural, physical, and social sciences and nursing to holistically assess persons across the lifespan.

2. Use principles of therapeutic relationships and professional boundaries to build trusting, compassionate, and therapeutic relationships with clients.

3. Communicate and document normal and abnormal health assessment findings clearly, concisely, and accurately in oral or written format.

4. Apply nursing ethics in the use of social media and information and communication technologies (ICTs) to ensure confidentiality and adherence to nursing standards, and institutional policies.

5. Develop self and situational awareness, professional presence, responsibility, and accountability for professional behavior.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⬚ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☑ Yes ☐ No

If yes, what will the fee be?* Nursing Lab Fee $35-$50

Fee Justification The lab fee is used to cover the cost of medical/simulation equipment and supplies for campus/simulation labs.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Nurs 3310 Foundational Nursing Skills and Health Assessment

Semester: Credits: 2-2-3

Description

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.

Requisites

Prerequisites: Admission to the BSN Program

Corequisites: Nurs 3110 Introduction to Professional Nursing Concepts
              Nurs 3203 Medication Mathematics

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN BSN Essentials

Outcomes

Course Learning Outcomes	BSN Program Outcomes	BSN Essentials	Description of assignment(s):
Integrate knowledge of natural, physical, and social sciences and nursing to holistically assess persons across the lifespan.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Virtual Simulations Course Quizzes and Exams Weekly skills Assessments
Use principles of therapeutic relationships and professional boundaries to build trusting, compassionate, and therapeutic relationships with clients.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Virtual Simulations Competency and Skills Validation
Communicate and document normal and abnormal health assessment findings clearly, concisely, and accurately in oral or written format.	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	AACN Domain 8: Informatics and Healthcare Technologies	Virtual Simulations Competency and Skills Validation Documentation in patient electronic chart
Apply nursing ethics in the use of social media and information and communication technologies (ICTs) to ensure confidentiality and adherence to nursing standards, and institutional policies.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 8: Informatics and Healthcare Technologies AACN Domain 9: Professionalism	Professionalism Score card Participation in leaning activities

	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	311	
Develop self and situational awareness, professional presence, responsibility, and accountability for professional behavior.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 10: Personal, Professional, and Leadership Development	Reflection journal Course Exams

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below
Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: up to 75% of overall course grade
Other assignments: at least 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities

- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment***. In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the

assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
  - **Power cord for the laptop**
  - **Ethernet cord for wired UWG internet access**
  - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - o Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - o **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - o Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM

Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
    - This email may take up to 15 minutes to be generated.
    - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:

- Will collaborate with the testing center to facilitate the administration of the make-up test or exam. Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via CourseDen email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will

continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect people of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student at the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a

database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3312 - Medical Surgical Concepts I

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? * ◉ Yes   ○ No

Is this a College of Education course? * ○ Yes   ◉ No

Is this an Honors ☐ Yes

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College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes   ☑ No

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Course Information

Course Prefix*   NURS

Course Number*   3312

Course Title*   Medical Surgical Concepts I

Long Course Title   Concepts for Medical Surgical Nursing I

Course Type*   Nursing

Catalog Course Description*   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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?*   ☐ Yes   ☑ No

Lec Hrs*   4

Lab Hrs*   0

Credit Hrs*   4

Can a student take this course multiple times, each attempt counting separately toward graduation?*   ⦿ Yes   ◯ No

If yes, indicate maximum number of credit hours counted toward graduation.*   4

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites   NURS 3212

Concurrent Prerequisites   N/A

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Corequisites   NURS 3205, NURS 3402

Cross-listing   N/A

Restrictions   N/A

Is this a General Education course? *   ◯ Yes   ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ⦿ Active-Visible   ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   `1`

Grading *   Undergraduate Standard Letter

Justification and Assessment

Rationale *   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.

Assessment
Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Establish a professional identity, including accountability, collaborative disposition, and behaviors that reflects nursing characteristics and values.

2. Implement knowledge of clinical reasoning/ judgment with evidence-based nursing care for clients across the lifespan.

3. Deliver holistic, individualized, coordinated evidence-based nursing care that is respectful of diversity, preferences, values and determinants of health that are unique to the individual.

4. Explore evidence-based sources of information available to clients and healthcare professionals utilizing health information technologies.

5. Manage care using principles of safety science in care delivery to minimize risk of harm to patients and providers through system effectiveness and individual performance

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗋 **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Nurs 3312 Medical Surgical Concepts I

Semester: Credits: 4-0-4

Description

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.

Requisites

Prerequisites: Nurs 3212 Fundamental Health Care of the Client

Corequisites: Nurs 3205 Pathophysiology and Pharmacology for Medical Surgical Concepts I

Nurs 3402 Medical Surgical Clinical Practice I

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice

AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Establish a professional identity, including accountability, collaborative disposition, and behaviors that reflects nursing characteristics and values.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism	Examinations: 75% Other assignments: 25%
Implement knowledge of clinical reasoning/ judgment with evidence-based nursing care for clients across the lifespan.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Examinations: 75% Other assignments: 25%
Deliver holistic, individualized, coordinated evidence-based nursing care that is respectful of diversity, preferences, values and determinants of health that are unique to the individual.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Examinations: 75% Other assignments: 25%
Explore evidence-based sources of information available to clients and healthcare professionals utilizing health information technologies.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 8: Informatics and Healthcare Technologies	Examinations: 75% Other assignments: 25%
Manage care using principles of safety	Practice safe care in collaboration with	AACN Domain 5: Quality and Safety	Examinations: 75%

science in care delivery to minimize risk of harm to patients and providers through system effectiveness and individual performance	other healthcare professionals to ensure a safe work environment for delivering quality care.		Other assignments: 25%

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
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- Discussion participation
- Gaming
- Problem based learning
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- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

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- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
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- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

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    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
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        1. In-class participation,
        2. Time management,
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        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via Courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will

continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect people of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action and responsible for my role as a student at the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a

database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 3401 - Fundamentals Clinical Practice

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`   **Desired Effective Year** * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? * ⦿ Yes   ◯ No   **Is this a College of Education course?** * ◯ Yes   ⦿ No

Is this an Honors ☐ Yes

332

College course? * ☑ No

Is the addition/change related to core, honors, or XIDS courses? *   ☐ Yes   ☑ No

Course Information

Course Prefix *   [NURS]

Course Number *   3401

Course Title *   Fundamentals Clinical Practice

Long Course Title   Fundamentals in Clinical Practice

Course Type *   [Nursing]

Catalog Course Description *   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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   0

Lab Hrs *   12

Credit Hrs *   6

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ⦿ Yes   ○ No

If yes, indicate maximum number of credit hours counted toward graduation. *   6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites   NURS 3203, NURS 3110, NURS 3310

Concurrent Prerequisites   N/A

Corequisites NURS 3204, NURS 3212

Cross-listing N/A

Restrictions N/A

Is this a General Education course? *   ○ Yes   ◉ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ◉ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☑ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading *   Undergraduate Standard Letter

Justification and Assessment

Rationale *   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.

Assessment

Competency Assessments 50%

Clinical and Simulation Assignments 30%
Professionalism 10%
Quizzes 5 %
Reflection Journal 5%

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Develop clinical judgment by integrating knowledge from nursing and other disciplines to provide safe and quality patient care.

2. Use principles of therapeutic relationships and professional boundaries to build trusting, caring, and therapeutic relationships with clients from diverse backgrounds.

3. Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice (Domain 5, 9).

4. Use information and communication technologies and informatics tools to document and report clearly, concisely, accurately, and in a timely manner.

5. Appropriately take action as a member of the interdisciplinary team in situations where client safety is actually or potentially compromised.

6. Demonstrate accountability, accept responsibility, and seek assistance as necessary for decisions and actions within the legislated scope of nursing practice.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔾 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☑ Yes ☐ No

If yes, what will the fee be?* Nursing Lab Fee $35-$45 and Nursing Practicum Fee $75-$85

Fee Justification This is a clinical course that requires lab and clinical practice hours. The lab fee covers the Cost of medical/simulation equipment and supplies for campus/simulation labs.
The practicum fee covers costs associated with travel to off-campus sites for supervision of nursing students for clinical and practicum activities and extraordinary costs. Costs include maintenance, warranties or purchase of specialized equipment (Ex: Accucheck machines, IV Pumps & Poles, etc), supplies (skills kits, needles, masks, gloves, gowns, etc.).

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Nurs 3401 Fundamentals in Clinical Practice

Semester: Credits: 0-12-6

Description

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.

Requisites

Prerequisites: Nurs 3203 Medication Mathematics

Nurs 3110 Introduction to Professional Nursing Concepts I

Nurs 3310 Foundational Nursing Skills & Health Assessment

Corequisites: Nurs 3204 Fundamentals in Pathophysiology and Pharmacology

Nurs 3212 Fundamental Health Care of the Client Concepts

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Outcome	Program Outcome	Professional Standards	Assignments and Methods
Develop clinical judgment by integrating knowledge from nursing and other disciplines to provide safe and quality patient care.	Integrate knowledge from nursing and other disciplines to use critical thinking and clinical judgment to deliver quality care.	AACN Domain 1: Knowledge for Nursing Practice	Health information and physical assessment Medication Administration Competency Skill Demonstration Quizzes Skills Validation Checkoffs Skills Activities (NCO) Disease Process Map and Medication Sheet Concept Map
Use principles of therapeutic relationships and professional boundaries to build trusting, caring, and therapeutic relationships with clients from diverse backgrounds.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Care Plan Case studies Patient care assignment Methods: Simulation Evaluation Tool Clinical evaluation tool
Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice (Domain 5, 9).	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety AACN Domain 9: Professionalism	Patient Care Assignment Simulation Medication Competency Exam Methods: Clinical Evaluation Tool Direct Observation Skills Validation Checkoffs
Use information and communication technologies and informatics tools to document and report clearly,	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and	AACN Domain 2: Person-Centered Care	SBAR assignment Patient care documentation and chart review Facility Clinical Simulation Formative Assignment Skills Activities (NCO)

concisely, accurately, and in a timely manner.	manage patient care across different healthcare contexts.	AACN Domain 7: System-Based Practice AACN Domain 8: Information and Healthcare Technology	
Appropriately take action as a member of the interdisciplinary team in situations where client safety is actually or potentially compromised.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes. Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 6: Interprofessional Partnerships	IPE Reflection Clinical care plan Formative Simulation Concept map Role play Case Study Patient care assignment Assessment Methods: Direct Observation Clinical Reflection Assignment
Demonstrate accountability, accept responsibility, and seek assistance as necessary for decisions and actions within the legislated scope of nursing practice.	Create a nursing identity by integrating emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism AACN Domain 10: Personal, Professional, and Leadership Development	Clinical Simulation Competency reflection assignment Assessment Methods: Professionalism Scorecard Portfolio Clinical Evaluation Tool Sim evaluation tool

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Type	Assignment	Weight	Examples
Competency Assessments	Medication Administration Competency Assessment	10%	Medication mathematics
	Clinical Competency Evaluation	10%	Clinical evaluation tool mid-term and final
	Simulation Performance Evaluation	10%	
	Skills Competency Validation Assessments	20%	Demonstration Complete head to toe assessment Focused health assessment Safe medication administration
Clinical and Simulation Assignments	Care plan Concept maps Case Studies Patient Care Documentation Skills/sim activities Discussions	30%	Written or demonstration
Professionalism	Professionalism Score Card for clinical and simulation	10%	Attendance and Participation Dress code Teamwork and collaboration

			Ethics
Quizzes		5%	Pre and Post sim quizzes Math quizzes
Reflection Journal		5%	Clinical, professional, and performance reflection on patient care and team-based activities

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)

- Assigned readings and class/clinical discussion
- Case studies
- Concept Maps
- Skills Maps
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-Based learning
- Practice standardized exams
- Patient care experiences
- Team Assignments and Presentations
- Narrative Pedagogy
- Team and Peer Evaluation

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.

The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

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    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

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Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

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NURS - 3402 - Med-Surg Clinical Practice I

2025-2026 Undergraduate New Course Request

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Desired Effective Semester* `Fall`   **Desired Effective Year*** `2025`

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College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ◉ Yes ○ No

Is this a College of Education course?* ○ Yes ◉ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 3402

Course Title* Med-Surg Clinical Practice I

Long Course Title Medical Surgical Clinical Practice I

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 12

Credit Hrs* 6

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites NURS 3401

Concurrent Prerequisites N/A

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Corequisites	NURS 3205, NURS 3312
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course? * ◯ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * ⦿ Active-Visible ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☑ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale*   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.

Assessment

Competency Assessments 50%

Clinical and Simulation Assignments 30%
Professionalism 10%
Quizzes 5 %
Reflection Journal 5%
Program Outcomes

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Integrate nursing distinctive and interdisciplinary knowledge to manage client care to achieve mutually established outcomes based on client healthcare problems and needs.

2. Promote client self-care maintenance and disease prevention through nursing actions grounded in current evidence and clients' social determinants of health.

3. Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice.

4. Use healthcare technology appropriately to communicate, implement therapies, and coordinate client care across the continuum of care.

5. Functions collaboratively within the interdisciplinary healthcare team to build trusting, caring relationships and a safe and quality care environment.

6. Engage in personal, professional, and practice reflection using feedback from evaluation to advance individual and professional development.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☑ Yes ☐ No

If yes, what will the fee be?* Nursing Lab Fee $34-$45 and Nursing Practicum Fee $75-$85

Fee Justification This is a clinical course that requires lab practice and clinical supervision off-site in a clinical facility. The lab fee is used to stock supplies needed for nursing skills demonstration and practice, while the practicum fee is used to facilitate student placement in clinical rotations, including credentialing and faculty travel. to the site.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

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Nurs 3402 Medical Surgical Clinical Practice I

Semester: Credits: 0-12-6

Description

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.

Requisites

Prerequisites: Nurs 3401 Fundamentals in Clinical Practice

Corequisites: Nurs 3205 Pathophysiology and Pharmacology for Medical Surgical Concepts I

Nurs 3312 Medical Surgical Concepts I

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Outcome	Program Outcome	Professional Standards	Assignments and Methods
Integrate nursing distinctive and interdisciplinary knowledge to manage client care to achieve mutually established outcomes based on client healthcare problems and needs. (Domain 1, 2,6)	Integrate knowledge from nursing and other disciplines to use critical thinking and clinical judgment to deliver quality care.	AACN Domain 1: Knowledge for Nursing Practice AACN Domain 2: Person-Centered Care AACN Domain 6: Interprofessional Partnerships	Health information and physical assessment Medication Administration Competency Skill Demonstration Quizzes Skills Validation Checkoffs Skills Activities (NCO) Disease Process Map and Medication Sheet Concept Map
Promote client self-care maintenance and disease prevention through nursing actions grounded in current evidence and clients' social determinants of health. (Domain 2,4)	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings. Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 2: Person-Centered Care AACN Domain 4: Scholarship for Nursing Practice	Care Plan Case studies Patient care assignment Disease Process Map and Medication Sheet Methods: Simulation Evaluation Tool Clinical evaluation tool
Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice (Domain 5, 9).	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety AACN Domain 9: Professionalism	Patient Care Assignment Simulation Medication Competency Exam Methods: Clinical Evaluation Tool Direct Observation Skills Validation Checkoffs

Use healthcare technology appropriately to communicate, implement therapies, and coordinate client care across the continuum of care. (Domain 2,7,8)	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	AACN Domain 2: Person-Centered Care AACN Domain 7: System-Based Practice AACN Domain 8: Information and Healthcare Technology	SBAR assignment Patient care documentation and chart review Facility Clinical Simulation Formative Assignment Skills Activities (NCO)
Functions collaboratively within the interdisciplinary healthcare team to build trusting, caring relationships and a safe and quality care environment. (Domain 5, 6)	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes. Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 6: Interprofessional Partnerships	IPE Reflection Clinical care plan Formative Simulation Concept map Role play Case Study Patient care assignment Assessment Methods: Direct Observation Clinical Reflection Assignment
Engage in personal, professional, and practice reflection using feedback from evaluation to advance individual and professional development. (Domain 9, 10)	Create a nursing identity by integrating emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism AACN Domain 10: Personal, Professional, and Leadership Development	Clinical Simulation Competency reflection assignment Assessment Methods: Professionalism Scorecard Portfolio Clinical Evaluation Tool Sim evaluation tool

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Assessment Type	Assessment Method	Weight	Notes
Competency Assessments	Medication Administration Competency Assessment	10%	Medication mathematics
	Clinical Competency Evaluation	10%	Clinical evaluation tool mid-term and final
	Simulation Performance Evaluation	10%	
	Skills Competency Validation Assessments	20%	Demonstration Complete head to toe assessment Focused health assessment Safe medication administration
Clinical and Simulation Assignments	Care plan Concept maps Case Studies Patient Care Documentation Skills/sim activities Discussions	30%	Written or demonstration
Professionalism	Professionalism Score Card for clinical and simulation	10%	Attendance and Participation Dress code

			Teamwork and collaboration Ethics
Quizzes		5%	Pre and Post sim quizzes Math quizzes
Reflection Journal		5%	Clinical, professional, and performance reflection on patient care and team-based activities

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)

- Assigned readings and class/clinical discussion
- Case studies
- Concept Maps
- Skills Maps
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-Based learning
- Practice standardized exams
- Patient care experiences
- Team Assignments and Presentations
- Narrative Pedagogy
- Team and Peer Evaluation

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment***. In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
  - **Power cord for the laptop**
  - **Ethernet cord for wired UWG internet access**
  - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.

- o This email may take up to 15 minutes to be generated.
  - o This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- o Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.
Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
   1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
      1. Individual test review of incorrect items and/or;
      2. Collaborative test review of all items.
   2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing,

2020). Instead, test review will be conducted directly with course faculty immediately after the test;
3. Tests will not be available for student review after 14 days following completion of the test;
4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
    1. In-class participation,
    2. Time management,
    3. Preparedness,
    4. Test-taking, and
    5. Life events
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Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

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NURS - 4110 - Nursing Concepts Capstone

2025-2026 Undergraduate New Course Request

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Desired Effective Semester* `Fall`   **Desired Effective Year*** `2025`

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College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?*   ⦿ Yes   ◯ No

Is this a College of Education course?*   ◯ Yes   ⦿ No

Is this an Honors   ☐ Yes

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College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 4110

Course Title* Nursing Concepts Capstone

Long Course Title Professional Nursing Concepts Capstone

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ◉ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 3110

Concurrent Prerequisites N/A

Prerequisites

Corequisites N/A

Cross-listing N/A

Restrictions N/A

Is this a General Education course? * ◯ Yes ● No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status * ● Active-Visible ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *
- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
- ☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? 1

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Assessment
Quizzes and Course Examinations: at least 40% of overall course grade
Writing assignments: up to 60% of overall course grade.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Examine the nurse's role in advocacy and the promotion of patient-centered care, incorporating principles of cultural competence, empathy, and respect for diversity.

2. Analyze regulatory, legal, and ethical requirements and scope of practice for the professional nursing role.

3. Demonstrate autonomy in communicating synthesized evidence to support ethical decision making and quality healthcare delivery.

4. Evaluate health systems and patient outcomes based on metrics from national patient safety resources, initiatives, and regulations.

5. Explore the impact of healthcare cost, health disparities, and social determinants of health on care quality and outcomes.

6. Compare Financial payment models and implication on healthcare cost and outcomes.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔧 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   100

Will this course have special fees or tuition required?*
☐ Yes
☑ No

If yes, what will the fee be?*   N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Nurs 4110 Professional Nursing Concepts Capstone

Semester: Credits: 2-0-2

Description

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.

Requisites
Prerequisites: NURS Nurs 3110 Introduction to Professional Nursing
Corequisites: None

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	Professional Standards	Key Assignment(s)
Examine the nurse's role in advocacy and	Provide compassionate,	AACN Domain 2: Person-Centered Care	Exams In-class discussion

the promotion of patient-centered care, incorporating principles of cultural competence, empathy, and respect for diversity.	equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.		NQI Paper/Poster
Analyze regulatory, legal, and ethical requirements and scope of practice for the professional nursing role.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism	Scope of practice Assignment
Demonstrate autonomy in communicating synthesized evidence to support ethical decision making and quality healthcare delivery.	Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 5: Quality and Safety	Evaluation Paper In-class presentation NQI Poster
Evaluate health systems and patient outcomes based on metrics from national patient safety resources, initiatives, and regulations.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	NQI Paper/Poster
Explore the impact of healthcare cost, health disparities, and social determinants of health on care quality and outcomes.	Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	Domain 7: Systems-Based Practice	NQI Paper/Poster

Compare Financial payment models and implication on healthcare cost and outcomes.	Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	AACN Domain 7: Systems-Based Practice	Content Exams Discussion

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below
Guidelines also found in the BSN Student Handbook

Criteria Breakdown
Quizzes and Course Examinations: at least 40% of overall course grade
Writing assignments: up to 60% of overall course grade.

Assignments/Learning Activities
Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment.*** In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
  - **Power cord for the laptop**
  - **Ethernet cord for wired UWG internet access**
  - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
    - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
    - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
    - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
    - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
    - This email may take up to 15 minutes to be generated.
    - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES
Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.

- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via Courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4203 - Mental Health Nursing Concepts

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* (•) Yes ( ) No

Is this a College of Education course?* ( ) Yes (•) No

Is this an Honors ☐ Yes

College course? * ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Course Information

Course Prefix * [NURS]

Course Number * 4203

Course Title * Mental Health Nursing Concepts

Long Course Title Concepts for Mental Health Nursing

Course Type * [Nursing]

Catalog Course Description * 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ⦿ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation. * 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites NURS 3204, NURS 3212, NURS 3401

Concurrent Prerequisites N/A

Corequisites	NURS 4205, NURS 4204
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course? *
○ Yes   ◉ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ◉ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   `1`

Grading *   Undergraduate Standard Letter

Justification and Assessment

Rationale *   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.

Assessment
Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Outline the major components, concepts, and influences associated with the nursing management of mental health issues.

2. Describe the factors contributing to cultural diversity and inclusion to adapt delivery of competent nursing care to clients with mental health issues.

3. Evaluate how society and culture can influence the health of clients with mental health issues.

4. Discuss the importance of comprehensive risk assessments and identify common cognitive, behavioral, and affective issues.

5. Collaborate with interdisciplinary healthcare team members to promote optimal outcomes for clients with mental health issues.

6. Develop a professional identity that reflects nursing characteristics and values.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   100

Will this course have special fees or tuition required?* ☐ Yes   ☑ No

If yes, what will the fee be?* N/A

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Nurs 4203 Concepts for Mental Health Nursing

Semester: Credits: 2-0-2

Description

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.

Requisites

Prerequisites: Nurs 3204 Fundamentals in Pathophysiology & Pharmacology

Nurs 3212 Fundamental Health Care of the Client Concepts

Nurs 3401 Fundamentals in Clinical Practice

Corequisites: Nurs 4205 Concepts for Maternal Nursing

Nurs 4204 Concepts for Pediatric Nursing

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice

AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Outline the major components, concepts, and influences associated with the nursing management of mental health issues.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams: 75% Other assignments: 25%
Describe the factors contributing to cultural diversity and inclusion to adapt delivery of competent nursing care to clients with mental health issues.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams: 75% Other assignments: 25%
Evaluate how society and culture can influence the health of clients with mental health issues.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams: 75% Other assignments: 25%
Discuss the importance of comprehensive risk assessments and identify common cognitive, behavioral, and affective issues.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality & Safety	Exams: 75% Other assignments: 25%
Collaborate with interdisciplinary healthcare team	Communicate and collaborate within interprofessional	Domain 6: Interprofessional Partnerships	Exams: 75%

members to promote optimal outcomes for clients with mental health issues.	teams to enhance healthcare delivery and promote effective outcomes.		Other assignments: 25%
Develop a professional identity that reflects nursing characteristics and values.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism	Exams: 75% Other assignments: 25%

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
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Criteria Breakdown

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the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

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Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

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- If the student cannot test due to any computer/software issues;
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- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
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  - **Power cord for the laptop**
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- o Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
    - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
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1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

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- o Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:

- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

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    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
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    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
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documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the [Accessibility Services and Accommodations Website](#)).

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Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

<u>UWG THS SON Social Media Guidelines</u> do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4204 - Pediatric Nursing Concepts

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes ○ No

Is this a College of Education course?* ○ Yes ⦿ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS   **Course Number*** 4204

Course Title* Pediatric Nursing Concepts

Long Course Title Concepts for Pediatric Nursing

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 3204, NURS 3212, NURS 3401

Concurrent Prerequisites N/A

390

Corequisites	NURS 4205, NURS 4203
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course? * ○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * ⦿ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * 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.

Assessment
Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format.
*

1. Demonstrate an understanding of a comprehensive health assessment to include growth and developmental milestones of pediatric clients and identify deviations from normal responses to adaptations as well as health risks.

2. Develop an individualized, family-centered, and evidence-based plan of care that demonstrates an appreciation of cultural, spiritual, and developmental variations for pediatric clients and make recommendations for the adoption of health-promoting behaviors.

3. Integrate knowledge of pharmacology, pathophysiology, and nutrition to provide care for pediatric clients and identify deviations from normal responses and adaptations to illness/injury.

4. Collaborate with members of the interdisciplinary health care team and act as a client advocate in the provision of quality care that promotes patient safety for pediatric clients.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** n/a

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Nurs 4204 Concepts for Pediatric Nursing

Semester: Credits: 2-0-2

Description

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.

