

Faculty Senate Meeting Minutes

December 6, 2024

Approved December 17, 2024

1. Call to Order

The meeting was called to order by Chair McLean at 1:00pm.

2. Roll Call

Present: Allen, Banford, Bergiel, Buzon, Caramanica, Cheng, Colley, Council, Cuomo, Dahms, Davis, Dutt, Elias, Ellison, Green, Griffin, Hadley, Hampton, Harte, Hildebrandt, Janzen, Jara-Pazmino, Kazeem, Khan (proxy), Lee, Maggiano, Matthews, Mendes, Moon, Morales, Ofoe, Riker, Roberts, Ruffin, Seong (proxy), Sheppard, Shelnut, Shin, Sicignano, Swift, Talbot, Yarbrough

Absent: Boyd, Brock, Dyar, Peralta, Perry, Viswanath, Webb, Wentz, Yang

3. Minutes

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

4. Administrator Reports

A) President

a) *Undergraduate education is broad theme of his time here. Doing well for overall enrollment, roughly in same position as in 2018. Today a bit over 14,000 students are enrolled. Profile of students has changed drastically: about half fully online undergraduate and double that for graduate enrollment. Graduate enrollment online is a strength; Georgia is still a net exporter of graduates to other states and we need to serve those that we have now. Revenue needs to be maintained especially graduate and online, but at the same time for the long-run health of this institution, the undergraduate population enrollment is a concern. Using facilities, housing, attending courses in person are important because debt still needs to be repaid for construction and maintenance. As an example, the decision was made earlier this year to shift dining demand because of number of students on campus: this then impacts meal plan revenue.*

b) *Graduation rates: retaining and ensuring graduation, improving rate from 2 out of 5 graduating after five years. Rate is not acceptable for a university of this scale and size. Labs, student groups, athletics, etc. are providing students a positive experience; degree provides increase of \$1.4 million in added employment revenue for students who graduate (social mobility rankings). Good at delivering value, but holds only for those who graduate and the base to whom we are delivering this value is shrinking: this is not sustainable. Does not feel like a 14,000 student campus at present because students are not utilizing campus services in person at an acceptable rate. Infrastructure, faculty, students are positive, but we need to get undergraduate students to stay and graduate. Some of our students do need extra help (first generation for example) to make them aware of the resources available to them and helping them directly with early warning alerts, feedback, etc.: only faculty members can help in those regards. In person classes are necessary to maintain culture. Working with admissions to find students who would be a good match and want to be on campus engaging with all courses and resources, experiences, etc. If students do not have the options that they want, they will not return. Senators should talk to colleagues to help facilitate in-person classes. The President's Office sent a message to students yesterday encouraging spring attendance, discussing resources, highlighting return on investment, and what is improving for the spring. Both dining halls will be open for dinner in the spring. Heating and air conditioning will also be improved. UCC will be a more welcoming space with new heating and flooring. Bookstore will have donuts in the building instead of in a separate space: will be good for students and the greater community. Spaces and snacks in Momentum Center to help students and their experience. Technology is being improved, including through Microsoft and AI assistant chatbot Wolfie to help with activities and degree progress guidance. Better appointment scheduler for student appointments. Student housing furniture will be improved. Infrastructure improvements are expensive, but needed. Recreation schedules will be more consistent and simplistic. UCC third floor will have virtual reality fully operational, gaming space for students to have entertainment. Need to encourage students to feel welcome and part of all spaces on campus. Faculty*

should convey same message as what the President sent to help students feel supported and want to return and persist to graduation.

