



University Council

February 27, 2026

UNIVERSITY CURRICULUM COMMITTEE – 2025-2026

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Undergraduate Student Representative – Ella Colker

Graduate Student Representative – Yaw Buabeng

Dear Colleagues:

The attached proposal from the School of Nursing for a Bachelor of Science in Nursing (B.S.N.) degree will be an agenda item for the March 6, 2026, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost Benjamin Ayers

Dr. Marisa Anne Pagnattaro



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Fall 2025

Points of Contacts

Dr. Dana Nichols, Vice Chancellor for Academic Affairs & Student Success, dana.nichols@usg.edu

Dr. Laura Lynch, Associate Vice Chancellor for Academic Programs & Policies, laura.lynch@usg.edu

Additional guidance and templates as well as the change history for this document is available at https://www.usg.edu/academic_programs/new_program_review.

A. OVERVIEW

1. Institution Name: University of Georgia

2. School/College: School of Nursing

3. Academic Department: School of Nursing

4. Degree Name: Bachelor of Science in Nursing

5. Degree Acronym: B.S.N.

6. Major: Nursing

7. CIP Code (8 digit): 51380100

Please use 00 for the last 2-digit extension unless using the same CIP code for similar institutional program.

8. Delivery Mode: Mark all that apply.

- 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. (Consistent with SACSCOC requirements concerning notification of changes in delivery mode.)
- HYBRID: A program of study leading to a degree completed 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).

9. For On Campus or Hybrid programs, where will the program be offered? Mark all that apply.

- Main campus
- Branch Campus or other Off Campus Instructional site: The School of Nursing will initially be housed at a new UGA Off-campus instructional site, located at 1905 Barnett Shoals Road, Athens, 30605.

10a. Anticipated Semester and Year of Initial Student Enrollment: Fall 2027

10b. Program Description:

The B.S.N. program will advance UGA's commitment to addressing the healthcare needs of all Georgians and develop a community of scholars equipped to prepare the next generation of nurses. Through innovative teaching, research, and service, the B.S.N. program will empower graduates to deliver safe, effective, and compassionate care, lead in diverse healthcare environments, and contribute to the health and prosperity of Georgia.

11. Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

Georgia nursing education programs must have approval from the Georgia Board of Nursing (GBON) to operate and to ensure graduates are eligible to take the National Council Licensure Exam (NCLEX). Approval by the Board is required under state rules.

Programs are also required to achieve national accreditation or demonstrate satisfactory progression toward national accreditation by a GBON-recognized accrediting body. The School of Nursing is pursuing national accreditation through the American Association of Colleges of Nursing (AACN) accreditation arm, Commission on Collegiate Nursing Education (CCNE).

12. Specify SACSCOC requirements. Check with your SACSCOC Liaison and mark all that apply.

- Substantive change requiring notification only¹
- Substantive change requiring approval prior to implementation²
- Level Change³
- None

13. Enter the number of credit hours required to complete the degree program, excluding any institutional requirements such as physical education activity/basic health or orientation courses.

a. Required Program Hours: 120

b. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements) as prescribed by the University System of Georgia?

See the Academic and Student Affairs Handbook Section [2.3.5 Degree Requirements](#).

- No
- Yes (If yes, explain the rationale for the request in the space below)

¹ See page 42 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 41 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 20 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

B. PROGRAM ALIGNMENT

14. How does the program align with the [USG System Wide Strategic Plan](#)?

UGA's proposed Bachelor of Nursing (B.S.N.) program aligns closely with the University System of Georgia's (USG) System-Wide Strategic Plan by advancing key priorities related to workforce development, access, academic excellence, and public service. Georgia continues to face significant nursing shortages, and UGA's nursing program directly addresses this statewide workforce need by preparing well educated, practice-ready nurses to enter the healthcare workforce and strengthen Georgia's healthcare infrastructure.

The program also supports USG's commitment to access, affordability, and student success. As the state's flagship public institution, UGA will expand in-state access to high-quality, affordable nursing education while serving both traditional and non-traditional students. Structured advising, clinical education, and professional preparation will promote retention, timely degree completion, and licensure success, aligning with USG's focus on educational attainment and outcomes.

The B.S.N. is designed to meet rigorous academic standards consistent with USG expectations for excellence. The School of Nursing will pursue accreditation through the Commission on Collegiate Nursing Education (CCNE), ensuring alignment with nationally recognized standards for curriculum, clinical practice, and student outcomes. The program will emphasize evidence-based practice, research literacy, and interprofessional collaboration.

In addition, the School of Nursing advances USG priorities related to research and public service. Leveraging UGA's strong research enterprise and statewide partnerships, the program will integrate education, research, and service to address pressing health needs across Georgia. Overall, the development of UGA's nursing program represents a strategic, coordinated expansion that complements existing programs and advances USG's long-term goals.

15. How does the program align with your institutional mission, and the function of institutions in your institution's sector as outlined in [Board Policy 2.8](#)?

UGA's B.S.N. program aligns directly with the University of Georgia's mission to "*provide a more educated Georgia*" through excellence in teaching, research, and service. As the state's flagship land- and sea-grant institution, UGA is committed to addressing critical statewide needs, and the preparation of highly qualified nurses responds to one of Georgia's most pressing workforce and public health challenges.

From a teaching and learning perspective, the nursing program advances UGA's mission by offering rigorous, high-quality professional education grounded in evidence-based practice, clinical excellence, and ethical leadership. The program will prepare graduates not only for licensure and professional practice, but also for lifelong learning, critical thinking, and service to diverse communities across Georgia.

The program also supports UGA's research mission by integrating nursing scholarship with the university's strong research enterprise. Nursing faculty and students will lead and contribute to interdisciplinary research focused on health outcomes, population health, and healthcare innovation, strengthening UGA's role as a leader in knowledge creation that benefits the public good.

Finally, the nursing program embodies UGA's public service mission. By educating nurses who will serve in hospitals, clinics, schools, and community-based settings throughout the state, the program extends UGA's impact beyond campus. Through clinical partnerships, community engagement, and service-learning, the

School of Nursing will improve health and well-being across Georgia while reinforcing UGA's longstanding commitment to service, outreach, and engagement.

16. How does the program fit with the current strengths and overcome existing gaps of the department(s)/unit(s) that will coordinate this program? What was the impetus for this program? Consider current program offerings, course offerings, faculty expertise, and available resources.

The proposed B.S.N. program builds directly on existing institutional and departmental strengths while addressing clear gaps in UGA's current academic portfolio and in Georgia's healthcare workforce. Although UGA has long demonstrated excellence in health-related education, it does not currently offer a pre-licensure nursing degree. The B.S.N. program is intentionally designed to complement and extend the strengths of the academic units that will coordinate the program, while addressing this notable gap.

UGA already possesses substantial capacity in the foundational disciplines that underpin nursing education. Departments across the health sciences, including public health, human development and family science, biological sciences, nutrition, psychology, and kinesiology, provide strong coursework in anatomy and physiology, microbiology, statistics, ethics, behavioral health, and population health. These existing course offerings and faculty expertise allow the B.S.N. curriculum to be built efficiently and with academic rigor, minimizing duplication while ensuring strong interdisciplinary integration.

UGA also brings significant strengths in research, community engagement, and statewide partnerships. Faculty expertise in health promotion, chronic disease, rural health, health disparities, and evidence-based practice will directly support nursing education and scholarship. Established relationships with healthcare systems and community organizations across Georgia provide a solid foundation for clinical placements, experiential learning, and service-oriented education.

Despite these strengths, the absence of a B.S.N. program has limited UGA's ability to fully contribute to Georgia's nursing workforce and to integrate nursing practice into its broader health research and service missions. The B.S.N. program addresses this gap by creating a cohesive academic home for nursing education, recruiting nursing faculty with clinical and scholarly expertise, and aligning curriculum with licensure and accreditation standards. The program also strengthens UGA's ability to participate in interprofessional education and healthcare innovation alongside medicine, public health, pharmacy, and allied health partners.

Impetus for the program.

The primary impetus for the B.S.N. program is the persistent and well-documented nursing shortage in Georgia, particularly in rural and underserved communities. As the state's flagship public university, UGA is uniquely positioned to respond to this workforce need by expanding access to high-quality, affordable nursing education. Additional drivers include growing student demand for nursing pathways at UGA, alignment with UGA's land-grant mission, and the opportunity to leverage existing academic and clinical resources more fully.

Overall, the B.S.N. program is a strategic expansion that capitalizes on UGA's existing strengths, addresses a critical academic and workforce gap, and positions the coordinating units to advance education, research, and service in support of Georgia's health needs.

C. NEED

17. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? This should be based on enrollment patterns, local needs, and the labor market. If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program.

The proposed B.S.N. program is designed to address persistent nursing shortages and unmet healthcare needs across Georgia. Although the state currently has 68 pre-licensure nursing education programs, Tripp Umbach's 2025 School of Nursing feasibility study concluded that Georgia continues to experience a sustained shortage of registered nurses, particularly in rural and underserved communities. Georgia has only 8.47 registered nurses per 1,000 residents, which is well below the national average of 9.43 RNs per 1,000 residents. Moreover, workforce projections indicate that the state could face a nursing shortfall of up to 21% by 2035.

