
North Georgia College & State University

Graduate Bulletin
Summer 2008 – Spring 2010



*This bulletin is your guide to
North Georgia College & State University's Graduate Studies.
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Important Public Information Statements

Limitation on Institutional Liability

The statements set forth in this bulletin are for informational purposes only and should not be construed as the basis of a contract between a student and the institution.

While the provisions of this bulletin will ordinarily be applied as stated, North Georgia College & State University reserves the right to change any provision listed in this bulletin, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of Academic Affairs. It is especially important that each student note that it is his/her responsibility to keep apprised of current graduate requirements for his/her particular degree program.

Students Rights and Responsibilities

On the NGCSU website at www.ngcsu.edu.

NGCSU designated the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participating in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. The University may disclose any of those items without prior written consent, unless the student submits a written request to suppress directory information by October 1 of each year.

Under the Higher Education Act of 1965 and its amendments, North Georgia College & State University also is required to disclose institutional and financial assistance information to students. This information is available from the Student Financial Aid Office, on the Internet under Admissions/Enrollment on the University's website at www.ngcsu.edu.

Campus Security

The campus of North Georgia College & State University is considered to be one of the safest in the nation. In compliance with the Crime Awareness and Campus Security Act of 1990, the University has established statements of campus security policies and regularly publishes its crime statistics. The information may be obtained by writing the Office of Public Safety, NGCSU, Dahlonega, GA 30597. E-mail: publicsafety@ngcsu.edu, website: www.ngcsu.edu/resource/pubsafe/index.htm.

The use of tobacco in any form is restricted on the University campus and at the Pine Valley recreation area, with smoking permitted only in designated areas. Alcohol is permitted only by special approval for sponsored events at Pine Valley and at the Alumni Center, and students must have identification proof that they are at least 21 years of age to participate.

Civil Rights and Equal Employment Opportunities

No person shall, on the grounds of race, color, gender, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits for, or otherwise be subject to discrimination under any program or activity conducted by North Georgia College & State University. The University complies with the Civil Rights Act of 1964 and is an Affirmative Action/Equal Employment Opportunity institution in compliance with applicable federal and state law and regulations, and the policies of the Board of Regents of the University System of Georgia.

General Information

North Georgia College & State University, a co-educational, liberal arts military college, is a state-supported senior unit of the University System of Georgia under the direction of the Board of Regents. Located in Dahlonega, Georgia, North Georgia College & State University is a one-hour drive north of Atlanta via Highway 400 and a 30-minute drive northwest of Gainesville via Highway 60. The city of Dahlonega, population 3,700, is nestled in the foothills of the Blue Ridge Mountains and is a popular tourist site. Dahlonega was the site of our nation's first major gold rush and is the former home to the U.S. Mint.

Following the Civil War, the abandoned U.S. Mint property was given to the State of Georgia for educational purposes, thus the birth of what is now North Georgia College & State University. Originally named North Georgia Agricultural College, the institution was established in 1873 as a land-grant school of agriculture and mechanical arts, particularly mining engineering. As area gold mining resources were depleted and agricultural education was assumed by the University of Georgia, the mission of North Georgia College & State University evolved into one emphasizing arts and sciences. The school was renamed North Georgia College in the summer of 1929, and renamed North Georgia College & State University in the fall of 1996.

Mission Statement

North Georgia College & State University develops and educates leaders through strong liberal arts, pre-professional, professional, and graduate programs. North Georgia College & State University is proud to be designated by the Board of Regents of the University System of Georgia and by the Georgia General Assembly as the Military College of Georgia and distinguished as a leadership institution of Georgia.

North Georgia College & State University provides an environment of academic excellence that develops leaders who respect all people, maintain high ethical standards, continue intellectual and personal growth, and serve the community, the state, the nation, and the world.

This mission is founded upon the following core values:

Courage – demonstrating the individual and institutional character required to translate thought into action under adverse or challenging conditions,

Integrity –cultivating in ourselves and in others the willingness and steadfastness to act honestly and ethically,

Loyalty – being faithful to the mission of the university,

Respect – acknowledging the dignity and worth of all beings and preserving the richness of our cultures and ecology,

Service – giving of oneself to enhance the life and richness of the university and all of its members, as well as the larger community,

Truth – searching for and honoring truth as it relates to academics, individuals, self, and society, and

Wisdom – making sound decisions in complex or ambiguous situations based on accumulated knowledge and experiences.

Learning Outcomes

Academic studies at North Georgia will lead to earning a degree within a specific discipline, determined by the major you choose. In the process students will learn ways of knowing and ways of being, called learning outcomes. These learning outcomes will be integrated into academic work in both the core curriculum and major programs, and they will be integrated within the wide array of co-curricular activities offered by North Georgia.

The faculty and staff at North Georgia believe the following learning outcomes should characterize our graduates:

- The student will communicate effectively using multiple literacies and forms of expression. Over the course of learning experiences at North Georgia, these skills will be gained through activities involving writing, speaking, multi-media, technology, and cross-cultural dialogue.
- The student will demonstrate analytic, contextual, and holistic thinking. Activities requiring the use of argument, quantitative reasoning, diverse viewpoints, problem solving, and research will help develop these skills.
- The student will engage in integrative learning. Instructors and advisors will guide students in learning how to make connections across courses, disciplines, and co-curricular activities and to make connections between liberal arts and professional fields, through activities such as experiential and academic learning, advanced integrative projects, and culminating work.
- The student will reflect critically and take informed action individually as a citizen. Through course work and co-curricular activities students will learn to analyze issues, to consider their own role and the role of competing values in these issues, and to contextualize them within real-life perspectives.
- The student will analyze ethical interactions in local and global communities. Learning experiences at NGCSU will involve examining a student's own values and bases for choice, considering questions in their chosen field, and participating in group decision-making. These experiences will shape the student's ideas about the role of civic values in a diverse democracy.

Accreditation and Memberships

North Georgia College & State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the bachelor's, master's, and educational specialist levels. The Commission may be contacted by mail at 1866 Southern Lane, Decatur, GA 30033-4097, or call (404) 679-4500. The University is an accredited member of the Association of Military Colleges and the Georgia Association of Colleges.

North Georgia College & State University's master of science with a major in nursing degree is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY, 1-800-669-1656, ext. 153. The University's teacher education programs are accredited by the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036-1023, and approved by the Georgia Professional Standards Commission. The master of science in physical therapy degree is accredited by the Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, (703) 706-3245. The master of science degree in community counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990.