c) *Questions*

- *Q: How many universities in GA have requirements regarding housing and meal plans?*
 - *A: Similar across USG to what we have here: not everyone has to be housed on campus if living within 30 miles of campus (other exceptions are also possible for the first year of attendance). Our system is usually the norm. Many of our donors had positive on campus living experiences: future donors may need to have that similar experience. Conversations are taking place regarding admissions, high school enrollment, etc., but faculty experiences can have a significant impact on students as well.*
- *Q: What research is underway or will happen regarding why students do not stay so that we can make individual changes in our areas? What new initiatives are happening with recruiting and programs? What is being discussed to motivate faculty to be engaged on campus beyond just teaching?*
 - *A: COVID played a big part in our current climate of engagement or lack thereof. Scheduling can also play a part. Similar between faculty and students. Message that our physical presence makes a difference is important and needs to come from the bottom up. Decline in in-person enrollment is particularly concerning for UWG specifically. Financial help and persistence is important to students because they will see the return on investment. Students who leave without a degree seldom return.*
- *Q: Is summer enrollment modality different regarding in-person classes? Faculty only get paid per student so enrollment is predominantly online.*
 - *A: Not seen differently regarding classes that need to be offered to ensure graduation. There will be situations where we need online, and we offer that flexibility. Provost: online summer demand is strong, focused more for in-person in fall and spring; cross-fade hybrid, etc. and accelerate getting students back on campus overall.*

- *Q: As an example of the importance of modality, a Newnan calculus class was in person and had low enrollment, but switched to online and filled. Need to consider how to change student minds to get them to come to campus. Some students feel that they can get better grades online.*
 - *A: Happening for faculty and students and they do see the value and convenience of online education, but we need to make students realize the importance of on-campus experiences. Provost: looking at grade statistics across modality. President: online education is here to stay and will continue to get better. For UWG to survive, on-campus is critical and needs to be our strength. Departments should also have discussions regarding modality and how to best help students.*
- *Faculty Comment: May be worthwhile to inform tour guides to encourage potential and new students to come to campus and take classes in-person. May be helpful to have students take a survey regarding their feelings or expectations regarding online versus face to face courses.*

B) Provost

- a) *Appreciates representation on senate and across the university. Record number of graduates this year (ceremonies will be held this coming Friday and week from Saturday).*
- b) *Spring semester 2025 will continue with push for face-to-face modality, but hybrid and fully online will also remain. Will be meeting with advising to discuss trends and needs of students if modalities need to change. Ongoing conversation based on needs and enrollment (and waitlists); will be flexible. Faculty should coordinate with chairs, deans, advising, and the Provost as needed. Building out fall schedule now in accordance with suggested schedule days and times shared in previous meetings, has been slightly modified and presented to provost council. Will try and minimize how many blocks are taken up in the schedule, but is flexible based on programmatic needs. Draft in January and February then show to students, can be changed.*
- c) *Pafford and TLC. Pafford was scheduled for summer, but based on sourcing of materials will start in September 2025. Will allow for time to be intentional for*

- moving and relocation; keeping faculty within units as possible. October 2026 is the goal (hopefully) for certification for occupancy which means that move-in can happen during that fall. Work with chair and dean regarding ideas for spaces.*
- d) *Metrics dashboard. Areas of success regarding students and their performance, graduation trajectory, DFWI rates, etc. Looking at areas where some courses have high GPA and some do not to determine factors that are within our control to make changes or address success issues. Deans are already providing feedback; continuous improvement model. Training for provost council on 12/17 if faculty would like to see the metrics dashboard. Chairs and deans can also share.*
- e) *Student credit hours for XIDS, study abroad, etc. Are programs getting credit? Issues such as workload and overall enrollment trends, teaching Honors and XIDS are independent of program, but should not come at a cost at faculty academic area. If there is demand for a section, we will utilize part-time or other means to make up those credits within program if faculty are teaching in Honors, XIDS, etc. Ensuring that students are making progress and that seats are available are always the main goals. Happy to talk with faculty, chairs, and deans if there are questions.*
- f) *Copilot is being rolled out, ITS is moving students from Google to Microsoft over the winter break. Copilot is Microsoft's generative AI. Ensure that syllabi are not overly specific or restrictive regarding AI (ChatGPT vs. Copilot). Generative AI terminology should be preferred. Jeff Reber: UWG online is working to put under policies a generative AI policy section with a link to the website where it talks about policy options; not done yet. Will be alerted when that is finalized.*
- g) *Common course components. ITS is looking at ability to remind students and provide support before assignments are due to help them avoid forgetting to turn things in. National Institute for Student Success, best practice to have language in syllabi and calendars before adding ITS components. Goal of supporting students without creating unnecessary reminders or alerts: meaningful feedback in a timely matter. Trying to determine now with Deans as to what should be a deadline for providing meaningful feedback (expectations regarding working days and then putting that into the calendar). Service agreement between faculty and student regarding feedback expectations and needs; supportive, not punitive. If faculty have*

feedback they can reach out to the Provost directly; may also be useful to discuss in senate committees. Pilot in spring: give feedback around adopting in fall and moving forward.