Multiple, interrelated factors contribute to this shortage. Georgia's population is both growing and graying, increasing demand for healthcare services. Data from the U.S. Census Bureau and Georgia health projections show rapid growth in the population aged 65 and older, a demographic that requires more frequent and complex healthcare services.

At the same time, the nursing workforce itself is aging. According to the Georgia Nursing Workforce Center, nearly 30% of registered nurses in the state are over the age of 55, signaling an impending wave of retirements that will further reduce the supply of experienced nurses.

Geographic maldistribution also exacerbates workforce challenges. Many nurses choose to practice in urban centers such as Atlanta, Savannah, and Augusta, leaving rural areas critically understaffed. As a result, hospitals, clinics, and long-term care facilities in smaller communities struggle to maintain adequate staffing levels, limiting access to care where it is most needed.

Finally, competition within the healthcare labor market intensifies these shortages. Hospitals and healthcare systems compete for a limited pool of nurses, often offering higher wages and incentives in urban or specialized settings. The growth of temporary staffing agencies and travel nursing further draws nurses away from permanent positions, disproportionately affecting rural and underserved facilities.

Taken together, these workforce data demonstrate both current and projected gaps in nurse availability across Georgia, underscoring the need to expand nursing education capacity. UGA's proposed B.S.N. program directly responds to these challenges by helping to strengthen and grow the state's nursing workforce.

C1. WORKFORCE DEMAND

18. Based on the program's service area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from NCES, but additional SOC codes can be selected with rationale. For each SOC Code/Occupation listed below, please specify if this degree will allow students to go directly into the occupation or if additional education is required before entering the occupation. If data for the service area is not available, then use state- or national-level data. **Only list the jobs for which the program actively prepares students for that career.**

Graduates of the B.S.N. program will be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) exam, the mandatory, standardized test that nursing graduates must pass to become a licensed Registered Nurse (RN) in the U.S. and Canada. Upon passing the NCLEX-RN, graduates may pursue entry-level positions as Registered Nurses (RNs). With additional experience and education, career advancement opportunities include specialized and advanced practice roles such as Nurse Educators, Nurse Midwives, Nurse Practitioners, and Nurse Anesthetists.

The Labor Market and Career Placement Outlook table below summarizes employment projections and salary data for Registered Nurses and illustrates potential career pathways as graduates advance in the profession. The U.S. Department of Labor’s O*NET Online database designates Registered Nursing and related nursing occupations as having a “Bright Outlook,” reflecting rapid projected employment growth and a high volume of job openings nationally and in Georgia. Collectively, these data indicate strong employment prospects, competitive wages, and clear advancement opportunities for graduates who choose to pursue additional education, certification, and licensure.

Labor Market/Career Placement Outlook/Salary:

SOC Code & Occupation	Additional education required for entry level?	Region	Current Employment	Annual Openings	% Growth over Five Years	Median Salary (O-Net data)
Registered Nurse 29-1141	B.S.N. + licensure	US	3,172,500	193,100	+5.6%	\$93,600
		Georgia	81,800	5990	+15.3%	\$86,560
Nursing Educator- Post-secondary 25-1072	B.S.N. + licensure + advanced degrees: 50% of openings require a master’s degree, and 36% require a doctorate	US	85,900	8,800	+18.2%	\$79,940
		Georgia	1470	40	+22.4%	\$75,950
Nurse Midwife 29-11613	B.S.N. + licensure + plus advanced degrees: 81% of openings require a master’s degree and 16% require post-master's certificates.	US	8,200	400	+6.1%	\$128,790
		Georgia	330	30	+ 17.6%	\$125,830
Nurse Practitioner 29-1171.00	B.S.N. + licensure + advanced degrees: 65% require a master's and 26% require a doctorate.	US	266,300	26,300	+44.5%	\$129,210
		Georgia	1,370	90	+19.7%	\$126,060
Nurse Anesthetist 29-1151	B.S.N. + licensure + advanced degrees: 41% of openings require a master’s, and 60% require a doctoral or professional degree.	US	49,400	2,500	+8.9%	\$223,210
		Georgia	1,370	90	+19.7%	\$221,190

Rationale for selected SOC Codes: SOC Codes should only be included if the proposed program will explicitly prepare students for such a career. Please address how the selected SOC Codes/Occupations will align with employment demand in the service area.

The B.S.N. program explicitly prepares graduates for employment as Registered Nurses, which is identified as a Standard Occupational Classification (SOC) code within both the O*NET Online and Projections Central data sets. Employment projections for Registered Nurses demonstrate strong demand nationally and within the program’s service area, including the state of Georgia.

While advanced practice roles such as Nurse Educator, Nurse Midwife, Nurse Practitioner, and Nurse Anesthetist are associated with separate SOC codes and require graduate-level education and additional licensure, the B.S.N. serves as the required foundational credential for entry into these career pathways. These occupations are also identified within O*NET and Projections Central, reflecting long-term workforce demand and advancement opportunities for graduates.

C2. SUPPLY

19. Target Market.

- a. Who is the target market/audience for recruitment into this program? Include any special populations this program may target, including alumni, non-traditional (e.g., working adults, veterans), and underrepresented populations of students.

The primary target market for the proposed B.S.N. program is traditional undergraduate students seeking careers in healthcare. Although the University of Georgia does not currently offer a B.S.N. degree, student demand for health-related pathways is strong, with approximately 25 percent of incoming students indicating an interest in pre-health or pre-medicine.

Currently, 447 UGA students are identified as pre-nursing; however, the absence of an on-campus nursing program results in the loss of students to external institutions, including Augusta University, Kennesaw State University, and Georgia College & State University. Students who transfer into nursing programs most often originate from UGA majors such as health promotion, psychology, biology, and human development and family science.

In addition, while more than 1,300 students annually express interest in pre-medicine, only approximately 200 matriculate into M.D. programs. This gap highlights the need for additional clinically focused academic pathways that align with student interests and workforce demand.

Establishing a B.S.N. would improve student retention by providing a direct pathway to clinical careers, reducing the disruption associated with transferring, and alleviate pressure on pre-medical advising. Demand for nursing and allied health pathways is further evidenced by more than 4,200 annual pre-health advising appointments, including 753 related to nursing and allied health. The proposed B.S.N. program would respond to sustained student demand and support Georgia’s healthcare workforce needs.

The tables below provide information regarding UGA applicants, admits, and enrolled students who express an interest in pre-medicine and pre-health academic areas.

Summer/Fall 2024 students with an interest in pre-health or medicine academic areas

SU/FA 2024	Total	Pre-Medicine	Pre-Health	% of Total
Applications	42,738	8,152	1,053	21.5%

Admits	16,111	3,516	310	23.7%
Enrolled	6,169	1,345	165	24.5%

Summer/Fall 2025 students with an interest in pre-health or medicine academic areas

SU/FA 2025	Total	Pre-Medicine	Pre-Health	% of Total
Applications	47,865	9,707	1,231	22.9%
Admits	16,251	3,877	300	25.7%
Enrolled	6,335	1,571	154	27.2%

- b. Who are the specific partners you are working with to reach your target market and create a career pipeline with this program. Describe the partnerships. (For example, internal pipelines, high schools, career academies, institutions of higher education, employers, community partnerships, professional associations).

The career pipeline for B.S.N.-prepared nurses is strong across the United States and particularly in the Southeast. The most recent survey conducted by the American Association of Colleges of Nursing in August 2023 describes the 2022 B.S.N. graduates. At that time, 84% of B.S.N. graduates had accepted an offer of employment by their graduation date. This rate is at 90% in the South. The job placement rate within four to six months after graduation is 96% for B.S.N. graduates across the U.S. and 98% in the South. Among nursing graduates overall, the B.S.N. degree is highly desirable and required by 25% of hospitals, with 70% of healthcare settings expressing a strong preference for the B.S.N. prepared graduate.

The UGA School of Nursing has secured formal letters of commitment from four major healthcare organizations that collectively represent one of the most robust employment pipelines available to any new B.S.N. program in the state. These clinical partners alone encompass more than nine hospital campuses, over 1,377 staffed beds in acute care settings, more than 180 post-acute care locations, and a combined workforce exceeding 19,600 healthcare professionals across the region and beyond.

Northeast Georgia Health System (NGHS) is an integrated system spanning five hospital campuses with more than 950 beds across Gainesville, Braselton, Barrow, Habersham, and Lumpkin counties, offering over 60 specialties including Level II trauma services, the Georgia Heart Institute, and regional cancer centers. **Piedmont Athens Regional Medical Center**, located minutes from the UGA campus, is a 427-bed Level II trauma center and regional referral facility employing over 3,300 healthcare professionals across 64 medical and surgical specialties and serving a 17-county area. It is the second-largest employer in the Athens region. **St. Mary's Health Care System** operates three hospitals along with physician practices, home health and hospice services, and a retirement community, and is backed by the national resources of Trinity Health, one of the largest Catholic health systems in the country. **PruittHealth**, a family-owned organization serving the Southeast since 1969, operates more than 180 locations across Georgia, Florida, North Carolina, South Carolina, and Maryland, employs over 13,000 healthcare professionals, and serves approximately 24,000 patients daily across its continuum of skilled nursing, rehabilitation, hospice, home health, and assisted living services.