Requisites

Prerequisites: Nurs 3204 Fundamentals in Pathophysiology & Pharmacology

Nurs 3212 Fundamental Health Care of the Client Concepts

Nurs 3401 Fundamentals in Clinical Practice

Corequisites: Nurs 4205 Concepts for Maternal Nursing

Nurs 4203 Concepts for Mental Health Nursing

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice

AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Demonstrate an understanding of a comprehensive health assessment to include growth and developmental milestones of pediatric clients and identify deviations from normal responses to adaptations as well as health risks.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams 75% Adaptive quizzes, case studies, patient reviews 15% In-class Module quizzes 10%
Develop an individualized, family-centered, and evidence-based plan of care that demonstrates an appreciation of cultural, spiritual, and developmental variations for pediatric clients and make recommendations for the adoption of health-promoting behaviors.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams 75% Adaptive quizzes, case studies, patient reviews 15% In-class Module quizzes 10%
Integrate knowledge of pharmacology, pathophysiology, and nutrition to provide care for pediatric clients and identify deviations from		AACN Domain 5: Quality and Safety	Exams 75% Adaptive quizzes, case studies, patient reviews 15% In-class Module quizzes 10%

normal responses and adaptations to illness/injury.			
Collaborate with members of the interdisciplinary health care team and act as a client advocate in the provision of quality care that promotes patient safety for pediatric clients.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	AACN Domain 6: Interprofessional Partnerships	Exams 75% Adaptive quizzes, case studies, patient reviews 15% In-class Module quizzes 10%

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

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The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

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Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4205 - Concepts for Maternal Nursing

2025-2026 Undergraduate New Course Request

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Desired Effective Semester* `Fall`   **Desired Effective Year*** `2025`

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College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ◉ Yes ◯ No

Is this a College of Education course?* ◯ Yes ◉ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* | NURS |

Course Number* 4205

Course Title* Concepts for Maternal Nursing

Long Course Title Concepts for Maternal Nursing Care

Course Type* | Nursing |

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites NURS 3204, NURS 3212, NURS 3401

Concurrent Prerequisites N/A

404

Corequisites NURS 4204, NURS 4203

Cross-listing N/A

Restrictions N/A

Is this a General
Education course? *   ◯ Yes   ⦿ No

If yes, which area(s) ☐ Area A
(check all that apply): ☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ⦿ Active-Visible   ◯ Inactive-Hidden

Type of Delivery ☐ Entirely at a Distance - This course is delivered 100% through distance education
(Select all that technology. No visits to campus or designated sites are required.
apply) *
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via
technology. The course does not require students to travel to a classroom for
instruction; however, it might require students to travel to a site to attend an
orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at
least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of
class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students
in that section, but no class sessions are replaced by technology.

Frequency - How [1]   **Grading** *   [Undergraduate Standard
many semesters per   Letter]
year will this course
be offered?

Justification and Assessment

Rationale * 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.

Assessment

Examinations: 75% of overall course grade

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

**Student Learning
Outcomes - Please
provide these in a
numbered list format.**
*

1. Outline the major components, concepts, and influences associated with the nursing management of women and their families.

2. Describe the dynamic factors contributing to cultural diversity and inclusion to adapt delivery of competent nursing care to women and their families.

3. Evaluate how society and culture can influence the health of women and their families.

4. Discuss the importance of prenatal care and identify common prenatal screening tests and interventions.

5. Collaborate with interdisciplinary healthcare team members to promote optimal maternal and fetal outcomes.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info *   ⊙ Library Resources are Adequate
                      ○ Library Resources Need Enhancement

**Present or Projected
Annual Enrollment** *   100

**Will this course have
special fees or tuition
required?** *
☐ Yes
☑ No

**If yes, what will the
fee be?** *   n/a

Fee Justification

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ **icon in the Proposal Toolbox to make your decision.**

Nurs 4205 Concepts for Maternal Nursing

Semester: Credits: 2-0-2

Description

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.

Requisites

Prerequisites: Nurs 3204Fundamentals in Pathophysiology & Pharmacology

Nurs 3212 Fundamental Health Care of the Client Concepts

Nurs 3401 Fundamentals in Clinical Practice

Corequisites: Nurs 4204 Concepts for Pediatric Nursing

Nurs 4203 Concepts for Mental Health Nursing

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice

AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Outline the major components, concepts, and influences associated with the nursing management of women and their families.	Integrate knowledge from nursing and other disciplines to use critical thinking and clinical judgment to deliver quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams 75% Adaptive quizzes, case studies, patient reviews 25%
Describe the dynamic factors contributing to cultural diversity and inclusion to adapt delivery of competent nursing care to women and their families.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams 75% Adaptive quizzes, case studies, patient reviews 25%
Evaluate how society and culture can influence the health of women and their families.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams 75% Adaptive quizzes, case studies, patient reviews 25%
Discuss the importance of prenatal care and identify common prenatal screening tests and interventions.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Exams 75% Adaptive quizzes, case studies, patient reviews 25%
Collaborate with interdisciplinary healthcare team members to promote	Communicate and collaborate within interprofessional teams to enhance healthcare delivery	AACN Domain 6: Interprofessional Partnerships	Exams 75% Adaptive quizzes, case studies, patient reviews 25%

optimal maternal and fetal outcomes.	and promote effective outcomes.		

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below
Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming

- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment***. In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
    - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
    - UWG student ID to sign in to the testing arena.
    - **Power cord for the laptop**
    - **Ethernet cord for wired UWG internet access**
    - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
    - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
    - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
    - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
    - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
  - This email may take up to 15 minutes to be generated.
  - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES
Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

  - Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:

- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will

continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

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NURS - 4312 - Medical Surgical Concepts II

2025-2026 Undergraduate New Course Request

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 4312

Course Title* Medical Surgical Concepts II

Long Course Title Concepts for Medical Surgical Nursing II

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 4

Lab Hrs* 0

Credit Hrs* 4

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites NURS 3312

Concurrent Prerequisites N/A

Corequisites	NURS 3206
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course? *

( ) Yes (•) No

If yes, which area(s) (check all that apply):

☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status * (•) Active-Visible ( ) Inactive-Hidden

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? [1]

Grading * [Undergraduate Standard Letter]

Justification and Assessment

Rationale * 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.

Assessment
Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Apply clinical judgment through synthesizing knowledge from evidentiary sources to organize care for clients across the lifespan.

2. Provide nursing care that is respectful of diversity, preferences, values, and determinants of health that are unique to the individual.

3. Differentiate population-specific risk factors for acute and chronic infection and immune-related conditions.

4. Apply safety science principles in care delivery to minimize the risk of harm to patients and providers through system effectiveness and individual performance.

5. Use health information technologies appropriate to support clinical judgment and evaluate patient care.

6. Integrate professional nursing ethics and human rights principles in caring for patients and promoting health.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ◉ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment * 100

Will this course have special fees or tuition required? * ☐ Yes   **If yes, what will the fee be?** * N/a
☑ No

Fee Justification

LAUNCH proposal by clicking ▶ **in the top left corner.** 420 **DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Nurs 4312 Medical Surgical Concepts II

Semester: Credits: 4-0-4

Description

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.

Requisites

Prerequisites: Nurs 3312 Medical Surgical Concepts I

Corequisites: Nurs 3206 Pathophysiology & Pharmacology for Medical Surgical Concepts II

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Apply clinical judgment through synthesizing knowledge from evidentiary sources to organize care for clients across the lifespan.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Exams Quizzes Other activities
Provide nursing care that is respectful of diversity, preferences, values, and determinants of health that are unique to the individual.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Exams Quizzes Other activities
Differentiate population-specific risk factors for acute and chronic infection and immune-related conditions.	Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.	AACN Domain 3: Population Health	Exams Quizzes Other activities
Apply safety science principles in care delivery to minimize the risk of harm to patients and providers through system effectiveness and individual performance.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Exams Quizzes Other activities
Use health information technologies appropriate to support clinical judgment and evaluate patient care.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in	AACN Domain 8: Informatics and Healthcare Technologies	Exams Quizzes Other activities

	diverse healthcare settings.		
Integrate professional nursing ethics and human rights principles in caring for patients and promoting health.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism	Exams Quizzes Other activities

Evaluation

Examinations: The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These questions reflect nursing practice and require knowledge of the client's health needs and an understanding of integrated processes fundamental to nursing practice. The integrated processes are the nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect new learning concepts and exemplars as well as previously learned concepts and exemplars.

- Failure to have an exam average of 75% constitutes a course failure.
- An overall exam average of 75% is required before any other assignments are calculated into the overall course grade.
- An overall course average of 75% is required to pass this course.
- Other assignment scores are calculated into your overall course grade ONLY if you Exam Average >75%.
- No rounding of grades in any undergraduate nursing course will be allowed.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below
Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)
- Assigned readings and class/clinical discussion
- Case studies
- Content Quizzes
- Adaptive Quizzing
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment.*** In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if

the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
    - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
    - UWG student ID to sign in to the testing arena.
    - **Power cord for the laptop**
    - **Ethernet cord for wired UWG internet access**
    - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
    - o Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
    - o **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**

- o Only one student may leave the room at a time.
- Only the ExamSoft tab can be opened on the computer.
  - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
  - o This email may take up to 15 minutes to be generated.
  - o This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES
Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- o Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:

- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via Courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on

documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the [Accessibility Services and Accommodations Website](#)).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4400 - Community & Population Health

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

Is this an Honors ☐ Yes

College course? ✓ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes   ✓ No

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Course Information

Course Prefix* [NURS]

Course Number* 4400

Course Title* Community & Population Health

Long Course Title Concepts for Community, Public, and Population Health Nursing

Course Type* [Nursing]

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes   ✓ No

Lec Hrs* 2

Lab Hrs* 1

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 4312

Concurrent Prerequisites	N/A
Corequisites	N/A
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course?* ○ Yes ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ⦿ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☑ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Assessment
• Class participation/ class attendance- 10%
• Exams, Quizzes, and Case Studies- 20%
• Community Health Assessment- 30%
• Proposal of SLP- 20%
• SLP presentation (to class and population)- 20%

Student Learning Outcomes - Please provide these in a numbered list format.
*

1. Develop nursing knowledge that leads to critical thinking through a community assessment, hypothesizing, and implementing a service-learning proposal to improve population health.

2. Provide education on social and political policies that impact the population's health.

3. Analyze the population spectrum that possesses similar health concerns or characteristics and focus healthcare interventions for improved health.

4. Create awareness about environments that facilitate holistic well-being and health, healing, and healthy lifestyles for individuals/families, communities, and systems.

5. Collaborate with key informants of the population and public health system.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected 100
Annual Enrollment*

Will this course have ☐ Yes **If yes, what will the** n/a
special fees or tuition **fee be?***
required?* ☑ No

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Nurs 4400 Concepts for Community, Public, and Population Health Nursing

Semester: Credits: 2-1-3

Description

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.

Requisites

Prerequisites: Nurs 4312 Medical Surgical Concepts II

Corequisites: None

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

[BSN Book Bundle](#)

ANA Standards of Professional Nursing Practice

[ANA Standards of Professional Nursing Practice](#)
[AACN Essentials](#)

Outcomes

Course Learning Outcomes	Program Outcomes	AACN Professional Standards	Key Assignment(s)
Develop nursing knowledge that leads to critical thinking through a community assessment, hypothesizing, and implementing a service-learning proposal to improve population health.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Class participation Case Studies Community Health Assessment Proposal of Service-Learning Project Service-Learning Project Presentation
Provide education on social and political policies that impact the population's health.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 2: Person-Centered Care	Class participation Case Studies Community Health Assessment Proposal of Service-Learning Project Service-Learning Project Presentation
Analyze the population spectrum that possesses similar health concerns or characteristics and focus healthcare interventions for improved health.	Demonstrate ability to manage population health and public health emergencies through effective partnerships, advocacy, and equitable policy-based initiatives.	AACN Domain 3: Population Health	Class participation Case Studies Community Health Assessment Proposal of Service-Learning Project Service-Learning Project Presentation
Create awareness environments that facilitate holistic well-being and health, healing, and healthy lifestyles for individuals/families, communities, and systems.	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety	Class participation Case Studies Community Health Assessment Proposal of Service-Learning Project Service-Learning Project Presentation

Collaborate with key informants of the population and public health system.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	AACN Domain 6: Interprofessional Partnerships	Class participation Case Studies Community Health Assessment Proposal of Service-Learning Project Service-Learning Project Presentation

Evaluation

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

- Class participation/ class attendance- 10%

- Exams, Quizzes, and Case Studies- 20%

- Community Health Assessment- 30%

- Proposal of SLP- 20%

- SLP presentation (to class and population)- 20%

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)

- Assigned readings and class/clinical discussion
- **Case studies**
- Content Quizzes
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- Discussion participation
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- Problem based learning
- Practice standardized exams
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
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2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

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- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.
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    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
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    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
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Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This

report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4401 - Med-Surg Clinical Specialty

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ⊙ Yes ○ No

Is this a College of Education course?* ○ Yes ⊙ No

Is this an Honors ☐ Yes

College course?*	☑ No
Is the addition/change related to core, honors, or XIDS courses?*	☐ Yes ☑ No

Course Information

Course Prefix* 　 NURS 　　　　　　　**Course Number*** 4401

Course Title* 　Med-Surg Clinical Specialty

Long Course Title 　Medical Surgical Clinical Specialty Practice

Course Type* 　 Nursing

Catalog Course Description* 　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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* 　☐ Yes 　☑ No

Lec Hrs* 　0

Lab Hrs* 　6

Credit Hrs* 　12

Can a student take this course multiple times, each attempt counting separately toward graduation?* 　⦿ Yes 　◯ No 　　　　**If yes, indicate maximum number of credit hours counted toward graduation.*** 　6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites 　NURS 3402

Concurrent Prerequisites 　N/A

Prerequisites

Corequisites NURS 4312, NURS 3206

Cross-listing N/A

Restrictions N/A

Is this a General Education course?* ○ Yes ● No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ● Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☑ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? [1]

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Assessment

Competency Assessments 50%

Clinical and Simulation Assignments 30%
Professionalism 10%
Quizzes 5 %
Reflection Journal 5%
Program Outcomes

Student Learning Outcomes - Please provide these in a numbered list format.
*

1. Integrate nursing distinctive and interdisciplinary knowledge to manage client care to achieve mutually established outcomes based on client healthcare problems and needs.

2. Promote client self-care maintenance and disease prevention through nursing actions grounded in current evidence and clients' social determinants of health.

3. Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice.

4. Use healthcare technology appropriately to communicate, implement therapies, and coordinate client care across the continuum of care.

5. Functions collaboratively within the interdisciplinary healthcare team to build trusting, caring relationships and a safe and quality care environment.

6. Engage in personal, professional, and practice reflection using feedback from evaluation to advance individual and professional development.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Will this course have special fees or tuition required?* ☑ Yes
☐ No

If yes, what will the fee be?* Nursing Lab Fee $35-$45 and Nursing Practicum Fee $75-$85

Fee Justification This is a clinical course that requires lab and clinical practice hours. The lab fee covers the Cost of medical/simulation equipment and supplies for campus/simulation labs.

The practicum fee covers costs associated with travel to off-campus sites for supervision of nursing students for clinical and practicum activities and extraordinary costs. Costs include maintenance, warranties or purchase of specialized equipment (Ex: Accucheck machines, IV Pumps & Poles, etc), supplies (skills kits, needles, masks, gloves, gowns, etc.).

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

Nurs 4401 Medical Surgical Clinical Specialty Practice

Semester: Credits: 0-12-6

Description

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.

Requisites

Prerequisites: NURS 3402 Medical Surgical Clinical Practice I

Corequisites: NURS 4312 Medical Surgical Concepts II

NURS 3206 Pathophysiology and Pharmacology for Medical Surgical Concepts II

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Outcome	Program Outcome	Professional Standards	Assignments and Methods
Integrate nursing distinctive and interdisciplinary knowledge to manage client care to achieve mutually established outcomes based on client healthcare problems and needs. (Domain 1, 2,6)	Integrate knowledge from nursing and other disciplines to use critical thinking and clinical judgment to deliver quality care.	AACN Domain 1: Knowledge for Nursing Practice AACN Domain 2: Person-Centered Care AACN Domain 6: Interprofessional Partnerships	Health information and physical assessment Medication Administration Competency Skill Demonstration Quizzes Skills Validation Checkoffs Skills Activities (NCO) Disease Process Map and Medication Sheet Concept Map
Promote client self-care maintenance and disease prevention through nursing actions grounded in current evidence and clients' social determinants of health. (Domain 2,4)	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings. Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 2: Person-Centered Care AACN Domain 4: Scholarship for Nursing Practice	Care Plan Case studies Patient care assignment Disease Process Map and Medication Sheet Methods: Simulation Evaluation Tool Clinical evaluation tool
Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice (Domain 5, 9).	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety AACN Domain 9: Professionalism	Patient Care Assignment Simulation Medication Competency Exam Methods: Clinical Evaluation Tool Direct Observation Skills Validation Checkoffs

Use healthcare technology appropriately to communicate, implement therapies, and coordinate client care across the continuum of care. (Domain 2,7,8)	Demonstrate appropriate and ethical use of current and emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	AACN Domain 2: Person-Centered Care AACN Domain 7: System-Based Practice AACN Domain 8: Information and Healthcare Technology	SBAR assignment Patient care documentation and chart review Facility Clinical Simulation Formative Assignment Skills Activities (NCO)
Functions collaboratively within the interdisciplinary healthcare team to build trusting, caring relationships and a safe and quality care environment. (Domain 5, 6)	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes. Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 6: Interprofessional Partnerships	IPE Reflection Clinical care plan Formative Simulation Concept map Role play Case Study Patient care assignment Assessment Methods: Direct Observation Clinical Reflection Assignment
Engage in personal, professional, and practice reflection using feedback from evaluation to advance individual and professional development. (Domain 9, 10)	Create a nursing identity by integrating emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism AACN Domain 10: Personal, Professional, and Leadership Development	Clinical Simulation Competency reflection assignment Assessment Methods: Professionalism Scorecard Portfolio Clinical Evaluation Tool Sim evaluation tool

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Assessment Type	Assessment Method	Weight	Notes
Competency Assessments	Medication Administration Competency Assessment	10%	Medication mathematics
	Clinical Competency Evaluation	10%	Clinical evaluation tool mid-term and final
	Simulation Performance Evaluation	10%	
	Skills Competency Validation Assessments	20%	Demonstration Complete head to toe assessment Focused health assessment Safe medication administration
Clinical and Simulation Assignments	Care plan Concept maps Case Studies Patient Care Documentation Skills/sim activities Discussions	30%	Written or demonstration
Professionalism	Professionalism Score Card for clinical and simulation	10%	Attendance and Participation

				Dress code
				Teamwork and collaboration
				Ethics
Quizzes			5%	Pre and Post sim quizzes
				Math quizzes
Reflection Journal			5%	Clinical, professional, and performance reflection on patient care and team-based activities

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)

- Assigned readings and class/clinical discussion
- Case studies
- Concept Maps
- Skills Maps
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-Based learning
- Practice standardized exams
- Patient care experiences
- Team Assignments and Presentations
- Narrative Pedagogy
- Team and Peer Evaluation

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment***. In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have ONLY the following items with them for exams:
  - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - UWG student ID to sign in to the testing arena.
  - **Power cord for the laptop**
  - **Ethernet cord for wired UWG internet access**
  - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
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1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment

submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4402 - Clinical Practice Immersion

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`   **Desired Effective Year** * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course? * ◉ Yes   ○ No

Is this a College of Education course? * ○ Yes   ◉ No

Is this an Honors ☐ Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* [NURS]   **Course Number*** 4402

Course Title* Clinical Practice Immersion

Long Course Title Clinical Practice Immersion

Course Type* [Nursing]

Catalog Course Description* 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

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 12

Credit Hrs* 6

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No   **If yes, indicate maximum number of credit hours counted toward graduation.*** 6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites NURS 4401

Concurrent Prerequisites N/A

Prerequisites

Corequisites   NURS 4602

Cross-listing   N/A

Restrictions   N/A

Is this a General Education course? *   ◯ Yes   ⦿ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ⦿ Active-Visible   ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☑ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   [1]

Grading *   [Undergraduate Standard Letter]

Justification and Assessment

463

Rationale* 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.

Assessment

Competency Assessments 50%

Clinical and Simulation Assignments 30%
Professionalism 10%
Quizzes 5 %
Reflection Journal 5%
Program Outcomes

Student Learning Outcomes - Please provide these in a numbered list format.
*

1. Integrate nursing distinctive and interdisciplinary knowledge to manage client care to achieve mutually established outcomes based on client healthcare problems and needs.

2. Promote client self-care maintenance and disease prevention through nursing actions grounded in current evidence and clients' social determinants of health.

3. Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice.

4. Use healthcare technology appropriately to communicate, implement therapies, and coordinate client care across the continuum of care.

5. Functions collaboratively within the interdisciplinary healthcare team to build trusting, caring relationships and a safe and quality care environment.

6. Engage in personal, professional, and practice reflection using feedback from evaluation to advance individual and professional development.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   100

Will this course have special fees or tuition required?* ☑ Yes   **If yes, what will the fee be?*** Nursing Lab Fee $35-$45 and

☐ No   Nursing Practicum Fee $75-$85

Fee Justification This is a clinical course that requires lab and clinical practice hours. The lab fee covers the Cost of medical/simulation equipment and supplies for campus/simulation labs.

The practicum fee covers costs associated with travel to off-campus sites for supervision of nursing students for clinical and practicum activities and extraordinary costs. Costs include maintenance, warranties or purchase of specialized equipment (Ex: Accucheck machines, IV Pumps & Poles, etc), supplies (skills kits, needles, masks, gloves, gowns, etc.).

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

Nurs 4402 Clinical Practice Immersion

Semester: Credits: 0-12-6

Description

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

Requisites

Prerequisites: Nurs 4401 Medical Surgical Specialty
Corequisites: Nurs 4602 Transition to Nursing Practice II

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Outcome	Program Outcome	Professional Standards	Assignments and Methods
Integrate nursing distinctive and interdisciplinary knowledge to manage client care to achieve mutually established outcomes based on client healthcare problems and needs. (Domain 1, 2,6)	Integrate knowledge from nursing and other disciplines to use critical thinking and clinical judgment to deliver quality care.	AACN Domain 1: Knowledge for Nursing Practice AACN Domain 2: Person-Centered Care AACN Domain 6: Interprofessional Partnerships	Health information and physical assessment Medication Administration Competency Skill Demonstration Quizzes Skills Validation Checkoffs Skills Activities (NCO) Disease Process Map and Medication Sheet Concept Map
Promote client self-care maintenance and disease prevention through nursing actions grounded in current evidence and clients' social determinants of health. (Domain 2,4)	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings. Generate relevant clinical practice questions to implement and evaluate evidence-based practices in the ethical delivery of optimal interprofessional care to individuals, groups, and populations.	AACN Domain 2: Person-Centered Care AACN Domain 4: Scholarship for Nursing Practice	Care Plan Case studies Patient care assignment Disease Process Map and Medication Sheet Methods: Simulation Evaluation Tool Clinical evaluation tool
Demonstrate accountability and ethical responsibility in alignment with the scope, professional, and regulatory standards of nursing practice (Domain 5, 9).	Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 5: Quality and Safety AACN Domain 9: Professionalism	Patient Care Assignment Simulation Medication Competency Exam Methods: Clinical Evaluation Tool Direct Observation Skills Validation Checkoffs
Use healthcare technology appropriately to	Demonstrate appropriate and ethical use of current and	AACN Domain 2: Person-Centered Care	SBAR assignment Patient care documentation and chart review Facility Clinical

communicate, implement therapies, and coordinate client care across the continuum of care. (Domain 2,7,8)	emerging health information, communication, and social technologies to promote a professional image and manage patient care across different healthcare contexts.	AACN Domain 7: System-Based Practice AACN Domain 8: Information and Healthcare Technology	Simulation Formative Assignment Skills Activities (NCO)
Functions collaboratively within the interdisciplinary healthcare team to build trusting, caring relationships and a safe and quality care environment. (Domain 5, 6)	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes. Practice safe care in collaboration with other healthcare professionals to ensure a safe work environment for delivering quality care.	AACN Domain 6: Interprofessional Partnerships	IPE Reflection Clinical care plan Formative Simulation Concept map Role play Case Study Patient care assignment Assessment Methods: Direct Observation Clinical Reflection Assignment
Engage in personal, professional, and practice reflection using feedback from evaluation to advance individual and professional development. (Domain 9, 10)	Create a nursing identity by integrating emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism AACN Domain 10: Personal, Professional, and Leadership Development	Clinical Simulation Competency reflection assignment Assessment Methods: Professionalism Scorecard Portfolio Clinical Evaluation Tool Sim evaluation tool

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100
B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Assessment Type	Assessment Method	Weight	Notes
Competency Assessments	Medication Administration Competency Assessment	10%	Medication mathematics
	Clinical Competency Evaluation	10%	Clinical evaluation tool mid-term and final
	Simulation Performance Evaluation	10%	
	Skills Competency Validation Assessments	20%	Demonstration Complete head to toe assessment Focused health assessment Safe medication administration
Clinical and Simulation Assignments	Care plan Concept maps Case Studies Patient Care Documentation Skills/sim activities Discussions	30%	Written or demonstration
Professionalism	Professionalism Score Card for clinical and simulation	10%	Attendance and Participation Dress code

			Teamwork and collaboration Ethics
Quizzes		5%	Pre and Post sim quizzes Math quizzes
Reflection Journal		5%	Clinical, professional, and performance reflection on patient care and team-based activities

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)

- Assigned readings and class/clinical discussion
- Case studies
- Concept Maps
- Skills Maps
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-Based learning
- Practice standardized exams
- Patient care experiences
- Team Assignments and Presentations
- Narrative Pedagogy
- Team and Peer Evaluation

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment***. In an emergency that prevents timely assignment submission, students should notify the course instructor(s), prior to the assignment due date/time, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments promptly and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
  - ▪ Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
  - ▪ UWG student ID to sign in to the testing arena.
  - ▪ **Power cord for the laptop**
  - ▪ **Ethernet cord for wired UWG internet access**
  - ▪ **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - o Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - o **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - o Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.

- This email may take up to 15 minutes to be generated.
- This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing,

2020). Instead, test review will be conducted directly with course faculty immediately after the test;

3. Tests will not be available for student review after 14 days following completion of the test;
4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
    1. In-class participation,
    2. Time management,
    3. Preparedness,
    4. Test-taking, and
    5. Life events
5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.

2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student at the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment

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NURS - 4601 - Transition to Practice I

2025-2026 Undergraduate New Course Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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College - School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing or School of Communication, Film and Media course?* ( ) Yes ( ) No

Is this a College of Education course?* ( ) Yes (•) No

Is this an Honors [ ] Yes

College course?* ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* NURS

Course Number* 4601

Course Title* Transition to Practice I

Long Course Title Transition to Nursing Practice I

Course Type* Nursing

Catalog Course Description* 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ⦿ Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide.**

Prerequisites NURS 3312

Concurrent Prerequisites N/A

478

Prerequisites

Corequisites NURS 4401

Cross-listing N/A

Restrictions N/A

**Is this a General
Education course?***   ○ Yes   ◉ No

**If yes, which area(s)
(check all that apply):**
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status*   ◉ Active-Visible   ○ Inactive-Hidden

**Type of Delivery
(Select all that
apply)***

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

**Frequency - How
many semesters per
year will this course
be offered?** [1]

Grading*   Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Assess self-efficacy in test-taking and clinical judgment and reasoning skills.

2. Apply a systematic problem-solving process to organize knowledge to inform clinical judgment and decision-making.

3. Demonstrate accountability, integrity, honesty, and confidence for decisions and actions within the legislated scope of nursing practice.

4. Participate in evaluating personal growth, Leadership, and professional development in delivering quality care.

5. Apply effective communication skills to build trusting and therapeutic relationships for conflict resolution in collaborative teams.

