

A - New Course Proposal V. 7.2022 : Entry # 3517**DEAN Decision**

Approved

Date

09/08/2025

Is this course intracollegiate or intercollegiate?

Intercollegiate

ACADEMIC PROGRAM Decision

Approved

Date

09/03/2025

Type the name of your committee

Honors Scholars Committee

SCHOOL EPC Decision

Approved

Date

10/23/2025

APIRC Decision

Approved

Date

10/31/2025

APIRC Comments

While APIRC approves this proposal, we acknowledge that approval of such proposals are no longer necessary, since a recently approved proposal means that all HNR 24XX sections will henceforth simply be designated as HNR 2400.

Begin Form**Today's Date**

09/03/2025

Your Name:

Megan Bowman

Your Email:

A - New Course Proposal V. 7.2022 : Entry # 3517mbowman6@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Matt Talbert

Email address of your Department Chairmtalbert@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Natural Sciences

When should this proposal take effect?

Fall 2026

Information for the Registrar**Choose the department designator from the list below.**

HNR

Proposed Course Number?

2410

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Major Epidemics: Lessons in the Scientific Approach to Public Health

Write the catalog description of your proposed course:

This course will evaluate the societal impacts of major epidemics to understand how they have altered the course of our world and examine how societies responded to the epidemics using the information at the time, influencing the current ethical standards for public health responses. The chronological sequence of the course starting in the Middle Ages and ending in contemporary times will enable students to gain an understanding of potential outcomes of future epidemics. By examining science as a cultural, historical, and ethical endeavor, students engage the data-driven dynamism of inquiry through hypothesis development, experimental design and implementation, data collection, and the unique features of scientific interpretation and communication.

A - New Course Proposal V. 7.2022 : Entry # 3517**How many credit hours will this course be?**

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Yearly

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

HNR-1200

Is this new course being proposed because of a new or revised major or minor proposal?

no

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- Honors Scholars Program

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course include any community engagement?

No

A - New Course Proposal V. 7.2022 : Entry # 3517**Does this course participate in the GoGlobal Program?**

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

This course will add to the (currently limited) Scientific Reasoning offerings in the Honors Scholars program.

List all student learning outcomes for this course.

Honors Objectives:

TRADITIONS: Investigate, interpret and synthesize information from a variety of disciplines to answer questions of enduring and contemporary importance by engaging the intellectual traditions and research methods that shape studies in the mathematics, natural sciences, social sciences, humanities and the arts.

ETHICS: Describe and reflect upon their roles as global citizens to recognize and analyze ethical issues within real-world challenges and make sound judgments when engaging in learning, research, creative works, co-curricular experiences, interpersonal relationships, civic activities, and professional duties.

COMMUNICATION: Communicate effectively, often publicly – in writing, speech, and visual media – employing careful analyses of rhetorical purposes, audiences, messages, and modes of delivery.

Science Core Competencies: This course will assist students in developing the following core competencies:

1. Learn and utilize foundational biology content related to contagious disease states and propagation of epidemics.
2. Read, understand, and evaluate primary literature for scientific background, research, and analysis.
3. Assess research design alternatives following data analysis using computer applications such as Excel, BLAST, etc.
4. Use quantitative methods appropriately, including generation of calibration curves, determination of error, etc.
5. Collaborate effectively in groups. Modern science is so complex that scientists rarely work alone. The ability to work and communicate with others is crucial.
6. Utilize a laboratory notebook for recording experimental details, including literature sources, experiment set-up, data obtained, and conclusions.

List any units or content areas that will be required for all sections of this course.

N/A

List any assignments, tests, or other assessments that will be required for all sections of this course.

- Written Reflections to evaluate themes of Ethics, Societal Impact and Historical Context
- Presentation of Course Research
- Laboratory Activities

List any readings or other materials that will be required for all sections of this course.

n/a

List any course policies that will be required for all sections of this course.

n/a

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

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n/a

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

n/a

Sample Syllabus

- [HNR2410-Bowman-Fa26.docx](#)