Each of these organizations has committed not only to providing clinical placements for UGA nursing students but has also expressed strong interest in hiring program graduates. With an inaugural cohort of 60 students, the annual nursing hiring needs of any one of these health systems alone would be sufficient to employ the entire graduating class, and together, their combined demand for baccalaureate-prepared nurses far exceeds what this program will produce for years to come.

Beyond these four major health systems, the UGA School of Nursing has also secured commitments from the Clarke County School District and the University Health Center, further diversifying the employment landscape available to graduates across acute care, post-acute care, community health, school health, and collegiate health settings. The collective capacity of these partners provides overwhelming assurance that UGA B.S.N. graduates will enter a labor market with robust and immediate demand for their skills.

20. Are there any similar programs at your own institution? This includes programs with similar/same course content (beyond general education).

No

Yes (Provide additional information below about the program(s) including the percentage of similar/same coursework and any opportunities there may be for synergy/collaboration between programs.)

21. Do any other USG higher education institutions in close proximity or sector service area offer a similar program? Look at 4-digit CIP Codes in the [CAAP](#) to identify similar programs.

No

Yes (Provide a rationale below for the institution to offer the program.)

The proposed B.S.N. program is designed to address persistent nursing shortages and unmet healthcare needs across Georgia. Although the state currently has 68 pre-licensure nursing education programs, Tripp Umbach’s 2025 School of Nursing feasibility study concluded that Georgia continues to experience a sustained shortage of registered nurses, particularly in rural and underserved communities. Georgia has only 8.47 registered nurses per 1,000 residents, which is well below the national average of 9.43 RNs per 1,000 residents. Moreover, workforce projections indicate that the state could face a nursing shortfall of up to 21% by 2035.

22. Using IPEDS data, list the supply of graduates in similar programs in the service area. Use the 4-digit CIP Code to identify similar programs, and include programs at your institutions, at USG institutions, and at non-USG institutions within the service area.

Consider also programs/institutions that recruit within your service area. If your institution is near a border, this may include programs/institutions in border states.

Similar Programs	CIP Code	Supply ⁴ (Graduates/Completers) 2023-2024	Institutions
Registered Nursing/Registered Nurse	51.380100	29	Abraham Baldwin Agricultural College
		105	Albany State University
		165	Augusta University
		36	Berry College
		9	Brewton-Parker College
		436	Chamberlain University-Georgia

		38	Clayton State University
		37	College of Coastal Georgia
		113	Columbus State University
		37	Dalton State College
		152	Emory University
		144	Georgia College & State University
		63	Georgia Gwinnett College
		40	Georgia Highlands College
		363	Georgia Southern University
		51	Georgia Southwestern State University
		162	Georgia State University
		54	Gordon State College
		78	Herzing University-Atlanta
		311	Kennesaw State University
		21	LaGrange College
		164	Mercer University
		126	Middle Georgia State University
		65	Piedmont University
		24	Reinhardt University
		26	Shorter University
		21	South Georgia State College
		10	South University-Savannah
		133	South University-Savannah Online
		13	Thomas University
		7	Toccoa Falls College
		12	Truett McConnell University
		185	University of North Georgia
		157	University of West Georgia
		78	Valdosta State University
		18	Wesleyan College

C3. ANALYSIS OF DATA

23. Based on the data provided above, discuss how this program will help address a need or gap in the labor market? To what extent does the program align with talent demand or workforce strategies for the service area?

If any workforce letters of support, surveys or other qualitative indicators are being supplied to support the need, this should also be addressed here.

Georgia currently has 68 pre-licensure R.N. education programs, including those offered by the University of North Georgia (Gainesville/Dahlonega), University of West Georgia (Carrollton/Newnan), Kennesaw State University, Georgia State University, and Gordon State College. Despite the number of existing programs,

many operate at or near capacity, limiting access for qualified applicants and leaving prospective students unable to secure placement. At the same time, Georgia continues to experience a persistent nursing shortage. The proposed B.S.N. degree is designed to expand the nursing education pipeline and help address the state's ongoing workforce needs.

D. CURRICULUM

24. List program-specific goals (objectives) and specific student learning outcomes for the program.

The outcomes of the proposed B.S.N. curriculum at the University of Georgia are designed to ensure graduates are prepared to deliver safe, evidence-based, and patient-centered care across diverse healthcare settings. These goals reflect national standards for baccalaureate nursing education, align with the Georgia Board of Nursing requirements, and support the mission of UGA. Each outcome emphasizes competency in clinical judgment, leadership, interprofessional collaboration, and ethical practice, ensuring that graduates are equipped to meet the evolving needs of the healthcare system and contribute to improving population health.

1. Knowledge for nursing practice

Graduates will demonstrate the ability to integrate, translate, and apply existing and new nursing knowledge, including knowledge from other disciplines, for the provision of care delivery as the basis for clinical judgment and innovation in nursing practice.

2. Person Centered Care

Graduates will demonstrate the ability to engage in the provision of care of individuals within multiple complicated contexts, including family and/or important others. Care is holistic and informed by a scientific body of knowledge that guides nursing practice regardless of specialty or functional area. Accountability for the entire nursing process is performed including the establishment of rapport, effective communication, diagnose health problems/needs, develop a plan of care, provide care coordination, and evaluate outcomes.

3. Population Health

Graduates will demonstrate the ability to manage health across the healthcare delivery continuum from public health prevention to disease management of populations. Furthermore, they will engage in collaborative activities with both traditional and non-traditional partnerships from affected communities, while considering the socioeconomic impact healthcare delivery and advocating for the advancement of equitable health policy.

4. Scholarship for Nursing Discipline

Graduates will possess the competence to generation, synthesis, translate, apply, and disseminate nursing knowledge to improve health and transform health care.

5. Quality and Safety

Fostering a culture of quality and safety are core values of nursing practice. Graduates will enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance by deploying principles of safety and improvement science.

6. Interprofessional Partnerships

Graduates will leverage their understanding of intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

7. System-Based Practice

Graduates will use a sound knowledge of complex health care systems to respond to and lead care across the continuum. With a lens of cost effectiveness, they will effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

8. Informatics and Healthcare Technology

Having a foundational knowledge and understanding of a variety of information and communication technologies tools used to enhance care delivery, graduates will leverage this understanding to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice with ultimate goal to improve the delivery of safe, high-quality, and efficient healthcare services.

9. Professionalism

Graduates will demonstrate the ability to cultivate and sustain a professional nursing identity that embodies the values of integrity, altruism, compassion, courage, advocacy, and social justice. Graduates will embrace accountability for their practice, engage in collaborative relationships with diverse perspectives, and contribute to the advancement of the nursing profession through mentorship, lifelong learning, and commitment to the betterment of healthcare and society.

10. Personal, Professional and Leadership Development

As learners aspiring to become professional nurses, graduates will learn self-reflection that fosters personal health, resilience, and well-being. Furthermore, they will engage in lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

25. List the entire course of study required to complete the academic program.

- *Include course: prefixes, numbers, titles, and credit/contact hour requirements*
- *For undergraduate programs, specify pre/co-requisites*
- *Indicate the word "new" beside new courses*

Course and Title	Credit Hours
<i>Note: All NURS courses are required and are new.</i>	
NURS 3000, Foundations of Nursing Practice**	3
NURS 3000L, Foundations of Nursing Practice Clinical**	1.5
NURS 3050, Nursing Pathophysiology	3
NURS 3070, Clinical Pharmacology	3
NURS 3075, Healthcare Quality and Safety	2
NURS 3080, Professional Identity and Ethics in Nursing Practice	3
NURS 3085, Health and Nutrition	1.5
NURS 3100, Comprehensive Health Assessment Across the Lifespan**	2
NURS 3100L, Comprehensive Health Assessment Across the Lifespan Lab**	1
NURS 3500, Adult/Gerontology Nursing**	4
NURS 3500L, Adult/Gerontology Nursing Clinical**	1.5
NURS 3700, Child and Adolescent Health Nursing**	3
NURS 3700L, Child and Adolescent Health Nursing**	1.5
NURS 4000, Maternity and Women's Health Nursing**	3
NURS 4000L, Maternity and Women's Health Nursing Clinical**	1.5

NURS 4006, Behavioral Health Nursing Concepts**	3
NURS 4006L, Behavioral Health Nursing Clinical**	1.5
NURS 4011, Ambulatory Care and Community Health Nursing**	3
NURS 4011L, Ambulatory Care and Community Health Nursing Clinical**	1
NURS 4500, Transition to Professional Nursing Practice**	3
NURS 4500L, Transition to Professional Practice Clinical**	2
NURS 4505, Complex Care Across the Lifespan**	3
NURS 4505L, Complex Care Clinical**	1
NURS 4510, Population and Public Health Nursing**	3
NURS 4510L, Population and Public Health Nursing Clinical**	1
NURS 4515, Gerontological Nursing Leadership	2
NURS 4590, Scholarly Activity: Research, Evidence-Based Practice, and Quality Improvement	2

**corequisite course

26. Provide a curriculum map that aligns the program learning outcomes to the courses within the major (excluding Core IMPACTS and general electives). Specify if courses are required or elective.