6. Manage patient care through effective delegation and clear communication of team roles in accordance with legal and regulatory guidelines.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗎 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 120

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* n/a

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the 🔵✓ icon in the Proposal Toolbox to make your decision.

NURS 4601 Transition to Nursing Practice I
Semester: Credits: 2-0-2

Description
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.

Requisites
Prerequisites:

Admission to BSN Program

NURS 3312 Medical Surgical Concepts I

Corequisites:

NURS 4401 Medical Surgical Specialty Clinical

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice
ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Outcome	Program Outcome	Professional Standards	Key Assignment(s)
Assess self-efficacy in test-taking and clinical judgment and reasoning skills.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	Domain 10: Personal, Professional, and Leadership Development:	LASSI Assessment tool Clinical judgment assessment tool
Apply a systematic problem-solving process to organize knowledge to inform clinical judgment and decision-making.	Integrate knowledge from nursing and other disciplines to promote critical thinking and clinical judgment for the delivery of quality care.	AACN Domain 1: Knowledge for Nursing Practice	Class and benchmark exam Patient Case Scenarios Concept Map
Demonstrate accountability, integrity, honesty, and confidence for decisions and actions within the legislated scope of nursing practice.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 9: Professionalism AACN Domain 10: Personal, Professional, and Leadership Development	Professionalism Score card Reflection on patient scenarios Group Activities
Effectively analyze and interpret data obtained in client assessment for ongoing decision-making for safe client care.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 2: Person-Centered Care	Case Studies Group Activities
Participate in evaluating personal growth, Leadership, and professional development in delivering quality care.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 10: Personal, Professional, and Leadership Development AACN Domain 7: Systems-Based Practice	Remediation Packet Reflection on Remediation and Class exams
Apply effective communication skills to build trusting and therapeutic relationships for conflict resolution in collaborative teams.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes.	AACN Domain 6: Interprofessional partnerships	Peer Evaluation IPE
Manage patient care through effective delegation and clear communication of team roles	Communicate and collaborate within interprofessional teams to enhance healthcare	AACN Domain 6: Interprofessional partnerships	Patient case discussion Care plan

in accordance with legal and regulatory guidelines.	delivery and promote effective outcomes.	AACN Domain 9: Profesionalism	

Evaluation

For this course, students must earn an overall course average of 75% or above in order to pass this course.

Grading System for Undergraduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Content Examinations: 25% of overall course grade

Benchmark Exams: 25%

Remediation Assignments: 25%

Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include: (can customize for each specific course)

- Content and benchmark exams
- Case studies
- Concept Maps
- Skills Maps
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-Based learning
- Practice standardized exams
- Patient care experiences
- Team Assignments and Presentations
- Narrative Pedagogy
- Team and Peer Evaluation

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

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Testing & Exam Soft Guidelines

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the final score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

ADMISSION TO PROCTORED EXAM/QUIZ/TEST

- o All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- o Students should have ONLY the following items with them for exams:
    - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
    - UWG student ID to sign in to the testing arena.
    - **Power cord for the laptop**
    - **Ethernet cord for wired UWG internet access**
    - **Appropriate adapters if required for personal device**

DURING ASSESSMENT

- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
    - o Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
    - o **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
    - o Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
    - o If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.

- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM

Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
  - This email may take up to 15 minutes to be generated.
  - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES

Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.
2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

  - Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the Accessibility Services and Accommodations Website).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student at the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This

report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

NURS - 4602 - Transition to Practice II

2025-2026 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * | Fall

Desired Effective Year * | 2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department * | Tanner Health System School of Nursing

Is this a School of Nursing or School of Communication, Film and Media course? * ◉ Yes ○ No

Is this a College of Education course? * ○ Yes ◉ No

Is this an Honors ☐ Yes

College course? * ☑ No

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Course Information

Course Prefix * NURS

Course Number * 4602

Course Title * Transition to Practice II

Long Course Title Transition to Nursing Practice II

Course Type * Nursing

Catalog Course Description * 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.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ⦿ Yes ◯ No

If yes, indicate maximum number of credit hours counted toward graduation. * 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites NURS 4601

492

Concurrent Prerequisites	N/A
Corequisites	NURS 4402
Cross-listing	N/A
Restrictions	N/A

Is this a General Education course?* ○ Yes   ◉ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status* ◉ Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   [1]

Grading*   Undergraduate Standard Letter

Justification and Assessment

Rationale* 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.

Assessment

Module Examinations: 25% of overall course grade
Benchmark Exams: 25%
Remediation Assignments: 25%
Other assignments: 25% of overall course grade

Student Learning Outcomes - Please provide these in a numbered list format.*

1. Examine the impact of the organizational structure of health systems on healthcare delivery and coordination across the continuum of care.

2. Develop client care plans based on regulatory, legal, and ethical requirements and scope of practice for the professional nursing role.

3. Demonstrate critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to think critically by correctly answering NCLEX-RN examination style questions.

4. Produce a personal framework that includes professional nursing values and healthcare philosophy to support the transition to professional practice and growth as a healthcare team member.

5. Apply principles of leadership and conflict resolution skills to promote a just, civil, and safe culture, essential for providing holistic care and improving patient outcomes.

6. Commit to lifelong learning and professional development to support professional practice.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus

Syllabus ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*   ⊙ Library Resources are Adequate
                     ◯ Library Resources Need Enhancement

Present or Projected   100
Annual Enrollment*

Will this course have   ☐ Yes   **If yes, what will the**   n/a
special fees or tuition ☑ No   **fee be?***
required?*

Fee Justification

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 4602 Transition to Practice II

Semester: Credits: 2-0-2

Description

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.

Requisites

Prerequisites:

NURS 4601 Transition to Practice I

Corequisites:

4402 Clinical Practice Immersion

Contact Information

Meeting Times

Materials

REQUIRED: Book Bundle List

BSN Book Bundle

Look at the bottom of the page for tab with your graduation year

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Outcome	Program Outcome	Professional Standards	Key Assignment(s)
Examine the impact of the organizational structure of health systems on healthcare delivery and coordination across the continuum of care.	Recognize the impact of cost, systems, policy and regulatory requirements on Social Determinants of Health in the delivery of equitable care across the healthcare continuum.	AACN Domain 7: Systems-Based Practice	Discussion
Develop client care plans based on regulatory, legal, and ethical requirements and scope of practice for the professional nursing role.	Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual, community, and professional interests.	AACN Domain 9: Professionalism	Scope of practice and Delegation Assignment
Demonstrate critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to think critically by correctly answering NCLEX-RN examination style questions.	Provide compassionate, equitable, and inclusive care using current evidence with respect for client sociocultural and emotional needs in diverse healthcare settings.	AACN Domain 1: Knowledge for nursing practice	LASSI Assessment Benchmark Exams EAQs Care maps Remediation Packets
Produce a personal framework that includes professional nursing values and healthcare philosophy to support the transition to professional practice and growth as a healthcare team member.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 10: Personal, Professional, and Leadership Development	Professional and practice philosophy, goals, and development plan assignment
Apply principles of leadership and conflict resolution skills to promote a just, civil, and safe culture, essential for providing holistic care and improving patient outcomes.	Communicate and collaborate within interprofessional teams to enhance healthcare delivery and promote effective outcomes. Create a nursing identity through integration of emotional intelligence, moral courage, accountability, and ethical decision-making to advance individual,	AACN Domain 6: Interprofessional Partnerships AACN Domain 9: Professionalism	Patient case scenarios role play Student Clinical Reports Patient Delegation Activity

	community, and professional interests.		
Commit to lifelong learning and professional development to support professional practice.	Exemplify a commitment to personal and professional development, leadership, health, and well-being.	AACN Domain 10: Personal Professional and Leadership Development	Professional and practice philosophy, goals, and development plan assignment

Evaluation

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- Students are expected to take the exam/quiz/test independently without any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
  - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
  - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
  - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
  - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.
- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

TESTING TECHNOLOGY DIFFICULTIES

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may continue, restart, or continue testing later. All results from testing delays of less than 30 minutes are considered final.

AFTER THE EXAM
Students should upload the exam:

- After uploading, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Examplify.
  - This email may take up to 15 minutes to be generated.
  - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.

TESTING MAKE-UP GUIDELINES
Students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. Test and exam make-up are permissible only for excused absences.

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the course coordinator's discretion. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make up a test or exam may be extended at the discretion of the course faculty if:

1. The testing center confirms there are no available times within seven days.

2. The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determinization.

To make up a missed test or exam, the student must:

- o Submit appropriate documentation for excused absence to the course faculty before scheduling the make-up exam. A student cannot make up a test or exam without appropriate documentation for an excuse.
- Schedule the make-up exam with the testing center and communicate the date and time to the course coordinator.

The course faculty:
- Will collaborate with the testing center to facilitate the administration of the make-up test or exam.

Failure by the student to follow Guidelines regarding the missed test/exam/assignment will result in a grade of zero (0) on the exam.

Guidelines for Exam/Test Review

1. Guidelines:
    1. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
        1. Individual test review of incorrect items and/or;
        2. Collaborative test review of all items.
    2. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
    3. Tests will not be available for student review after 14 days following completion of the test;
    4. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
        1. In-class participation,
        2. Time management,
        3. Preparedness,
        4. Test-taking, and
        5. Life events
    5. Please see the BSN Student Handbook- appendix H (p. 91). This form must be completed and submitted to faculty before individualized meeting occurs.
2. Test Item Challenge:
    1. Students may only challenge test items using this document to notify faculty via courseden email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines and will not discuss test items with other students outside of collaborative review.

Time Allocation for Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any test or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the [Accessibility Services and Accommodations Website](#)).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student at the University of West Georgia's Tanner Health System School of Nursing. I lead by example, and I will never settle for achieving merely what is expected but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

Addendum II

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 14 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
COMM 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
SOCI 4386: Internship	Vivienne Wood	All future sections	ZURP	ZWL3	WBL4

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).

	Current	Proposed (New)
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 | **XIDS 2002-Cornerstone Seminar (2 hours)**
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:
- 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 | **Required Mentoring and Involvement**
- 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 | **Mentoring and Involvement**
- 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 | **HONR 4102 – Honors Capstone Seminar I (1)**
Supports capstone planning and preparation. Prerequisite for HONR 4103.

HONR 4103-Honors Capstone II (2)
Supports students in carrying out their capstone projects.

Addendum III

Master of Music with a Concentration in Music Performance, M.M.

2025-2026 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *
School of Visual and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course? *   ○ Yes   ● No

Is this a College of Education Program? *   ○ Yes   ● No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. *   ● Yes   ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program *   ● Program   ○ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name *   Master of Music with a Concentration in Music Performance, M.M.

Program ID - DO NOT EDIT*   4063

Program Code - DO NOT EDIT

Program Type*

     Master's

Degree Type*

     Master of Music

Program Description*   The Master of Music in Performance is intended for those individuals who seek advanced training in music performance and/or wish to pursue doctoral study and seek teaching positions in higher education.

Status*   ● Active-Visible   ○ Inactive-Hidden

Program Location*

     Carrollton

Curriculum Information

Prospective Curriculum*

Program Requirements

Required Courses

MUSC 6083 Research Methods and Materials
MUSC 6210 Music History and Literature
MUSC 6220 Music Theory
MUSC 6800 Graduate Recital

8 Hours from:

MUSC 6600A Principal Applied:Piano
MUSC 6600B Principal Applied: Organ
MUSC 6600C Principal Applied: Voice
MUSC 6600D Principal Applied: Strings
MUSC 6600E Principal Applied: Guitar
MUSC 6600F Principal Applied: Flute
MUSC 6600G Principal Applied: Oboe
MUSC 6600I Principal Applied: Clarinet
MUSC 6600J Principal Applied: Bassoon
MUSC 6600K Principal Applied: Saxophone
MUSC 6600L Principal Applied: Horn
MUSC 6600M Principal Applied: Trumpet
MUSC 6600N Principal Applied: Trombone
MUSC 6600O Principal Applied: Euphonium
MUSC 6600P Principal Applied: Tuba
MUSC 6600Q Principal Applied: Percussion

2 Hours from:

MUSC 5700 Wind Ensemble
MUSC 5710 Symphony Band
MUSC 5720 Marching Band
MUSC 5740 Chamber Winds
MUSC 5750 Concert Choir
MUSC 5760 Chamber Singers
MUSC 5770 Opera Workshop
MUSC 5800A Small Ensemble:Keyboard Ensmbl
MUSC 5800B Small Ens:Collegium Musicum

MUSC 5800B Small Ens:Collegium Musicum
MUSC 5800C Small Ensemble:Guitar Ensemble

MUSC 5800D Small Ensemble:Flute Choir
MUSC 5800E Small Ensemble:Clarinet Choir
MUSC 5800F Small Ens:Saxophone Choir
MUSC 5800G Small Ens:Woodwind Ensemble
MUSC 5800I Small Ensemble: Horn Choir
MUSC 5800J Small Ensemble:Trumpet Choir
MUSC 5800K Small Ensemble:Trombone Choir
MUSC 5800L Small Ensemble: Tuba/Euphonium Ensemble
MUSC 5800M Small Ensemble:Brass Ensemble
MUSC 5800N Small Ens:Percussion Ensemble
MUSC 5800O Small Ensemble:Jazz Combo
MUSC 5800P Small Ensemble: Basketball Band
MUSC 5800Q Small Ensemble

Electives in Supportive Graduate Music Courses: 7 Hours

Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, and pedagogy.

Total Program: 30 Hours

Graduate Recital
The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian.

Ensemble Requirements
Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area.

Approved Electives
All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the Head of Graduate Studies. Students may elect to take courses related to

and/or the Head of Graduate Studies. Students may elect to take courses related to their major area of study or other approved supportive courses.

Repeating Courses
Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic.

Application for Graduation and The Faculty Committee
The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Before the student applies for graduation, the student should select a committee of graduate music faculty in consultation with the Head of Graduate Studies. The committee must consist of three graduate faculty members, including the student's major professor and two additional graduate faculty members who have worked with the student during his or her program of study.

Comprehensive Final Examination
A comprehensive final examination is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is conducted orally and is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study.

One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the members of the committee.

Selections performed on the graduate recital by candidates for the Master of Music in Performance serve as the basis for answering general and specific questions at the final comprehensive oral examination. Candidates should be prepared to demonstrate extensive knowledge-historical, theoretical, stylistic, and pedagogical-of all works and styles performed on the graduate recital. Students are required to provide scores, and per committee request, may be required to submit analyses prior to their comprehensive final oral examination.

Graduate Assistantships
Graduate Assistantships, Graduate Research Assistantships, and Graduate Teaching Assistantships in Music may be available on a competitive basis to qualified residential graduate students.

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED.
Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click <u>here</u> for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the 🔽 icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Most doctoral programs in music do not require the completion of a master's thesis for admission. Although one may argue that any removal of a thesis option is a "significant departure" for a program, historically fewer than 5% of UWG MM completers have chosen the thesis option and multiple UWG MM holders have completed doctoral work without a UWG thesis. The music program believes removing the thesis option will help it better align its musical expertise and resources to student music learning overall; for these reasons, the music program requests the deletion of the thesis option from its MM program.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kylec@westga.edu.

Please select all that apply. *

- ☑ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ None of these apply

Check all that apply to this program *

- ☑ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [+icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

LAUNCH proposal by clicking ▶ in the top left corner. **DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC
Master of Music
Concentration: Music Performance

Student name, ID number, Date: _____

MASTER OF MUSIC CORE

CREDITS	COURSE TITLE	TERM	GRADE
3	MUSC 6083 Research Methods & Materials		
3	MUSC 6210 Music History & Literature		
3	MUSC 6220 Music Theory		

MUSIC PERFORMANCE CONCENTRATION REQUIRED COURSES

CREDITS	COURSE TITLE(S)	TERM(S)	GRADE(S)
9	MUSC 6600 Principal Applied		
2	ENSEMBLES: MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop, MUSC 58xx Small Ensembles		
3	MUSC 6800 Graduate Recital		

7 hours of MUSIC PERFORMANCE CONCENTRATION ELECTIVES*

CREDITS	COURSE TITLE(S)	TERM(S)	GRADE(S)

*Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, and pedagogy. These include all MUSC 6xxx offerings not taken elsewhere in the degree program and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript. Electives subject to the approval of the head of graduate studies in music.

Rev. 10/31/2016, reorganized Fall 2023

Post-Baccalaureate Certificate in Conducting

2025-2026 Graduate New Program Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Program Type *
- ◯ Degree Program
- ◯ Embedded Certificate
- ⦿ Stand-Alone Certificate
- ◯ Minor
- ◯ Endorsement
- ◯ Educator Certification

If embedded, please list the parent program.

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*

College of Humanities, Arts, and Social Sciences

School of Visual and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ⦿ No

Is this a College of Education Program?* ○ Yes ⦿ No

Program Information

Program Name* Post-Baccalaureate Certificate in Conducting

Degree Type* Graduate Certificate

Program Description* We propose an innovative model for professional development and certification in music ensemble conducting, where students can earn a 9-credit hour certificate in conducting with very low residency, credits of which could count toward a future master's degree. The post-bac Conducting Certificate will competitively admit a cohort of students every summer to take a three-course sequence that students could complete in a 12-month period: summer, fall, spring.

The low-residency hybrid summer Conducting Seminar (3 credit hours), a pre-requisite for enrollment in Applied Conducting, will focus on conducting skills relevant to working with instrumentalists, while embracing movement theory relevant to all conductors. Following the conducting seminar will be a 100% online music literature seminar in the fall (3 credit hours), starting with wind band literature and alternating with choral literature in subsequent years. This literature seminar, designed for students to apply their knowledge to the educational or professional ensembles they are currently leading, will allow students to extend the summer experience into real-time tangible academic year professional interactions. After success in the summer conducting seminar with the grade of a B or higher, students will also be approved to take 100% online applied lessons in conducting (3 credit hours), which they will register for with a member of the expert UWG conducting faculty either in the fall or spring. For the student who enters "with" their respective (instrumental or choral) summer cohort, completing all three courses in sequence offers integrated and iterative learning within a 12-month period. Students also have the opportunity to start "off" cohort and finish within 18 months.

Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. We believe that given our faculty expertise and the affordable credit hour of our regional comprehensive university, we are well equipped to offer a competitive, accessible, and flexible opportunity to students to continue their professional development in conducting. As most of the program will be fully online, students from elsewhere would only need to be in residency for two 8-hour days.

Program Location* Carrollton Online

Status* ⦿ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?* ☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).

☑ Hybrid - A program of study leading to a degree with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.

☐ Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

☐ On Campus or Hybrid

☐ On Campus or Online

☐ Hybrid or Online

☐ On Campus or Hybrid or Online

Curriculum Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program* ⦿ Program
　　　　　　　　　　 ◯ Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. **Please click here for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Required: Conducting Seminar

MUSC 6300 Conducting Seminar

Required: Literature Course

Choose one of the following 3-hour courses to fulfill your literature requirement for the certificate.

MUSC 6301 Wind Band Literature
MUSC 6302 Choral Literature
MUSC 6210 Music History and Literature
MUSC 6220 Music Theory

Required: Conducting Applied

MUSC 6600R Principal Applied: Conducting

Justification and Assessment

Rationale* Every year we have students who consider but do not matriculate into our current MM program, and we hypothesize that cost and a commitment to "finishing what one starts" play a key role. We expect a certificate that can be earned in one to six years to be attractive to music educators already working full time. Additionally, a teacher is more likely to receive a grant from their school to participate in a conducting seminar or certificate than have a district cover the full costs of a full 30-hour master's degree. Bundling a conducting seminar with six additional hours may provide teachers and their districts an opportunity to meet halfway with professional development.

The Conducting Certificate engages one of our chief groups of off-campus collaborators: secondary music teachers. These are the teachers that send their students to us for a university education (in music and other fields). We foresee the certificate to leverage the already positive relationships we have with this constituency and the various bodies that support it, including the Georgia Music Educators Association. In addition, adding the Conducting Certificate should augment our already fine reputation in the delivery of online learning for master's students across the state and nation (having service hundreds of 100% online students across 16 states and two countries since 2012).

The Certificate in Conducting fills a need and gap in the USG. It also follows from UWG's position as a leader in the state and national in the administration of music degrees, specifically as the first provider of a fully online MM degree in Music Education and as one of the largest providers of music education bachelor's degrees for the state of Georgia.

The four new courses for the certificate incorporate content we've taught in the past in courses such as MUSC 5150 (Vocal Pedagogy and Literature), MUSC 5160 (Instrumental Pedagogy and Literature), MUSC 5950 (Applied Conducting), and MUSC 6184 (Music Education Seminar, Taught with a Conducting Topic). The four new conducting-focused courses will serve both the Conducting Certificate and provide electives for our two MM concentrations that augment content available elsewhere in the program. Cross-leveled MUSC 5150 and 5160 are offered only when needed by our undergraduates; faculty plan to use MUSC 6184 for other topics in music education, such as technology and arts integration; MUSC 5950 has been deleted from our program.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Demonstrate professional competence in contextualization, analysis, interpretation, and evaluation of musical scores suitable for ensemble performance.

2. Demonstrate advanced understanding and capabilities of oral feedback and intentional movements to advance musical and educational ensemble experiences.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu

Check all that apply to this program*
- ☑ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from **here**, and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*	☑ I have attached the Program Map.
USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal.
	☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).
Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).
Curriculum Map Assessment*	☑ I have attached the Curriculum Map.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ➖ icon in the Proposal Toolbox to make your decision.

PROGRAM MAP

GRADUATE CONDUCTING CERTIFICATE (POST-BAC), 9 hours

UWG MUSIC PROGRAM in the SCHOOL OF VISUAL & PERFORMING ARTS in the COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

Requirement	Course	Term
Conducting Seminar (3 hrs)	Conducting Seminar (MUSC 6300)	summer
Literature Course, options (choose one, each is 3 hrs)		
	Wind Band Literature (MUSC 6301)	Alternating fall terms
	Choral Literature (MUSC 6302)	Alternating fall terms
	Music History & Literature (MUSC 6210)	Every fall
	Music Theory (MUSC 6220)	Every spring
Conducting Applied (3 hrs)	Principal Applied: Conducting (MUSC 6600R)	fall or spring

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS				PL-SLO 1	PL-SLO 2
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	**SCHOOL:**	Visual and Performing Arts			
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	**PROGRAM:**	Graduate Conducting Certificate (Post-Bac)	**COURSES**	Demonstrate professional competence in contextualization, analysis, interpretation, and evaluation of musical scores suitable for ensemble performance.	Demonstrate advanced understanding and capabilities of oral feedback and intentional movement to advance musical and educational ensemble experiences.

INSTRUCTIONS	Level Descriptions	#	COURSES	PL-SLO 1	PL-SLO 2
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)	**INTRODUCED:** Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	1	MUSC 6300	I	I
		2	MUSC 6301	I, R	
		3	MUSC 6302	I, R	
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	4	MUSC 6600R	R, M, A	R, M, A
		5	MUSC 6210	I, R	
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		6	MUSC 6220	I,R	
		7			
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	8			
		9			
		10			
**5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught		11			
	****Please note: All assessment data may not be collected	12			

Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course. **6.** Go through and mark with an "A", which courses you will be collecting Assessment Data in.	directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		
	13		
	14		
	15		
	16		
	17		
	18		
	19		
	20		
	21		
	22		

Graduate Certificate (Post-Bachelors)

Conducting Certificate

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28
Demonstrate professional competence in contextualization, analysis, interpretation, and evaluation of musical scores suitable for ensemble performance.	Priority 1, goal 1; Priority 2, goal 2.	**Fully prepared/analyzed score for MUSC 6600R** demonstrates professional competence in contextualization, analysis, interpretation, and evaluation. **Evaluated by the following rubric:** 4 – Superior: exceeds professional expectations in its thorough and insightful contextualized analysis that identifies elements pivotable to evaluations and interpretations of it; 3 – Average: score is thoroughly and contextually analyzed, identifying elements pivotable to evaluations and interpretations of it; 2 – Below Average: analysis maybe lacking in completeness or contextualization of the score and may identify elements pivotable to evaluation and interpretation; 1 – Failure: analysis severely lacking in completeness, contextualization, and elements pivotable to evaluation and interpretation.	80% of students achieve a 3 or 4 on the rubric			
Demonstrate advanced understanding and capabilities of oral feedback and intentional movements to advance musical and educational ensemble experiences.	Priority 1, goal 1; Priority 2, goal 2.	**Conducting performance in MUSC 6600R** demonstrates advanced understanding and capabilities of oral feedback and intentional movements to advance musical and educational ensemble experiences. **Evaluated by the following rubric**: 4 – Superior: demonstrates clear and convincing oral feedback and intentional movements that would result in musical and educational excellence for an ensemble 3 – Average: demonstrates clear oral feedback and intentional movements but lacks some depth or details 2 – Below Average: gives oral feedback and conducts but lacking in clarity and depth 1 – Failure: oral feedback and movement is ill-timed and unclear for the musical ensemble	80% of students achieve a 3 or 4 on the rubric			

Interpretation & Use of Results	Improvement Plan

MUSC - 6300 - Conducting Seminar

2025-2026 Graduate New Course Request

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Desired Effective Semester* `Summer`   **Desired Effective Year*** `2025`

Routing Information

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School/ Department* `College of Humanities, Arts, and Social Sciences`
`School of Visual and Performing Arts`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department? *   ⚪ Yes   🔘 No

Is this a College of Education course? *   ⚪ Yes   🔘 No

Does this course belong solely to the Graduate School? *   ⚪ Yes   🔘 No

Course Information

Course Prefix *   [MUSC]

Course Number *   6300

Course Title *   Conducting Seminar

Course Type *   [Music]

Catalog Course Description *   Focus on important and timely topics in conducting through hands-on activities, application of score study, and articulation of a personal-professional philosophy of conducting. May be repeated with a change of subject matter.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   3

Lab Hrs *   0

Credit Hrs *   3

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☑ Yes   ☐ No

If yes, indicate maximum number of credit hours counted toward graduation. *   2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites

538

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admission to a graduate program in music.

Status* ● Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. The course would also be an appropriate elective for MM concentrations of music education or performance.

Student Learning Outcomes* 1. Approach score study in an artistic and pedagogical fashion.
2. Understand and utilize digital conductor observations to inform and expand one's own movement vocabulary and communication.
3. Create an expanded vocabulary of physical gestures through live interaction with classmates.
4. Understand and detail the importance of the history of conducting as an art form.
5. Research and apply a variety of score study, performing, and conducting techniques and approaches to one's assigned ensemble(s).
6. Detail (through prose) personal opinions and expectations of conducting through supported research topics.