h) Faculty leave policy. USG policy is important, attempt to mitigate impression that faculty are not doing meaningful work when they are on leave. Will also survey how common and often leave is provided: not just a local option, but the bar is pretty significant across the USG because the chancellor must also be notified. Additional material may be requested to justify request and provide adequate review. Contact Provost with any questions. If faculty have submitted a request that is under review, faculty should reach out with questions or if more information is needed.

i) Questions:

- Q: Humanities building. Questions and issues popping out regarding the building: difficult communication throughout the process. Wrong furniture was ordered, televisions are everywhere, wrong walls were installed, technology problems, etc. Who can faculty talk with to ensure building issues will be solved? Echoed from art and music faculty. Keyboard lab for music still not functioning properly.*
 - A: Email the Provost and he will work with Clint Samples and facilities to create a list of what needs to be addressed.*
- Q: Date and time of metrics dashboard meeting?*
 - A: 9:30am in Richards Hall 132, December 17th.*
- Q: Regarding notifications for students, will that be a part of D2L that faculty need to set up? If notification can go to backup email or if there is another mechanism, that may be more helpful if students are already not logging into D2L.*
 - A: Trying not to reinvent the wheel if it is already in D2L. Presumption that students are logging in, but many hurdles such as texting or other mechanisms will be explored. Students should be reached at a frequency and where they will respond/receive. ITS is looking at different ways to alert, not necessarily Pulse, but perhaps individual texts. Function first then usability. Conversation will be continued across the spring term.*

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates

- a. *Senators should continue dialogue with colleagues regarding what is discussed in senate.*
- b. *Executive committee is working on revising current committee charges and structure in general. Ensure that senate structure looks as it should, especially regarding equity in workload and relevance. Can even consider if committees need to still exist; changes to best serve faculty and senate including membership (senators and representatives). Drafts by January then discuss what will happen from there: process will be discussed then will go to Rules committee, then senate vote (steps are reflective of current processes).*
- c. *Questions:*
 - i. *Q: Could there be an extra hour at end of general faculty meeting to elect chairs?*
 1. *A: Can look into the possibility, but difficulty is typically in finding a willing candidate, not having the election.*

2) Committee Chair General Updates

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

Action Items:

Curricular items below were taken as a block and approved unanimously.

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:

- 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:

Curricular items were taken as a block and approved unanimously.

- 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 (**Figure 1**)

Approved unanimously.

Request: Graduate Policy Change

Changes relate to the applicant decision process and application fee.

6. Old Business

a. None

7. New Business

8. Announcements

a. *Presidential search listening sessions were this week: grateful to faculty and staff for turnout and feedback. General impression is that the committee heard what they needed to hear for a successful search. Very clear themes were understood by the committee. Biggest takeaway is that next president should be a leader who is the first among equals and language to that effect should be in the search. Impression that committee members are taking this commitment seriously and want to find a president that will work for us; they care about this institution very deeply. Website is currently live and was sent through UWG email: if faculty want to add feedback, do so as soon as possible (ideally within next week). Search firm wants to get a profile/job ad in time for the Christmas break. Candidates can also be nominated,*

which is less time critical. There will be a quiet period where applications are received after job ad goes live.

- b. HelpWest. Beth Sheppard is representative. Fundraiser at American Pie that was successful. Doing a 50/50 raffle now: 50% of prize goes to raffle winner, other half goes to raffle winner.*

9. Adjourn

- a. Adjourned by Chair McLean at 2:47pm.*

Respectfully submitted by Laura McCloskey Wolfe, Executive Secretary and Art Program Faculty.

Figure 1

Approved Policy Change:

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.