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10
NURS 3000	X	X			X	X	X	X		
NURS 3000L	X	X			X	X	X			
NURS 3050	X	X					X	X	X	
NURS 3070	X	X	X		X		X	X	X	
NURS 3075	X	X	X	X	X	X	X	X		
NURS 3080	X	X	X			X	X		X	X
NURS 3085	X	X	X							
NURS 3100	X	X	X	X		X		X	X	
NURS 3100L	X			X				X		
NURS 3500	X	X	X		X	X	X	X	X	
NURS 3500L	X	X	X		X	X	X	X		
NURS 3700	X	X	X		X	X				
NURS 3700L	X	X	X		X	X				
NURS 4000	X	X	X	X		X			X	
NURS 4000L	X	X	X	X	X	X	X	X	X	
NURS 4006	X	X			X	X	X	X		
NURS 4006L	X	X	X			X	X		X	
NURS 4011	X	X	X		X	X	X	X	X	X
NURS 4011L	X	X	X		X	X	X	X		
NURS 4500	X	X	X	X		X	X		X	X
NURS 4500L	X	X	X	X	X	X	X	X	X	X
NURS 4505	X	X	X		X	X	X		X	
NURS 4505L	X	X	X		X	X	X		X	
NURS 4510	X		X			X	X		X	
NURS 4510L	X		X			X	X		X	
NURS 4515	X		X			X	X		X	X
NURS 4590	X	X	X	X				X		

27. Describe the assessment plan for program learning outcomes. You may also describe other aspects of the overall assessment plan that will be used for ongoing program reviews.

Each degree program is required to evaluate as part of a [comprehensive program review process](#) the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review should occur at least every 7 years for undergraduate programs and at least every 10 years for graduate programs. It should include both quantitative and qualitative data, including assessments of students in the program as well as after they graduate, such as employment and placement rates, student or employer surveys, or other assessments of graduate outcomes. The plan must also describe how this data will be used.

The following evaluation plan outlines the specific methods, frequencies, and data sources the University of Georgia School of Nursing will employ to systematically assess all components of the B.S.N. program. This plan establishes clear benchmarks for program effectiveness, identifies concrete data sources for evidence-based decision-making, and ensures regular review cycles aligned with both Georgia Board of Nursing requirements and national nursing education standards. The evaluation framework encompasses six key areas—organization and administration, curriculum, faculty, students, performance of students and graduates, and educational facilities and resources—with each component subject to regular assessment using multiple data sources to support continuous program improvement

In addition, as required by UGA Policy 01.06.002 Academic Program Review, all academic units, including the B.S.N program, will undergo comprehensive program review on a seven-year cycle. This process ensures the effectiveness and continuous improvement of academic programs and SLO assessment practices.

	Approach	Frequency	Data Source
Organization and Administration: Mission and Goals	Compare School of Nursing mission with University mission and professional nursing standards Review with advisory boards and communities of interest Ensure written, accessible program outcomes congruent with institutional mission	Every 5 years	Strategic planning documents, advisory board meeting minutes, AACN Essentials documents, stakeholder surveys
Organization and Administration: Academic Policies	Review student handbook and catalog for accuracy Verify policies are fair, equitable, published, and consistently applied Document formal complaint process and maintain records	Every 2 years	Student handbook, University catalog, complaint logs, policy comparison matrices, student grievance records
Organization and Administration: Fiscal Resources	Assess budget adequacy to achieve program mission and outcomes Review faculty/staff compensation for recruitment and retention Compare resources with peer institutions	Annually	Annual budget reports, AACN salary survey data, faculty/staff turnover reports, benchmark institution comparisons
Organization and Administration: Program Leadership	Verify Dean holds RN license and graduate nursing degree Assess administrative authority and effectiveness	Every 2 years	Georgia Board of Nursing license verification, curriculum vitae, organizational charts, leadership evaluations
Curriculum: Structure	Map curriculum to AACN Essentials of Baccalaureate Education Ensure curriculum builds on liberal arts and sciences foundation Verify logical progression to achieve student learning outcomes	Every 5 years	Curriculum mapping matrices, course syllabi, prerequisite tracking, program learning outcomes assessment
Curriculum: Teaching-Learning Practices	Evaluate diverse teaching methods (classroom, simulation, clinical) Assess student exposure to diverse populations and settings Review interprofessional education opportunities	Annually	Course evaluations, simulation lab usage reports, clinical placement logs, interprofessional activity records
Curriculum: Clinical Experiences	Evaluate quality and quantity of clinical sites Assess preceptor qualifications and orientation Monitor faculty supervision of clinical learning Document achievement of clinical competencies	Annually	Clinical affiliation agreements, preceptor credentials database, clinical evaluation forms, competency checklists
Faculty: Qualifications	Verify current RN licensure for all nursing faculty Confirm graduate degrees in nursing or related field Assess clinical expertise in teaching areas Review faculty-to-student ratios meet standards	On hire and annually	Georgia Board of Nursing license database, official transcripts, faculty CVs, course enrollment reports

Faculty: Development and Evaluation	Document faculty development activities Conduct annual performance evaluations Assess teaching effectiveness through student evaluations Support faculty scholarship and practice maintenance	Annually	Professional development attendance records, annual faculty evaluations, student course evaluations, scholarship/practice portfolios
Students: Admission and Progression	Evaluate admission criteria effectiveness Monitor progression and retention rates Review academic support services (advising, tutoring, library) Assess student participation in program governance	Annually	Admission statistics, retention/attrition reports, tutoring center usage data, committee membership rosters
Students: Student Evaluation	Apply consistent grading criteria across courses Provide timely feedback on performance Document clinical competency achievement Maintain clear progression policies	Each semester	Grade distributions, exam item analyses, clinical evaluation tools, progression committee minutes
Performance of Students and Graduates: Program Completion	Track cohort progression and attrition Analyze factors affecting completion	Annually	Registrar enrollment data, cohort tracking spreadsheets, exit interview summaries
Performance of Students and Graduates: NCLEX-RN Pass Rates	Target: 80% first-time pass rate Compare with state and national benchmarks Implement remediation for at-risk students	Annually	Georgia Board of Nursing NCLEX reports, NCSBN national data, ATI predictor scores
Performance of Students and Graduates: Employment Outcomes	Target: 100% employment within 12 months Survey graduate employment settings and roles Assess employer satisfaction with graduates	Annually	Graduate follow-up surveys (6 & 12 months), alumni database
Performance of Students and Graduates: Program Improvement	Use outcome data to identify improvement areas Engage faculty in data analysis and action planning Document changes and evaluate effectiveness	Annually	Program committee minutes, action plan documentation, outcome trending reports
Educational Facilities and Resources: Physical Resources	Assess classroom, laboratory, and simulation space adequacy Evaluate technology and equipment currency Review library and learning resources	Annually	Space utilization reports, equipment inventories, technology refresh schedules, library usage statistics
Educational Facilities and Resources: Clinical Sites	Maintain sufficient variety and number of clinical placements Evaluate site quality and learning opportunities Ensure appropriate affiliation agreements	Annually	Clinical site evaluation forms, affiliation agreement database, student clinical placement tracking system

28. Using data from O*-Net, identify at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the primary SOC Code/Occupation. Choose ones that are more specific, appropriate, and important to the occupation (e.g., quality control analysis) and not general skills (e.g., reading comprehension). How will this program address those career skills? Specify courses and activities that will help students develop these career skills.

Primary SOC Code: Registered Nurse 29-1141

Technology Skills and KSAs	Courses and Activities
T1. Information retrieval or search software including drug guide software	<p>NURS 3000L, Foundations of Nursing Practice Clinical; NURS 3500L, Adult/Gerontology Nursing Clinical; NURS 3700L, Pediatric and Adolescent Health Nursing Clinical; NURS 4000L, Maternity and Women’s Health Nursing Clinical; NURS 4011L, Ambulatory Care and Community Health Nursing Clinical; NURS 4006L, Behavioral Health Nursing Clinical; NURS 4500L, Transition to Professional Practice Clinical; NURS 4505L, Complex Care Across the Lifespan Clinical</p> <p><u>Activities</u> Patient care planning in clinical settings for medication administration, care planning, and nursing interventions; Software examples: epocrates, UpToDate</p>
T2. Medical software	<p>NURS 3000L, Foundations of Nursing Practice Clinical; NURS 3500L, Adult/Gerontology Nursing Clinical; NURS 3700L, Pediatric and Adolescent Health Nursing Clinical; NURS 4000L, Maternity and Women’s Health Nursing Clinical; NURS 4011L, Ambulatory Care and Community Health Nursing Clinical; NURS 4006L, Behavioral Health Nursing Clinical; NURS 4500L, Transition to Professional Practice Clinical; NURS 4505L, Complex Care Across the Lifespan Clinical</p> <p><u>Activities</u> Documentation of patient care; Software examples: Epic, eClinicalWorks, Cerner</p>
T3. Spreadsheet software	<p>NURS 3075, Healthcare Quality and Safety; NURS 4590, Research, Evidence-based Practice, and Quality Improvement</p> <p><u>Activities</u> Statistical Analysis Software</p>
K1. Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measure	<p>NURS 3100, Comprehensive Health Assessment Across the Lifespan; NURS 3070, Clinical Pharmacology; NURS 3050, Nursing Pathophysiology; NURS 3085, Health and Nutrition; NURS 4510 and NURS 4510L, Population and Public Health Nursing (Clinical)</p> <p><u>Activities</u> Application of knowledge, assessment skills, and nursing interventions to provide care addressing the human response to illness across the lifespan in all care settings, for individuals and</p>