The Board of Regents of the University System of Georgia approved the creation of the Consortium Doctorate of Physical Therapy led by the Medical College of Georgia with North Georgia College & State University and Armstrong Atlantic State University. With approval by the Commission on Accreditation for Physical Therapy Education (CAPTE), each of the institutional

partners offers all of the course work leading to the doctoral degree (DPT) by using their existing faculty, facilities, and resources, while the Medical College of Georgia acts as the degree granting authority.

Student Disability Resources

<i>Contact:</i>	<i>Coordinator, Student Disability Resources</i>
<i>Location:</i>	<i>122 Barnes Hall</i>
<i>Phone:</i>	<i>(706) 867-2782</i>
<i>Fax:</i>	<i>(706) 867-2882</i>
<i>E-Mail:</i>	<i>emcintosh@ngcsu.edu</i>
<i>Web:</i>	<i>www.ngcsu.edu</i>

North Georgia College & State University is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to academic programs and co-curricular activities and is not subjected to discrimination in such programs and activities.

Procedures for Requesting Accommodations

Sufficient, advanced notice of a request for accommodation is required in order for the Office of Student Disability Resources a reasonable period of time to evaluate the request and documentation. These procedures are clearly outline in the publication Academic Program Access for Students with Disabilities, which is posted on the NGCSU Web site under services provided by the Office of Student Disability Resources. Approval of reasonable accommodations will be made on a case-by-case basis on the justification contained in the written documentation provided by the student.

Students who believe they have experienced discrimination on the basis of a disability can seek resolution through grievance procedures established by North Georgia College & State University. These procedures are clearly outlined in the publication Academic Program Access for Students with Disabilities which is posted on the NGCSU Web site under services provided by the Office of Student Disability Resources and is also available in all departments.

Counseling Services

North Georgia College & State University offers to all students personal, academic, and career counseling services. Students are encouraged to seek the assistance of a counselor for assistance in solving a range of personal and professional problems. Contacts with the Student Counseling Office are strictly confidential in accordance with the guidelines of the American University Personnel Association. The Student Counseling Office, 706-865-1819, and the Career Services Office, 706-864-1951, are both located in Barnes Hall.

Library Services

Stewart Library is centrally located on the campus and is open 75+ hours weekly. The facility provides more than 145,000 print titles, several hundred journals/magazines, a government depository collection, and access to electronic resources throughout the world. The University System's GALILEO project contains full-text journal articles, statistical information, Georgia's electronic encyclopedia, bibliographies and abstracts, and periodical citations. Using GIL Express, students can order books from any of the libraries within the University System of Georgia and have them delivered to the NGCSU library within days. The library's collection of 45,000+ electronic books, electronic journals, and research databases can be accessed from home or on campus. Research assistance and interlibrary loan services are available by telephone, by e-mail, or in person. The library facility houses a computer lab, group studies, a seminar room, as well as collaborative and quiet study spaces.

Department of Information & Instructional Technology

Introduction

The Department of Information & Instructional Technology, located on the first floor of the Historic Education Building, and in room 164 of the Library Technology Center (Help Desk), serves the technological needs of students, faculty, staff, and the administration at NGCSU. The department operates and maintains computer labs across the campus, provides help desk assistance for users, and supports administrative offices through a variety of services and software applications.

Computer Labs

Computer labs for student use can be found in a number of locations across the campus. The labs are equipped with a full array of software applications, as well as e-mail and Internet access capabilities. Availability of some labs is dependent upon when classes are scheduled; other labs are public at all times. For information regarding the computer labs, go to "Computer Labs" on the NGCSU Information & Instructional Technology Web page.

Services for Students

Upon acceptance to NGCSU, each student is assigned an e-mail address and a Novell network login ID. These accounts remain active as long as the student is enrolled at NGCSU. Each student is also assigned a BANNER Student Information System ID and PIN that are used for registration, drop/add, accessing his/her academic transcript, schedule, fee assessment, account summary, grades, financial aid and HOPE information. The BANNER account will remain active through graduation or withdrawal from the University. Information regarding accessing these accounts, along with other student computer related information, can be found on the NGCSU Web page under "Information & Instructional Technology."

Additionally, NGCSU has established a wireless network for students who bring laptop computers to the campus and wish to connect to the Internet. Currently, access to the wireless network is available in most academic buildings, Stewart Library, the Dining Hall, and Hoag Student Center. Students who wish to utilize the wireless network must have a laptop that is WiFi compatible. Information regarding wireless networking can be found under "Information & Instructional Technology" on the NGCSU Web page.

Additional information and Help Desk Assistance

Students needing general information regarding services provided by the Department of Information & Instructional Technology or technical support regarding campus lab computers, their e-mail, network, or BANNER accounts should call (706) 864-1922 or e-mail helpdesk@ngcsu.edu.

The IIT Help Desk is available to assist students with their privately owned computers. The IIT Help Desk is located in the Library Technology Center, room 164. The services provided to students include computer clean up; software installation; hardware diagnostics and installation; wireless configuration and training. Walk-ins welcome. Students should call (706) 864-1922 or email helpdesk@ngcsu.edu.

Admissions

Admission Requirements and Procedures

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU Web site, www.ngcsu.edu. All applicants must pay a one-time, non-refundable application fee, submit a graduate application, NGCSU immunization certificate, and other application materials if required. In order to be considered for graduate admission to North Georgia College & State University, applicants must hold at least a bachelor's degree from a regionally accredited college or university and must meet other admissions requirements as described below.

Graduate admission does not necessarily imply admission to one of the programs at the university. Some programs have program-specific applications and requirements that may not be listed in this section of the bulletin. In general, applicants should contact the program of interest before applying for graduate admission.

A letter from the Office of Graduate Admissions verifies official acceptance or denial to the university. Students who are admitted but do not enroll within one year of acceptance must re-apply. Students who were previously enrolled but have not been in attendance within the last three semesters must also re-apply through the Office of Graduate Admissions.

All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files; three years for completed and accepted, but not enrolled.

International Students

International students are encouraged to attend NGCSU and should complete the **International Application for Graduate Admission**. Prospective students are advised to consult with the Office of Graduate Admissions for the most recent requirements regarding financial statements, I-20 and visa forms, resident status, health insurance requirements, scores on English proficiency tests, and employment restrictions. The TOEFL score requirement for graduate admission is 550 for paper-based tests, 213 for computer-based tests, and 80 for internet-based tests.

Transcripts

Applicants to master level programs must include one copy of an official transcript from each institution of higher education previously attended as part of their applications. Candidates for the Education Specialist Degree or for Post-Graduate admission need only submit an official transcript from the institution where their master's degree was earned.

