Undergraduate Programs Committee
Charlie Sicignano, Chair
Meeting Agenda for November 19, 2025

Attendees: **R. Griffin, M. Janzen, C. Renaud, D. Morris, N. Hoang, A. Wolecki, N. Rehfuss, C. Sicignano (Chair), D. Newton, M. Brown**

i. Call to Order
ii. Program and Course Proposals

A) College of Humanities and Social Sciences

1) School of Social Sciences

a) SOCI 4473 – Survey Design

Request: Add

This course will introduce students to the skills and resources needed to design and conduct surveys and will cover key terms, concepts, and practices in the field of survey research methods. Topics covered include questionnaire development, sampling, survey administration through a variety of modes, response and participation rates, reliability and validity of survey responses, and ethics in surveys.

RATIONALE: Surveys are a data collection method frequently used by sociologists. This course will provide students with additional expertise in this research method and a skill that they can use in their future careers. Occupations that may involve collecting or evaluating the quality of survey data, such as data scientist and statistician, are rated as having a "bright outlook," indicating that this skill may be desirable to their future employers.

The committee voted to approve this proposal.

B) Perry College of Mathematics, Computing, and Sciences\

1) School of Field Investigations and Experimental Sciences

a) Geography

Request: Deletion

This is a program that focuses on the discipline of Geography, offering concentrations in Environmental Sustainability, Geographic Information Science, and General Geography.

RATIONALE: The decision was made to fundamentally transform the Geology program into an Earth and Environmental Sciences (EES) program that would include geographic sills and areas of knowledge, hence essentially folding the Geography program into the new EES program. The new (i.e. revised) EES program was approved at all levels, making the Geography program redundant. Almost all of the courses that existed in Geography now reside in EES. In the curriculog attachments you will find 1) the filled out USG deactivation form (submitted to the USG), 2) a UWG specific teach-out plan, and 3) a list of current Geography majors and their expected graduation year.

The committee voted to approve this proposal.

b) PHYS 3115 – Applied Mechanics

Request: Add

Applied Mechanics provides an introduction to the fundamental principles of statics and dynamics with an emphasis on algebra-based problem solving. Topics include force systems, equilibrium, friction, centroids, moments of inertia, and the motion of particles and rigid bodies. The course emphasizes practical applications, encouraging students to connect mechanical principles with real-world experiences and everyday surroundings.

RATIONALE: This course is being created to be part of a new degree option, Engineering Science.

The committee voted to approve this proposal.

c) PHYS 4415 – Fundamentals of Materials

Request: Add

This course offers a deep dive into the fascinating world of materials science, exploring how the arrangement of atoms shapes the properties and performance of everything we build. Students will investigate the structure–property relationships that govern metals, ceramics, polymers, and composites, starting from the atomic and molecular level and working up to bulk-scale behavior.
RATIONALE: This course will support a new degree option, Engineering Science.
The committee voted to approve this proposal.

d) Physics, Astronomy Concentration, B.S.

Request: Revision

The Bachelor of Science in Physics with a Concentration in Astronomy is designed for students who plan to pursue graduate studies and/or careers in astronomy and astrophysics, as well as for students who desire an increased emphasis on image processing techniques, radiative processes, and energy transport. Astronomy courses built into the physics degree, along with hands-on research opportunities, produces a highly competitive student for graduate programs, observatories, planetariums, and the space industry.
RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH

1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Majors Electives — "9 Hours Selected From" Area a. Remove MATH 3353, 3413, 4153 (courses no longer offered) b. Replace MATH 4203 with MATH 3203 (course number was changed) c. Add MATH 3003, MATH 4413 as options 7.) Majors Electives — "12 Hours Selected From" Area a. PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 b. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624 This is intended to increase flexibility and allow students to take classes based on their interests. 8.) Majors Electives —Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130 9.) DSW courses: Remove ASTR 4103, add PHYS 4411, replace PHYS 3511 and 3521 with PHYS 3510 NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

The committee voted to approve this proposal.

e) Physics, Battery Technology and Sustainable Energy Concentration, B.S.