	populations. Activities occur in classroom, lab, and in precepted clinical placements
K2. Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders	NURS 4006 and NURS 4006L, Behavioral Health Nursing Concepts (Clinical) <u>Activities</u> Application of knowledge, assessment skills, and nursing interventions to provide care addressing psychiatric and mental health needs of patients at all ages. Activities occur in classroom and in supervised group clinical placements
K3. Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.	NURS 4011, Ambulatory Care and Community Health Nursing; NURS 4510, Gerontological Nursing Leadership; NURS 4500, Transition to Professional Nursing Practice <u>Activities</u> Classroom content and case studies connecting care delivery and health care settings with healthcare financing; Structured observations of nurse managers and directors for application of leadership content including managing people, budgets, and resources
S1. Service Orientation — Actively looking for ways to help people	NURS 3080, Professional Identity and Ethics in Nursing Practice <u>Activities</u> Service learning in vulnerable and/or underserved populations in partnership with community organizations/clinical partners
S2. Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.	NURS 4500, Transition to Professional Nursing Practice; NURS 4505, Complex Care Across the Lifespan <u>Activities</u> Precepted-experience for increasingly autonomous practice in critical care settings
S3. Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	NURS 3075, Healthcare Quality and Safety, NURS 4515, Gerontological Nursing Leadership <u>Activities</u> Measurement and measure sources of patient and system outcomes, propose improvement initiatives based on the model for improvement framework
A1. Memorization — The ability to remember information such as words, numbers, pictures, and procedures.	NURS 3000, Foundations of Nursing Practice <u>Activities</u> Memorize common medical terminology and abbreviations used in medical documentation
A2. Written Comprehension — The ability to read and understand information and ideas presented in writing.	NURS 3075, Healthcare Quality and Safety; NURS 4590, Research, Evidence-based Practice, and Quality Improvement <u>Activities</u>

	Synthesize sources of evidence (peer-reviewed literature, white papers, clinical practice guideline) to answer a PICO(T) question (Population, Intervention, Comparison, Outcome (and Time))
A3. Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).	NURS 3000, Foundations of Nursing Practice <u>Activities</u> Calculate--and convert across units of measurement--drug dosage calculations for oral, injectable, and infusion medications

29. Which [High Impact Practices](#)⁵ (HIPs) will faculty embed into the program? Mark all that apply.

High Impact Practice	Program Requirement	Program Elective
Capstone Courses and Projects		
Collaborative Assignments and Projects	x	
Common Intellectual Experiences		
Study Abroad/Study Away/Global Learning		x
ePortfolios	x	
First-Year Seminars and Experiences		
Internships, Work Based Learning		
Learning Communities		
Service Learning, Community Based Learning	x	
Undergraduate Research		
Writing-Intensive Courses		

For each of the HIPs selected above, give specific examples of activities and/or assignments and when students will be expected to engage in them.

Collaborative Assignments and Projects

In many clinical courses (NURS 3000, 3500, 3700, 4000, 4011, 4006, 4510) students work in their assigned clinical groups to identify health system- or unit-level summaries of patient population and needs, common diagnoses and procedures, nursing priorities and needs to submit for written assignment and presentation to peers, faculty, and clinical partners when appropriate.

ePortfolios

Students begin an ePortfolio in the first professional development course (NURS 3080) to include their philosophy of practice, personal mission statement, record milestone projects and assignments and presentations, and track clinical experiences (hours, procedures, competencies). The ePortfolio continues through each of the professional development courses with emphasis and graded completion in the final semester, NURS 4500 Transition to Professional Practice. The ePortfolio is a source of evidence that the graduate has met competencies as required/outlined in the nursing accreditation body, the Commission for Collegiate Nursing Education (CCNE).

⁵ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

Service Learning, Community Based Learning

Students complete 30 hours of service learning in the first-semester course, NURS 3085 Health and Nutrition. These activities are conducted in partnership with community-based organizations that support health-related social needs including nutrition support, housing, mobility, and others.

Study Abroad/Study Away/Global Learning

Students will have the option to participate in 4-week summer programs hosted by clinical partners across Georgia with emphasis on rural health and rural hospitals. They will have opportunities to participate in clinical experiences in specialty areas including critical and emergency care, labor and delivery, perioperative care, and procedural labs; these are typically unavailable in group/standard clinical experiences for pre-licensure students.

- 30. Will other innovative pedagogies in the curriculum be used to make this program attract students and help them succeed (e.g., problem-based learning)? Provide specific examples of activities associated to these pedagogies.

Nursing students are educated to meet competencies through a combination of active learning in classrooms (lecture, case studies, flipped classroom, visual illustration of concepts), skills labs (standardized patients, task trainers), low- and high-fidelity simulation scenarios, and through structured and supervised practice in clinical settings.

- 31. Provide a sample program map demonstrating how students will progress through the curriculum (e.g., first semester courses).

UGA’s B.S.N. curriculum is structured to integrate foundational courses in the humanities, natural sciences, and social sciences (UGA’s General Education Core Curriculum) with rigorous nursing coursework, ensuring students acquire the broad knowledge base and clinical competencies required for professional practice. The courses are sequenced logically to support progressive skill development, with class, laboratory, simulation, and practice-based learning activities occurring in diverse healthcare settings.

The proposed B.S.N. curriculum consists of 120 credit hours, including 60 nursing course credits. Students will be admitted to UGA as Intended Nursing (BSN_1NUR) majors. During the first two years (freshman and sophomore years), students will complete the General Education Core curriculum and all nursing prerequisite courses required for application to the upper-division Nursing program. Students may apply to be considered for full admission into the Nursing major (BSN_NURS) when they have completed a minimum of 45 semester hours and all prerequisite courses and all additional entrance requirements are in progress.

The B.S.N. curriculum, including the placement, sequence, and credit distribution of courses, is included in the charts below.

Intended Nursing (BSN_1NUR)

Year 1 – General Education Core Curriculum & Prerequisites

Fall Semester	Credit Hours	Spring Semester	Credit Hours
BIOL 1107, Principles of Biology I*	3	BIOL 1108, Principles of Biology II*	3
BIOL 1107L, Principles of Biology I Lab*	1	BIOL 1108L, Principles of Biology II Lab*	1
PSYC 1101, Elementary Psychology*	3	HDFS 2200, Lifespan Development*	2
STAT 2000, Introductory Statistics* OR BIOS 2010, Elementary Biostatistics*	3	MIBO 2500, Microbiology and Health Care* OR MIBO 3500, Introductory Microbiology*	3

ENGL 1101, English Composition I	3	MIBO 2500L, Microbiology and Health Care Lab* OR MIBO 3500L, Introductory Microbiology Lab*	1
FYOS 1001, First-Year Odyssey Seminar	1	ENGL 1102, English Composition II	3
		Elective	3
Total Credit Hours	14	Total Credit Hours	16

*prerequisite course

**corequisite course

Year 2 – General Education Core Curriculum & Prerequisites

Fall Semester	Credit Hours	Spring Semester	Credit Hours
CHEM 1211, General Chemistry I*	3	CHEM 1212, General Chemistry II*	3
CHEM 1211L, General Chemistry I Lab*	1	CHEM 1212L, General Chemistry II Lab*	1
CBIO 2200-2200L, Anatomy and Physiology I*	3	CBIO 2210-2210L, Anatomy and Physiology II*	3
ANTH 1102, Introduction to Anthropology* OR SOCI 1101, Introductory Sociology*	3	ANTH 1102, Introduction to Anthropology* OR SOCI 1101, Introductory Sociology*	3
Language core course	3	Humanities core course	3
Elective	3	Elective	1
Total Credit Hours	16	Total Credit Hours	14

*prerequisite course

**corequisite course

Admitted to BSN_NURS (major)

Year 3

Fall Semester	Credit Hours	Spring Semester	Credit Hours
NURS 3000, Foundations of Nursing Practice**	3	NURS 3500, Adult/Gerontology Health Nursing	4
NURS 3000L, Foundations of Nursing Practice Clinical**	1.5	NURS 3500L, Adult/Gerontology Health Nursing Clinical**	1.5
NURS 3100, Comprehensive Health Assessment Across the Lifespan**	2	NURS 3700, Pediatric and Adolescent Health Nursing**	3
NURS 3100L, Comprehensive Health Assessment Across the Lifespan Lab**	1	NURS 3700L, Pediatric and Adolescent Health Nursing Clinical**	1.5
NURS 3050, Nursing Clinical Pathophysiology	3	NURS 3070, Clinical Pharmacology for Nurses	3
NURS 3080, Professional Identity and Ethics in Nursing Practice	3	NURS 3075, Healthcare Quality and Safety	2
NURS 3085, Health and Nutrition	1.5		
Total Credit Hours	15	Total Credit Hours	15