Entrance Testing Requirements

Consideration for admission as a "regular" degree-seeking student requires that the applicant submit qualifying scores on an appropriate entrance exam. These exams are the Graduate Record Exam (GRE), the Miller Analogies Test (MAT), and the Graduate Management Admissions Test (GMAT). Only those scores that are less than six years old will be considered. Student copies of test scores are not considered official. **The entrance exam and qualifying score depend on the program the prospective candidate wishes to enter.**

An applicant for graduate admission is exempt from the requirement to submit a standardized test score for some programs if the applicant meets the following criteria:

- Applicant possesses a master's-level degree from a regionally accredited institution
- Applicant is applying to a master's-level degree program

The EdS program is beyond the master's level. The Community Counseling program does require a GRE test score for all applicants.

Immunization Certification Requirement

An NGCSU immunization certification form, which is a Board of Regents' policy, is required of all applicants, and former returning NGCSU students are required to meet any new immunization requirements.

Graduate Admissions Grade Point Average Calculation for Master Level Programs

The number of completed grade point average credits is the total of completed units taken for the baccalaureate and all credits taken beyond the bachelor's degree for which students received a letter grade A-F or WF (plus and minus points are not used). If a student repeated a course, both attempts are used for the purpose of calculating the graduate admission grade point average.

Graduate Student Admission Standings Based on GPA and Test Scores

Standings in Admissions for the Consortium Doctorate in Physical Therapy (DPT)

Please see the Physical Therapy section of this bulletin.

Standings in Graduate Admissions for the Master of Business Administration

There are two primary standings for admission to this program. "Regular" admission status requires an applicant have an undergraduate degree from a regionally accredited college or university with at least a 2.75 gpa (4.0 scale) calculated as outlined above, a GMAT score of at least 450 that is less than five years old, and meet other admission requirements as outlined by the MBA program. Students who have not provided official GMAT scores but who have at least a 2.75 gpa will be considered for "irregular" admission status and must fulfill other admission requirements of the program.

Regular Admission Standing Required for Master of Arts in Teaching, Master of Education, Education Specialist Degree, and for International Student Applicants

Applicants for the Master of Arts in Teaching and Master of Education must have received a bachelor's degree from a regionally accredited institution with a cumulative grade point average of at least 2.75 (4.0 scale) calculated as outlined above and must post either a GRE score of 900 or above (verbal + quantitative combined) or 391 or above on the MAT to be admitted with "regular" admission status.

Educational Specialist Degree (EdS) applicants must be admitted with "regular" admission standing. Candidates applying for the EdS program must have received a master's degree in a teaching field from a regionally accredited institution and have a master's level grade point average of at least 3.25 (4.0 scale) and post an entrance test score of at least 400 on the MAT or at least 1,000 on the GRE (verbal + quantitative combined) and must fulfill other admissions requirements of the program. Candidates must also possess an L-5 Leadership Certificate as part of their teaching certification credentials and hold a leadership position within their school system.

International students must meet the "regular" admission status criteria for their program of interest and fulfill the admission requirements as outlined in the international student application and as outlined by the program itself.

**Standings in Graduate Admissions for Community Counseling,
Public Administration, and Nursing Programs.**

There are two primary standings of graduate admission for programs in Counseling, Public Administration, and Nursing.

Regular Standing: Individuals admitted with “regular” standing must have received a bachelor’s degree from an accredited institution with at least a cumulative grade point average of **2.75** (4.0 scale) calculated as outlined above.

Applicants must meet program admission requirements and also post a score on one of the appropriate entrance tests of at least

<u>Program</u>	<u>MAT</u>	<u>GMAT</u>	<u>GRE</u>
Community Counseling	--	--	800 (verbal & quantitative combined)
Public Administration	--	420	800 (verbal & quantitative combined)
Nursing – Education	394	--	800 (verbal & quantitative combined)
Nursing – FNP	394	--	800 (verbal & quantitative combined)

Provisional Standing: To be admitted “provisionally,” applicants must have graduated from a regionally accredited institution with a bachelor’s degree with a minimum cumulative grade point average between **2.50** and **2.74** (4.0 scale) calculated as outlined above.

Applicants must also post a score on one of the appropriate entrance tests not less than

<u>Program</u>	<u>MAT</u>	<u>GMAT</u>	<u>GRE</u>
Community Counseling	--	--	700 (verbal & quantitative combined)
Public Administration	--	340	700 (verbal & quantitative combined)
Nursing-Education	366	--	700 (verbal & quantitative combined)
Nursing-FNP	366	--	700 (verbal & quantitative combined)

Students admitted “provisionally” may register for no more than six hours total of graduate credit. Within the first six hours of graduate course work, the “provisionally” admitted student may earn no grade less than a B. Upon successful completion of course work under the “provisional” standing, the student will be admitted as a “regular” degree-seeking student, assuming all other requirements have been met.

Provisionally admitted students

- **May not pre-register for classes**
- **Are not eligible for financial aid**

Provisionally admitted students who earn a grade of less than B in any graduate course taken during the provisional six hours will not be allowed to continue study at NGCSU.

Irregular Status

Students who have not taken an entrance exam or whose entrance exam scores are not on file at the time of application may be considered for "irregular admission" for Public Administration and Nursing programs. "Irregularly" admitted students must at least meet the admission requirements of the provisional student as described above and must submit other required application materials.

Irregularly admitted students

- **May not pre-register for classes**
- **May not register for more than six semester hours of graduate courses before successfully completing an appropriate test**
- **Are not eligible for financial aid**

Irregularly admitted students who earn a grade of less than B in any graduate course within the six hours allowed under this standing will not be allowed to continue study at NGCSU.

Should a qualifying entrance test score for the "irregularly" admitted student be received before the student has registered for six semester hours of graduate work, the student may be considered for either "regular" or "provisional" admission standing, depending on the entrance test score. An acceptable entrance test score must be received by the Office of Graduate Admissions by the advertised first day of classes for a term (May 5 for summer term) in order for an "irregularly" admitted student to have the admission status changed.

Note for Provisional or Irregular Students

Students "provisionally" or "irregularly" admitted who choose to register for fewer than six semester hours of graduate course work during their first term at NGCSU will be limited to the number of hours that remain to create a total of six during the subsequent term(s). Thus, the "provisional" or "irregular" student who registers for one, three-hour course during the first term at NGCSU may register for no more than three graduate credit hours the next term. This assumes that the student has made a grade of at least B during the first term.

A student who has been removed from a graduate program because of a deficient grade may petition by letter to the dean of the program for re-admission after a period of one year from the date the student was removed.