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

        Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

        Planning Info* ⦿ Library Resources are Adequate
                      ⦾ Library Resources Need Enhancement

Present or Projected   10
Annual Enrollment*

Will this course have ☐ Yes   **If yes, what will the**   no fee
special fees or tuition ☑ No   **fee be?***
required?*

     Fee Justification

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MUSC 6300
Conducting Seminar
University of West Georgia–music program

Course Syllabus

Instructor: Music faculty (Bryd, Graffius, others)
Terms: Fall, Spring, Summer
Location: Carrollton and online (hybrid)

Credit hours: 3 (3 lecture, 0 lab)

Class Times: asynchronous and two (2) f2f days, 9:00 am-5:00 pm

Course Description:
Focus on important and timely topics in conducting through hands-on activities, application of score study, and articulation of a personal-professional philosophy of conducting. Can be repeated with a change of subject matter.

Please note that the information contained in this syllabus may be altered by the instructor at any point during the semester in order to adapt to the pace or needs specific to the current class.

Class Objectives:
This hybrid course deals with conducting and pedagogical research, trends, and history within the music classroom. Topics may include musicianship, communication, rehearsal preparation and execution, and multiple approaches to conducting and instruction. This course is designed for graduate music performance majors and those enrolled in the certificate program. Upon completion, students will be able to:

- Approach score study in an artistic and pedagogical fashion.
- Understand and utilize digital conductor observations to inform and expand one's own movement vocabulary and communication.
- Create an expanded vocabulary of physical gestures through live interaction with classmates.
- Understand and detail the importance of the history of conducting as an art form.
- Research and apply a variety of score study, performing, and conducting techniques and approaches to one's assigned ensemble(s).
- Detail (through prose) personal opinions and expectations of conducting through supported research topics.

Required Materials/Technology Requirements:
- Casals and the Art of Interpretation
  - David Blum, ISBN-13: **978-0520040328**
- Video camera (either built-in to computer, on phone, or external)
- Access to Microsoft Teams or Zoom
- Scores (as approved by instructor)
- Baton
- Computer software (for elementary video editing)

Student Expectations:
Because this is a hands-on course, participation is vital for student success. All assignments must be completed and turned in on time; be sure to constantly back up your files. Late work will rarely be accepted. Attendance at the in-person seminars is mandatory.

Assignment Feedback:
All written and filmed assignments submitted on time will receive a grade and feedback before the student's next lesson.

Evaluation:
Students are graded on the quality of work done in lessons and on assignments/projects, and their ability to articulate concepts and philosophies both verbally, nonverbally, and in writing. The following formula will be used to determine your semester grade:

Weekly assignments	70%
Seminar participation	20%
Final Project	10%

Grade Scale:

A	90-100%
B	80-89%
C	60-79%
F	0-59%

MUSC - 6301 - Wind Band Literature

2025-2026 Graduate New Course Request

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Fall

Desired Effective Year* 2025

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

College of Humanities, Arts, and Social Sciences

School of Visual and Performing Arts

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department? *   ○ Yes   ● No

Is this a College of Education course? *   ○ Yes   ● No

Does this course belong solely to the Graduate School? *   ○ Yes   ● No

Course Information

Course Prefix *   MUSC

Course Number *   6301

Course Title *   Wind Band Literature

Course Type *   Music

Catalog Course Description *   This class engages the history of the Wind Band specifically through repertoire, genres, and instrumentation.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   3

Lab Hrs *   0

Credit Hrs *   3

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☐ Yes   ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. *   no

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

544

Concurrent

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Admissions to a graduate music program.

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☑ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *

This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. The course would also be an appropriate elective for MM concentrations of music education and performance.

Student Learning Outcomes *

1. Understand the history of the wind band's development through instrumentation and repertoire in civic, church, and court settings.
2. Describe the development of wind and percussion instruments as well as the functions each has served over the course of history.
3. Detail important composers from each style period essential to the wind band's growth.
4. Identify specific composer styles and sounds.
5. Program for wind bands (accommodating ability level and thematic approaches).
6. Analyze and evaluate the composition and orchestration techniques of two masterworks (one full ensemble, one chamber) in detail to gain a better understanding of the best the wind band repertoire has to offer.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⬚ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* ☐ Yes   ☑ No   **If yes, what will the fee be?*** no fees

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

MUSC 6301
Wind Band Literature
University of West Georgia–Music program

Course Syllabus

Instructor: Dr. Josh Byrd
Office: HUM 340
Phone: 678-839-6267
Email: jbyrd@westga.edu

Term: Fall, Spring, Summer
Class Times: Online
Location: HUM 107
Office Hours: By Appointment

Credit Hours: 3 (3 lecture, 0 lab)

Course Description:
This class engages the history of the Wind Band specifically through repertoire, genres, and instrumentation.

Please note that the information contained in this syllabus may be altered by the instructor at any point during the semester in order to adapt to the pace or needs specific to the current class.

Class Objectives:
The primary objective of this class is to develop a thorough understanding of the depth of the music for winds and percussion in the Wind Band setting through a number of historical and stylistic periods.
1. Understand the history of the wind band's development through instrumentation and repertoire in civic, church, and court settings.
2. Describe the development of wind and percussion instruments as well as the functions each has served over the course of history.
3. Detail important composers from each style period essential to the wind band's growth.
4. Identify specific composer styles and sounds.
5. Program for wind bands (accommodating ability level and thematic approaches).
6. Analyze and evaluate the composition and orchestration techniques of two masterworks (one full ensemble, one chamber) in detail to gain a better understanding of the best the wind band repertoire has to offer.

Required Materials:

1. Assigned scores and recordings
2. Whitwell, *A Concise History of the Wind Band*
3. Battisti, *The Winds of Change*
4. Nicholson, *A Guide to the Top 100 Works in Grades IV, V, VI*

Class Activities:

1. History (Whitwell)
2. Score study/listening (most scores available on IMSLP; recordings available on YouTube)
3. Preparation of assigned masterworks
4. Programming projects
5. Masterwork Assignments (works found in the Nicholson text)

Evaluation (criteria and breakdown)

Grade Scale:

A	90-100%
B	80-89%
C	60-79%
F	0-59%

- Listening assignments 30%
- Score preparation assignments 25%
- Programming projects 15%
- Midterm Project 10%
- Final Project 20%

MUSC - 6302 - Choral Literature

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*
`College of Humanities, Arts, and Social Sciences`
`School of Visual and Performing Arts`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department? *   ◯ Yes   ◉ No

Is this a College of Education course? *   ◯ Yes   ◉ No

Does this course belong solely to the Graduate School? *   ◯ Yes   ◉ No

Course Information

Course Prefix *   MUSC

Course Number *   6302

Course Title *   Choral Literature

Course Type *   Music

Catalog Course Description *   An overview of choral literature from four periods of music history: Medieval/Renaissance, Baroque, Classical/Romantic, and Post 1900. Course content will include the characteristics and performance practices of choral music from each period.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   3

Lab Hrs *   0

Credit Hrs *   3

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☐ Yes   ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. *   no

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions admission to a music graduate program

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? [1]

Grading* [Graduate Standard Letter]

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☑ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. The course would also be an appropriate elective for MM concentrations of music education and performance.

Student Learning Outcomes* 1. List significant composers of choral music with the correct period of music history.
2. Describe characteristics, performance practices and forms of choral music from the Medieval/Renaissance, Baroque, Classical and Post 1900 periods of music history.
3. Identify the period of music history and/or style of representative choral selections.
4. Complete detailed analyses of selections from the GA Music Educators Association Large Performance Evaluation required literature list.
5. Create a middle or high school choral concert program which includes at least one selection from each period of music history studied in class.
6. Prepare a detailed rehearsal plan for teaching one selection discussed in class.
7. Complete a research paper on a topic related to the course content and share with other class members via a synchronous meeting.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the **Proposal Toolbox** and clicking 🔼 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
⊙ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* none

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

MUSC 6302
Choral Literature
University of West Georgia Music Program

Course Syllabus

Instructor: Karen Graffius
Terms: summer, fall, spring

Location: Online
Class Times: Arranged

Credit hours: 3 (3 lecture, 0 lab)

Course Description: This course will be an overview of choral literature from four periods of music history: Medieval/Renaissance, Baroque, Classical/Romantic and Post 1900. Course content will include the characteristics and performance practices of choral music from each period.

Class Objectives:
This course is designed for graduate music performance majors and those enrolled in the certificate program. Upon completion, students will be able to:

- List significant composers of choral music with the correct period of music history.
- Describe characteristics, performance practices and forms of choral music from the Medieval/Renaissance, Baroque, Classical/Romantic and Post 1900 periods of music history.
- Identify the period of music history and/or style of representative choral selections.
- Complete detailed analyses of selections from the GA Music Educators Association Large Performance Evaluation required literature list.
- Create a middle or high school choral concert program which includes at least one selection from each period of music history studied in class.
- Prepare a detailed rehearsal plan for teaching one selection discussed in class.
- Complete a research paper on a topic related to the course content and share with other class members via a synchronous meeting.

Required Materials
- *Choral Scores* by Dennis Shrock
- GA Music Educators Association Large Group Performance Evaluation list
   available for free via GMEA.org
- Various articles from *The Choral Journal* (available at www.westga.edu/library)

Student Expectations:
Because this is a hands-on course, participation is vital for student success. All assignments must be completed and turned in on time; be sure to constantly back up your files. Late work will rarely be accepted.

Class Activities:

1. History (Shrock)
2. Score study/listening (most scores available on IMSLP; recordings available on YouTube)
3. Preparation of assigned masterworks

4. Programming projects
5. **Masterwork Assignments** (works taken from the GMEA LGPE Evaluation list)

Evaluation:

10% Weekly Assignments/Quizzes
15% GMEA LGPE Analyses
15% Middle or High School Concert Program
15% Rehearsal Plan
15% Research Paper
15% Midterm Exam
15% Final exam

Grade Scale:

A	90-100%
B	80-89%
C	60-79%
F	0-59%

MUSC - 6600R - Principal Applied: Conducting

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*
`College of Humanities, Arts, and Social Sciences`
`School of Visual and Performing Arts`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department? *   ◯ Yes   ● No

Is this a College of Education course?* ◯ Yes ● No

Does this course belong solely to the Graduate School?* ◯ Yes ● No

---

Course Information

Course Prefix* | MUSC |

Course Number* 6600R

Course Title* Principal Applied: Conducting

Course Type* | Music |

Catalog Course Description* Private lessons for graduate music students on conducting. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. Course is repeatable. Pre requisite: MUSC 6300 with a grade of a B or higher.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes   ☑ No

Lec Hrs* 0

Lab Hrs* 3

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☑ Yes ☐ No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites MUSC 6300 with a grade of a B or higher

| **Concurrent Prerequisites** | |

| **Corequisites** | |

| **Cross-listing** | |

Restrictions   admission to a music graduate program

Status* ● Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   [2]

Grading* [Graduate Standard Letter]

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☑ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?*   This course is proposed to support our proposed 9-credit graduate certificate in conducting. Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music.

Student Learning Outcomes*   1. Approach score study in a way that will strengthen their musical and pedagogical approaches to ensemble teaching.
2. Understand and utilize a systematic approach towards musical interpretation.
3. Demonstrate an expanded vocabulary of physical gestures and communication techniques.
4. Understand and detail the importance of nonverbal gestures within the ensemble setting.
5. Research and apply a variety of score study, performing, and conducting techniques and approaches to a live ensemble.

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊕ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* none

Fee Justification

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

MUSC 6600R
Principal applied: conducting
University of West Georgia Music Program

Course Syllabus

Instructor: music faculty (Byrd, Graffius, others) **Location:** Online
Terms: Fall, Spring **Class Times:** Arranged

Pre Requisite: MUSC 6300 with a grade of a B or higher

Credit hours: 3 (0 lecture, 3 lab)

Course Description:
Private lessons for graduate music students on conducting. Lessons include studies in technical, stylistic, and aesthetic elements of artistic performance. Repertory studied is from the standard literature. Course is repeatable.

Class Objectives:
This fully online course deals with research, trends, and implementation of both traditional and modern conducting practices within the music classroom. Topics may include baton technique, nonverbal communication, physiology, rehearsal techniques, score study, and research trends. This course is designed for graduate music performance majors and those enrolled in the certificate program. Upon completion, students will be able to:

- Approach score study in a way that will strengthen their musical and pedagogical approaches to ensemble teaching.
- Understand and utilize a systematic approach towards musical interpretation.
- Demonstrate an expanded vocabulary of physical gestures and communication techniques.
- Understand and detail the importance of nonverbal gestures within the ensemble setting.
- Research and apply a variety of score study, performing, and conducting techniques and approaches to a live ensemble.

Required Materials/Technology Requirements:
- Casals and the Art of Interpretation
  - David Blum, ISBN-13: **978-0520040328**
- Video camera (either built-in to computer or external)
- Access to Microsoft Teams or Zoom
- Scores (as approved by instructor)
- Baton
- Computer software (for elementary video editing)

Student Expectations:
Because this is a hands-on course, participation is vital for student success. All assignments must be completed and turned in on time; be sure to constantly back up your files. Late work will rarely be accepted.

Assignment Feedback:
All written and filmed assignments submitted on time will receive both a grade and feedback prior to the student's next lesson.

Evaluation:
Students are graded on the quality of work done in lessons and on assignments/projects, and their ability to articulate concepts and philosophies both verbally, nonverbally, and in writing. The following formula will be used to determine your semester grade:

Lesson preparation and execution	70%
Score submissions	20%
Final Project	10%

Grade Scale:

A	90-100%
B	80-89%
C	60-79%
F	0-59%

Master of Science in Nursing, M.S.N.

2025-2026 Graduate Revise Program Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM

Modifications (Check all that apply)*
- ☐ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☑ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *   Tanner Health System School of Nursing

Is this a School of Nursing or School of Communication, Film and Media course?*   ⦿ Yes   ◯ No

Is this a College of Education Program?*   ◯ Yes   ⦿ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*   ⦿ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program*   ⦿ Program
◯ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name*   Master of Science in Nursing, M.S.N.

Program ID - DO NOT EDIT *   Search

Program Code - DO NOT EDIT

Program Type *   Master's

Degree Type *   Master of Science in Nursing

Program Description *   The Master of Science in Nursing (MSN) program aims to prepare registered nurses for advanced practice in health systems leadership and nursing education.

Status *   ● Active-Visible   ○ Inactive-Hidden

Program Location *   Online

Curriculum Information

Prospective Curriculum *

MSN Nursing Curriculum

The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with role options in either education or health systems leadership.

Nurse Educator Track Courses (35 hours)

The Nurse Educator Track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

NURS 6900 Scholarly Writing
NURS 6201 Theoretical Perspectives of Nursing Science
NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 9 semester hrs)

NURS 6206 Pathophysiology and Pharmacology
NURS 6204 Scholarship Advancement and Integration for Nursing Practice
NURS 6208 Population Health for Equitable Outcomes

Semester 3 - (Summer - 6 semester hrs)

NURS 6203 Physical Assessment and Health Promotion

NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 8 semester hrs)

NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

NURS 6210 Teaching & Evaluation in Nursing Education

NURS 6211 Nurse Educator Practicum I

Semester 5 - (Spring - 5 semester hrs)

NURS 6212 Nurse Educator Practicum II

NURS 6213 Course & Curriculum Design in Nursing Education

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

NURS 6900 Scholarly Writing

NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 6 semester hrs)

NURS 6204 Scholarship Advancement and Integration for Nursing Practice

NURS 6206 Pathophysiology and Pharmacology

Semester 3 - (Summer - 3 semester hrs)

NURS 6209 Informatics and Healthcare

Technology

Semester 4 - (Fall - 6 semester hrs)

NURS 6201 Theoretical Perspectives of Nursing Science

NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Semester 5 - (Spring - 3 semester hrs)

NURS 6208 Population Health for Equitable Outcomes

Semester 6 - (Summer - 3 semester hrs)

NURS 6203 Physical Assessment and Health Promotion

Semester 7 - (Fall - 5 semester hrs)

NURS 6210 Teaching & Evaluation in Nursing Education

NURS 6211 Nurse Educator Practicum I

Semester 8 - (Spring - 5 semester hrs)

NURS 6212 Nurse Educator Practicum II

NURS 6213 Course & Curriculum Design in Nursing Education

Health Systems Leadership Track Courses, Leader/Manager (35 hours)

The Leader/Manager track is a program of study designed to increase knowledge and skills needed to succeed in a variety of nursing leadership positions within the evolving healthcare environment. Courses focus on nursing leadership/ management, managed care, outcome measurement, patient safety, quality

improvement, cost effectiveness, patient-centered care and implementing change in

the health delivery system.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

NURS 6900 Scholarly Writing
NURS 6201 Theoretical Perspectives of Nursing Science
NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 9 semester hrs)

NURS 6204 Scholarship Advancement and Integration for Nursing Practice
NURS 6206 Pathophysiology and Pharmacology
NURS 6208 Population Health for Equitable Outcomes

Semester 3 - (Summer - 6 semester hrs)

NURS 6203 Physical Assessment and Health Promotion
NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 8 semester hrs)

NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement
NURS 6217 Leader/Manager Health System Leadership Roles I
NURS 6219 Leader/Manager Health Systems Leadership Practicum I

Semester 5 - (Spring - 5 semester hrs)

NURS 6218 Leader/Manager Health Systems Leadership Roles II

NURS 6220 Leader/Manager Health Systems Leadership Practicum II

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

NURS 6900 Scholarly Writing

NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 6 semester hrs)

NURS 6204 Scholarship Advancement and Integration for Nursing Practice

NURS 6206 Pathophysiology and Pharmacology

Semester 3 - (Summer - 3 semester hrs)

NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 6 semester hrs)

NURS 6201 Theoretical Perspectives of Nursing Science

NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Semester 5 - (Spring - 3 semester hrs)

Semester 5 - (Spring - 3 semester hrs)

**NURS 6208 Population Health for Equitable
Outcomes**

Semester 6 - (Summer - 3 semester hrs)

**NURS 6203 Physical Assessment and Health
Promotion**

Semester 7 - (Fall - 5 semester hrs)

**NURS 6217 Leader/Manager Health System
Leadership Roles I**
**NURS 6219 Leader/Manager Health Systems
Leadership Practicum I**

Semester 8 - (Spring - 5 semester hrs)

**NURS 6218 Leader/Manager Health Systems
Leadership Roles II**
**NURS 6220 Leader/Manager Health Systems
Leadership Practicum II**

Health Systems Leadership Track Courses, Clinical Nurse Leader (35 hours)

The Clinical Nurse Leader is a program of study that prepares nurses for the CNL role as developed by the American Association of Colleges of Nursing (AACN, 2003). A CNL is a generalist who provides and manages care at the point of service by coordinating, delegating and supervising care activities provided by the health care team, which includes licensed nurses, technicians and other professionals. The CNL assumes accountability for client care outcomes by assimilating evidence-based information and using it to design, implement and evaluate care. Courses focus on patient-centered care, evidence-based practice, pharmacology, client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership/management, quality improvement, risk management and public/community health.

Full Time Schedule 569

Semester 1 - (Fall - 7 semester hrs)

NURS 6900 Scholarly Writing
NURS 6201 Theoretical Perspectives of Nursing Science
NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 9 semester hrs)

NURS 6204 Scholarship Advancement and Integration for Nursing Practice
NURS 6206 Pathophysiology and Pharmacology
NURS 6208 Population Health for Equitable Outcomes

Semester 3 - (Summer - 6 semester hrs)

NURS 6203 Physical Assessment and Health Promotion
NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 8 semester hrs)

NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement
NURS 6222 CNL Health Systems Leader Practicum I
NURS 6224 CNL Health Systems Leader Principles

Semester 5 - (Spring - 8 semester hrs)

NURS 6223 CNL Health Systems Leader Practicum II
NURS 6225 CNL Health Systems Leadership Seminar

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

NURS 6900 Scholarly Writing
NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 6 semester hrs)

NURS 6204 Scholarship Advancement and Integration for Nursing Practice
NURS 6206 Pathophysiology and Pharmacology

Semester 3 - (Summer - 3 semester hrs)

NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 6 semester hrs)

NURS 6201 Theoretical Perspectives of Nursing Science
NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Semester 5 - (Spring - 3 semester hrs)

NURS 6208 Population Health for Equitable Outcomes

Semester 6 - (Summer - 3 semester hrs)

NURS 6203 Physical Assessment and Health Promotion

Semester 7 - (Fall - 5 semester hrs)

NURS 6222 CNL Health Systems Leader Practicum I

NURS 6224 CNL Health Systems Leader Principles

Semester 8 - (Fall - 8 semester hrs)

NURS 6223 CNL Health Systems Leader Practicum II

NURS 6225 CNL Health Systems Leadership Seminar

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click <u>here</u> for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
For courses already in the catalog, click on "Import Course" and find the courses needed.
For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* The MSN health system leadership and nursing education tracks of study are revised to meet the CCNE accreditation requirements related to the new AACN Essentials.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	**NEW** **EOP Outcomes**
	1.Synthesize established and evolving disciplinary nursing knowledge, ways of knowing, and knowledge from other disciplines, to inform clinical judgement and translate nursing science to guide evidence-based care. Key Concepts: clinical judgment, evidence based practice
	2. Design holistic, respectful, evidenced based, person-centered compassionate care including family and significant others, incorporating diversity, equity, and inclusion. Key Concepts: Communication, Compassionate Care, DEI, Ethics, and Evidence-based care.
	3. Integrate population health principles including advocacy, health policy, disaster preparedness, and collaborative partnerships to mitigate social determinants of health and support equitable and just care. Concepts: Social determinants of health, policy, DEI, Ethics
	4.Engage in scholarship to transform health care through evidence-based nursing practice. Concepts: EBP,ethics,
	5. Develop a just culture through quality improvement at individual and system levels to minimize the risk of harm and support safety. Concepts: Quality, Safety, EBP, Health policy, DEI, ethics
	6. Create a climate of mutual learning, respect, and shared values through partnerships for quality care delivery. Concepts: Communication, Compassionate Care, Clinical Judgment
	7. Design practices within complex systems that enhance value, access, quality, and cost-effective coordination of resources to provide safe, quality, equitable care to diverse populations. Concepts: DEI, EBP, SDOH,Communication
	8. Utilize information, communication technologies, and informatics processes for ethical decision making to support patients, consumers, and team members in a variety of settings. Concepts: Communication, Compassionate care, Clinical judgment, Ethics
	9. Formulate a sustainable professional nursing identity that reflects professional nursing's characteristics and values to improve the practice environment and health outcomes. Concepts: Ethics, Health Policy, DEI, and Compassionate Care
	10. Demonstrate personal, professional, and leadership development to intentionally advance the nursing profession. Concepts: SDOH, Ethics, Policy

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Please select all that apply.*	☐ This change affects 25-49% of the program's curriculum content.
	☐ This change affects 25-49% of the program's length/credit hours.
	☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☑ This change affects 50% or more of the program's curriculum content.
	☐ This change affects 50% or more of the program's length/credit hours.
	☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☐ None of these apply

Check all that apply to this program* ☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☑ Change in credit hours required to complete the program
☐ None of these apply

SACSCOC Comments The Health Systems Leadership Clinical Nurse Leader track changed from 38 to 35 hours. The other tracks remained the same at 35 hours.

<div align="center">

REQUIRED ATTACHMENTS

</div>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.
☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

Masters in Nursing Education and Healthcare Leadership
<Nursing>
<Carrollton>

*Student Learning Outcome	*Strategic Plan Connection	*Measure/Method	*Success Criterion	AY2025	AY2026	AY2027
Synthesize established and evolving disciplinary nursing knowledge, ways of knowing, and knowledge from other disciplines, to inform clinical judgement and translate nursing science to guide evidence-based care.	Relevance Goal 1: Update existing programs and develop new programs to engage students in 21stcentury learning experiences based upon continuous market analysis.	CNL Certification Pass Rate	80% first-time exam applicants will pass the CNL cert exam on the first attempt			
Design holistic, respectful, evidenced based, person-centered compassionate care including family and significant others, incorporating diversity, equity, and inclusion.	Relevance - Goal 3 Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences	Capstone project Assessment paper pass rate NURS 6220 Health Systems Leadership Leader/Manager	80% of MSN Leader/ Managerstudents will score 80% or higher grade			

Integrate population health principles including advocacy, health policy, disaster preparedness, and collaborative partnerships to mitigate social determinants of health and support equitable and just care.	Relevance Goal 3: Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	Disaster Preparedness Assignment in NURS 6208 Population Health for Equitable Outcomes Exit Survey: Student response to survey question advocacy strategies to integrate population health	**Direct:** 80% of MSN students will score 80% or higher grade **Indirect**			
Engage in scholarship to transform health care through evidence-based nursing practice.	Relevance Goal 2: Goal 2 Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.	NURS 6223 CNL Capstone project assignment	MSN CNL Students will score 80% or higher on their Capstone Project in the final semester of the Progra			

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Develop a just culture through quality improvement at individual and system levels to minimize the risk of harm and support safety.	Competiveness Goal 5 Implement a holistic, institution-wide integrated wellness framework to enhance the lives and performance of students, employees, and external communities we serve.	Capstone Project NURS 6218 Leader/Manager Health systems Leadership Roles II Exit survey: Student response to survey question related to student support and success.	MSN Leader/ Manager Students will score 80% or higher on their Capstone Project in the final semester of the Program**Indirect:** Exit survey results rank agree or			

Create a climate of mutual learning, respect, and shared values through partnerships for quality care delivery.	Relevance - Goal 3 Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	Capstone teaching/learning project final manuscript assignment NURS 6212	MSN Nurse Educator Students will score 80% or higher on their Capstone Project final manuscript paper in the final semester of the Progra			

Design practices within complex systems that enhance value, access, quality, and cost-effective coordination of resources to provide safe, quality, equitable care to diverse populations	Competitiveness: Goal 1 Elevate institutional visibility and reputation by promoting the successes and contributions of students, faculty, staff, and alumni. Placemaking - Goal 1: Strengthen the sense of belonging and connectedness at UWG by intentionally nurturing relationships and bonds among students, faculty, staff, alumni, and communities.	Nurs 6205 Health Policy Brief assignment	Students will score 80% or higher on the Health Policy Assignment			
Utilize information, communication technologies, and informatics processes for ethical decision making to support patients, consumers, and team members in a variety of settings.	Relevance Goal 5: Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.	NURS 6209 Ethics paper related to healthcare informatics and technology	Students will score 80% or higher on the Ethics paper assignment			

Formulate a sustainable professional nursing identity that reflects professional nursing's characteristics and values to improve the practice environment and health outcomes.	Goal 5 Define pathways to post-graduation through an institutional commitment to elevating and advancing internships, experiential learning, intentional mentorship, and professional and community-based networking for all students.	NURS 6202 Reflective Caring and Leadership Assignment	Students will score 80% or higher on the Reflective Leadership paper			

Demonstrate personal, professional, and leadership development to intentionally advance the nursing profession	Goal 3 Elevate ALL students' professional, cultural, and global competencies via cocurricular experiences.	Teaching plan assignment in NURS 6210 Teaching & Evaluation in Nursing Education Student exit survey, Alumni survey, employers of Alumni students' survey, and Community of Advisors survey results report	MSN Nurse education Students will score 80% or higher on their teaching plan assignment. **Indirect**: Survey results for each survey reported agree or strongly agree to			

Please complete the first four columns.