*prerequisite course

**corequisite course

Year 4

Fall Semester	Credit Hours	Spring Semester	Credit Hours
NURS 4000, Maternity and Women's Health Nursing**	3	NURS 4500, Transition to Professional Nursing Practice**	3
NURS 4000L, Maternity and Women's Health Nursing Clinical**	1.5	NURS 4500L, Transition to Professional Nursing Practice Clinical**	2
NURS 4011, Ambulatory Care and Community Nursing Practice**	3	NURS 4505, Complex Care Across the Lifespan**	3
NURS 4011L, Ambulatory Care and Community Nursing Practice Clinical**	1	NURS 4505L, Complex Care Across the Lifespan Clinical**	1
NURS 4006, Behavioral Health Nursing Concepts**	3	NURS 4510, Population and Public Health Nursing**	3
NURS 4006L, Behavioral Health Nursing Concepts Clinical**	1.5	NURS 4510L, Population and Public Health Nursing Clinical**	1
NURS 4590, Scholarly Activity: Research, Evidence-based Practice, and Quality Improvement	2	NURS 4515, Gerontology Nursing Leadership	2
Total Credit Hours	15	Total Credit Hours	15

*prerequisite course
 **corequisite course

32. What monitoring strategies and resources will you employ to ensure students, both traditional and non-traditional, will progress? (e.g., strategies for bottleneck courses, intrusive advising, supplemental instruction, tutoring, etc.)

The University of Georgia B.S.N. curriculum is delivered in a cohort approach so that the students progress as a group through the course schedule. The program delivery operations are designed to support this cohort approach through scheduling and assignments of faculty and classroom/skills lab/simulation. Progression challenges do not occur due to unavailability of courses but individual student progression may be hindered due to academic performance. The following guidelines outline the established academic requirements that students must meet to remain in good standing and continue progression toward graduation once admitted to the B.S.N. program. These include:

1. A grade of "C" or better is required in all nursing courses.
2. Undergraduate students must maintain an overall grade point average (GPA) of 2.0 at the end of each semester.
3. In the School of Nursing, course grades of "C-", "U", "D", and "F" are considered failing grades in the B.S.N. program and reflect unsatisfactory performance.
4. A grade of "C-", "U", "D", "F" in a single nursing course renders the student as an "out of sequence" student who will be placed on academic probation until the failed course is retaken, and a passing grade is achieved ("C" or better). The Program Director will meet with the student to develop an "out of sequence" progression plan. In addition, a remediation plan aimed at strengthening the student's areas of academic weakness will be developed by the Program Director. This remediation plan must be satisfactorily completed by the student during the first semester as an "out of sequence" student, or the student will not progress in Nursing and will be advised toward another related major.

5. An “out of sequence” student must successfully repeat the failed course with a grade of “C” or better before enrolling in any course that identifies the failed course as a pre-requisite or co-requisite.
6. A student may only repeat a course once. Students not achieving a grade of “C” or better will be dismissed from the program.
7. A student may not earn a grade of “C-”, “U”, “D”, "F" " more than once (in one course or any other Nursing course) while enrolled in the nursing program.
8. A student earning a grade of “C-”, “U”, “D”, "F" " in (2) two courses, at any time during enrollment in the program, will be advised toward another related major.
9. In a course which includes both a didactic and clinical component, the student must pass both components to pass the course. If a student receives a failing grade (“U”) in the clinical component of the course but passes the didactic component with a grade of “C” or better, the student will receive a “D” grade for the course. The entire course must be repeated.
10. Any student dismissed from the School of Nursing has the right to request an Academic Standards Committee hearing in accordance with the School of Nursing Academic Standards Committee Policy.
11. A student must complete the B.S.N. program within (3) three consecutive years from the initial date of B.S.N. program enrollment. A leave of absence or withdrawal does not modify the student’s obligation to complete the program within this three-year time limit. Students have the right to request review of this time limit as outlined in UGA Policy 01.08.006 Student Academic Appeals Policy.

33. Prior Experiences.

- a. How many credits can students transfer in from other institutions, beyond general education?

None. External transfer students are not eligible for direct admission to the Nursing (B.S.N.) major. However, sophomore transfer students may be considered for admission as Intended Nursing majors and may apply to the Nursing major after successfully completing all prerequisite requirements.

- b. Will there be opportunities for credit for prior learning, beyond general education? If yes, please explain.

Not applicable.

34. Will the program offer courses from any USG collaboratives?

Mark all that apply. Provide a letter of support from applicable initiatives’ leadership if your institution is not already part of the selected Collaboratives’ MOU.

- | | |
|--|---|
| <input checked="" type="checkbox"/> None | <input type="checkbox"/> FinTech |
| <input type="checkbox"/> eCore | <input type="checkbox"/> Georgia Film Academy |
| <input type="checkbox"/> eMajor Programs/Courses | <input type="checkbox"/> Other: Specify Collaborative Here |
| <input type="checkbox"/> USG Goes Global | |

35. Explain how the design of the curriculum was informed by talking with employers or community representatives (e.g. meeting a persistent, new, or emerging demand for career-related knowledge, skills, and abilities).

The design of the University of Georgia B.S.N. curriculum aligns with the national standards outlined by the American Association of Colleges of Nursing (AACN). The AACN curriculum standards are informed by a collaboration with the American Organization of Nursing Leadership (AONL). The AACN/AONL Academic-Practice Advisory Committee was formed to advance a shared vision for strengthening the connection between nursing education and clinical practice. The organizations collaborate to help nursing schools and practice settings implement the 2021 Essentials, focusing on competency-based nursing education to ensure graduates are practice-ready.

E. IMPLEMENTATION

36. Admissions requirements.

- a. Will there be any program-specific admission requirements, beyond the institution's minimum requirements? Please specify. (If none, skip to #37.)

The University of Georgia's Bachelor of Science in Nursing (B.S.N.) program uses a two-step admission process. Students first apply and are admitted to UGA as Intended Nursing majors. During the first two years (freshman and sophomore years), students complete the General Education Core curriculum and all nursing prerequisite courses required for application to the full Nursing program.

When Intended Nursing majors have completed a minimum of 45 semester hours, including most prerequisite courses, and all additional entrance requirements, they may apply to be considered for full admission into the Nursing major (BSN_NURS). All prerequisite courses must be completed prior to matriculation into the Nursing program. In addition to applying through Athena, UGA's student information system, applicants must submit materials through the School of Nursing's instance of Slate. The application cycle for fall program entry opens annually in January and includes both early and final deadlines.

To be eligible for consideration, applicants must meet the following minimum entrance requirements:

- Minimum 3.0 cumulative GPA;
- 3.0 GPA in prerequisite math/science courses;
- A grade of "C" (2.0) or higher in all prerequisite courses;
- Official transcripts from all colleges and universities attended; international transcripts must include a course-by-course evaluation from an approved credentialing service (evaluations based on unofficial records are not accepted);

Applicants who meet the minimum requirements for consideration will be evaluated based on the following high-demand selection criteria.

- Written responses (300 words or fewer each) to two open-ended questions, evaluated for writing quality, organization, and critical thinking;
- Two letters of recommendation from either two college instructors or one instructor and one workplace supervisor (recommenders must have known the applicant at least three months and may not be family members, personal friends, clergy, or personal healthcare providers).

The School of Nursing faculty and administrators review B.S.N. applications to confirm eligibility and evaluate applicants using the high-demand selection criteria outlined in UGA Policy 01.05.007 Establishing or Changing the Entrance Requirements or High-Demand Status of an Undergraduate Major. Applicants are then either admitted to the Nursing (B.S.N.) major or denied admission and directed to other suitable academic pathways within the University.

Required coursework may be in progress at the time of application; however, all General Education Core courses and nursing prerequisites (60 credit hours) must be completed before beginning upper-division nursing classes. Prior to matriculation, admitted students must also:

- Submit final official transcripts
- Provide proof of lawful presence (per University System of Georgia Board of Regents Policy 4.3.4)
- Submit official TOEFL scores if English is not the first language (minimum of 550 paper-based / 213 computer-based / 79 internet-based)
 - TOEFL may be waived for applicants who:
 - Earn a grade of C or higher and a combined 2.5 GPA in English Composition I & II at a regionally accredited U.S. institution
 - Score at least 430 on the SAT-I Verbal section
 - Pass both Reading and Essay sections of the USG Regents Exam
- Submit a valid American Heart Association Basic Life Support (BLS) CPR for Health Care Provider Card
- Complete a criminal background check and drug screen
- Provide required immunization documentation

Admission to the program may be rescinded should students fail to meet minimum requirements in any of these areas.

Additionally, students must be at least 18 years of age on the first day of the first nursing course.

b. Are there any required courses a student must complete for program admission?

Required coursework may be in progress at the time of application; however, all General Education Core courses and nursing prerequisites (60 credit hours) must be completed before beginning upper-division nursing classes.