Second Master's Degree at NGCSU

A student who wishes to earn a second master's degree must complete all specific course requirements related to the second degree. The program coordinator and the head of the department may recommend to the dean that the number of credits required for the second degree be reduced by up to 30 percent to reflect course content common to both degrees. The student has two options: (1) The student may complete all of the aforementioned requirements and apply for the two degrees to be conferred simultaneously. (2) The student may complete the first degree, apply for its conferral, and then complete the second degree by earning a number of credits in residence after the date of the first degree's conferral that is no less than 70 percent of the number of credits normally required for the second degree.

Non-Degree Admission

Students who hold an undergraduate degree from a regionally accredited college or university and wish to take graduate or undergraduate courses for add-on certification programs or content courses for initial teaching certification programs without pursuing an advanced degree may be admitted as "non-degree." These applicants must submit a graduate application, application fee, all undergraduate transcripts, unless a master's is held (see below), three recommendation forms, NGCSU immunization certificate, but an entrance test score is not required. Students admitted as "non-degree" are not eligible for financial aid.

Post-Graduate Admission

Individuals holding a graduate degree from a regionally accredited college or university may be admitted as a post-graduate student. This is not a degree-seeking category of admission. Should an individual be admitted as a post-graduate student and subsequently decide to attain a graduate degree at NGCSU, the student shall be held to meeting all requirements as noted for "regular" standing. No more than six semester hours of graduate credit earned while in this "post graduate" standing may be subsequently applied toward meeting the requirements of a graduate degree at NGCSU. Post-graduate applicants need only submit a graduate application, application fee, transcript showing master's degree earned, and NGCSU immunization certificate.

Transient Student Admission

An individual currently enrolled at a regionally accredited college or university as a graduate student in good standing may apply to NGCSU as a transient student. An application fee and the NGCSU immunization certificate must accompany the application of those seeking "transient" status. In lieu of transcripts, those seeking admission as a transient student should submit a letter of good standing or "transient permission form" from the home institution. The letter or form should state that the student is in good standing and should indicate the course(s) the student is being allowed to take at NGCSU. Transient admission is for one semester term only. Individuals who wish to return to NGCSU as a transient student for a subsequent term must re-apply to NGCSU.

Transfer Students

North Georgia College & State University welcomes students wishing to transfer into its graduate program from other regionally accredited graduate institutions. In order to earn a master's degree at NGCSU, a student must earn a minimum of 24 hours of credit in residence applicable toward the degree. Some programs may require a higher number of credits in residence; consult the transfer-credit policy for the specific program. The student's advisor, the program coordinator, and the dean of the appropriate school must approve such transfer credits. All degree-related course work, including transfer course work, must be completed within a six-year period.

Appeal of Graduate Admission at North Georgia College & State University

A candidate whose application is denied because the graduate admission cumulative grade point average is below the minimum requirement for the program or an acceptable test score for an appropriate entrance exam was not earned has the right to appeal the decision. Appeal of this decision must be made in written form to the Office of Graduate Admissions. The letter should clearly state the grounds for appeal and must reach the Office of Graduate Admissions in time to be heard by the Graduate Admission Appeals Committee, which meets near the end of each semester term. Please contact the Office of Admissions (706-864-1543) for more information.

Georgia ONmyLINE

NGCSU is a participant in the Georgia ONmyLINE network. NGCSU is collaborative partners with Valdosta State University for a M.Ed. in Middle Grades with math and science concentrations; with Georgia State University and Valdosta State University for both M.Ed. and MAT degrees in Reading, Language, and Literacy Education with an ESOL concentration.

Georgia ONmyLINE provides access to a full array of online and distance education offerings from the 35 colleges and universities in the University System of Georgia (USG). For further information visit the website at <http://www.georgiaonmyline.org>. Through this site, prospective and enrolled students can quickly find programs and/or courses that meet their career or degree needs. They can apply for admission to colleges and universities, and once accepted, register for courses. The offerings listed in this site will serve both students who seek fully online solutions for their education needs, as well as on-campus students who seek occasional online formats to meet their content, time, and scheduling needs.

Expenses, Fees, and Financial Aid

Expenses and Fees

Course fees at North Georgia College & State University are established each year by the Board of Regents of the University System of Georgia. They are subject to change and are thus not included in this printed bulletin but are listed on the NGCSU website.

The Physical Therapy Program and Education Specialist Program require confirmation deposits of \$300. The mechanics for collecting confirmation fees are detailed on the Graduate Studies website and the individual program websites, as appropriate.

Financial Aid

Graduate Assistantships

Assistantships are available in some departments offering degrees. Stipends vary depending upon services rendered. Students interested in such grants may obtain further information by contacting the department of their academic interest.

Loans and Part-Time Employment

North Georgia College & State University participates in the Federal Family Education Loan Program (FFELP). Graduate students may apply for Federal Stafford and Federal Unsubsidized Stafford Loans. North Georgia College & State University also participates in the Federal Perkins Loan Program. Funds are limited, and students with prior Perkins loans should contact the Office of Student Financial Aid www.ngcsu.edu/Admiss/finaid/index.htm.

Part-time employment is also available for graduate students. Those interested in loans or part-time employment may obtain detailed information by writing to the Director of Financial Aid. Application process and materials are available at www.ngcsu.edu/Admiss/finaid/index.htm.

Veterans Administration Benefits

North Georgia College & State University welcomes the opportunity to assist former service members eligible for benefits under Public Law 894 or Public Law 550 and war orphans eligible for benefits under Public Law 634. The Veterans Affairs Office at North Georgia College & State University provides an advisory service for students eligible for benefits under these laws. Students planning to attend college under these laws should obtain an application from the Office of Student Financial Aid at the University www.ngcsu.edu/Admiss/finaid/index.htm. This office will process the application and certify enrollment.

HOPE Teacher Service Cancelable Loan

The HOPE Teacher Scholarship Program provides forgivable loans to individuals seeking advanced education degrees in critical shortage fields of study. Those interested may obtain information and an application by calling (800) 546-HOPE or key accessing the "HOPE" home page www.gacollege411.org.

Nursing Service Cancelable Loans

Allied Health Professionals

The Allied Health Career Program provides service cancelable loans to students preparing for professions in which there is a personnel shortage in Georgia. This loan provides assistance toward the student's cost of education. Loan maximums may be limited annually to amounts that are less than the Federal Stafford loan program. Your loan amount will depend on your field of study and the appropriation of funds for this program. Check our website for more information.