Request: Revision

The B.S. in Physics with a Concentration in Battery Technology and Sustainable Energy is a modification of the general physics major track, to emphasize battery technology and its applications in power distribution networks and transportation, such as electric vehicles. This concentration is designed for students who plan to pursue careers in energy production and energy storage industries.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. CHEM 1211K and CHEM 1212K have also been added as options. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Majors Electives — "12 Hours Selected From" Area a. Add the following PHYS courses as options: 3023, 4411, 4415 b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 This is intended to increase flexibility and allow students to take classes based on their interests. 7.) Majors Electives —Reduce required credit hours from 14 to 13, to account for the 1 CH PHYS 2130 8.) DSW courses: Add ASTR 3133, 4984, and PHYS 4411 NOTE: SLOs and assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

The committee voted to approve this proposal.

f) Physics, Business Concentration, B.S.

Request: Revision

The Bachelor of Science in Physics with a Concentration in Business is a unique program combining fundamental courses in physics with business-related electives, preparing for diverse career opportunities including entrepreneurship. This pathway provides a student with the business and technology skills needed in today's tech companies.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to the major requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing “Plan A, B, C, etc.” terminology from the name of each track. The specific changes are: 1.) Remove “Plan C” from program name, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5,6) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 8.) Under Major Requirements, replace MATH 3063 (no longer offered) with ECON 3402 9.) Removed PHYS 4984 as a Major Requirement, to account for PHYS 2130 10.) Majors Electives — “15 Hours Selected From” Area a. Add MATH 2853 and 3003 as options b. Remove PHYS

4103 (no longer offered) c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 d. Add the following PHYS courses as options: 3023, 3115 (as an alternate to 3113), 3513, 3613, 3813, 4411, 4415, 4624, 4984 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 11.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133, Add PHYS 3503, PHYS 4411, and ASTR 4984 NOTE: SLOs and Assessments are unaffected by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications.

The committee voted to approve this proposal.

g) Physics, Engineering Pathway, B.S.

Request: Revision

The Bachelor of Science with a Degree in Physics, Engineering Pathway allows students to earn both a B.S. in Physics from UWG and an engineering degree from Kennesaw State University in approximately five academic years. This is a comprehensive curriculum that combines rigorous physics coursework with practical engineering applications along with benefits of small class sizes, personalized attention, and hands-on learning experiences that prepare for a successful career in both fields. This option provides a student with a focused education in an engineering discipline and the fundamental in-depth problem-solving skills of physics, producing a next-level engineer.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as

it is no longer offered. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing “Plan A, B, C, etc.” terminology from the name of each track. Specific changes include: 1.) The name of the track is changed in two ways. First, the term “Dual Degree” has been removed, per accreditation requirements at KSU. This is a change in name only, as students will obtain both a physics degree and an engineering degree. Secondly, “Plan B” has been removed, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #5, 6) adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Under Core T, the old program sheet only listed CHEM 1211K and CHEM 1212K, which are eCore classes. CHEM 1211, 1211L, 1212, and 1212L have been added. 7.) In Area F, the previous program sheet only listed PHYS 2211 and 2212 (4 CH each). Since these classes are 3 CH, for clarity the laboratory courses PHYS 2211L and 2212L have been added. 8.) Major: The course number for PHYS 4313 has been updated to 3503 (Modern Physics) 9.) Majors Electives — “Six Hours Selected From” Area a. Added MATH 2853 as an option b. Remove MATH 3063 (course no longer offered) c. Replace MATH 4203 with MATH 3203 (course number was changed) 10.) Majors Electives — “9 Hours Selected From” Area a. Replace PHYS 3511 and PHYS 3521 (Experimental Physics I and II) by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 b. Remove PHYS 4103 (no longer offered) c. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 d. Add the following new PHYS courses as options: 2130, 3513, 3613, 3813, 4411, 4415, 4624 The addition of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 11.) DSW

courses: Replace PHYS 3511 and 3521 with PHYS 3510, replace PHYS 4103 (no longer offered) with ASTR 3133; Add PHYS 3503, PHYS 4411, and ASTR 4984
NOTE: The Student Learning Outcomes and Assessments are unchanged by these modifications. The program maps have been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4.

The committee voted to approve this proposal.

h) Physics, MAT Pathway, B.S.