See prerequisite course designations in the charts provided in response to # 33 above.

c. Will there be competitive program admissions, where students who meet all requirements may not be admitted into the program? Please explain.

Admission to the B.S.N. program is expected to be competitive, given the number of pre-nursing students currently enrolled at UGA. The B.S.N. major will include Entrance Requirements and High-Demand Status, in accordance with UGA Policy 01.05.007 Establishing or Changing the Entrance Requirements or High-Demand Status of an Undergraduate Major. Applicants are then either admitted to the Nursing major or denied admission and directed to other suitable academic pathways within the University.

37. Interaction with other program offerings:

a. If applicable, what off-ramp programs exist for students who are not successful, either at program admission or during the program?

UGA has a range of programs which students could be advised into with no or minimal loss of credits should they be unsuccessful in being admitted to the B.S.N. or in B.S.N coursework. Examples include:

- B.S.E.H. in Environmental Health
- B.S.H.P. in Health Promotion
- B.S.F.C.S. in Nutritional Sciences
- B.S. in Biology
- B.S. in Chemistry
- B.S. in Genetics
- B.S. in Pharmaceutical and Biomedical Sciences
- B.S.A.B. in Applied Biotechnology
- B.S.Ed. in Exercise and Sport Science
- B.S.Ed. in Health and Physical Education
- B.S.Ed. in Science Education
- B.S.W. in Social Work
- B.S. in Biomedical Physiology

b. Is there opportunity to leverage other programs at your institution to bolster enrollment in this program?

The School of Nursing does not anticipate a need for bolstered enrollment for the B.S.N. program.

c. Is there opportunity to leverage programs at other institutions to bolster enrollment in this program?

The School of Nursing does not anticipate a need for bolstered enrollment for the B.S.N. program.

38. Enrollment Projections.

	Year 1 2027-2028	Year 2 2028-2029	Year 3 2029-2030	Year 4 2030-2031
Base Enrollment*	0	120	179	177
Lost to Attrition (Should be negative)	0	-2	-4	-4
New to Institution	120	120	120	120
Shifted from Other Programs within Institution	0	0	0	0
Total Enrollment	120	238	295	293
Graduates	0	59	118	118
Carry forward base enrollment for next year	120	179	177	175

*Total enrollment for year 1 becomes the base enrollment for year 2.

a. Discuss the assumptions informing your enrollment estimates.

The UGA B.S.N. program begins with 60 students admitted each semester until it reaches capacity of 240 in its current space. As new classroom, skills lab, and simulation space becomes available, the program may grow in the future.

b. If projecting a shift from other programs, discuss the potential impact on those programs.

UGA does not anticipate the proposed B.S.N. program creating shifts from other UGA programs. As previously described, currently, over 400 UGA students are identified as pre-nursing. These students are lost annually to external institutions.

- c. If projections are significantly different from enrollment growth for the institution overall, please explain. Include overall institutional enrollment growth at the undergraduate or graduate level (depending on the proposed program) for the past 3 years by comparison.

Not applicable.

- d. If projected program enrollment is not realized in year two, what actions are you prepared to take? This should include measures beyond additional marketing.

If the program did not realize enrollment in year two, UGA would open up applications through the central nursing application system (CAS).

39. Discuss the marketing and recruitment plan for the program. This should go beyond general marketing/recruitment strategies by your institution. What resources have been budgeted for marketing the new program?

UGA's primary marketing challenge is awareness, not demand. As noted, over 450 UGA students are currently identified as pre-nursing annually, representing a substantial built-in pipeline of prospective applicants who are already enrolled at the university. Marketing efforts will therefore focus first on ensuring these students are aware of the program's existence, admission criteria, and application deadlines through close collaboration with UGA's pre-professional advising network.

Beyond internal outreach, the School of Nursing has budgeted resources to support the following recruitment activities: attendance at college fairs to reach prospective students prior to matriculation; targeted direct mail and digital outreach to SAT and ACT test-takers who have indicated interest in health-related fields; and ongoing engagement with high school counselors across Georgia.

F. RESOURCES

F1. Finance: Submit the Excel budget forms and the questions below.

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

40. Are you requesting a differential tuition rate for this program? (*masters, doctoral, and professional programs only, or other BOR Approved differential tuition rates such as collaboratives*)

No (*Move to answer question 41*)

Yes (*If yes, answer questions 40a & 40b*)

- a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester:

Out-of-State per Semester:

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below.

(Competitive/Peer programs are determined by the institution and may include institutions within or outside of Georgia.)

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

41. Are there any additional financial costs, beyond tuition and mandatory institution fees, that students will have to take on as part of this program? If so, please describe these costs, benefits to the students, and what strategies you have considered to decrease the student's financial burden?

a. Program fees

Nursing students are required to purchase the ATI program for \$1500 (one-time fee), a nursing education product solution that accompanies the curriculum and prepares them for the nursing licensure exam (NCLEX). The package includes content guides and periodic assessments to identify any gaps in knowledge along the students' educational program that may result in a failing NCLEX, allowing for early and targeted remediation. The package includes NCLEX Prep review as well.

All UGA nursing students will become members of the National Student Nurses Association (\$30-42/year) which allow access to professional meetings and literature, as well as leadership and scholarship opportunities.

b. Course fees

Not applicable.

c. Other fees (e.g., clinical insurance)

Similar to students in medicine, pharmacy, and other health professional programs, nursing students will pay \$15 for liability insurance.

Nursing students will be required to purchase equipment including stethoscope (average \$150), UGA-branded uniforms (\$100/set), lab coat, and an assessment kit that includes bandage scissors, reflex hammer, and related items (\$125). These are required for clinical and service-learning activities as a part of required courses in Health Assessment, Foundations, and Ambulatory Care.

d. Costs not assessed directly by the institution (e.g. software licenses, equipment, travel, etc.)

Students will require transportation to and from clinical sites as far as Atlanta. Associated costs for background checks, drug screening, and immunizations will be assessed by approved vendors and paid directly by student to vendor. All prelicensure students are required to purchase the ATI software and

resource package for NCLEX (national licensure) preparation which is used throughout the program and following graduation. Whether these costs can be assumed by the School of Nursing budget is being considered.

42. Reallocation of Existing Funds.

- a. If existing funds from programs/services across the institution are being reallocated, describe the impact and mitigation strategies.

There are no existing funds since this is a new UGA School of Nursing program. UGA will cover the budget costs once the student enrollment begins, using a mix of funds from tuition, state formula advance, research, and philanthropy.

- b. If enrollment projections included shifts from other majors, the financial impact on those majors and mitigation plan should be addressed here.

Enrollment projections do not include shifts from other majors.

43. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program over the first four years? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

The UGA School of Nursing budget includes funding for indirect costs to cover career advising, library, technology, etc. This is realized by state-formula funding through credit hour production.

F2. Personnel and Workload

44. Discuss how existing courses may be incorporated into this new program:

- a. Course Development

	Number
Total courses in the curriculum	27
Existing courses to be part of the new program	0
Net New courses to be developed	27

- b. Comment on the costs and workload related to the new course development.

The Dean of Nursing and two part-time faculty have been hired to create the proposed curriculum plan and all new courses. Faculty who will deliver course content, lead and implement learning activities, and evaluate performance will be hired in Summer 2027, ahead of student matriculation.

- c. Explanation of the costs and workload associated to new sections of existing courses needed as a result of this program’s enrollment.

Not Applicable

45. Faculty.

- a. Explain how the effort of existing faculty being reassigned to this new program will be replaced in other programs over the first four years.

No existing faculty are being reassigned to this program. The UGA School of Nursing will hire new faculty to support this program.

- b. Explain your plan and rationale for new faculty for the program over the first four years.

The UGA School of Nursing has developed a strategic, multi-year timeline for initiating and expanding its nursing education program to address the critical healthcare workforce needs in Georgia. The initial launch will focus on the Bachelor of Science in Nursing (B.S.N.) degree, with the first cohort of students enrolling in Fall 2027. This foundational phase is supported by the appointment of a qualified chief nursing administrator (Founding Dean) in Fall 2025, followed by the recruitment of initial faculty members.

Over the five-year period, student enrollment and faculty appointments will increase in alignment with program growth, starting with 60 B.S.N. students and 8.0 faculty FTEs in Fall 2027, and expanding to 240 students and 23.5 faculty FTEs by Spring 2030. Faculty to student ratios range from 1:6 to 10, depending on the clinical or lab course. These ratios are set by national accreditation standards and by clinical partner requirements (ratios typically lower for critical care or pediatric rotations, e.g.). This phased approach ensures that each cohort receives high-quality instruction and mentorship, while supporting the development of advanced nursing education pathways. A detailed table outlining student enrollment and faculty appointments is included below.

Student Enrollment

	Fall 27	Spring 28	Fall 28	Spring 29	Fall 29	Spring 30
UGA B.S.N.	60	120	180	240	240	240
Total	60	120	180	240	240	240

Faculty Count

	Fall 27	Spring 28	Fall 28	Spring 29	Fall 29	Spring 30
UGA B.S.N.	8.0	15.0	20.3	23.5	23.5	23.5
Total	8.0	15.0	20.3	23.5	23.5	23.5

46. Staff.

In the budget spreadsheet, you will be required to specify new staff as well as the redirection of existing staff to this new program. In this section, please provide narratives to support those projections.