Nursing Faculty Program

The program was developed by the Health Care Workforce Policy Advisory Committee and is funded by the Georgia Department of Labor and the Robert W. Woodruff Foundation. The Georgia Student Finance Authority (GSFA) as part of GSFC manages this unique graduate education service cancelable loan program designed to encourage Georgians to enter - and remain in - the nursing education profession. The Georgia Nursing Faculty Scholarship Program offers financing in three core nursing education tracks: Baccalaureate to Master's, Master's to Doctorate, and Post Master's Nursing Education Certification.

Tuition Waiver for Persons 62 Years of Age or Older

The Georgia Constitution provides that persons 62 years of age or older who are residents of Georgia may enroll as regular or auditing students on a space available basis without payment of fees, except for supplies, laboratory fees, or shop fees.

Legal Resident Requirements

A student is responsible for registering under the proper residency classification. Students who are classified by North Georgia College & State University as out of state but who later claim to qualify as in-state students must file an "Application for In-state Tuition" with the Registrar (706-864-1760) or see the Registrar's website. A student's tuition status is not changed automatically, and the burden of proof that the student qualifies as an in-state student under the regulations of the Board of Regents of the University System of Georgia rests with the student.

A person's legal residence is his/her permanent dwelling place. It is the place where he/she is generally understood to reside with the intent of remaining there indefinitely and return there when absent. There must be a concurrence of actual residence and of intent to remain to acquire a legal residence in order to qualify for in-state tuition. The durational residence requirement is twelve (12) months.

Public School Teacher Waiver

Applicants who do not meet the legal resident requirements as stated above may qualify for a public school teacher waiver if employed as a teacher at a Georgia public school. Contact the Office of Graduate Admissions for more information.

Academics

Academic Guidelines

Academic Credit

Credits are expressed in terms of semester hours. One semester hour is the credit given for the work associated with one hour of class per week throughout one semester.

The course numbering systems used by NGCSU is such that in general, the first digit of the course corresponds to the level of the class (1000-4999, Undergraduate, and 5000-8999, Graduate). Students must be admitted into Graduate Studies in order to take courses numbered 5000-8999.

Grading System

All institutions of the University System of Georgia are on a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average.

A	Excellent - 4 quality points per semester hour
B	Good - 3 quality points per semester hour
C	Satisfactory - 2 quality points per semester hour
D	Passing - 1 quality point per semester hour
F	Failure - No quality points
WF	Withdrew - failing; No quality points

The following grading symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

I	This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond the student's control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed within two semesters, the symbol "I" will be changed to the grade "F" by the appropriate official.
IP	In Progress This symbol is appropriate for thesis hours and project courses.
W	This symbol indicates that a student was permitted to withdraw without a penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period except in cases of hardship as determined by the appropriate office of the respective institution.
V	This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.
NR	Grade not reported by instructor to registrar.

Cumulative Grade Point Average

The cumulative grade point average in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record.

Institutional Grade Point Average and Repeated Courses

If a student repeats a course, only the grade of the most recent attempt of the course is used for the purpose of calculating the institutional grade point average. This is the case even if the grade in the most recent attempt is lower than in previous attempts. When the grade in the most recent attempt of a course is lower, this grade is used in addressing graduation requirements. For example, if a student earns a grade of C in a course and upon repeating it earns a grade of D, then the previous credit and the grade of C are not applicable toward meeting graduation requirements.

Changes in Grades

All grade changes must receive the approval of the dean of the appropriate school before the Registrar can record changes.

Grade Reports

Students may view/print final grades from BANNER. Grades will be posted to the web as soon as they are processed by the Registrar's Office. This generally takes place within five working days of the last day of exams.

Communication with Faculty Advisor

The academic advising process is a responsibility shared by the advisor and the student. It is the student's responsibility to communicate with the advisor concerning contemplated changes in class schedule, program of study, or career plans.

Class Schedule Changes

Class schedule changes must be made during the first five days of the fall semester and the first five days of the spring semester. The final day for changing a schedule will vary during summer sessions. Students should consult the University calendar for this information. Schedule changes should be made only after careful consultation with the academic advisor. Students are held responsible for unauthorized changes in schedules. Such changes may result in loss of credit. After the initial period for adjusting class schedules, a withdrawal from a class will result in the assignment of a grade of W (withdraw without penalty) or WF (withdraw failing) as determined by the instructor. The University System of Georgia regulations require that students being withdrawn from classes after midterm receive the grade of WF. Instructors may request the Office of Academic Affairs to approve a grade of W after midterm in cases of extenuating circumstances.

Course Load

A graduate student who is registered for nine semester hours or more for one term is classified as a full-time student.

Academic Performance

A graduate student must maintain a grade point average of 3.0 or better. No grade below a C will be accepted as credit toward a degree. Programs may set academic standards that exceed the standards set herein.

Graduate students whose academic performance is unsatisfactory will be subject to the following:

1. Probation - A student will be placed on probation for any of the following reasons:

- a. The student's cumulative grade point average falls below 3.00.
- b. The student earns a U or any other grade below B.
- c. The student earns any third grade below a B (including U.)

No student may be a candidate for the degree or sit for the comprehensive examination while on probation due to a GPA below a 3.00. Probation will be removed when the student's GPA reaches 3.0 or higher. In cases where the student is placed on probation due to grade(s), probation will be removed when the course(s) is/are repeated and the grade is S or B or greater, and the overall GPA is 3.00 or greater. Students who are on probation may not register until advised.

At the end of each semester, the program faculty and/or program coordinator may intervene to establish a plan of action for any student in a program whose competency is in question, for reasons including unprofessional, disruptive, and/or unethical behavior in the classroom or clinical setting. The plan should be signed, and copies forwarded to the dean of the appropriate school.

2. Suspension - Any student receiving any two grades below C (including U's) will be suspended for a period of one semester.

No student may enroll in graduate courses at NGCSU while on suspension. Courses taken at another institution during the period of suspension will not be recognized for transfer credit. If suspended, a student must apply to Graduate Studies for readmission.

Students seeking to reapply who have been suspended must submit a new application and a letter written to the Dean of the appropriate school laying out a rationale for their readmission. They will be readmitted only upon approval of the Dean and the program coordinator.

Time Limit, Residence Requirement

In any graduate program all work submitted for a degree (including the comprehensive examination) must be completed within a continuous six-year period. It is expected that the student will complete the program with reasonable continuity. Students called into military service, stricken by serious illness, or the like may apply for an extension of time.

Former NGCSU graduate students who have been absent from a program for 18 months or more will reenter under the graduate bulletin that is currently in effect.