Interpretation & Use of Results	Improvement Plan

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT: NURSING

PROGRAM: Masters of Science in Nursing

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

PL-SLO Descriptions

- **PL-SLO 1:** 1.Synthesize established and evolving disciplinary nursing knowledge, ways of knowing, and knowledge from other disciplines, to inform clinical judgement and translate nursing science to guide evidence-based care. Key Concepts: clinical judgment, evidence based practice
- **PL-SLO 2:** 2. Design holistic, respectful, evidenced based, person-centered compassionate care including family and significant others, incorporating diversity, equity, and inclusion. Key Concepts: Communication, Compassionate Care, DEI, Ethics, and Evidence-based care.
- **PL-SLO 3:** 3. Integrate population health principles including advocacy, health policy, disaster preparedness, and collaborative partnerships to mitigate social determinants of health and support equitable and just care. Concepts: Social determinants of health, policy, DEI, Ethics
- **PL-SLO 4:** 4.Engage in scholarship to transform health care through evidence-based nursing practice. Concepts: EBP,ethics,
- **PL-SLO 5:** 5. Develop a just culture through quality improvement at individual and system levels to minimize the risk of harm and support safety. Concepts: Quality, Safety, EBP, Health policy, DEI, ethics
- **PL-SLO 6:** 6. Create a climate of mutual learning, respect, and shared values through partnerships for quality care delivery. Concepts: Communication, Compassionate Care, Clinical Judgment
- **PL-SLO 7:** 7. Design practices within complex systems that enhance value, access, quality, and cost-effective coordination of resources to provide safe, quality, equitable care to diverse populations. Concepts: DEI, EBP, SDOH,Communication
- **PL-SLO 8:** 8. Utilize information, communication technologies, and informatics processes for ethical decision making to support patients, consumers, and team members in a variety of settings. Concepts: Communication, Compassionate care, Clinical judgment, Ethics
- **PL-SLO 9:** 9. Formulate a sustainable professional nursing identity that reflects professional nursing's characteristics and values to improve the practice environment and health outcomes. Concepts: Ethics, Health Policy, DEI, and Compassionate Care
- **PL-SLO 10:** 10. Demonstrate personal, professional, and leadership development to intentionally advance the nursing profession. Concepts: SDOH, Ethics, Policy

Curriculum Mapping Grid

#	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8	PL-SLO 9	PL-SLO 10
1	NURS 6201	I, A						I,A		I	
2	NURS 6202	I	I,A			I,A				I	I
3	NURS 6203		R,A		I				I,A	I	
4	NURS 6204				R,A						I,A
5	NURS 6205	R		I,A	R	R,A	I		I		R,A
6	NURS 6206	R,A	M,A						R	R,A	R
7	NURS 6208			R,A		M,A	I,A	R		R	R
8	NURS 6209			M,A			R, A	R	M, A	R	
9	NURS 6210	M			M,A		R			M	M,A
10	NURS 6211	M			M		M,A	M	M, A	M	M
11	NURS 6212	M			M		M			M,A	M
12	NURS 6213	M,A			M			M,A			
13	NURS 6217		M			M	M,A	M	M	M	M,A
14	NURS 6218	M	M	M		M	M	M	M,A	M, A	M
15	NURS 6219	M	M	M	M,A	M	M	M	M	M	M
16	NURS 6220		M		M	M		M,A	M	M	M
17	NURS 6222	M, A	M	M	M,A	M	M, A	M	M	M, A	M
18	NURS 6223	M	M	M	M	M	M	M,A	M, A	M	M,A
19	NURS 6224		M	M		M	M	M,A			
20	NURS 6225	M,A		M			M				M,A
21	NURS 6900										
22											

NURS - 6201 - Theoretical Perspectives of Nursing Science

2025-2026 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ○ No

Is this a College of Education course?* ○ Yes ● No

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academic department? *

Does this course belong solely to the Graduate School? * ● Yes ○ No

Course Information

Course Prefix * NURS

Course Number * 6201

Course Title * Theoretical Perspectives of Nursing Science

Course Type * Nursing

Catalog Course Description * This course explores and applies nursing's unique professional perspective and identity to other healthcare disciplines using theories of health care delivery. The course also introduces the role of the master's prepared nurse in the use of evidence-based practice toward effective systems management in the context of caring science.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program.

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status * ◉ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?
`1`

Grading *
`Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *
Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes *
1. Apply theories and evidence-based knowledge in leading the healthcare team to design, Coordinate, and evaluate the delivery of care to diverse groups.

2. Compare shared perspectives in practice situations using the unique perspective of nursing and other discipline theories.

3. Apply an innovative approach based on evidence to optimize institutional system effectiveness.

4. Analyze the relationships between theory, research, and evidence-based practice.

5. Construct an evolving personal and professional philosophy of nursing that demonstrates nursing's unique professional identity as compared to other healthcare professionals and critique it using nursing professional practices of diversity, equity, and inclusion.

6. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences to formulate an aesthetic representation of a concept.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

Will this course have special fees or tuition required?* ☐ Yes   ☑ No   **If yes, what will the fee be?*** No fees

Fee Justification No special fees

LAUNCH proposal by clicking ▶ in the top left corner. **DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

NURS - 6202 - The Professional Caring Leader

2025-2026 Graduate New Course Request

General Information

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall	Desired Effective Year*	2025

Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*   Tanner Health System School of Nursing

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ◉ Yes   ○ No

Is this a College of Education course?*   ○ Yes   ◉ No

academic department? *

Does this course belong solely to the Graduate School?* ⦿ Yes ◯ No

Course Information

Course Prefix* [NURS]

Course Number* 6202

Course Title* The Professional Caring Leader

Course Type* [Nursing]

Catalog Course Description* This course applies scholarly evidence, caring science, professional theories, laws, policies, and regulations and develops professional relationships to demonstrate a unique nursing identity as a leader.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)* ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* 1. Apply scholarly evidence to advance nursing's distinctive role and influence on healthcare in practice, education, and leadership.
2. Apply theories to employ ethical and social decisions concerning leading, protecting, and advocating for populations served.
3. Use caring science and evidence-based practices to establish relationships that promote person-centered care and equitable care.
4. Apply caring science and evidence for effective and healthy practice environments.
5. Apply relevant laws, policies, and regulations to become accountable to the individual, society, and the profession of nursing and a unique professional identity as a caring nurse leader.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* 0

Fee Justification No fees

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6202: The Professional Caring Leader

Credit Hours: 3-0-3
Prerequisites: Admission to MSN program.
Co-requisites: None

Course Description: This course applies scholarly evidence, caring science, professional theories, laws, policies, regulations, and develops professional relationships to demonstrate a unique nursing identity as a leader.

Learning Outcomes:

1. Apply scholarly evidence to advance nursing's distinctive role and influence on healthcare in practice, education, and leadership.

2. Apply theories to employ ethical and social decisions concerning leading, protecting, and advocating for populations served.

3. Use caring science and evidence-based practices to establish relationships that promote person-centered care and equitable care.

4. Apply caring science and evidence for effective and healthy practice environments.

5. Apply relevant laws, policies, and regulations to become accountable to the individual, society, and the profession of nursing and a unique professional identity as a caring nurse leader.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Discussion 1	10%	

Discussion 2	10%	
Discussion 3	10%	
Discussion 4	10%	
Outcome Metric Chart	10%	Key Program Assessment for PLO 5
Reflective Caring and Leadership Assignment	20%	Key Program Assessment for PLO 2
Conflict Resolution Assignment	30%	

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators
1. Apply scholarly evidence to advance nursing's distinctive role and influence on healthcare in practice, education, and leadership. (1,2,9,10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines	1.1eTranslate evidence from nursing science as well as other sciences into practice. 1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.

2.9g Develop strategies to optimize care coordination and transitions of care.

9.5 f Articulate nursing's unique professional identity to |
| | 2.9 Provide care coordination. | |

		other interprofessional team members and the public
	9.5 Demonstrate the professional identity of nursing	9.5 g Evaluate practice environment to ensure that nursing core values are demonstrated 10. 3 j Provide leadership to advance the nursing profession. 10.3 k Influence intentional change guided by leadership principles and theories.
	10.3 Develop capacity for leadership.	
2. Apply theories to employ ethical and social decisions concerning leading, protecting, and advocating for populations served. (1,9)	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 1.2g Apply a systematic and defendable approach to nursing practice decisions. 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care. 1.2i Demonstrate socially responsible leadership 1.2j Translate theories from nursing and other disciplines to practice. 9.6g Ensure that care provided by self and others is reflective of nursing's core values
3. Use caring science and evidence-based practices to establish relationships that	9.2 Employ participatory approach to nursing care.	9.2i Identify innovative and evidence-based practices that promote person-centered care

promote person-centered care and equitable care. (9)	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity	9.6g Ensure that care provided by self and others is reflective of nursing's core values
4. Apply caring science and evidence for effective and healthy practice environments. (5,10)	5.3 Contribute to a culture of provider and work environment safety. 10.1 Demonstrate a commitment to personal health and well-being	5.3 c. Role model and lead well-being and resiliency for self and the team. 10.1 c Contribute to an environment that promotes self-care, personal health, and well-being 10.1d Evaluate the workplace environment to determine level of health and well-being
5. Apply relevant laws, policies, and regulations to become accountable to the individual, society, and the profession of nursing and a unique professional identity as a caring nurse leader. (9)	9.2 Employ participatory approach to nursing care. 9.3 Demonstrate accountability to the individual, society, and the profession 9.4 Comply with relevant laws, policies, and regulations 9.5 Demonstrate the professional identity of nursing	9.2i Identify innovative and evidence-based practices that promote person-centered care 9,3i Advocate for nursing's professional responsibility for ensuring optimal care outcomes 9.3j Demonstrate leadership skills when participating in professional activities and/or organizations 9.4d Advocate for policies that enable nurses to practice to the full extent of their education 9.5f Articulate nursing's unique professional identity to other interprofessional team members and the public 9.5g Evaluate practice environment to ensure that nursing core values are demonstrated

NURS - 6203 - Physical Assessment and Health Promotion

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes   ○ No

Is this a College of Education course?* ○ Yes   ● No

academic department? *

Does this course belong solely to the Graduate School? * ⦿ Yes ○ No

---

Course Information

Course Prefix * | NURS |

Course Number * 6203

Course Title * Physical Assessment and Health Promotion

Course Type * | Nursing |

Catalog Course Description * This course is designed to equip the master's prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan. The course also integrates the nurse's professional identity toward diversity, equity, and inclusion for optimal care outcomes.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 4

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program.

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   `1`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)* ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* 1. Utilize information systems and technology to effectively gather data, create new information, and generate knowledge to support care.
2. Perform, oversee, and communicate an age-appropriate comprehensive and episodic health history and physical assessment that integrates diversity, equity, and inclusion.
3. Critically analyze physical assessment data to synthesize and to formulate a plan of care.
4. Comply with relevant laws, policies, and regulations while assimilating and critically appraising evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.
5. Demonstrate the ability to assess and address health promotion needs of clients across the lifespan in a manner that reflects person-centered caring, a holistic view of self and others and respect for diverse cultures.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗔 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment *   35

Will this course have special fees or tuition required? * ☐ Yes
☑ No

If yes, what will the fee be? *   0

Fee Justification   No fees

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

NURS 6203: Physical Assessment and Health Promotion
Credit Hours: 2-4-3
Prerequisites: Admission to MSN program.
Co-requisites: None
Course Description:
This course is designed to equip the master's prepared nurse with advanced health assessment and health promotion skills with the knowledge to focus on various physiologic systems across the lifespan. The course also integrates the nurse's professional identity toward diversity, equity, and inclusion for optimal care outcomes.
Learning outcomes:
1. Utilize information systems and technology to effectively gather data, create new information, and generate knowledge to support care.
2. Perform, oversee, and communicate an age-appropriate comprehensive and episodic health history and physical assessment that integrates diversity, equity, and inclusion.
3. Critically analyze physical assessment data to synthesize and to formulate a plan of care.
4. Comply with relevant laws, policies, and regulations while assimilating and critically appraising evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.
5. Demonstrate the ability to assess and address health promotion needs of clients across the lifespan in a manner that reflects person-centered caring, a holistic view of self and others and respect for diverse cultures.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Discussion 1	10%	

Health Promotion Project	30%	Key Program Assessment for PLO 8
Shadow Health Digital Clinical Experiences I	30%	Key Program Assessment for PLO 2
Shadow Health Digital Clinical Experiences II	30%	

Course Learning Outcomes (PLO)	Competency Statements	Competency Progression Indicators
Utilize information systems and technology to effectively gather data, create new information, and generate knowledge to support care. (2, 8)	8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations 8.2 Use information and communication technology to gather data, create information, and generate knowledge. 2.2 Communicate effectively with individuals	8.1g. Identify best evidence and practices for the application of information and communication technologies to support care 8.2 j Interpret primary and secondary data and other information to support care. 8.2f Generate information and knowledge from health information technology databases. **2.2i: Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.**
Perform, oversee, and communicate an age-appropriate comprehensive and episodic health history and physical assessment that integrates diversity,	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity. **2.2 Communicate effectively with individuals.**	9.6 f Analyze the impact of structural and cultural influences on nursing's professional identity **2.2i: Apply individualized information, such as genetic/genomic, pharmacogenetic, and**

equity, and inclusion. (2, 9)		**environmental exposure information in the delivery of personalized health care.**
Critically analyze physical assessment data to synthesize and to formulate a plan of care. (2, 8, 9)	8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations 8.2 Use information and communication technology to gather data, create information, and generate knowledge	8.1 g Identify best evidence and practices for the application of information and communication technologies to support care 8.2 j Interpret primary and secondary data and other information to support care. 8.2f Generate information and knowledge from health information technology databases. 9.2i Identify innovative and evidence-based practices that promote person-centered car
	9.2 Employ participatory approach to nursing care. **2.3 Integrate assessment skills in practice** **2.4 Diagnose actual or potential health problems and needs.** **2.5 Develop a plan of care**	**2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.** **2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process** **2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.**
Comply with relevant laws, policies, and regulations while assimilating and critically appraising evidence-based information related to patient assessment to evaluate and achieve	9.4 Comply with relevant laws, policies, and regulations **2.6 Demonstrate accountability for care delivery.** **2.7 Evaluate outcomes of care.** **2.8 Promote self-care management**	9.4 f Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes

optimal nursing outcomes. (2, 9)	**2.9 Provide care coordination**	
Demonstrate the ability to assess and address health promotion needs of clients across the lifespan in a manner that reflects person-centered caring, a holistic view of self and others and respect for diverse cultures. (4, 9)	**4.2 Integrate best evidence into nursing practice** 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society. 9.2 Employ participatory approach to nursing care., 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity	**4.2g Lead the translation of evidence into practice.** 9.1h Analyze current policies and practices in the context of an ethical framework 9.1 i Model ethical behaviors in practice and leadership roles 9.2i Identify innovative and evidence-based practices that promote person-centered care, 9.6 f Analyze the impact of structural and cultural influences on nursing's professional identity

NURS - 6204 - Scholarship Advancement and Integration for Nursing Practice

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

rather than an academic department? *

Does this course belong solely to the Graduate School?* ⦿ Yes ◯ No

Course Information

Course Prefix* NURS

Course Number* 6204

Course Title* Scholarship Advancement and Integration for Nursing Practice

Course Type* Nursing

Catalog Course Description* A course designed to prepare nurses with the skills and knowledge needed to integrate best evidence into nursing practice for the provision of high-quality nursing care caring science.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ◉ Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* 1. Analyze theories, diverse sources of evidence, clinical judgment, research, and translational processes to improve practice, support policy changes, and promote health outcomes that reflect a professional identity of caring, diversity, and holism.
2. Choose ways to lessen potential risks in ethical conduct of scholarly activities.
3. Integrate best evidence to transform practice decisions.
4. Critically evaluate advanced knowledge in a defined area of nursing practice.
5. Evaluate practice policies including any inconsistencies between practice policies and best evidence.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* Search

Fee Justification no fee

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ **icon in the Proposal Toolbox to make your decision.**

NURS 6204: Scholarship Advancement and Integration for Nursing Practice

Credit Hours: 3-0-3
Prerequisites: Admission to MSN program
Co requisites: None

Course Description: A course designed to prepare nurses with the skills and knowledge needed to integrate best evidence into nursing practice for the provision of high-quality nursing care caring science.

Learning Outcomes:
1. Analyze theories, diverse sources of evidence, clinical judgment, research, and translational processes to improve practice, support policy changes, and promote health outcomes that reflect a professional identity of caring, diversity, and holism.
2. Choose ways to lessen potential risks in ethical conduct of scholarly activities.
3. Integrate best evidence to transform practice decisions.
4. Critically evaluate advanced knowledge in a defined area of nursing practice.
5. Evaluate practice policies including any inconsistencies between practice policies and best evidence.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
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Evaluation Criteria

Type	Weight	
Discussion 1 Workplace Environments	10%	Key Program Assessment for PLO 10
Discussion 3	10%	

Discussion 4	10%	
Critical Appraisal Guidelines for Research Studies	30%	Key Program Assessment for PLO 4
CITI Training	10%	
Scholarly Paper Literature Search	30%	

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators
Analyze theories, diverse sources of evidence, clinical judgment, research, and translational processes to improve practice, support policy changes, and promote health outcomes that reflect a professional identity of caring, diversity, and holism.(4)	4.1Advance the scholarship of nursing	4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice 4.1 i. Engage in scholarship to advance health.
Choose ways to lessen potential risks in ethical conduct of scholarly activities. (4)	4.3 Promote the ethical conduct of scholarly activities	4.3e Identify and mitigate potential risks and areas of ethical concern in scholarly activities. 4.3h Implement processes that support ethical conduct in practice and scholarship.
.Integrate best evidence-to transform practice decisions. (4)	4.1Advance the scholarship of nursing. 4.2 Integrate best evidence into nursing practice	4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice

		4.1 i. Engage in scholarship to advance health 4.2f Use diverse sources of evidence to inform practice 4.2j Articulate inconsistencies between practice policies and best evidence
Critically evaluate advanced knowledge in a defined area of nursing practice. (4, 10)	4.1Advance the scholarship of nursing. 10.1 Demonstrate a commitment to personal health and well-being	4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice 4.1 i. Engage in scholarship to advance health. 10.1 c Contribute to an environment that promotes self-care, personal health, and well-being
Evaluate practice policies including any inconsistencies between practice policies and best evidence. (4)	4.2 Integrate best evidence into nursing practice	4.2f Use diverse sources of evidence to inform practice 4.2j Articulate inconsistencies between practice policies and best evidence

NURS - 6205 - Advocacy for Health Policy, Safety, and Quality Improvement

2025-2026 Graduate New Course Request

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School   ◉ Yes   ○ No

Is this a College of Education course?*   ○ Yes   ◉ No

618

Graduate School rather than an academic department? *

Does this course belong solely to the Graduate School? * ◉ Yes ○ No

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Course Information

Course Prefix * [NURS]

Course Number * 6205

Course Title * Advocacy for Health Policy, Safety, and Quality Improvement

Course Type * [Nursing]

Catalog Course Description * This course addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on equitable population health policy and the political and socioeconomic forces that influence the development of health policy related to quality and safety outcomes.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status *   ◉ Active-Visible   ○ Inactive-Hidden

**Frequency - How
many semesters per
year will this course
be offered?**   `1`   **Grading** *   `Graduate Standard Letter`

Type of Delivery   ☑ Entirely at a Distance – This course is delivered 100% through distance education
(Select all that   technology. No visits to campus or designated site are required.
apply) *
                            ☐ Fully at a distance - All or nearly all of the class sessions are delivered via
                               technology. The course does not require students to travel to a classroom for
                               instruction; however, it might require students to travel to a site to attend an
                               orientation or to take exams.

                            ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at
                               least one class session is replaced by technology.

                            ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of
                               class sessions, but visits to a classroom (or similar site) are required.

                            ☐ Technology enhanced – Technology is used in delivering instruction to all students
                               in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale   Accreditation requires curriculum revision based on the new AACN Essentials competency-
for adding this   based education, which is the rationale for revising the program and adding this course.
course? *

Student Learning   1. Evaluate the social determinants of health, organizational, political, cultural, and
Outcomes *   economic trends that impact cost, safety, and quality of healthcare delivery.
                           2. Advance equitable population health policy.
                           3. Contribute to a culture of quality and safety to improve patient outcomes.
                           4. Apply quality improvement principles in care delivery efforts.
                           5. Develop leadership skills as an advocate for medically underserved populations.

REQUIRED ATTACHMENTS

**ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox
and clicking 🔲 in the top right corner.**

1.) Syllabus

**Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning
objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus *   ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ● Library Resources are Adequate
⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀○ Library Resources Need Enhancement

Present or Projected ⠀35
Annual Enrollment*

Will this course have ☐ Yes ⠀⠀⠀⠀⠀⠀⠀⠀⠀**If yes, what will the** Search
special fees or tuition ⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀⠀**fee be?***
required?* ☑ No

Fee Justification No fees

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: **After launching the proposal, you must make a decision on your proposal. Select the** ✔ **icon in the Proposal Toolbox to make your decision.**

NURS 6205: **Advocacy for Health Policy, Safety, and Quality Improvement**

Credit Hours: 3-0-3
Prerequisites: Admission to MSN program
Co requisites: None

Course Description: This course addresses current and emerging challenges related to patient care quality and safety within a healthcare system. Emphasis will also be placed on equitable population health policy and the political and socioeconomic forces that influence the development of health policy related to quality and safety outcomes.

Learning Outcomes:

1. Evaluate the social determinants of health, organizational, political, cultural, and economic trends that impact cost, safety, and quality of healthcare delivery.

2. Advance equitable population health policy.

3. Contribute to a culture of quality and safety to improve patient outcomes.

4. Apply quality improvement principles in care delivery efforts.

5. Develop leadership skills as an advocate for medically underserved populations.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
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The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	

Discussion: Quality Improvement addressing healthcare needs	10%		Key Program Assessment for PLO 5
IHI module QI 103	20%		
IHI module QI 105	20%		
Change Model Based on Discovery	20%		Key Program Assessment for PLO 10
Health Policy Brief	30%		Key Program Assessment for PLO 3

Course Learning Outcomes (PLO)	Competency	Competency Progression Indicators
1. Evaluate the social determinants of health, organizational, political, cultural, and economic trends that impact cost, safety, and quality of healthcare delivery. (1)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines	1.1 In collaboration with other disciplines (as indicated), address the social determinants of health by indicating how a policy maker can act to improve the health and well-being of the community
2. Advance equitable population health policy. (3, 7)	3.4 Advance equitable population health policy	3.4 f Identify opportunities to influence the policy process (3.4f). 3.4 g Design comprehensive advocacy strategies to support the policy process. 3.4 h Engage in strategies to influence policy change 7.2 g. Analyze relevant internal and external factors

		that drive healthcare costs and reimbursement
		7.2 h Design practices that enhance value, access, quality, and cost-effectiveness.
		7.2 i Advocate for healthcare economic policies and regulations to enhance value, quality, and cost effectiveness.
	7.2 Incorporate consideration of cost-effectiveness of care.	
3. Contribute to a culture of quality and safety to improve patient outcomes. (3, 6)	3.2 Engage in effective partnerships.	3.2d Ascertain collaborative opportunities for individuals and organizations to improve population health.
		3.2e Challenge biases and barriers that impact population health outcomes.
		3.2 f Evaluate the effectiveness of partnerships for achieving health equity.
		6.3 d Direct interprofessional activities and initiatives

	6.3 Use knowledge of nursing and other professions to address healthcare needs	
4. Apply quality improvement principles in care delivery efforts (5)	5.1 Apply quality improvement principles in care delivery. 5.2 Contribute to a culture of patient safety.	5.1i Establish and incorporate data driven benchmarks to monitor system performance 5.1k Integrate outcome metrics to inform change and policy recommendations 5.2 g Evaluate the alignment of system data and comparative patient safety benchmarks 5.2 h Lead analysis of actual errors, near misses, and potential situations that would impact safety 5.2 i Design evidence-based interventions to mitigate risk 5.3a Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury
	5.3 Contribute to a culture of provider and work environment safety	

5. Develop leadership skills as an advocate for medically underserved populations. (3, 6, 10)	3.3 Consider the socioeconomic impact of the delivery of healthcare.	3.3 c Analyze cost-benefits of selected population-based interventions
		3.5 h Engage in relationship-building activities with stakeholders at any level of influence, including system, local, state national and/or global
	3.5 Demonstrate advocacy strategies.	
		3.5i Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.
		6.3 d Direct interprofessional activities and initiatives
	6.3 Use knowledge of nursing and other professions to address healthcare needs	10.2g Demonstrate cognitive flexibility in managing change within complex environments
	10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity	

NURS - 6206 - Pathophysiology and Pharmacology

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* [Fall]

Desired Effective Year* [2025]

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* [Tanner Health System School of Nursing]

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ◉ Yes ○ No

Is this a College of Education course?* ○ Yes ◉ No

academic department? *

Does this course belong solely to the Graduate School?* ⦿ Yes ○ No

Course Information

Course Prefix* [NURS]

Course Number* 6206

Course Title* Pathophysiology and Pharmacology

Course Type* [Nursing]

Catalog Course Description* This course is designed to provide scientific, theoretical, and research-based knowledge from nursing concerning pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 4

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? | `1`   **Grading*** | `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes*
1. Analyze the etiology and pathophysiology associated with alterations of health.
2. Develop a plan of care that incorporates holism and advanced concepts of pharmacotherapeutics and pharmacokinetics.
3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions and pharmacotherapeutics to enhance nursing care.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate 629

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* Search

Fee Justification no fees

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

NURS 6206: Pathophysiology and Pharmacology
Credit Hours: 2-4-3
Prerequisites: Admission to MSN program
Co requisites: None

Course Description: This course is designed to provide scientific, theoretical, and research-based knowledge from nursing concerning pathophysiology and pharmacotherapeutics associated with health and disease as the basis of nursing management.