- a. Explain how current staff will contribute to the program during the first four years.

No existing staff are being reassigned to this program. The UGA School of Nursing will hire new staff to support this program.

- b. Explain your plan and rationale for new staff for this program over the first four years?
(Consider staff needs and support services, such as advisement, faculty support, etc.)

Staff are critical to the infrastructure and delivery of nursing education in both classroom setting and in clinical rotations and simulation labs. They play critical roles in support of faculty and friends/supporters

of the School as well. The UGA School of Nursing will hire new staff over the first four years to support this program coinciding with infrastructure development, enrollment and growth of students and faculty, and through the transition into the new building in Fall 2029.

The first staff hire the Senior Associate Dean for Administration and Operations (SADAO). The SADAO is responsible for designing, building, and overseeing the comprehensive administrative, operational, financial, human resources, and infrastructure systems required to successfully launch and sustain the new academic unit.

In FY2027, the following staff roles will be added:

- Executive Assistant/Chief of Staff
- IT Manager
- Academic Advisor (1)
- Clinical Placement Coordinator
- Simulation Coordinator

In FY2028, the following additional staff roles will be added:

- Facilities Manager
- HR Manager
- Academic Advisor
- Development Officer (transitions to SON cost)
- Business Manager

These positions remain flat in FY 2029 and 2030.

F3. Facilities

47. Can the program be accommodated using existing space based on the enrollment projections provided above?

- Yes, with no renovation
- Yes, with minor renovation
- Yes, with major renovation
- No, new space is required

48. Complete the table below. Provide the semester and year in which the space will be needed.

Space	Use Existing Space (as is)	Use Existing Space (Renovated)	New Space
Classrooms	Fall 2027: One 60-seat classroom Spring 2028: One 60-seat classroom, two 30-seat classrooms Fall 2028: One 60-seat classroom, two 30-seat classrooms		One 60-seat classroom, four 30-seat classrooms by Fall 2029

	Spring 2028: One 60-seat classroom, four 30-seat classrooms		
Wet Labs			
Dry Labs			
Other Specialized Instructional Spaces	Multi-bay skills lab, 12 stations by Fall 2027 High-fidelity simulation (2 suites) by Fall 2027 High-fidelity simulation, pediatric (1 suite) and maternity (1 suite) by Spring 2028		Multi-bay skills lab, 16 stations in Fall 2029 High-fidelity simulation (4 suites) Exam rooms (6) in Fall 2029
Offices	Dean's suite, small conference room, 12 faculty offices, simulation and clinical placement team shared office by Spring 2028		Dean's suite, small conference room, 12 faculty offices, simulation and clinical placement team shared office in Fall 2029
Office Service and Support Spaces (incl. conf rooms, copy rooms, breakrooms, storage)			
Student Study Space			
Other (Specify)			

49. What building(s) will be used to accommodate these programs?

a. Please indicate specific building areas or room numbers where possible.

The School of Nursing B.S.N. program will initially be housed at a new UGA Off-campus instructional site, located at 1905 Barnett Shoals Road, Athens, 30605. This is the site of the current Augusta University College of Nursing, which operates a B.S.N. and C.N.L. programs at this site. UGA School of Nursing will take over exclusive occupancy of this site as of Fall 2027.

It is expected that UGA will have support to build a new space for the Nursing program on the Health Sciences Campus to open in Fall 2029.

b. If new construction, leasing, or land acquisition is required, please describe those plans.

c. If the anticipated program includes labs or "other" specialized spaces, please describe specific requirements for these rooms, including equipment.

d. Are proposed existing spaces currently occupied? Describe what changes need to occur to make this space available for program use.

50. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

F4. Technology

51. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.

(insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	Faculty & Staff Computing Package (laptops, docking stations, monitors)	\$50,000	\$16,000	Fall 2027
2	High-Fidelity Simulation Manikin & Simulation Equipment Package (adult, maternal, pediatric simulators and associated equipment)	\$1,900,000	\$190,000	Fall 2029
3	Skills & Clinical Practice Lab Equipment Package (beds, headwalls, IV pumps, task trainers)	\$700,000	\$70,000	Fall 2029
4	Simulation Center AV, Control Room & Debriefing System	\$650,000	\$40,000	Fall 2029
5	Classroom AV & Instructional Technology	\$600,000	\$25,000	Fall 2029
Total Technology Costs		\$3,900,000	\$341,000	

RISKS AND ASSUMPTIONS

52. In the table below, list any risks to the program’s implementation over the next four years (e.g., accreditation approval not received). For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk.

Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Shortage of Nurse Educators	Medium	Medium	Competitive Salaries
Availability of Clinical Placements and Practicum Hours	Medium	Low	Engagement of variety of clinical partners
Accreditation Approval	High	Low	Engage subject matter experts as needed

ADDITIONAL REQUIRED DOCUMENTS

- Signature page
- Budget Spreadsheet
- Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

Attached at the end of this proposal.

- Letters of support, where relevant.
 - From USG Collaboratives the institution will participate in as part of this program if the institution has not previously been part of the MOU.
 - For doctorate programs, at least three external and one USG reviewer of aspirational or comparative peer programs. Provide information below.
Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles. It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

External Reviewers (include name, title, institution, email, and phone number):

- 1.
- 2.
- 3.

USG Reviewer (include name, title, institution, email, and phone number):

- 1.

- If applicable, MOUs, which explain the collaboration and how partners will share or contribute resources, from other institutions for which this program will be part of a pathway (see #19b and 37)
- If referenced in the proposal, any additional letters of support such as industry professionals documenting workforce need
- If referenced in the proposal, any survey instruments with response rates

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Georgia

Name of Primary Department, Academic Program, or Discipline: Bachelor of Science in Nursing (B.S.N.)

Academic Term(s) Included: Fall 2027, Spring 2028, Fall 2028, Spring 2029

Date Form Completed: 02/23/2026

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Fall 2027			
Clevenger (F)	NUR 3100 Comprehensive Health Assessment Across the Lifespan, 2 (UT) NUR 3100L Comprehensive Health Assessment Across the Lifespan Lab, 1 (UT)	Master of Science in Nursing (MSN), Certificate (Nursing Education), Doctor of Nursing Practice (DNP)	RN153941 Fellow of the American Academy of Nursing
Lee (F)	NUR 3000 Foundations of Nursing Practice, 3 (UT) NUR 3000CL Foundations of Nursing Practice Clinical, 1.5 (UT) NUR 3050 Nursing Clinical Pathophysiology, 3 (UT)	Master of Science in Nursing (MSN), Doctor of Philosophy (PhD) in nursing	RN195453
Robertson (F)	NUR 3080 Professional Identity and Ethics in Nursing Practice, 3 (UT) NUR 3085 Health and Nutrition, 1.5 (UT)	Master of Science in Nursing (MSN), Certificate (Nursing Education), Doctor of Nursing Practice (DNP)	RN093256 Fellow of the American Academy of Nursing
Spring 2028			
TBD (F)	NUR 3500 Adult/Gerontology Health Nursing, 4 (UT)	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
TBD (P)	NUR 3500CL Adult/Gerontology Health Nursing Clinical, 1.5 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
TBD (F)	NUR 3700 Pediatric and Adolescent Health Nursing, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
TBD (P)	NUR 3700CL Pediatric and Adolescent Health Nursing Clinical, 1.5 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
TBD (F)	NUR 3070 Clinical Pharmacology for Nurses, 3 (UT)	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
TBD (F)	NUR 3075 Healthcare Quality and Safety, 2 (UT)	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
Fall 2028			
TBD (F)	NUR 4000 Maternity and Women's Health Nursing, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
TBD (P)	NUR 4000CL Maternity and Women's Health Nursing Clinical, 1.5 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA

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1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
TBD (F)	NUR 4011 Ambulatory Care and Community Nursing Practice, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (P)	NUR 4011CL Ambulatory Care and Community Nursing Practice Clinical, 1 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (F)	NUR 4006 Behavioral Health Nursing Concepts, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (P)	NUR 4006CL Behavioral Health Nursing Concepts Clinical, 1.5 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (F)	NUR 4590 Scholarly Activity: Research, Evidence-based Practice, and Quality Improvement, 2 (UT)	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in nursing or related field	Active RN License in GA
Spring 2029			
TBD (F)	NUR 4500 Transition to Professional Nursing Practice, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (P)	NUR 4500CL Transition to Professional Nursing Practice Clinical, 2 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
TBD (F)	NUR 4505 Complex Care Across the Lifespan, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (P)	NUR 4505CL Complex Care Across the Lifespan Clinical, 1 (UT)**	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (F)	NUR 4510 Population Health/Public Health, 3 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (P)	NUR 4510CL Population Health/Public Health Clinical, 1 (UT) **	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA
TBD (F)	NUR 4515 Gerontology Nursing and Leadership, 2 (UT)	Master of Science in Nursing (MSN), Master of Nursing (MN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy (PhD) in	Active RN License in GA

**Corequisite courses

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018