Request: Revision

The Bachelor of Science in Physics with a Pathway to Master of Arts in Teaching (MAT) is a program designed to provide a strong foundation in physics while preparing for a Master of Arts in Teaching (MAT) degree. This track is designed for students who desire to pursue a middle and high school science teaching career. The accelerated bachelors to master's degree prepares the student with a competitive skill set in the world of education.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. The specific changes are: 1.) Update Core Areas to IMPACTS designations 2.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 3.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This (and #4) adds flexibility and reduces the number of Wolfwatch

petitions that are needed. 4.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 5.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 6.) Under Major Requirements, remove PHYS 3511 (Experimental Physics I) to account for the 1 CH PHYS 2130 7.) Majors Electives — "15 Hours Selected From" Area Add the following PHYS courses as options: 3510 3513, 3613, 3813, 4415, 4624. This is intended to increase flexibility and allow students to take classes based on their interests. 8.) DSW courses: Replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and PHYS 4411 NOTE: The SLOs and Assessments are unchanged by these modifications. No program map existed for this degree pathway, and therefore a new one is attached to this proposal.

The committee voted to approve this proposal.

i) Physics, Plan E – Computational Physics Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

The committee voted to approve this proposal.

j) Physics, Plan F – Electro-Optics Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S.,

nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

The committee voted to approve this proposal.

k) Physics, Plan G – Solid State Emphasis, B.S.

Request: Deletion

This emphasis/track will be removed from the Physics B.S. To the best of our knowledge, no students have graduated in Plans E, F, and G in the Physics B.S., nor have any current students declared for these tracks. Moreover, these emphases have already largely been incorporated into the other concentrations and/or in the BIS in Materials Science. The removal of these emphases/tracks is therefore a long overdue housekeeping task for the Physics B.S. No students are currently enrolled in these three tracks, and therefore no teach-out plan is needed.

The committee voted to approve this proposal.

l) Physics, B.S.

Request: Revision

The Bachelor of Science in Physics (General Track) provides a comprehensive foundation in physics, covering everything from subatomic particles to galaxies. This track is designed for students who desire to pursue graduate study in physics or career options for which physics is an excellent gateway such as engineering, data analytics, quality control specialist, and research scientist. A physics degree provides students with problem solving and mathematical skills

to succeed in a wide range of careers in industry, academia, and national laboratories.

RATIONALE: This is a series of modifications to the various degree tracks and concentrations that Physics offers. The primary goals are to ensure that all PHYS/ASTR courses count as electives in each of the degrees tracks, and to clean up the course requirements (delete courses no longer offered, add new courses, updating course numbering where changes have been made). We are removing XIDS 2001: The Physical Universe as a degree requirement in Core I, as it is no longer offered, and have added PHYS 2130 (Physics Sophomore Seminar) to Major Requirements. The Core areas have been updated to their IMPACTS classifications. Finally, we are removing the confusing "Plan A, B, C, etc." terminology from the name of each track. The specific changes are: 1.) Remove "Plan A" from program name, to reduce confusing terminology 2.) Update Core Areas to IMPACTS designations 3.) Remove XIDS 2001: The Physical Universe from Core I (this course is no longer taught) 4.) Under Core M, Add MATH 1634 (or MATH 1501, the eCore equivalent of 1634) as an option in case student has tested out of MATH 1113. This adds flexibility and reduces the number of Wolfwatch petitions that are needed. 5.) Under Core T, Add MATH 2654 as an option in case student has tested out of MATH 1113. 6.) Added PHYS 2130 (Sophomore Seminar) to Major Requirements 7.) Under Major Requirements, PHYS 3511 and PHYS 3521 (Experimental Physics I and II) are replaced by PHYS 3510 (Experimental Physics). The former 1 CH courses have been combined into the 2 CH course PHYS 3510 8.) Majors Electives — "Six Hours Selected From" a. Area Remove Foreign Language courses b. Replace MATH 4203 with MATH 3203 (course number was changed) c. Add MATH 4413 as an option Remove MATH 3353, 4153 (courses no longer offered) 9.) Majors Electives — "15 Hours Selected From" Area a. Remove PHYS 4103 (no longer offered) b. Add the following ASTR courses as options: 3133, 3683, 4103, 4433 c. Add the following new PHYS courses as options: 3513, 3613, 3813, 4411, 4415, 4624 The addition

of the new ASTR and PHYS courses in this area is intended to increase flexibility and allow students to take classes based on their interests. 10.) Majors Electives —Reduce required credit hours from 15 to 14, to account for 1 CH PHYS 2130 11.) DSW courses: Replace PHYS 4103 (no longer offered) with ASTR 3133, replace PHYS 3511 and 3521 with PHYS 3510, add ASTR 3133 and 4984, PHYS 3503 and 4411 NOTE: The program map has been updated, to remove XIDS 2001 and add PHYS 2130, with other minor modifications to reduce CH loads in Year 4. These changes do not affect SLOs or Assessment Plans.