Learning Outcomes:

1. Analyze the etiology and pathophysiology associated with alterations of health.

2. Develop a plan of care that incorporates holism and advanced concepts of pharmacotherapeutics and pharmacokinetics.

3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions and pharmacotherapeutics to enhance nursing care.

Grading System for Graduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)   (89.50-100)

B – Average Performance (3.00)   (79.50-89.49)

C – Below Average or Unsatisfactory (2.00) (74.50-79.49)

F – Failure (0.00)   (below 74.50)

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	

Discussion 1	10%	
Obesity/Opiod Epidemic Assignment	30%	Key Program Assessment for PLO 1
Shadow Health Digital Clinical Experiences I	30%	Key Program Assessment for PLO 2
Shadow Health Digital Clinical Experiences II	30%	Key Program Assessment for PLO 9

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators
1. Analyze the etiology and pathophysiology associated with alterations of health. (1,2, 10)	1.3 Demonstrate clinical judgment founded on a broad knowledge base. **2.2 Communicate effectively with individuals.** **2.8 Promote self-care management** 10.1 Demonstrate a commitment to personal health and well-being	1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning. 1.3e Synthesize current and emerging evidence to influence practice **2.2i: Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care** 10.1 d Evaluate the workplace environment to determine level of health and well-being
2. Develop a plan of care that incorporates holism and advanced concepts of pharmacotherapeutics and pharmacokinetics. (1,2, 8)	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.2f: Synthesize knowledge from nursing and other disciplines to inform education, practice, research

	1.3 Demonstrate clinical judgment founded on a broad knowledge base. **2.4 Diagnose actual or potential health problems and needs** **2.5 Develop a plan of care** **2.9 Provide care coordination**	1.2g: Apply a systematic and defendable approach to nursing practice decisions 1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning. 1.3e Synthesize current and emerging evidence to influence practice **2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.** **2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.** 2.9h Guide the coordination of care across health systems. 8.2f Generate knowledge from health information technology databases
	8.2 Use information and communication technology to gather data, create information, and generate knowledge**.**	

3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions and pharmacotherapeutics to enhance nursing care. (1, 2, 9)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines **2.3 Integrate assessment skills in practice** **2.6 Demonstrate accountability for care delivery.** **2.7 Evaluate outcomes of care.** **4.2 Integrate best evidence into nursing practice** 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society. 9.2 Employ participatory approach to nursing care. 9.5 Demonstrate the professional identity of nursing	1.1e: Translate evidence from nursing science 1.1f: Demonstrate the practice of nursing science to practice **2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice** **4.2g Lead the translation of evidence into practice.** 9.1h Analyze current policies and practices in the context of an ethical framework 9.1 i Model ethical behaviors in practice and leadership roles 9.2 h Foster opportunities for intentional presence in practice 9.2 i Facilitate communication that promotes a participatory approach 9.5 f Articulate nursing's unique professional identity to other interprofessional team members and the public

NURS - 6208 - Population Health for Equitable Outcomes

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

academic department? *

Does this course belong solely to the Graduate School? * ◯ Yes ⦿ No

Course Information

Course Prefix* NURS

Course Number* 6208

Course Title* Population Health for Equitable Outcomes

Course Type* Nursing

Catalog Course Description* This course explores nursing's role in global and local population health, including partnerships to achieve equitable health outcomes.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 2

Lab Hrs* 4

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to MSN program

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Restrictions

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   `1`

Grading *   `Graduate Standard Letter`

Type of Delivery (Select all that apply) *   ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *   Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes *   1. Develop a collaborative approach with relevant stakeholders to achieve equitable health outcomes.
2. Evaluate economic, legal, and political influences on population healthcare access, costs, quality, and outcomes.
3. Determine the health needs of a population through systematic data analysis to support advocacy and community change.
4. Propose advocacy strategies for equitable population health policy.
5. Assess community preparedness and evidence of systems effectiveness to protect population health during disasters and emergencies.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate

⚪ Library Resources Need Enhancement

Present or Projected 35
Annual Enrollment*

Will this course have ☐ Yes   **If yes, what will the** Search
special fees or tuition   **fee be?***
required?* ☑ No

Fee Justification no fees

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ **icon in the Proposal Toolbox to make your decision.**

NURS 6208:
Population Health for Equitable Outcomes

Credit Hours: 2-4-3
Prerequisites: Admission to MSN program
Co-requisites: None

Course Description: This course explores nursing's role in global and local population health, including partnerships to achieve equitable health outcomes.

Learning outcomes:

1. Develop a collaborative approach with relevant stakeholders to achieve equitable health outcomes.

2. Evaluate economic, legal, and political influences on population healthcare access, costs, quality, and outcomes.

3. Determine the health needs of a population through systematic data analysis to support advocacy and community change.

4. Propose advocacy strategies for equitable population health policy.

5. Assess community preparedness and evidence of systems effectiveness to protect population health during disasters and emergencies.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	

Interprofessional Experience	20%		Key Program Assessment for PLO 6
Community Health Needs Assessment	30%		
Disaster Preparedness Assignment	20%		Key Program Assessment for PLO 3
Team STEPPS Assignment	30%		Key Program Assessment for PLO 5

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators
1. Develop a collaborative approach with relevant stakeholders to achieve equitable health outcomes. (5, 6, 9)	5.3 contribute to a culture of provider and work environment safety	5.3b Foster a just culture reflecting civility and respect.
	6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.	6.1 g Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions 6.1 i Role model respect for diversity, equity, and inclusion in team-based communications 6.1 j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes.

		6.2 h Evaluate the impact of team dynamics and performance on desired outcomes. 6.2 i Reflect on how one's role and expertise influences team performance. 6.3 d Direct interprofessional activities and initiatives
	6.2 Perform effectively in different team roles, using principles and values of team dynamics	
		6.4 f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning. 6.4 h Manage disagreements, conflicts, and challenging conversations among team members. 6.4 i Promote an environment that advances interprofessional learning.
	6.3 Use knowledge of nursing and other professions to address healthcare needs	9.2 h Foster opportunities for intentional presence in practice 9.2 i Facilitate communication that promotes a participatory approach.
	6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.	

	9.2 Employ participatory approach to nursing care.	
2. Evaluate economic, legal, and political influences on population healthcare access, costs, quality, and outcomes. (3)	3.3 Consider the socioeconomic impact of the delivery of healthcare.	3.3c Analyze cost-benefits of selected population-based interventions
3. Determine the health needs of a population through systematic data analysis to support advocacy and community change. (3, 10)	3.1 Manage population health	3.1j Assess the efficacy of a system's capability to serve a target sub-population's healthcare needs 3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods 3.1n Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan. 10.2g Demonstrate cognitive flexibility in managing change within complex environments

	10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	
4. Propose advocacy strategies for equitable population health policy. (3, 9)	3.4 Advance equitable population health policy 9.5 Demonstrate the professional identity of nursing	3.4 f Identify opportunities to influence the policy process (3.4f). 3.4 g Design comprehensive advocacy strategies to support the policy process. 3.4 h Engage in strategies to influence policy change 9.5 f Articulate nursing's unique professional identity to other interprofessional team members and the public
5. Assess community preparedness and evidence of systems effectiveness to protect population health during disasters and emergencies. (3, 7)	3.6 Advance preparedness to protect population health during disasters and public health emergencies 7.1 Apply knowledge of systems to work effectively across the continuum of care. 7.3 Optimize system effectiveness through application of innovation and evidence-based practice	3.6 f Collaboratively initiate rapid response activities to protect population health. 3.6j Contribute to system-level planning, decision making, and evaluation for disasters and public health emergencies 7.1 h Design policies to impact health equity and structural racism within systems, communities, and populations 7.3 e Apply innovative and evidence-based strategies focusing on system preparedness and capabilities 7.3 f Design system improvement strategies based on performance data and metrics 7.3g Manage change to sustain system effectiveness

NURS - 6209 - Informatics and Healthcare Technology

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`   **Desired Effective Year*** `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ◉ Yes   ○ No

Is this a College of Education course?* ○ Yes   ◉ No

644

academic department? *

Does this course belong solely to the Graduate School? *   ⦿ Yes   ○ No

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Course Information

Course Prefix *   [NURS]   **Course Number** *   6209

Course Title *   Informatics and Healthcare Technology

Course Type *   [Nursing]

Catalog Course Description *   This course focuses on healthcare informatics, technology, and effective healthcare outcomes. There is an emphasis on system-wide initiatives, processing and protecting healthcare data, including generating knowledge for healthcare outcome improvement.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   2

Lab Hrs *   4

Credit Hrs *   3

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☐ Yes   ☑ No   **If yes, indicate maximum number of credit hours counted toward graduation.** *   0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites   Admission to MSN program

Concurrent Prerequisites   None

Corequisites   None

Cross-listing

645

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? [1]

Grading* [Graduate Standard Letter]

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

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☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes*
1. Analyze key issues and solutions related to emerging informatics technologies and processes to enhance healthcare quality and delivery systems.
2. Apply interprofessional communication strategies to improve healthcare safety and quality.
3. Apply concepts of data protection to emerging informatics technologies and processes that demonstrate accountability to the individual, society, and the nursing profession.
4. Apply systems thinking to the interoperability of information technology to improve delivery of care.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔹 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment *   35

Will this course have special fees or tuition required? *   ☐ Yes   ☑ No   **If yes, what will the fee be?** *   Search

Fee Justification   no fees

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6209: Informatics and Healthcare Technology

Credit Hours: 2-4-3
Prerequisites: Admission to MSN program
Co-requisites: None

Course Description: This course focuses on healthcare informatics, technology, and effective healthcare outcomes. There is an emphasis on system-wide initiatives, processing and protecting healthcare data, including generating knowledge for healthcare outcome improvement.

Learning outcomes:

1. Analyze key issues and solutions related to emerging informatics technologies and processes to enhance healthcare quality and delivery systems.

2. Apply interprofessional communication strategies to improve healthcare safety and quality.

3. Apply concepts of data protection to emerging informatics technologies and processes that demonstrate accountability to the individual, society, and the nursing profession.

4. Apply systems thinking to the interoperability of information technology to improve delivery of care.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
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C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
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The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	

Discussion 1 Telehealth	20%		
Discussion 2	20%		
Ethics Paper	20%		Key Program Assessment for PLO 3
Interoperability Presentation	20%		Key Program Assessment for PLO 6
EHR Comparison Paper	20%		Key Program Assessment for PLO 8

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1. Analyze key issues and solutions related to emerging informatics technologies and processes to enhance healthcare quality and delivery systems. (8, 9)	8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations	8.1 k Identify the impact of information and communication technologies on workflow processes and healthcare outcomes. 8.1 h Evaluate the unintended consequences of information and communication technologies on care processes, communications,		

		and information flow across care settings		
	8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings	8.3 j Evaluate the potential uses and impact of emerging technologies in health care		
	8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	8.5 h Assess potential ethical and legal issues associated with the use of information and communication technology. 8.5 i Recommend strategies to protect health information when using communication and information technology		
	9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.	9.1h Analyze current policies and practices in the context of an ethical framework 9.1 i Model ethical behaviors		

		in practice and leadership roles		
2. Apply interprofessional communication strategies to improve healthcare safety and quality. (3, 6, 8)	3.5 Demonstrate advocacy strategies	3.5g Strategize with an interdisciplinary group and others to develop effective advocacy approaches.		
	6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.	6.1 g Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions

6.1 i Role model respect for diversity, equity, and inclusion in team-based communications

6.1 j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships

8.2 f Generate information and knowledge from | | |

	8.2 Use information and communication technology to gather data, create information, and generate knowledge	health information technology databases. 8.2 g Evaluate the use of communication technology to improve consumer health information literacy		
3. Apply concepts of data protection to emerging informatics technologies and processes that demonstrate accountability to the individual, society, and the nursing profession (8, 9)	8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.	8.1g Identify best evidence and practices for the application of information and communication technologies to support care. 8.1 h Evaluate the unintended consequences of information and communication technologies on care processes, communications, and information flow across care settings		
	8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and	8.5 h Assess potential ethical and legal issues associated with the use of information and communication technology.		

	workplace policies in the delivery of care.	8.5 i Recommend strategies to protect health information when using communication and information technology.		
	9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.	9.1h Analyze current policies and practices in the context of an ethical framework 9.1 i Model ethical behaviors in practice and leadership roles		
	9.3 Demonstrate accountability to the individual, society, and the profession	9.3k Address actual or potential hazards and/or errors		
4. Apply systems thinking to the interoperability of information technology to improve delivery of care. (7, 8)	7.1 Apply knowledge of systems to work effectively across the continuum of care 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations. 8.3 Use information and	7.1 f Participate in system-wide initiatives that improve care delivery and/or outcomes 8.1 h Evaluate the unintended consequences of information and communication technologies on care processes, communications, and information flow across care settings		

	communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings	8.3 g Evaluate the use of information and communication technology to address needs, gaps, and inefficiencies in care		
	8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels	8.4 f Employ electronic health, mobile health, and telehealth systems to enable quality, ethical, and efficient patient care		

NURS - 6210 - Teaching & Evaluation in Nursing Education

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`   Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ⦿ Yes   ◯ No

Is this a College of Education course?*   ◯ Yes   ⦿ No

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academic department?
         *

Does this course belong solely to the Graduate School?* ◉ Yes   ○ No

Course Information

Course Prefix*   **Course Number*** 6210

    NURS

Course Title* Teaching & Evaluation in Nursing Education

Course Type*

    Nursing

Catalog Course Description* This course explores and applies educational theories, evidence-based teaching strategies and evaluation methods, and caring science for implementation in nursing education.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes   ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No   **If yes, indicate maximum number of credit hours counted toward graduation.*** 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900

Concurrent Prerequisites none

Corequisites None

Cross-listing

Restrictions

Status * ⦿ Active-Visible ⚪ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *

Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes *

1. Differentiate educational theories for use in a caring nursing education context.
2. Select evidence-based teaching strategies and evaluation methods that consider diversity, equity, inclusion, belonging, and learning styles for use within a caring teaching-learning environment.
3. Develop an evidence-based teaching plan that incorporates educational theories, ethical and legal principles, and elements of caring science.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🖟 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⚪ Library Resources are Adequate

Planning Info ⦿ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected 20
Annual Enrollment *

Will this course have ☐ Yes   **If yes, what will the** Search
special fees or tuition **fee be?** *
required? * ☑ No

Fee Justification No fees

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

NURS 6210 Teaching & Evaluation in Nursing Education

Credit Hours: 3-0-3
Prerequisites: NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900
Co-requisites: None

Course Description: This course explores and applies educational theories, evidence-based teaching strategies and evaluation methods, and caring science for implementation in nursing education.

Learning outcomes:
1. Differentiate educational theories for use in a caring nursing education context.
2. Select evidence-based teaching strategies and evaluation methods that consider diversity, equity, inclusion, belonging, and learning styles for use within a caring teaching-learning environment.
3. Develop an evidence-based teaching plan that incorporates educational theories, ethical and legal principles, and elements of caring science.

Grading System for Graduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)   (89.50-100)

B – Average Performance (3.00)   (79.50-89.49)

C – Below Average or Unsatisfactory (2.00) (74.50-79.49)

F – Failure (0.00)   (below 74.50)

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Graded introduction	5%	

Educational and Caring Theory Assignment	15%		
Philosophy of Teaching & Evaluation	15%		Key Assignment PLO 4
Teaching Plan	20%		Key Assignment PLO 10
Non-Exam Evaluation Paper	10%		
Clinical Evaluation Assignment	10%		
Test Blueprint	10%		
Test Analysis	10%		
Ethics & Legal Issues Discussion	5%		

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies NLN Competencies	Key Assignment Measuring Achievement of the Progression Indicator

Differentiate educational theories for use in a caring nursing education context. (1,4)	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 4.2 Integrate best evidence into nursing practice	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 4.2f Use diverse sources of evidence to inform practice. 4.2g Lead the translation of evidence into practice.	I, V	Graded Introduction (5%) Educational and Caring Theory Assignment (15%) Philosophy of Teaching & Evaluation (15%) Teaching Plan (20%)
Select evidence-based teaching strategies and evaluation methods that consider diversity, equity, inclusion, belonging, and learning styles for use within a caring teaching-learning environment.((1,2,4,9,10)	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 2.1 Engage with the individual in establishing a caring relationship. 4.1 Advance the scholarship of nursing.	1.2f Demonstrate the application of nursing science to practice. 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 2.1d Promote caring relationships to effect positive outcomes. 2.1e Foster caring relationships. 4.1h Apply and critically evaluate advanced knowledge in a	I, II, III, VI, VII, VIII	Teaching Plan (20%) Philosophy of Teaching & Evaluation (15%) Educational and Caring Theory Assignment (15%) Non-Exam Evaluation Paper (10%) Clinical Evaluation Assignment (10%) Test Blueprint (10%) Test Analysis (10%)

		defined area of nursing practice.		
	4.2 Integrate best evidence into nursing practice.	4.2f Use diverse sources of evidence to inform practice.		
	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	9.6e Critique one's personal and professional practices in the context of nursing's core values.		
	10.3 Develop Capacity for Leadership	10.3k Influence intentional change guided by leadership principles and theories.		
Develop an evidence-based teaching plan that incorporates educational theories, ethical and legal principles, and elements of caring science. (1,4,6,9,10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	1.1 e Translate evidence from nursing science as well as other sciences into practice. 1.1 f Demonstrate the application of nursing science to practice.	I, II, III, VI, VIII	Teaching Plan [Includes self- and peer evaluation] (20%) Philosophy of Teaching & Evaluation (15%) Ethics & Legal Issues Discussion (5%)
	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 1.2h Employ ethical decision-making to assess, intervene, and		

		evaluate nursing care.		
		1.2j Translate theories from nursing and other disciplines into practice.		
	4.2 Integrate best evidence into nursing practice.	4.2f Use diverse sources of evidence to inform practice.		
	6.2 Perform effectively in different team roles, using principles and values of team dynamics.	6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes.		
		6.2i Reflect on how one's role and expertise influence team performance.		
	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	9.6e Critique one's personal and professional practices in the context of nursing's core values.		
	10.3 Develop Capacity for Leadership	10.3k Influence intentional change guided by leadership principles and theories.		

NURS - 6211 - Nurse Educator Practicum I

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ...

( ) Yes   ( ) No

Is this a College of Education course?*

( ) Yes   (•) No

664

academic department? *

Does this course belong solely to the Graduate School? * ● Yes   ○ No

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Course Information

Course Prefix * [NURS]

Course Number * 6211

Course Title * Nurse Educator Practicum I

Course Type * [Nursing]

Catalog Course Description * This course provides opportunities to gain knowledge and skills for the advanced practice role of a caring nurse educator in a practicum setting and to propose a capstone teaching-learning project.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes   ☑ No

Lec Hrs * 0

Lab Hrs * 10

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900

Concurrent Prerequisites NONE

Corequisites NONE

Cross-listing

Restrictions

Status * ⦿ Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *

Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes *

1. Use caring science to support the development of collegial relationships within an educational environment.
2. Implement educational theories, ethical and legal principles, caring science, and evidence-based teaching and evaluation methods when engaging with learners.
3. Propose an evidence-based teaching-learning capstone project that incorporates a theoretical and caring science framework and meets the diverse needs of the learners.
4. Demonstrate reflective inquiry that identifies strengths and areas of improvement within the practice of nurse educator.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Will this course have special fees or tuition required?* ☑ Yes ☐ No

If yes, what will the fee be?* Nursing practicum fee

Fee Justification Nursing practicum fee

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6211 Nurse Educator Practicum I

Credit Hours: 0-10-2
Prerequisites: NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900
Co-requisites: None

Course Description: This course provides opportunities to gain knowledge and skills for the advanced practice role of a caring nurse educator in a practicum setting and to propose a capstone teaching-learning project.

Learning outcomes:
1. Use caring science to support the development of collegial relationships within an educational environment.
2. Implement educational theories, ethical and legal principles, caring science, and evidence-based teaching and evaluation methods when engaging with learners.
3. Propose an evidence-based teaching-learning capstone project that incorporates a theoretical and caring science framework and meets the diverse needs of the learners.
4. Demonstrate reflective inquiry that identifies strengths and areas of improvement within the practice of nurse educator.

Grading System for Graduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)   (89.50-100)

B – Average Performance (3.00)   (79.50-89.49)

C – Below Average or Unsatisfactory (2.00) (74.50-79.49)

F – Failure (0.00)   (below 74.50)

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Student Performance Evaluation (Pass/Fail)		

interprofessional Education Event (Ungraded; included in Reflection)		
Discussion One (10%)	10%	
Reflection	15%	
Discussion Two (10%)	10%	
Teaching Plan	10%	
Draft Capstone Proposal Paper	15%	Key Assignment for PLO 8
Capstone Proposal Paper	20%	
Capstone Proposal Presentation	20%	Key Assignment for PLO 6

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies NLN Competencies	Key Assignment Measuring Achievement of the Progression Indicator

Use caring science to support the development of collegial relationships within an educational environment. **(1,2,6)**	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 2.1 Engage with the individual in establishing a caring relationship. 2.2 Communicate effectively with individuals. 6.2 Perform effectively in different team roles, using principles and values of team dynamics. 6.4. Work with other professionals to maintain a climate of mutual learning, respect, and shared values.	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 2.1d Promote caring relationships to effect positive outcomes. 2.1e Foster caring relationships. 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences. 2.2j Facilitate difficult conversations and disclosure of sensitive information. 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes. 6.2i Reflection on how one's role and expertise influences team performance. 6.4f Foster an environment that supports the constructive sharing of multiple	I, II, VII	Student Performance Evaluation (Pass/Fail) Practicum Log (Graded as part of Student Performance Evaluation) Discussion One (10%) Reflection (15%)

		perspectives and enhances interprofessional learning. 6.4i Promote an environment that advances interprofessional learning.		
Implement educational theories, ethical and legal principles, caring science, and evidence-based teaching and evaluation methods based on data when engaging with learners. (1,4,8,9)	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 4.2 Integrate best evidence into nursing practice. 8.2 Use information and communication technology to gather data, create information, and generate knowledge. 8.5 Use information and communication technologies in accordance	1.2f Demonstrate the application of nursing science to practice. 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 4.2f Use diverse sources of evidence to inform practice. 8.2j Interpret primary and secondary data and other information to support care. 8.5h Assess potential ethical and legal issues associated with the use of information and communication technology.	I, II, III, V, VII, VIII	Student Performance Evaluation (Pass/Fail) Practicum Log (Graded as part of Student Performance Evaluation) Interprofessional Education Event (Ungraded; included in Reflection) Discussion One (10%) Discussion Two (10%) Teaching Plan (10%) Draft Capstone Proposal Paper (15%) Capstone Proposal Paper (20%)

	with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.			Capstone Proposal Presentation (20%) Reflection (15%)
	9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.	9.1i Model ethical behaviors in practice and leadership roles.		
	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	9.6e Critique one's personal and professional practices in the context of nursing's core values.		
Propose an evidence-based teaching-learning capstone project that incorporates a theoretical and caring science framework and meets the diverse needs of the learners. (1,4,6,9,10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	1.1 e Translate evidence from nursing science as well as other sciences into practice. 1.1 f Demonstrate the application of nursing science to practice.	I, II, III, VI, VIII	Student Performance Evaluation (Pass/Fail) Practicum Log (Graded as part of Student Performance Evaluation) Discussion One (10%) Discussion Two (10%)
	1.2 Apply theory and research-based	1.2f Synthesize knowledge from nursing and other		

	knowledge from nursing, the arts, humanities, and other sciences.	disciplines to inform education, practice, and research. 1.2h Employ ethical decision-making to assess, intervene, and evaluate nursing care. 1.2j Translate theories from nursing and other disciplines into practice.		Teaching Plan (10%) Draft Capstone Proposal Paper (15%) Capstone Proposal Paper (20%) Capstone Proposal Presentation (20%)
	4.2 Integrate best evidence into nursing practice.	4.2f Use diverse sources of evidence to inform practice.		
	6.2 Perform effectively in different team roles, using principles and values of team dynamics.	6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes. 6.2i Reflect on how one's role and expertise influence team performance.		
	6.4. Work with other professionals to maintain a climate of mutual learning, respect, and shared values.	6.4f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning. 6.4i Promote an environment that advances interprofessional learning.		

	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	9.6e Critique one's personal and professional practices in the context of nursing's core values.		
	10.3 Develop Capacity for Leadership	10.3k Influence intentional change guided by leadership principles and theories.		
Demonstrate reflective inquiry that identifies strengths and areas of improvement within nurse educator practice. (1,9,10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	1.1f Demonstrate the application of nursing science to practice.	V, VI, VIII	Student Performance Evaluation (Pass/Fail) Practicum Log (Graded as part of Student Performance Evaluation) Reflection (10%)
	9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.	9.1i Model ethical behaviors in practice and leadership roles.		
	10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturing.	10.2g Demonstrate cognitive flexibility in managing change within complex environments.		

		10.2i Foster activities that support a culture of lifelong learning.		
	10.3 Develop capacity for leadership	10.3j Provide leadership to advance the nursing profession.		
		10.3k Influence intentional change guided by leadership principles and theories		

NURS - 6213 - Course & Curriculum Design in Nursing Education

2025-2026 Graduate New Course Request

General Information

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Your **PIN** is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`   Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ◉ Yes   ○ No

Is this a College of Education course?*   ○ Yes   ◉ No

academic department?
        *

Does this course belong solely to the Graduate School? *   (•) Yes   ( ) No

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Course Information

Course Prefix *   NURS   **Course Number** * 6213

Course Title * Course & Curriculum Design in Nursing Education

Course Type * Nursing

Catalog Course Description * This course explores and applies evidence-based course and curriculum design that integrates educational theories, teaching and evaluation methods, and caring science for implementation in nursing education.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes   ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No   **If yes, indicate maximum number of credit hours counted toward graduation.** * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? [1]

Grading* [Graduate Standard Letter]

Type of Delivery (Select all that apply)* ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* 1. Explain methods to design and evaluate courses and curricula in nursing education.
2. Evaluate the impact of external and internal factors on the design of nursing courses and curricula.
3. Develop a course that incorporates critical thinking, caring science, ethical and legal principles, and evidence-based teaching and evaluation methods supported by a theoretical framework and meets the needs of diverse learners.
4. Demonstrate evaluation of a course curriculum.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

**Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* Search

Fee Justification No fees

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: **After launching the proposal, you must make a decision on your proposal. Select the** ✔ **icon in the Proposal Toolbox to make your decision.**

NURS 6213 Course & Curriculum Design in Nursing Education

Credit Hours: 3-0-3
Prerequisites: NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900
Co-requisites: None

Course Description: This course explores and applies evidence-based course and curriculum design that integrates educational theories, teaching and evaluation methods, and caring science for implementation in nursing education.