Transfer, Transient, Extension and, Correspondence Credit

In order to earn a master's degree at NGCSU, a student must earn a minimum of 24 hours of credit in residence applicable toward the degree. Some programs may require a higher number of credits in residence; consult the transfer-credit policy for the specific program. Credits may be transferred from another regionally accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted; (2) work must have been completed within the six-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where credit was earned; (4) work offered for transfer must have the approval of the student's advisor, the program coordinator, and the Dean of the appropriate school; (5) acceptance of the transfer credit does not reduce the residence requirement stated above; (6) any graduate student may apply to the Dean of the appropriate school in writing for authorization to complete certain courses at another college or university as a transient student by submitting a Transient Permission Form. Transient student permission will not be granted to students on academic notice, probation, or suspension, or for the purpose of repeating courses.

Transient Students From Other Institutions

A student who has taken work at another college or university may apply for the privilege of temporary enrollment at North Georgia College & State University. Such a student will ordinarily be one who expects to return to the college or university in which he/she was previously enrolled.

The following policies shall govern the admission of students on a transient status.

1. The student must apply for admission via Graduate Admissions at North Georgia College & State University.
2. Graduate Admissions must have evidence that the institution that the student previously attended was an accredited or an approved institution.
3. An applicant may be accepted as a transient student when it appears that the applicant's previous academic work is of a satisfactory quality. The dean of the appropriate school may require the applicant to submit a transcript of his/her previous college work.
4. An applicant for admission as a transient student must present a statement from the dean or registrar of the institution in which he/she is currently enrolled recommending his/her admission as a transient student.
5. A student on academic probation or suspension or on disciplinary suspension at another institution will not be admitted as a transient student.
6. Transient permission is good for one semester term only.

Change of Program

Before a graduate student may transfer from one degree program to another, he/she must submit a request in writing to the dean of the appropriate school. The new major department and the dean of the appropriate school must then approve this request. Changing programs may result in additional degree requirements.

Advisors

The dean of the appropriate school is responsible for naming the general advisor for graduate students in his/her school. A student is advised by the head of the major department or by professors appointed as academic advisors. A new student seeking an advisor should report to the appropriate school where the student will be assigned an advisor.

Academic advisement is a process-oriented, interactive professional relationship between advisor and advisee. It is viewed as process-oriented because it involves the developmental stage of career exploration of the advisee, followed by a course of action that includes discovery, knowledge, timeliness, and precision on the part of both advisor and advisee. Both parties are responsible for the success of the relationship, as follows:

An advisor is expected to

- respect advisees,
- have knowledge of the curriculum and advisement issues related to the program,
- be efficient and accurate when completing programs of study,
- help advisees explore their academic progress,
- assist advisees with career choice(s), and
- be available for advisement throughout the academic year, including prior to and during pre-registration.

An advisee is expected to

- respect the advisor,
- read and apply the information in the Graduate Bulletin,
- make and keep appointments with the advisor,
- be prepared for appointments with the advisor, and
- engage in exploration of career choice.

Graduation

Students who anticipate completing all degree requirements must apply for graduation through the Registrar's Office during the first week of their final semester of course work. A graduation fee should be submitted to the Business Office of the University. Cap and gowns are ordered through the NGCSU Bookstore. Students are expected to attend the graduation exercises at which their degree is to be conferred. No students will be issued diplomas or transcripts of credits if they are in default of any payments due the University.

Code Of Conduct

The standards of conduct expected of North Georgia College & State University students are basically those prevailing in any well-ordered society composed of intelligent, moral people. In terms of disruptive behavior, the Board of Regents of the University System of Georgia has stated that any student who, acting singularly or in concert with others, obstructs or disrupts, or attempts to obstruct, or disrupt, by force or violence, or by threat of force or violence, any teaching, research, administrative, disciplinary, public service or any other activity authorized to be held or conducted on the campus of North Georgia College & State University or on any campus of the University System of Georgia shall be subject to immediate dismissal.

The words "force" and "violence" shall be construed to include such obstructive and disruptive acts as stand-ins, sit-ins, and lie-ins.

Any student who remains in or refuses to vacate any building on the campus of North Georgia College & State University or on the campus of any institution within the University System of Georgia at a time when such building is normally, usually, and customarily closed to students, and after having received notice to vacate from the president of the institution or other officer charged with the custody and control of the building, shall be subject to immediate dismissal.

Graduate Studies Technological Literacy Statement

The NGCSU Graduate Studies Program expects a sophistication of technology skills from graduate students for the purposes of communication and scholarly activity. Therefore, incoming graduate students are expected to have competency in six basic skills:

- Students should be able to engage in electronic collaboration using e-mail, e-mail attachments, and listservs.
- Students should be able to create structured electronic documents using word processing programs and basic Web page editors.
- Students should be able to produce technology-enhanced presentations.
- Students should be able to use appropriate electronic tools for research and employ wise judgment as to the validity and usefulness of electronic sources and their content.
- Students should be familiar with and adhere to major legal, ethical, and security issues in information technology such as privacy, copyright, plagiarism, citing sources, "netiquette," hacking, hoaxes, and viruses.
- Students should have a working knowledge of computer hardware, software installation, troubleshooting, and file management.

Although these proficiencies are common expectations of all graduate programs, individual programs may have other expectations. To acquire technological literacy, students may enroll in basic computer science courses available through NGCSU's Office of Public Services or its undergraduate programs.

Appeal of Grades Obtained in Graduate-Level Courses

Initiation Of Grade Appeals

1. Students are encouraged to attempt to resolve grade appeals directly with the instructor.
2. If the student's program has a grade-appeal process, then the student is required to submit his/her appeal to the program coordinator in writing within 30 days of the issuance of the grade, or the right to appeal is forfeited. The student must obtain a decision from the program's review process before utilizing the appeal process at the School level.
3. If the student's complaint is not resolved by the processes described in Paragraphs 1 and 2, student complaints will be directed through the program coordinator, department head, and, if necessary, the academic dean of the faculty member's school. Complaints that cannot be resolved at the department or school level will be forwarded to the Associate Vice President of Academic Affairs for review.
4. If the Associate Vice President of Academic Affairs cannot resolve the complaint, then the student must notify the Chair of the Graduate Council in writing of his/her intention to formally appeal the grade. This notification must be received within 30 days of the issuance of the grade, or within five days of the conclusion of the program-level process described in Paragraph 2, or the right to appeal is forfeited.