The committee voted to approve this proposal.

C) School of Communication, Film and Media

1) Mass Communication (Digital Media & Entertainment)

a) Certificate of Less Than One Year in Emerging Digital Media Practitioner

Request: Add

This 12-hour certificate is designed to equip students with the practical, hands-on skills necessary to succeed in today's fast-paced media industry. Through exposure to a variety of coursework dealing with digital/social media, content creation, and newer emerging technologies (e.g., generative artificial intelligence, virtual/extended reality), students will learn how to be proficient media practitioners and therefore set themselves apart in a competitive, dynamic job market that demands they be adaptable to technological change. RATIONALE: The proposed certificate addresses the growing need for students to develop adaptable, technology-driven digital media skills in today's rapidly evolving industry. As employers increasingly seek graduates who can integrate emerging technologies, this program offers practical training to build those competencies. While advances in technology raise concerns about job displacement, they also create new opportunities. This certificate highlights students' ability to work creatively with digital tools, making it a strong addition

to their résumés and enhancing their appeal to employers in a competitive job market.

The committee voted to approve this proposal.

b) Film & Video Production Minor

Request: Revision

RATIONALE: When the minor was created, none of these classes existed and they are de facto getting allowed to count already. We are trying to streamline the program and ensure student are able to complete their minor with more options and less stress during registration.

The committee voted to approve this proposal.

D) Tanner Health System School of Nursing

1) School of Nursing

a) NURS 3000 – Holistic Health & Physical Assessment in Nursing Practice

Request: Add

Students learn to apply systematic techniques for collecting health histories and performing physical examinations. They focus on identifying normal findings, recognizing variations, and engaging effectively with patients. Simulation activities support the development of confidence and accuracy in clinical assessment.

RATIONALE: New Curriculum for the THSON starting in Fall 2026

The committee voted to approve this proposal.

b) NURS 3010 – Professionalism & Ethics in Nursing

Request: Add

This course explores the foundational principles of professionalism and ethics within the context of contemporary nursing practice. Students examine ethical

frameworks, professional standards, and legal considerations that guide decision-making and behavior in diverse healthcare environments. Emphasis is on communication, interprofessional collaboration, and the development of ethical competence.

RATIONALE: New Curriculum for the THSON starting in Fall 2026

The committee voted to approve this proposal.

c) NURS 3020 – Person-Centered & Compassionate Care in Nursing I

Request: Add

Students develop essential skills for delivering safe, evidence-based nursing care. Emphasis is placed on compassion, effective communication, social determinants of health (SDOH), and cultural humility. Students learn foundational nursing procedures, apply the nursing process, and develop clinical reasoning in diverse care settings, integrating knowledge from nursing science and related disciplines.

RATIONALE: New Curriculum for the THSON starting in Fall 2026

The committee voted to approve this proposal.

d) NURS 3021 – Person-Centered Care II: Care of the Adult & Older Adult

Request: Add

Students apply evidence-based nursing, clinical reasoning, and knowledge from nursing and related sciences to identify and manage common acute and chronic conditions, wellness needs, functional changes, and care transitions in adults and older adults. Students participate in simulation experiences, clinical practice, and complete competency checkoffs to validate performance.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

e) NURS 3030 – Caring for Vulnerable Populations

Request: Add

This course focuses on nursing care for clinical judgment, therapeutic communication, social determinants of health, and legal and ethical considerations to promote safe, equitable, and person-centered care across the lifespan. Students apply the nursing process and evidence- based interventions to support resilience in patients with mental health issues.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

f) NURS 3050 - Pathophysiology & Pharmacology I

Request: Add

This course explores the pathophysiology and pharmacologic management of common disease conditions. Students will apply foundational knowledge of pathophysiology, pharmacokinetics, and pharmacodynamics to support clinical decision-making in health promotion, risk reduction, and disease treatment.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

g) NURS 3060 – Advancing Health Through Leadership, Policy & Interprofessional Practice