Learning outcomes:
1. Explain methods to design and evaluate courses and curricula in nursing education.
2. Evaluate the impact of external and internal factors on the design of nursing courses and curricula.
3. Develop a course that incorporates critical thinking, caring science, ethical and legal principles, and evidence-based teaching and evaluation methods supported by a theoretical framework and meets the needs of diverse learners.
4. Demonstrate evaluation of a course curriculum.

Grading System for Graduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)   (89.50-100)

B – Average Performance (3.00)   (79.50-89.49)

C – Below Average or Unsatisfactory (2.00) (74.50-79.49)

F – Failure (0.00)   (below 74.50)

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Program Philosophy & Relationships Assignment	20%	Key Program Assessment for PLO 7

Accreditation & Approval Discussion	10%	
Course Design Assignment (25%)	25%	
Curriculum Design Overview Discussion	15%	Key Program Assessment for PLO 1
Accreditation & Approval Discussion	10%	
Reflection Assignment	20%	

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies NLN Competencies	Key Assignment Measuring Achievement of the Progression Indicator

Explain methods to design and evaluate courses and curricula in nursing education. (1,4)	1.1e Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 4.2 Integrate best evidence into nursing practice	1.1e Translate evidence from nursing science as well as other sciences into practice. 1.1f Demonstrate the application of nursing science to practice. 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 1.2j Translate theories from nursing and other disciplines to practice. 4.2f Use diverse sources of evidence to inform practice. 4.2g Lead the translation of evidence into practice.	IV	Curriculum Design Overview Discussion (10%) Course Design Assignment (25%)
Evaluate the impact of external and internal factors on the design of nursing courses and curricula. (7)	7.1 Apply knowledge of systems to work effectively across the continuum of care. 7.3 Optimize system effectiveness through	7.1e Participate in organizational strategic planning. 7.3f Design system improvement strategies based on	IV, VI, VIII	Program Philosophy & Relationships Assignment (20%) Accreditation & Approval Discussion (10%) Course Design Assignment (25%)

	the application of innovation and evidence-based practice.	performance data and metrics. 7.3g Manage change to sustain system effectiveness.		
Develop a course that incorporates critical thinking, caring science, ethical and legal principles, and evidence-based teaching and evaluation methods supported by a theoretical framework and meets the needs of diverse learners. (1, 4, 6, 9, 10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.1 e Translate evidence from nursing science as well as other sciences into practice. 1.1 f Demonstrate the application of nursing science to practice. 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 1.2h Employ ethical decision-making to assess, intervene, and evaluate nursing care. 1.2i Demonstrate socially responsible leadership. 1.2j Translate theories from nursing and other disciplines into practice.	I, II, III, IV, VII	Course Design Assignment (25%) Reflection Assignment (20%)

	4.2 Integrate best evidence into nursing practice. 6.2 Perform effectively in different team roles, using principles and values of team dynamics. 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity. 10.3 Develop Capacity for Leadership	4.2f Use diverse sources of evidence to inform practice. 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes. 6.2i Reflect on how one's role and expertise influence team performance. 9.6e Critique one's personal and professional practices in the context of nursing's core values. 10.3k Influence intentional change guided by leadership principles and theories.		
Demonstrate evaluation of a course curriculum. (1, 4, 6, 9, 10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	1.1 e Translate evidence from nursing science as well as other sciences into practice. 1.1 f Demonstrate the application of nursing science to practice.	III, VI, VIII	Accreditation & Approval Discussion (10%) Curriculum Evaluation Assignment (15%)

	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 1.2h Employ ethical decision-making to assess, intervene, and evaluate nursing care. 1.2i Demonstrate socially responsible leadership. 1.2j Translate theories from nursing and other disciplines into practice.		
	4.2 Integrate best evidence into nursing practice.	4.2f Use diverse sources of evidence to inform practice.		
	6.2 Perform effectively in different team roles, using principles and values of team dynamics.	6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes. 6.2i Reflect on how one's role and expertise influence team performance.		
	9.6 Integrate diversity, equity,			

	and inclusion as core to one's professional identity. 10.3 Develop Capacity for Leadership	9.6e Critique one's personal and professional practices in the context of nursing's core values. 10.3k Influence intentional change guided by leadership principles and theories.		

NURS - 6217 - Leader/Manager Health Systems Leadership Roles 1

2025-2026 Graduate New Course Request

General Information

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Your **PIN** is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`   **Desired Effective Year*** `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an (•) Yes ( ) No

Is this a College of Education course?* ( ) Yes (•) No

academic department?
*

Does this course belong solely to the Graduate School? * ● Yes ○ No

Course Information

Course Prefix *
NURS

Course Number * 6217

Course Title * Leader/Manager Health Systems Leadership Roles 1

Course Type *
Nursing

Catalog Course Description * This course is designed to demonstrate knowledge, professionalism, and leadership skills in the role of the health systems leader/manager in complex healthcare environments.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, 6900

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes*
1. Effectively demonstrate various leadership styles as a leader/manager.
2. Demonstrate the leader/manager role in a changing, complex healthcare environment.
3. Demonstrate the use of change models to prepare for a successful change process.
4. Achieve high performance and value-based care delivery with improvement strategies, teamwork, and effective communication strategies
5. Apply principles of strategic planning, operational management, decision-making, problem-solving for the development of reliable, efficient, and responsive health systems.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate
               ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment *   10

Will this course have special fees or tuition required? * ☐ Yes   **If yes, what will the fee be?** *   Search
                          ☑ No

Fee Justification   No fees

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6217 Leader/Manager Health Systems Leadership Roles 1

Credit Hours: 3-0-3
Pre-requisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, 6900
Co-requisites: n/a

Course Description: This course is designed to demonstrate knowledge, professionalism, and leadership skills in the role of the health systems leader/manager in complex healthcare environments.

Learning outcomes:
1. Effectively demonstrate various leadership styles as a leader/manager.
2. Demonstrate the leader/manager role in a changing, complex healthcare environment.
3. Demonstrate the use of change models to prepare for a successful change process.
4. Achieve high performance and value-based care delivery with improvement strategies, teamwork, and effective communication strategies
5. Apply principles of strategic planning, operational management, decision-making, problem-solving for the development of reliable, efficient, and responsive health systems.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Leadership style assessment	10%	
Assignment Paper #1 Jones and Navigate Scenario Episode #1	30%	Key Program Assessment for PLO 10

Assignment Paper #2 Change Model and Its' Application	30%		
Assignment Paper #3- Selection of an Improvement Strategy and Tool for a change/improvement Process	30%		Key Program Assessment for PLO 6

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1. Effectively demonstrate various leadership styles as a leader/manager.	9	9.1, 9.1h, 9.2K, 9.2l 9.3l, 9.3m, 9.3n 9.5g, 9.5h 9.6D	*Professionalism* Professional Accountability Organizational Accountability Advocacy Health Equity & SDOH Governance *Leader Within*	Course Readings Class Discussions Leadership style assessment, Complexity Theory Leadership, & Professionalism

			Reflective Practice	
2. Demonstrate the leader/manager role in a changing, complex healthcare environment.	9 10	9.1, 9.1h, 9.2K, 9.2l 9.3l, 9.3m,9.3n 9.5g, 9.5h 9.6D 10.3, 10.3j, 10.3k	Professional Accountability Organizational Accountability Advocacy Health Equity & SDOH Governance *Leader Within* Reflective Practice	Assignment Paper #1– Jones and Navigate Scenario Episode #1 Discussion Forum – Complexity Theory Leadership Discussion Form – Assessment of Leadership styles
3. Demonstrate the use of change models to prepare for a successful change process.	10 2 5 6 7 8 10	10.2g 2.7d 5.1n, 5.1o 6.1 7.1f, 7.3, 7.3e 8.1 10.3k	*The Leader Within* Reflective Practice Foundation Thinking *Leadership* Systems and Complex Adaptive Thinking Change Management Decision Making Transformation and Innovation	Assignment Paper #2 Change Model and Its' Application Course Readings and Discussions

4. Achieve high performance and value-based care delivery with improvement strategies, teamwork, and effective communication strategies	2 3. 5 6 7	2.1d 3.2d 3, 3.c,.3.3d,3.3 e, 3.3f 5.3h 6.1, 6.1g 7.2h, 7.2i, 7.2j	*Communication & Relationship Building* Effective Communication Relationship Management Influencing Behaviors *Business Skills & Principles* Financial Management Strategic Management Human Resource Management	Assignment Paper #3- Selection of an Improvement Strategy and Tool (for a change/improvement Process Course Readings
5. Apply principles of strategic planning, operational management, decision-making, problem-solving for the development of reliable, efficient, and responsive health systems.	1 6 7. 8	1.3e 6.1, 6.1g 7.2h, 7.2i, 7.2j 8.1, 8/1g, 8.1k	*Knowledge of the Healthcare Environment & Principles* Nursing Practice & Application Economics & Policy Regulation Evidence-Based Practice Patient Safety & Quality	Assignment Papers #1, 2 ,& 3 Course Readings and Class Discussions

NURS - 6218 - Leader/Manager Health Systems Leadership Roles II

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ( ) Yes   ( ) No

Is this a College of Education course?*   ( ) Yes   (•) No

academic department?
*

Does this course belong solely to the Graduate School? *   ⦿ Yes   ◯ No

---

Course Information

Course Prefix *

| NURS |

Course Number *   6218

Course Title *   Leader/Manager Health Systems Leadership Roles II

Course Type *

| Nursing |

Catalog Course Description *   This course is designed to provide further development of the leader/manager role with a focus on quality and safety in leadership, interprofessional partnerships, and systems-based practice.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☐ Yes   ☑ No

Lec Hrs *   3

Lab Hrs *   0

Credit Hrs *   3

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. *   0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites   NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites   None

Corequisites   None

Cross-listing

Restrictions

Status * ◉ Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *

Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes *

1. Demonstrate enhanced knowledge of the Health Care Environment & Clinical Principles
2. Demonstrate knowledge in communication and relationship skills.
3. Advocate for change to advance quality improvement practices related to cost effective care.
4. Explain how the leader/manager uses performance improvement strategies, teamwork, and effective visual and other modes of communication to achieve sustainable improved performance.
5. Demonstrate the ability to write an executive summary that makes a compelling case for change/improvement.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗔 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*   ⦿ Library Resources are Adequate

                   ◯ Library Resources Need Enhancement

Present or Projected   10
Annual Enrollment*

Will this course have   ☐ Yes   **If yes, what will the**   Search
special fees or tuition   **fee be?***
required?*   ☑ No

Fee Justification   No Fees

LAUNCH proposal by clicking ▶ in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ icon in the Proposal Toolbox to make your decision.

NURS 6218 Leader/Manager Health Systems Leadership Roles II

Credit Hours: 3-0-3
Pre-requisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, 6900
Co-requisites: n/a

Course Description: This course is designed to provide further development of the leader/manager role with a focus on quality and safety in leadership, interprofessional partnerships, and systems-based practice.

Learning outcomes:
1. Demonstrate enhanced knowledge of the Health Care Environment & Clinical Principles
2. Demonstrate knowledge in communication and relationship skills.
3. Advocate for change to advance quality improvement practices related to cost effective care.
4. Explain how the leader/manager uses performance improvement strategies, teamwork, and effective visual and other modes of communication to achieve sustainable improved performance.
5. Demonstrate the ability to write an executive summary that makes a compelling case for change/improvement.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Assignment #1 Project Implementation Plan and Gantt Chart	20%	Key Program Assessment for PLO 8

Discussion #1: Knowledge of the Healthcare Environment & Clinical Principles	10%		
Discuss #2: Recorded on Communication & Relationship Building	10%		
Assignment #2 Development of Visual Boards with Outcomes	20%		Key Program Assessment for PLO 9
Assignment #3 Determine How Successful Leaders Achieve Sustainable Outcomes.	20%		
Assignment #4 Analysis of Executive Summaries and Capstone Executive Summary	20%		

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1.Demonstrate enhanced knowledge of the Health Care Environment & Clinical Principles (1, 6, 7, 8)	1 6 7 8	1.3e 6.1i, 6.1g 7.2h, 7.2i, 7.2j 8.1g 8.1k	*Knowledge of the Healthcare Environment & Principles* Nursing Practice & Application Economics & Policy Regulation	Discussion #1 Knowledge of the Healthcare Environment & Clinical Principles Course Readings

| | | | Evidence-Based Practice

Patient Safety & Quality | |
|---|---|---|---|---|
| 2.Demonstrate enhanced knowledge in communication and relationship skills. (2, 3) | 2

3 | 2.1d

3.2d

3.3.c,.3.3d,3.3 e, 3.3f | *Communication & Relationship Building*

Effective Communication

Relationship Management

Influencing Behaviors | Discussion – Recorded Discuss on Communic ation & Relationshi p Building

Course Readings |
| 3. Advocate for change to advance quality improvement practices related to cost effective care (2, 5, 6, 7, 8, 10) | 10

2

5

6

7

8 | 10.2g 10.3

2.7d

5.1n, 5.1o

6.1

7.1f, 7.3, 7.3e

8.1 | *The Leader Within*

Reflective Practice

Foundation Thinking

Leadership

Systems and Complex Adaptive Thinking

Change Management

Decision Making

Transformation and Innovation | Assignment #1 Project Implementa tion Plan and Gantt Chart

Course Readings |
| 4.Explain how the leader/manager uses performance improvement | 9 | 9.1, 9.1h,

9.2K, 9.2l | *Professionalism*

Professional Accountability | Assignment #2 Developme nt of Visual |

strategies, teamwork, and effective visual and other modes of communication to achieve sustainable improved performance. (9, 10)	10	9.3l, 9.3m,9.3n 9.5g, 9.5h 9.6d 10.3 10.3j	Organizational Accountability Advocacy Health Equity & SDOH Governance *Leader Within* Reflective Practice	Boards with Outcomes Assignment #3 Determine How Successful Leaders Achieve Sustainable Outcomes. Course Readings
5.Demonstrate the ability to write an executive summary that makes a compelling case for change/improvement (3, 9, 10).	3 9 10	3.2d 3.3.c,.3.3d,3.3 e, 3.3f 9.5g 9. 5h 10 .3j	*Communication & Relationship Building* Effective Communication Influencing Behaviors *Leader Within* Found ational Thinki ng	Assignment #4 Analysis of Executive Summaries and Capstone Executive Summary

NURS - 6219 - Leader/Manager Health Systems Leadership Practicum I

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* | Fall

Desired Effective Year* | 2025

Routing Information

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* | Tanner Health System School of Nursing

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ◉ Yes ○ No

Is this a College of Education course?* ○ Yes ◉ No

rather than an academic department? *

Does this course belong solely to the Graduate School? *   ◉ Yes   ○ No

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Course Information

Course Prefix * | NURS |

Course Number *   6219

Course Title *   Leader/Manager Health Systems Leadership Practicum I

Course Type * | Nursing |

Catalog Course Description *   This course is designed to demonstrate the competencies of the leader/manager in a complex, changing healthcare environment. The course provides opportunities to integrate theory, evidence, and best practices for a targeted change process based on an organizational/unit assessment that needs improvement.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? *   ☑ Yes   ☐ No

Lec Hrs *   0

Lab Hrs *   10

Credit Hrs *   2

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☐ Yes   ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. *   0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites   NURS 6201,NURS 6202,NURS 6203, NURS 6204, NURS 6205,NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites   none

Corequisites   none

Cross-listing

Restrictions

Status* ● Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   `1`

Grading*   Graduate Standard Letter

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?*

Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes*

Learning outcomes:
1. Perform a self-assessment of the AONL core competencies for the leader/manager and develop two SMART goals for your individualized learning during your practicum.
2. Using data from your organization/unit assessment, identify a targeted area for improvement.
3. Use systems thinking to develop and implement an evidence-based, data-supported project with input from stakeholders in the target area for improvement.
4. Demonstrate teamwork and collaboration with interprofessional/interdepartmental colleagues in the design (and later implementation) of the proposal.
5. Using reflective practice, assess your competencies and skills on leadership and the role of the leader/manager.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Will this course have special fees or tuition required?* ☑ Yes   ☐ No   **If yes, what will the fee be?*** Nursing Practicum Fee

Fee Justification Nursing Practicum Fee

LAUNCH proposal by clicking ▶ in the top left corner. **DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6219 Leader/Manager Health Systems Leadership Practicum I

Credit Hours: 0-10-2

Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, 6900

Co-requisites: n/a

Course Description: This course is designed to demonstrate the competencies of the leader/manager in a complex, changing healthcare environment. The course provides opportunities to integrate theory, evidence, and best practices for a targeted change process based on an organizational/unit assessment that needs improvement.

Learning outcomes:
1. Perform a self-assessment of the AONL core competencies for the leader/manager and develop two SMART goals for your individualized learning during your practicum.
2. Using data from your organization/unit assessment, identify a targeted area for improvement.
3. Use systems thinking to develop and implement an evidence-based, data-supported project with input from stakeholders in the target area for improvement.
4. Demonstrate teamwork and collaboration with interprofessional/interdepartmental colleagues in the design (and later implementation) of the proposal.
5. Using reflective practice, assess your competencies and skills on leadership and the role of the leader/manager.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Assignment #2 Project Charter	20%	

Discussion Form – AONL Self-Assessment – 2 SMART goals	10%		
Discuss #2 Navigate Scenari0 #4 Expansion			
Discussion – Navigate Scenario #4 Expansion	10%		
Assignment Paper #1 Intro, Organizational Readiness & SWOT Analysis	20%		
Assignment #3 Reflection assignment and journaling on Clinical Logs with reflections.	20%		
Intro, Organizational Readiness & SWOT Analysis	20%		Key Program Assessment for PLO 4

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1.Perform a self-assessment of the AONL core competencies for the leader/manager and develop two SMART goals for your individualized learning during your practicum. (10)	10	10.2g,10.2i 10.3 10.3j	*Leader Within* Reflective Practice Person and Professional Accountability	Discussion Form – AONL Self-Assessment – 2 SMART goals

2. Using data from your organization/unit assessment, identify a targeted area for improvement. (1, 2, 3, 4, 5, 6, 7)		1 2 3 4 5 6 7	1.3e 2.2, 2.2g 2.3h 2.7d 3.1m 4.2,4.2h,4.2i.4.2k 5.2g, 5.2i 6.1k 7.2h	Assignment Paper #1 Intro, Organizational Readiness & SWOT Analysis Clinical Practicum Experience Course Readings Discussion Forum
3.Use systems thinking to develop and implement an evidence-based, data-supported project with input from stakeholders for the target area for improvement. (2, 4, 5, 7, 8, 9)	2 4 5 7 8 9	2.7f 4.2g 5.3e 7.1e,7.1f,7.1g 7.1f 8.1g,8.1h, 8.1k 8.2h, 8.2i, 8.2k 8.3 9.6d	_Leadership_ Systems and Complex Thinking Change Management Decision- Making Transformation Innovation _Business Skills & Principles_ Financial Management Strategic Management _Communication & Relationship Building_	Assignment Paper #1 Intro, Organizational Readiness & SWOT Analysis Discussion – Navigate Scenario #4 Expansion Clinical Practicum Experience Course Readings Discussion Forum

			Effective Communication Relationship Management Influencing Behaviors	
4.Demonstrate teamwork and collaboration with interprofessional/interdepartmental colleagues in the design and implementation of the improvement proposal.	6 7 8 9	6.1 7.3f 8.1g,8.1h, 8.1k 8.2h, 8.2i, 8.2k 8.3 9.5g ,9.5h. 9.6d	*Communication & Relationship Building* Effective Communication Relationship Management Influencing Behaviors *Knowledge of the Healthcare Environment and Clinical Principles* Nursing Practice & Application Economics and Policy Regulation Evidence-Based Practice Patient Safety & Quality	Assignment #2 Project Charter Discuss #2 Navigate Scenario #4 Expansion Clinical Practicum Experience Course Readings Discussion Forum IPE Experience
5.Using reflective practice, assess your competencies and skills on		9 10	9.1 10.2g	Assignment #3 Reflection assignment

leadership and the role of the leader/manager.				and journaling on Clinical Logs with reflections. Clinical Practicum Experience Clinical Logs Course Readings Discussion Forum Practicum Evaluation

NURS - 6220 - Leader/Manager Health Systems Leadership Practicum II

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ● Yes ○ No

Is this a College of Education course?* ○ Yes ● No

rather than an
academic department?
*

Does this course
belong solely to the
Graduate School?* ( ) Yes ( ) No

Course Information

Course Prefix* NURS

Course Number* 6220

Course Title* Leader/Manager Health Systems Leadership Practicum II

Course Type* Nursing

Catalog Course
Description* This course is designed to continue to demonstrate the competencies of the leader/manager in a complex, changing healthcare environment. The course provides opportunities to integrate theory, evidence, and best practices for a targeted change process based on an organizational/unit assessment that needs improvement. The course (clinical practicum) end with the completion and evaluation of a targeted healthcare improvement project.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable
credit hour course?* [✓] Yes [ ] No

Lec Hrs* 0

Lab Hrs* 10

Credit Hrs* 2

Can a student take
this course multiple
times, each attempt
counting separately
toward graduation?* [ ] Yes [✓] No

If yes, indicate 0
maximum number of
credit hours counted
toward graduation.*

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent
Prerequisites n/a

Corequisites n/a

Cross-listing	
Restrictions	
Status*	◉ Active-Visible ○ Inactive-Hidden
Frequency - How many semesters per year will this course be offered?	`1`
Grading*	Graduate Standard Letter

Type of Delivery (Select all that apply)*

- ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.
- ☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
- ☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
- ☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
- ☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* Learning outcomes:
1. Evaluate the project outcomes, implications, and recommendations
2. Describe lessons learned about the role of the leader/manager and the complexity of the healthcare environment.
3. Present capstone project outcomes to key stakeholders.
4. Using reflective practice, assess your competencies and skills on leadership and the role of the leader/manager, along with experiencing a service-learning opportunity.

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗋 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   10

Will this course have special fees or tuition required?*   ☑ Yes   ☐ No

If yes, what will the fee be?*   Nursing Practicum Fee

Fee Justification   Nursing Practicum Fee

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ **icon in the Proposal Toolbox to make your decision.**

NURS 6220 Leader/Manager Health Systems Leadership Practicum II

Credit Hours: 0-10-2
Pre-requisite: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209
Co-requisites: n/a

Course Description: This course is designed to continue to demonstrate the competencies of the leader/manager in a complex, changing healthcare environment. The course provides opportunities to integrate theory, evidence, and best practices for a targeted change process based on an organizational/unit assessment that needs improvement. The course (clinical practicum) end with the completion and evaluation of a targeted healthcare improvement project.

Learning outcomes:
1. Evaluate the project outcomes, implications, and recommendations
2. Describe lessons learned about the role of the leader/manager and the complexity of the healthcare environment.
3. Present capstone project outcomes to key stakeholders.
4. Using reflective practice, assess your competencies and skills on leadership and the role of the leader/manager, along with experiencing a service-learning opportunity.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
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Evaluation Criteria

Type	Weight	
Assignment #1 Project Evaluation, Implications, and Recommendations	30%	Key Program Assessment for PLO 7
Discussion #1 Lessons Learned	10%	Key Program Assessment for PLO 10

Discussion #2 Lessons Learned	10%		
Assignment #2 Dissemination of Capstone Project (presentation & poster)	25%		
Assignment #3 Reflection Paper	25%		

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1.Evaluate the project outcomes, implications, and recommendations (2, 4, 5, 7, 8, 9)	2 4 5 7 8 9	2.7f 4.1, 4.2g 5.3e 7.1e,7.1f,7.1g 7.1f 8.1g,8.1h, 8.1k 8.2h, 8.2i, 8.2k 8.3 9. 6 d	*Leadership* Systems and Complex Thinking Change Management Decision- Making Transformation Innovation *Business Skills & Principles* Financial Management Strategic Management *Communication & Relationship Building*	Assignment #1 Project Evaluation, Implications, and Recommendations Course Readings Clinical Practicum Clinical Logs Clinical Evaluation

			Effective Communication Relationship Management Influencing Behaviors	
2.Describe lessons learned about the role of the leader/manager and the complexity of the healthcare environment (10)	1 0	10.2g,10.2i 10 .3 10 .3j	*Leader Within* Reflective Practice Person and Professional Accountability Caree developme nt Sub Domains	Discussion #1 & #2 Lessons Learned Cours e Readi ngs Clinic al Practi cum Clinic al Logs
3.Present capstone project outcomes to key stakeholders (4, 10)	4 1 0	4. 1 1 0. 3 1 0. 3j	*Profession alism* Professiona l Accountabi lity *Leader Within* Personal and professiona l accountabil ity	Assignment #2 Dissemination of Capstone Project (presentation & poster) Clinic al Practi cum
4.Using reflective	4	4.1	*Leader Within*	Assignment #3 Reflection Paper

practice, assess your competencies and skills on leadership and the role of the leader/manager, along with experiencing a service-learning opportunity. (4, 10)	1 0	10.2g,10.2i 10 .3 10 .3j	Reflective Practice Foundational Thinking	Course Readings Clinical Practicum Clinical Logs

NURS - 6222 - CNL Health Systems Leader Practicum 1

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an _____?
( ) Yes ( ) No

Is this a College of Education course?*
( ) Yes (•) No

academic department? *

Does this course belong solely to the Graduate School? * ⦿ Yes   ◯ No

Course Information

Course Prefix * `NURS`

Course Number * 6222

Course Title * CNL Health Systems Leader Practicum 1

Course Type * `Nursing`

Catalog Course Description * This course is an immersion experience in the role of the Clinical Nurse Leader (CNL) designed to demonstrate competencies of this important role in health.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☑ Yes   ☐ No

Lec Hrs * 0

Lab Hrs * 10

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? *   ☐ Yes   ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status * ● Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? *
Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes *
Learning outcomes:
1. Explain the role of the Clinical Nurse Leader assertively and professionally.
2. Appraise data related to a clinical microsystem assessment on a selected patient care unit.
3. Develop an evidence-based proposal to improve care or service identified in the microsystem assessment.
4. Examine relationships of the CNL within the interprofessional healthcare team during clinical immersion.
5. Assume selected roles of the CNL during clinical immersion.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ● I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

**Present or Projected
Annual Enrollment*** 5

**Will this course have
special fees or tuition
required?*** ☑ Yes   **If yes, what will the   Nursing Practicum Fee
                                        fee be?***
☐ No

Fee Justification Nursing Practicum Fee

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before
the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the
Proposal Toolbox to make your decision.