Formal Appeal Process

5. The appeal will be heard as soon as possible so that, if the appeal is successful and thus neutralizes a condition of academic suspension, the student will be readmitted to the program, with a minimum of interruption. However, a student on academic suspension will not be allowed to enroll while his/her appeal is pending.
6. Each year, a pool of members of graduate-program faculty will be randomly selected. Three members from this pool will be selected to serve as a Grade Appeal Committee for a particular appeal.
 - a. Faculty from the same department as the instructor(s) involved in the appeal will not serve on the committee.
 - b. Faculty members who are potentially biased against or in favor of the student or the involved instructor(s) will not serve on the committee.
 - c. The student and each involved instructor may strike one member from the panel without prejudice.
7. The committee will select a chair and a recording secretary.
8. Prior to the hearing, the committee will investigate the circumstances of the appeal, allowing the student, the involved instructor(s), and the program coordinator to present their cases in writing. If the program has a grade-appeal process, the program committee will also submit, in writing, a summary or documentation from the program's hearing process.
9. The committee will schedule a hearing, making every conceivable effort to identify a date, time, and place when the student and instructor can attend.
10. If the student additionally chooses to address the committee in person, he/she may bring one advisor to the meeting. The advisor is not allowed to address the committee or ask questions of committee members or any other attendee during the meeting. The student is allowed to confer privately with the advisor during the meeting.
11. If the instructor (and, if applicable in clinical or internship situations, the clinical instructor or on-site supervisor) additionally chooses to address the committee in person, he/she may bring one advisor to the meeting. The advisor is not allowed to address the committee or ask questions of committee members or any other attendee during the meeting. The instructor is allowed to confer privately with the advisor during the meeting.
12. All oral testimony during the hearing will be recorded.
13. If there are follow-up questions from the committee after the hearing is completed, the chair will mail the specific questions to the student or instructor, along with a request that they be answered in writing and promptly submitted.

14. After considering all information from the hearing and follow-up questioning, the committee will formulate recommendations for action based upon the decision of the majority. The chair will forward a record of the hearing and the committee's recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs shall make a judgment and notify the student, the instructor(s), and the Dean of the appropriate school.

Further Appeals

15. The student or the instructor(s) may appeal a decision of the committee and/or the Vice President for Academic Affairs to the President of the University. Any such appeal must be submitted in writing within five days of notification of the decisions of the committee and the Vice President for Academic Affairs.

Dismissal Of A Student From Graduate Studies

Initiation Of Appeals Of Dismissals

1. Students dismissed from the University and one of its graduate programs shall have the right to appeal.
2. If the student's program has a process through which a student may appeal his/her dismissal, then the student is required to submit his/her appeal to the program coordinator and obtain a decision from the program's review process before continuing with the review process at the School level. The appeal must be submitted in writing within 30 days of notification of the dismissal, or the right to appeal is forfeited.
3. If the process described in Paragraph 2 does not resolve the student's complaint, or if Paragraph 2 is inapplicable, then the student must notify the Dean of the appropriate school in writing of his/her intention to formally appeal the dismissal. This notification must be received within 30 days of the notification of the dismissal, or within five days of the conclusion of the program-level process described in Paragraph 2.

Formal Appeal Process

4. The appeal will be heard as soon as possible so that, if the appeal is successful, the student will be readmitted to the program, with a minimum of interruption. However, the student will not be allowed to enroll while his/her appeal is pending.
5. The members of the Dismissal Appeal Committee will be the Chair of the Graduate Council and all of the graduate-program coordinators, with the exception of the graduate-program coordinator for the program from which the student was dismissed.
6. Prior to the hearing, the committee will investigate the circumstances of the appeal, allowing the student and the program coordinator to present their cases in writing. If the program has a dismissal-appeal process, the program committee will also submit, in writing, a summary or documentation from the program's hearing process.
7. The committee will schedule a hearing, making every conceivable effort to identify a date, time, and place when the student and program coordinator can attend.
8. If the student additionally chooses to address the committee in person, he/she may bring one advisor to the meeting. **The advisor is not allowed to address the committee or ask questions of committee members or any other attendee during the meeting.** The student is allowed to confer privately with the advisor during the meeting.
9. If the program coordinator additionally chooses to address the committee in person, he/she may bring one advisor to the meeting. **The advisor is not allowed to address the committee or ask questions of committee members or any other attendee during the meeting.** The program coordinator is allowed to confer privately with the advisor during the meeting.
10. All oral testimony during the hearing will be recorded.
11. If there are follow-up questions from the committee after the hearing is completed, the chair will mail the specific questions to the student or program coordinator, along with a request that they be answered in writing and promptly submitted.

12. After considering all information from the hearing and follow-up questioning, the committee will formulate recommendations for action based upon the decision of the majority. The chair will forward a record of the hearing and the committee's recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs shall make a judgment and notify the student, the program coordinator, and the Dean of the appropriate school.

Further Appeals

1. The student or the program coordinator may appeal a decision of the committee and/or the Vice President for Academic Affairs to the President of the University. Any such appeal must be submitted in writing within five days of notification of the decisions of the committee and the Vice President for Academic Affairs.

Academic and Professional Integrity Policy

Preamble

North Georgia College & State University is dedicated to providing an educational climate characterized by integrity. Academic integrity, in particular, must be the cornerstone of an institution of higher learning and must pervade all segments of the NGCSU community. Furthermore, academic integrity is the mutual responsibility of the various constituencies (students, faculty, staff, and administration), which compose the University. At the graduate level, academic professional programs are further committed to uphold the standards of Professional integrity as often outlined by Professional Codes of Ethics.

Integrity Code of NGCSU

The integrity code, "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do," reflects NGCSU's commitment to academic integrity.

Distribution

The Graduate Academic Integrity Council recommends that the integrity code be placed on all syllabi and in graduate program student handbooks. The absence of the integrity code statement on the syllabi or an assignment or the absence of a student's signature in no way releases the student from his/her responsibility to know, understand, and follow the University's honor policy

Academic Integrity Defined

The following regulations define the concept of academic integrity and should be useful in determining standards and attitudes appropriate for optimal intellectual functioning.

1. A student shall not receive or give assistance not authorized by the instructor in the preparation of any assignment or examination included in an academic course.
2. A student shall not take or attempt to take, or otherwise procure in an unauthorized manner, any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll book.
3. A student shall not sell, give, lend or otherwise furnish to any unauthorized person material, which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the instructor.
4. A student shall not plagiarize. Themes, essays, term papers, tests, and other similar requirements must be the work exclusively of the student submitting them. When direct quotations are used, they must be so indicated, and, when ideas of another are incorporated in the paper, they must be appropriately acknowledged.
5. A student shall not resubmit his/her graded material from other courses or from previous assignments for a current assignment without permission of the instructor.