Request: Add

This course prepares students for transition to professional nursing roles, focusing on leadership, systems-based care, financial and regulatory frameworks, and collaboration across the healthcare team. Students explore requirements for licensure, scope of practice, professional organizations, and how nurses influence care quality, health equity, and outcomes while examining factors like discrimination and social determinants of health. Emphasis is placed on safety, advocacy, information technology, innovation, and professional growth within today's complex healthcare environments.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

h) NURS 3100 – Pathophysiology & Pharmacology II

Request: Add

Students apply pathophysiology, pharmacokinetics, and pharmacodynamics to clinical decision-making related to diverse disease processes and therapeutic interventions, with an emphasis on safe, evidence-based, and person-centered care.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

i) NURS 3400 – Evidence Informed Practice for Professional Nurses

Request: Add

This course introduces foundational principles of evidence-informed nursing practice. Students learn to develop clinical questions, find and evaluate research, consider social determinants of health, and use informatics for data-driven decisions.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

j) NURS 4020 – Quality & Safety Science in Nursing Practice

Request: Add

This course introduces foundational and advanced concepts in patient safety, quality improvement, and risk management. Students examine system-level factors, safety science, regulatory influences, and interprofessional collaboration to improve outcomes. Emphasis is placed on data-informed decision-making, informatics, organizational culture, and evidence-based strategies to reduce risk and advance equity. Students apply quality

improvement tools in real-world scenarios to strengthen leadership, communication, and systems thinking.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

k) NURS 4022 – Person-Centered Care III: Family-Centered Care Across the Lifespan

Request: Add

Students apply evidence-based nursing knowledge to deliver holistic, developmentally appropriate care to children and families. The course emphasizes growth and development, management of acute and chronic pediatric conditions, and the development of collaborative partnerships with families to support health, resilience, and overall well-being. Emphasis is placed on promoting physiologic birth, managing complications, providing newborn care, and delivering culturally sensitive, family-centered care in collaboration with the healthcare team.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

l) NURS 4023 – Person-Centered Care IV: Transition to Professional Nursing Practicum

Request: Add

This immersive clinical practicum serves as the culminating experience of the nursing program, where students function as competent, practice-ready nurses. Through direct patient care, leadership, clinical judgment, teamwork, and reflective practice, students synthesize prior learning to deliver safe, evidence-based, and person-centered care. Emphasis is on the transition to professional nursing practice, readiness for licensure, and entry into the workforce.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

m) NURS 4030 – Population, Public & Community Health Nursing

Request: Add

Students are prepared to deliver population-focused, preventive care through immersive clinical experiences with marginalized populations in global, regional, or local settings. They explore how social, cultural, political, and economic factors influence health outcomes. Students examine public health systems, culturally responsive care, and community engagement strategies to promote health equity, along with key concepts in health promotion, disease prevention, and the impact of social determinants of health.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

n) NURS 4040 – Capstone in Professional Role Formation

Request: Add

This final course prepares BSN students for practice through a faculty-guided, preceptor- supported capstone. Students identify a clinical problem and design, implement, and evaluate an evidence-based solution. Focus areas include leadership, interprofessional collaboration, informatics, and social determinants of health to improve quality, safety, and equity. Students apply population health principles, demonstrate AACN Essentials competencies, and reflect on their growth as nurse leaders.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

o) NURS 4110 – Clinical Reasoning in Acute & Complex Adult Health

Request: Add

This critical care course and practicum builds on prior coursework, emphasizing clinical reasoning in the care of patients with complex, high-acuity conditions. Students apply advanced critical thinking, prioritize care in rapidly evolving situations, and collaborate with interprofessional teams to deliver safe, effective care in high-stakes settings.

RATIONALE: New Curriculum for the THSON starting in Fall 2026.

The committee voted to approve this proposal.

iii. High Impact Practice recommendations – Dr. Lisa Connell
The committee voted to approve this proposal.

iv. Course Attributes for High Impact Practices – Writing Intensive Course (WIC) Criteria – Dr. David Newton
The committee voted to approve this proposal via MS Forms.

v. Old Business
vi. New Business
vii. Adjournment