NURS 6222 CNL Health Systems Leader Practicum 1

Credit Hours: 0-10-2
Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209
Co-requisites: NURS 6224

Course Description: This course is an immersion experience in the role of the Clinical Nurse Leader (CNL) designed to demonstrate competencies of this important role in health.

Learning outcomes:
1. Explain the role of the Clinical Nurse Leader assertively and professionally.
2. Appraise data related to a clinical microsystem assessment on a selected patient care unit.
3. Develop an evidence-based proposal to improve care or service identified in the microsystem assessment.
4. Examine relationships of the CNL within the interprofessional healthcare team during clinical immersion.
5. Assume selected roles of the CNL during clinical immersion.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
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F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Discussion #1- Elevator Speech for What is a CNL	10%	
Immersion & Clinical Rounds with the interprofessional healthcare team	30%	Key Program Assessment for PLO 4 and PLO 9
Paper Draft of Clinical Microsystem Assessment Part A	20%	Key Program Assessment for PLO 6

Paper – Capstone Project Practice Change Paper Part B	20%		
Paper – Final- merged Capstone Paper (Microsystem Assessment and Practice Change	20%	Key Program Assessment for PLO 1	

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1. Explain the role of the Clinical Nurse Leader assertively and professionally. (6)	6.1	6.1h 6.1i	2.2, 7.7 3.7, 4.5, 8.2, 9.17	Discussion #1- Elevator Speech for What is a CNL Immersion & Clinical Rounds with the interprofessional healthcare team
2. Appraise data related to a clinical microsystem assessment on a selected patient care unit. (1, 6)	1 6.0 6.0	1.1e 6.2g, 6.2h 6.3d	2.6 2.6 5.2,5.3,5.1 2.2,4.5,6.2, 7.2,7.3,7.7	Paper Draft of Clinical Microsystem Assessment Part A Paper – Capstone Project Practice Change Paper Part B

3. Develop an evidence-based proposal to improve care or service identified in the microsystem assessment. (1, 6)	1 6.0	1.1e 6.2g, 6.2h 6.3d	2.6 2.6 5.2,5.3,5.1 2.2,4.5,6.2, 7.2,7.3,7.7	Paper – Final-merged Capstone Paper (Microsystem Assessment and Practice Change
4. Examine relationships of the CNL within the **interprofessional healthcare team during clinical immersion. (6)**	6	6.1h 6.1i	2.2, 7.7, 3.7,4.5, 8.2, 9.17	Immersion & Clinical Rounds with the interprofessional health team Clinical Logs Clinical Immersion Evaluation
5. Assume selected roles of the CNL **during clinical immersion**. (1,2,3,4,5,6,7,8,9,10)	1 2 3 4 5 6 7 8 9 10	1.1e 2.f 3.1k 4.2f 5.1n 6.1j 7.1f 8.2g 9.1h 10.2h	2.6 2.3 1.1 3.1,3.3 2.5 2.2 2.1 1.2 4.2,1.3 9.18	Clinical Immersion Clinical Logs Clinical Immersion Evaluation

NURS - 6223 - CNL Health Systems Leader Practicum II

2025-2026 Graduate New Course Request

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Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

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School/ Department * `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ◉ Yes ○ No

Is this a College of Education course? * ○ Yes ◉ No

academic department? *

Does this course belong solely to the Graduate School?* ● Yes ○ No

---

Course Information

Course Prefix* [NURS]

Course Number* 6223

Course Title* CNL Health Systems Leader Practicum II

Course Type* [Nursing]

Catalog Course Description* This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided to integrate theory, research, and evidence-based practices in a clinical microsystem through completion of the capstone project.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☑ Yes ☐ No

Lec Hrs* 0

Lab Hrs* 10

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing

Restrictions

Status* ● Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

`1`

Grading*   `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* Learning outcomes:
1. Participate in interprofessional communication and collaboration in the healthcare setting to improve quality outcomes and patient safety.
2. Implement an evidence-based, cost effective, clinical project that addresses identified needs for change for improved patient/service outcomes that are mutually identified by the host organization and the healthcare team.
3. Demonstrate the CNL role competencies & clinical expectations which prepare the graduate to sit for the Commission on Nurse Certification (CNC) CNL certification.
4. Present and disseminate Capstone Project to key stakeholders

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🗋 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ● I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?* ☑ Yes
☐ No

If yes, what will the fee be?* Nursing Practicum FEe

Fee Justification Nursing Practicum Fee

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6223 CNL Health Systems Leader Practicum II

Credit Hours: 0-10-2
Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209

Co-requisites: NURS 6225

Course Description: This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided to integrate theory, research, and evidence-based practices in a clinical microsystem through completion of the capstone project.

Learning outcomes:
1. Participate in interprofessional communication and collaboration in the healthcare setting to improve quality outcomes and patient safety.
2. Implement an evidence-based, cost effective, clinical project that addresses identified needs for change **for improved** patient/service outcomes that are mutually identified **by the host organization** and the healthcare team.
3. Demonstrate the CNL role competencies & clinical expectations which prepare the graduate to sit for the Commission on Nurse Certification (CNC) CNL certification.
4. **Present and disseminate Capstone Project to key stakeholders**

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Immersion & Clinical Rounds with the interprofessional health care team	20%	Key Program Assessment for PLO 8
Discussion- Capstone Project Plan	10%	

Paper- CNL Capstone Project Evaluation & Dissemination	20%		
CNL Immersion Capstone Project Poster	20%		
Clinical Immersion Evaluation	20%		Key Program Assessment for PLO 10
Presentation to Leadership (and key stakeholders) on Completed Capstone Project	10%		Key Program Assessment for PLO 7

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1.Participate in interprofessional communication and collaboration in the healthcare setting to improve quality outcomes and patient safety (6)	6	6.1h 6.1i	2.2, 7.7, 3.7,4.5, 8.2, 9.17	Immersion & Clinical Rounds with the interprofessional health care team
2. Implement an evidence-based, cost effective, clinical project that addresses identified needs for change **for improved** patient/service outcomes that are mutually identified **by the host organization** and the healthcare team (1, 6, 7)	1 6.0 7	1.1e 6.2g 6.3d 7.1f	2.6 2.6 2.2, 4.5, 6.2, 7.2,7.3, 7.7 2.1,2,3,3.3	Clinical Immersion Discussion-Capstone Project Plan Paper- CNL Capstone Project

				Evaluation & Dissemination
3.Demonstrate the CNL role competencies & clinical expectations which prepare the graduate to sit for the Commission on Nurse Certification (CNC) CNL certification. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	1 2 3 4 5 6 7 8 9 10	1.1e 2.f 3.1k 4.2f 5.1n 6.1j 7.1f 8.2g 9.1h 10.2h	2.6 2.3 1.1 3.1,3.3 2.5 2.2 2.1 1.2 4.2,1.3 9.18	Clinical Immersion Clinical Logs Clinical Immersion Evaluation
4.Present and disseminate Capstone Project to key stakeholders (7)	7	7.1f	2.2, 2.3, 3.3	CNL Immersion Capstone Project Poster CNL Presentation to Leadership (and key stakeholders) on Completed Capstone Project

NURS - 6224 - CNL Health Systems Leader Principles

2025-2026 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ⦿ Yes   ◯ No

Is this a College of Education course?*   ◯ Yes   ⦿ No

academic department? *

Does this course belong solely to the Graduate School? * ● Yes ○ No

Course Information

Course Prefix * `NURS`

Course Number * 6224

Course Title * CNL Health Systems Leader Principles

Course Type * `Nursing`

Catalog Course Description * This course is an in-depth examination of the roles of the Clinical Nurse Leader (CNL). This course will examine leadership and organizational theories as well as financial concepts related to the CNL role.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites None

Corequisites None

Cross-listing

735

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? | 1 |

Grading* | Graduate Standard Letter |

Type of Delivery (Select all that apply)*

☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?*
Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes*
1. Differentiate the roles and competencies of the CNL.
2. Examine leadership related to the CNL role.
3. Apply basic principles of fiscal management, budgeting, and healthcare economics to the role of CNL.
4. Explain the use of information systems and technology at the point of care to monitor, measure and act to improve healthcare outcomes.
5. Explain the various health care reimbursements (payers) and the CNL's role in bending the cost curve in health care expenses, preventing re-admissions, and providing quality care and services.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*   ⦿ Library Resources are Adequate

           ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?* ☐ Yes   **If yes, what will the fee be?*** Search

          ☑ No

Fee Justification No Fees

LAUNCH proposal by clicking ▶ in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.

NURS 6224 CNL Health Systems Leader Principles

Credit Hours: 3-0-3
Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209

Co-requisites: n /a

Course Description: This course is an in-depth examination of the roles of the Clinical Nurse Leader (CNL). This course will examine leadership and organizational theories as well as financial concepts related to the CNL role.

Learning outcomes:
1. Differentiate the roles and competencies of the CNL.
2. Examine leadership related to the CNL role.
3. Apply basic principles of fiscal management, budgeting, and healthcare economics to the role of CNL.
4. Explain the use of information systems and technology at the point of care to monitor, measure and act to improve healthcare outcomes.
5. Explain the various health care reimbursements (payers) and the CNL's role in bending the cost curve in health care expenses, preventing re-admissions, and providing quality care and services.

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Discussion Forum – Health Care Payers	20%	Key Program Assessment for PLO 7
Information systems and Technology – dashboards / daily monitoring of unit quality/risk metrics.	20%	

Paper- Leadership Assessment, Style and Vision	20%	
Paper – Business Case and Budget	20%	
Project Management Skills	20%	

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1.Differentiate the roles and competencies of the CNL (6)	6	6.1g 6.1j 6.4g	1.2 2.2, 4.5, 6.4, 7.2, 9.7, 4.5 4.7	Project Management Skills CNL Certification Review Sessions Readings
2. Examine leadership related to the CNL role.(2)	2	2.5h 6.1j	2.2 2.2, 4.5, 6.4, 7.2, 9.7, 4.5	Paper- Leadership Assessment, Style and Vision CNL Certification Review Sessions Readings

3. Apply basic principles of fiscal management, budgeting, and healthcare economics to the role of CNL. (5)	5	5.1n 5.1j	2.5 3.4	Paper – Business Case and Budget CNL Certification Review Sessions Readings
4. Explain the use of information systems and technology at the point of care to monitor, measure, and act to improve healthcare outcomes. (2, 3)	2 3	2.7d 2.8g 2.9f 3.1k	1.1, 8.3, 7.4 5.1 3.9, 5.2, 5.5 1.1	Information systems and Technology – dashboards / daily monitoring of unit quality/risk metrics. CNL Certification Review Sessions Readings
5. Explain the various health care reimbursements (payers) and the CNL's role in bending the cost curve in health care expenses, preventing re-admissions, and providing quality care and services. (7)	7 7.2	7.1g, 7.2g 7.2h, 7.2i	1.5, 2.1, 2.5, 3.1, 9.6 2.3, 2.4, 6.3	Discussion Forum – Health Care Payers CNL Certification Review Sessions Readings

NURS - 6225 - CNL Health Systems Leadership Seminar

2025-2026 Graduate New Course Request

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Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

academic department? *

Does this course belong solely to the Graduate School? *   ⦿ Yes   ◯ No

Course Information

Course Prefix *

NURS

Course Number * 6225

Course Title * CNL Health Systems Leadership Seminar

Course Type *

Nursing

Catalog Course Description * The course is designed to allow students to discuss the knowledge needed to develop and implement the CNL role in clinical microsystems.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes   ☑ No

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* ◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? [1]

Grading* [Graduate Standard Letter]

Type of Delivery (Select all that apply)* ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Student Learning Outcomes* 1. Synthesize the application of leadership and organizational theories related to the role of the CNL.
2. Apply how leadership theories and ethical standards inform CNL practice in the management of patient care.
3. Compare personal and professional values and examine their effect on the CNL's ethical decisions as a healthcare advocate.
4. Demonstrate the knowledge of the CNL role in preparation for certification as a CNL

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number,** course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate
　　　　　　　　○ Library Resources Need Enhancement

Present or Projected　5
Annual Enrollment *

Will this course have　☐ Yes　　　　　**If yes, what will the**　Search
special fees or tuition　　　　　　　　　　**fee be?** *
required? *　☑ No

Fee Justification　No Fees

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: **After launching the proposal, you must make a decision on your proposal. Select the** ✔ **icon in the Proposal Toolbox to make your decision.**

NURS 6225 CNL Health Systems Leadership Seminar

Credit Hours: 3-0-3
Prerequisites: NURS 6201, NURS 6202, NURS 6203, NURS 6204, NURS 6205, NURS 6206, NURS 6208, NURS 6209

Co-requisites: n/a

Course Description: The course is designed to allow students to discuss the knowledge needed to develop and implement the CNL role in clinical microsystems.

Learning outcomes:
1. Synthesize the application of leadership and organizational theories related to the role of the CNL.
2. Apply how leadership theories and ethical standards inform CNL practice in the management of patient care.
3. Compare personal and professional values and examine their effect on the CNL's ethical decisions as a healthcare advocate.
4. Demonstrate the knowledge of the CNL role in preparation for certification as a CNL

Grading System for Graduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.
A – Superior Scholarship (4.00)   (89.50-100)
B – Average Performance (3.00)   (79.50-89.49)
C – Below Average or Unsatisfactory (2.00) (74.50-79.49)
F – Failure (0.00)   (below 74.50)
The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Reflection Paper on Leadership and Theories	20%	Key Program Assessment for PLO 10
IHI AI GPT 4	20%	
Paper – Role of CNL For Advocacy and Population Health	20%	Key Program Assessment for PLO 1

CNL Certification Review Sessions	20%			
CNL Practice Comprehensive Test	20%			

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies	Key Assignment Measuring Achievement of the Progression Indicator
1. Synthesize the application of leadership and organizational theories related to the role of the CNL. (6, 10)	10.3 6.1	103j 6.1i	9.13, 6.2, 2.7 3.7, 7.5, 9.3	Reflection Paper on Leadership and Theories CNL Readings IHI AI GPT 4
2. Apply how leadership theories and ethical standards inform CNL practice in the management of patient care. (1)	1			
3 Compare personal and professional values and examine their effect on the CNL's ethical decisions as a healthcare advocate.	3	3.5 g 3.5h 3.5i	6.3 9.13	Paper – Role of CNL For Advocacy and Population Health
	1	1f	7.2, 6.3 6.4,	CNL Readings

4. Demonstrate the knowledge of the CNL role in preparation for certification as a CNL			CNL Certification Review Sessions CNL Practice Comprehensive Test

NURS - 6486 - Study Abroad

2025-2026 Graduate New Course Request

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Desired Effective Semester* `Summer`

Desired Effective Year* `2025`

Routing Information

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School/ Department* `Tanner Health System School of Nursing`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an   ○ Yes   ○ No

Is this a College of Education course?*   ○ Yes   ● No

academic department? *

Does this course belong solely to the Graduate School? * ○ Yes ◉ No

Course Information

Course Prefix * NURS

Course Number * 6486

Course Title * Study Abroad

Course Type * Nursing

Catalog Course Description * Students will explore caring science, leadership, healthcare systems, and healthcare issues through immersion in a community. During the immersion, students will explore how caring, culture, care delivery, and health policy impact healthcare and gain intercultural, leadership, and clinical knowledge through experiential learning.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * ☐ Yes ☑ No

Lec Hrs * 2

Lab Hrs * 0

Credit Hrs * 2

Can a student take this course multiple times, each attempt counting separately toward graduation? * ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation. * 2

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the **Curriculog Terminology/Icon Guide**.

Prerequisites N/A

Concurrent Prerequisites N/A

Corequisites N/A

Cross-listing NURS4486

Restrictions

Status * ⦿ Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

☐ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

☐ Fully at a distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid – Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

☐ Partially at a distance – Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced – Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course? * Nursing has had a robust study abroad program for several years. However, the study abroad was limited to undergraduate education. Based on interests from our rowing graduate student population, we are adding this course to create an opportunity for graduate students to enrich their portfolios through a study abroad experience.

Student Learning Outcomes * 1. Develop individualized learning goals for self and others, focusing on the integration of caring science into nursing leadership and care delivery.

2. Determine the effects of trends, issues, and policies on local and global healthcare and healthcare systems.

3. Evaluate how culture affects healthcare needs and delivery.

4. Integrate caring science into holistic care delivery and effective inter- and intraprofessional collaboration.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 🔲 in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ⦿ I have attached the REQUIRED Syllabus.

751

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected   6
Annual Enrollment*

Will this course have   ☐ Yes   **If yes, what will the**   0
special fees or tuition   **fee be?***
required?*   ☑ No

Fee Justification   The course requires international travel which will vary due to airfare, accommodation, and meals. These are considered out-of-pocket expenses and not attached to the course as a fee.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ icon in the Proposal Toolbox to make your decision.

NURS 6486

Semester: Summer   Credits: 2

Description

Students will explore caring science, leadership, healthcare systems, and healthcare issues through immersion in a community. During the immersion, students will explore how caring, culture, care delivery, and health policy impact healthcare and gain intercultural, leadership, and clinical knowledge through experiential learning.

Requisites

Prerequisites: N/A

NOTE: Students participating in this course must have one of the following: A valid and active Certified Nursing Assistant certification, enrollment in the nursing or community health and wellness program, a valid and active RN, EMT, or Paramedic license, or documented training and experience as a United States military medic, corpsman, or aerospace medical service technician or specialist. Enrollment in this course does not infer admission to the Tanner Health System School of Nursing or the Community Health and Wellness program.

Corequisites: N/A

Contact Information

Meeting Times

Materials

REQUIRED: N/A

No textbooks required.

This course does not require textbooks.

You will complete all assignments in CourseDen.

You must have a means to access CourseDen during the course. This can be a phone, tablet, or laptop. If you do not have one of these, please contact a faculty member.

You must have a way to take photos for the Social Media Discussion Assignment. A cell phone camera is sufficient for this, and you may borrow the cell phone of a faculty member if you do not have a camera or other way to take the photo needed for the assignment..

ANA Standards of Professional Nursing Practice

ANA Standards of Professional Nursing Practice
AACN Essentials

Outcomes

Course Learning Outcomes
1. Develop individualized learning goals for self and others focusing on the integration of caring science into nursing leadership and care delivery.
2. Determine the effects of trends, issues, and policies on local and global healthcare and healthcare systems.
3. Evaluate how culture affects healthcare needs and delivery.
4. Integrate caring science into holistic care delivery and effective inter- and intraprofessional collaboration.

Evaluation

Personal Learning Plan	10%	Plan will include two personal learning goals and aligned evaluation activities.
Windshield Survey & Pre-Experience Reflection	10%	As per NURS4486
Reflective Journal- 3 entries at 10% each	30%	As per NURS4486

Social Media Reflection	20%	As per NURS4486
Discussion Interaction	20%	As per NURS4486 with the inclusion of serving as discussion leaders and evaluators. The course faculty will supervise graduate students in the leader and evaluator role and will have the responsibility to assign grades.
Caring Science Discussion	10%	As per NURS4486 with the inclusion of serving as discussion leaders and evaluators. The course faculty will supervise graduate students in the leader and evaluator role and will have the responsibility to assign grades.

Service Learning

Service learning will occur through leadership of individual students, or a group of students as determined by course faculty. Graduate-level service learning can include a variety of activities, such as planning and directing student learning activities, teaching specific content as assigned by course faculty, and serving as discussion leaders.

Grading System for Undergraduate Students
The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A = 90-100

B = 80-89.99

C = 75-79.99

F = 74.99 and below

Guidelines also found in the BSN Student Handbook

Criteria Breakdown

Examinations: 75% of overall course grade
Other assignments: 25% of overall course grade

Assignments/Learning Activities

Learning activities may include:
- Assigned readings and class/clinical discussion
- Presentations
- Formal and informal writing activities
- Discussion participation
- Problem based learning
- Patient care experiences

Schedule: TBD by Course Lead/Coordinator

Course Policies and Resources

Attendance Expectations

Please note the UWG attendance expectations for the ------ semester.
The University of West Georgia expects students to attend all regularly scheduled classes for instruction and examination.

When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA). Please be sure all requests adhere to the UWG policy on FERPA.

Late and Missed Work Policy

Students are expected to submit assignments by the due date. ***Late submissions will not be accepted and a zero will be recorded for the assignment.*** In the event of an emergency that prevents timely submission of an assignment, students should notify the course instructor(s), ***prior to the assignment due date/time***, who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments in a timely fashion and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If the submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Study Abroad Code of Conduct/Behavioral Expectations

We expect you to display integrity, veracity, and honesty. Further, we expect you to uphold the moral and ethical principles of UW and the THS SON. This includes truthful speech, statements, and actions. You are accountable for your words and actions and are responsible for your role as a student.

You are subject to all laws of the host location, including but not limited to laws regarding alcoholic beverages and any or all illegal substances. You should not assume you are protected in the event of violating any law in the host location. This includes the event of

incarceration as a result of violating any local or national laws of any nature.

The immersion experience will be coordinated with our study abroad partners. During the immersion experience, you must adhere to the code of conduct established

- As such, the following individual and group standards are set:
- Each participant shall conduct themselves appropriately towards others and those in contact with the vendor.
- Each participant shall refrain from acting in any way that harms the vendor or the ability of the vendor to serve the public.
- Those with special dietary needs must notify the faculty in advance.
- No on-site visits by friends or family are allowed unless previously authorized by the course faculty and the vendor.
- A curfew may be in effect for safety reasons and must be adhered to.
- Illegal drugs are absolutely prohibited.
- Consumption of alcoholic beverages in service areas (the immersion location), housing, and transportation to and from service areas is prohibited.
- Overconsumption of alcohol resulting in the inability to function as expected or otherwise negatively impacting the quality of services provided by the individual or team will be grounds for discipline and/or dismissal from the experience.
- Travel is sometimes arduous, lodging and food are often basic, and Wi-Fi and hot water are not always readily available. We encourage you to embrace the adventure and keep expectations reasonable, and complaints minimal.

When on a study abroad experience, students are still bound by the UWG Student Handbook and Code of Conduct. University policies strictly forbid the consumption of alcoholic beverages and the use of illegal substances on UWG premises. Students living in an arrangement in a host location are subject to the same alcohol policy as those living in residence halls on the UWG campus.

Please note the following:

- Possession and/or use of drugs (illegal or controlled substances) as defined by the State of Georgia is prohibited, regardless of the laws of the host location or country where the program occurs. Students who violate the policy will be required to meet with the program coordinator/course faculty. If the program coordinator/course faculty determines a violation of this policy has occurred, the student will be sent home at their own expense and may receive a grade of "F" for the course.
- Excessive alcohol use is prohibited. Students who violate this policy will be required to meet with the program coordinator/course faculty. If the program coordinator/course faculty determines a violation of this policy has occurred, the student will be sent home at their own expense and may receive a grade of "F" for the course. Excessive alcohol use includes but is not limited to the following:
  - Consumption of alcohol to the extent that medical intervention or care is required.
  - Violation of the vendor's policy related to alcohol consumption.
  - Endangerment of self or others while under the influence of alcohol.

- o Causing property damage while under the influence of alcohol.
- o Causing disruption to the program's educational mission while under the influence of alcohol.
- o Causing disruption in the community while under the influence of alcohol.
- o Any incident of alcohol consumption that demonstrates a pattern of alcohol abuse.

Dress Code

We expect you to wear modest clothing at all times during the immersion experience. A packing list will be provided, and we expect you to bring all items listed on the packing list. You should note the following, keeping modesty in mind:

- Lightweight clothing can be worn for free time and recreation days. Shorts may be worn, but short shorts are prohibited.
- Shirts may be T-shirts, tank tops, polo shirts, or blouses. No halter tops may be worn.
- Shoes should be comfortable and cover the toes and heels. Running shoes are acceptable.
- Scrubs must be worn in the healthcare setting. Students must bring 3 to 4 sets of scrubs.
- Students must wear the identification badge provided to you by ISL.
- Students are encouraged to wear a "fanny" or "body" pack for secreting their personal items, including required identification documents (Passport, emergency contact sheet, money).
- Students must have a backpack to carry the necessary items.

College/School Policies

Mission

The University of West Georgia Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

Vision

The University of West Georgia Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

THS SON Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia's Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia's Tanner Health System

School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

Communication Guidelines

Official UWG THS SON communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the THS SON sanctioned communication channels, which include the following:

1. MyUWG email for official university communication between the university and the student.
2. Course management system, CourseDen (D2L) email, for academic and clinical/practicum coursework between the faculty and the student.

UWG THS SON Social Media Guidelines do not endorse any correspondence or activity conducted outside these channels.

Turnitin

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively— skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

Addendum IV

Application Process

Applicants must submit an online application with a $39.99 non-refundable application fee. (Georgia residents 62 years of age or older and McNair Scholars are not required to pay the application fee). The online application and instructions for the application process can be found at http://www.westga.edu/gradstudies/apply-now.php.

Graduate admission application deadlines vary by program and some programs do not admit students every semester. Application deadlines can be found at https://www.westga.edu/academics/gradstudies/admissions-deadlines.php. International students must meet additional requirements and earlier deadlines. Admission information for international students can be found at https://www.westga.edu/isap.

Admission is valid only for the semester reflected on the application. An applicant who applies but chooses not to enroll during the semester of application may update the semester for which they are applying if the update is completed within 12 months. The student can update the application online at westga.edu/gradschool. Only one update is permitted.

Students furnishing the University with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.

Application Process

Applicants must submit an online application with a $40 non-refundable application fee. (Georgia residents 62 years of age or older and McNair Scholars are not required to pay the application fee). The online application and instructions for the application process can be found at http://www.westga.edu/gradstudies/apply-now.php.

Graduate admission application deadlines vary by program and some programs do not admit students every semester. Application deadlines can be found at https://www.westga.edu/academics/gradstudies/admissions-deadlines.php. International students must meet additional requirements and earlier deadlines. Admission information for international students can be found at https://www.westga.edu/isap.

Admission is valid only for the semester reflected on the application. Applicants may update their application once at no cost according to the following criteria:

1) An applicant who applies and receives an Accepted decision but chooses to defer admission may update the semester for which they applied if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

2) An applicant who applies but does not complete their application for review by the program's deadline may update the semester for which they applied if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

3) Applicants who are Denied admission may update their application to a new program of study if the update is completed within 12 months of the original payment date. The applicant should update the application online at westga.edu/gradschool. Only one update is permitted.

4) Applicants who are denied admission, or who are accepted and subsequently decline the offer of admission, may not update to a new term for the same program of study. The applicant must submit a new application and a new application fee in addition to new supplemental materials. Official transcripts will remain on file for a maximum of 2 years.

Students furnishing the University with false, incomplete, or misleading information relating to their application or academic record will be subject to rejection or dismissal.