6. A student shall not sign class rolls for another student.

Professional Integrity Defined

A professional is one who willingly “adopts” and consistently applies the knowledge, skills, and values of a chosen profession. Integrity may be the most appropriate word used to describe the person who willingly and consistently acts in accordance with social standards or moral values of society. Professional integrity thus defines the professional who consistently and willingly practices within the guidelines of the mission of a chosen profession, under the obligation of a Code of Ethics. The following rules and principles define the concept of Professional Integrity:

1. A student shall not violate the provisions of the Code of Ethics prescribed or adopted by the relevant graduate program.
2. A student shall not lie to or otherwise deceive instructors, peers, internship supervisors, or clients.
3. A student shall not show disregard for the well being, safety, or dignity of clients, peers or supervisors.
4. A student shall not misuse resources of the university or any agency for which the student is conducting an internship, clinical experience, etc.
5. A student shall not misappropriate the work of others or claim it as his/her own work
6. A student shall comply with the policies and regulations of the program and any agency for which the student is conducting an internship, clinical experience, etc.

Graduate Academic & Professional Integrity Council

Administration of the Graduate Academic & Professional Integrity Policy will be the responsibility of the Academic Integrity Council. This council will be under the jurisdiction of the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs will serve as the permanent chair of the Graduate Academic Integrity Council. Membership of the Graduate Academic Integrity Council will be drawn from faculty and students in departments that house the graduate professional programs (nursing, physical therapy, community counseling, teacher education, educational specialist, business administration, and public administration). In addition to the chair, the Graduate Academic & Professional Integrity Council will consist of twelve faculty and/or clinical faculty members and fourteen student members (two from each program), appointed for two-year terms which will be staggered to ensure continuity of membership. The faculty members will be appointed by the Faculty Senate’s Committee on Committees and will be representative of the various academic graduate school programs. The student members will be appointed by the Vice President for Student Affairs and will also be representative of the various constituencies (nursing, physical therapy, community counseling, teacher education, educational specialist, business administration, and public administration).

Policies and Procedures

The policies and procedures regarding academic integrity at NGCSU are herein described. The absence of an integrity code statement on an assignment, the absence of a written honor pledge on an assignment, or the absence of a student’s signature in no way releases the student from his/her responsibility to know, understand, and follow the University’s honor policy.

In certain graduate school programs there are Professional Codes of Ethics and Conduct and/or accreditation requirements in which standards for academic and professional integrity are established through departmental procedures. Graduate students of these programs are referred to their departmental office for the appropriate publication (programmatic Student Handbook, graduate bulletin, etc.) that addresses the policies and procedures for violation of both academic and professional/conduct integrity issues. In each such program, there are approved parallel processes for addressing Violations of the University Academic Integrity Policy. These departmental policies and procedures have been evaluated for appropriate attention to “due process” and other standards, and have been approved by the Office of Academic Affairs for operation within that particular program. If a student wishes to appeal the departmental decision

regarding academic or professional integrity violations, the appeal should be sent directly to the Vice President of Academic Affairs.

Violations of the Academic & Professional Integrity Policy

In cases where the student's graduate program procedure is not outlined within the department or in cases where the student has exhausted the procedure within his/her program, students are to follow the policy and procedures outlined below.

In any instance in which a faculty member or a student has information about an infraction of the Graduate Academic & Professional Integrity policy, such individual is obligated to notify the course instructor of the course in which the suspected violation occurred. If the instructor concludes that a violation of the Graduate Academic & Professional Integrity Policy has occurred, he/she will penalize the student and file an incident report with the Graduate Academic & Professional Integrity Council. The instructor will furnish a copy of the completed report to the student and will request that the student sign the report as an indication that the student is aware of the contents of the report.

A student wishing to appeal an instructor's conclusions or penalties has seven calendar days from the date on which the incident report is received by the student to notify the Office of Academic Affairs. In a situation justifying a formal hearing, the Graduate Academic & Professional Integrity Council will hear the case as soon as it is reasonable to do so. Hearings of the Graduate Grade Appeal committee will never be held if the issue involves academic and professional integrity. In the case in which an instructor has imposed a grade penalty related to an issue of academic integrity, but the instructor has not filed an incident report, the student may submit an appeal to the Associate Vice President for Academic Affairs who will arrange for a hearing in accordance with the procedures described below if the student requests such a hearing.

Incident Reports

Forms for Violation of Graduate Academic and Professional integrity incident report can be found on the NGCSU website. Each filed incident report will be submitted to the Associate Vice President for Academic Affairs, who then submits a copy of the incident report to the Graduate AIC. The Graduate Academic Integrity Council will then review all incident reports. Upon the filing of an incident report, the instructor or the student involved in the alleged violation may request that the Graduate Academic Integrity Council conduct a hearing and notify the Vice President for Academic Affairs. If neither the involved student or faculty member requests a hearing, but the council determines that the case justifies an investigation, the council may choose to conduct a formal hearing at its discretion. If the council chooses not to hold a hearing, then it will be recommended to the VPAA that the instructor-imposed sanction be upheld.

Hearings of the Academic & Professional Integrity Plan

If a hearing is called, the Associate Vice President for Academic Affairs will select three faculty and two students from the Graduate Academic & Professional Integrity Council to be the adjudicatory body; one faculty member of whom shall be designated as the Chair. All six members shall have a vote. Any member of the Graduate Academic & Professional Integrity Panel will disqualify him/herself if his/her personal involvement in the case is of such a nature as to be detrimental to the interest of the accused or the institution. Students from the same graduate program should not be appointed to a hearing of their peers.

At hearings held by the Graduate Academic & Professional Integrity Panel, the student defendant and faculty plaintiff will be afforded all rights required by due process considerations. Hearings before the Graduate Academic Integrity Panel will be closed. Decisions will be rendered by majority vote. During a hearing, it is the Panel's responsibility to determine whether the charged party is guilty or not and, if appropriate, to accept or modify any instructor-imposed sanctions. If the Panel finds the student guilty of a violation of an Academic or Professional Integrity issue, the instructor-imposed sanction will not be lessened or reduced by the Graduate Academic and Professional Integrity Council. The Panel, however, may consider and recommend imposing a more serious sanction following review of the case. If the involved student is found not guilty, the Panel will recommend that the faculty sanction be lifted and the case be considered closed. The final decisions and recommendations of the Panel will be submitted to the Vice President for Academic Affairs.

Sanctions and Other Recommendations

Following a decision of guilt, the Graduate APIC will discuss whether to uphold or modify the instructor-imposed sanction. All five members will discuss their recommendations for sanction; the three faculty members shall determine the sanction by vote. The Graduate AIC will then make its recommendation for sanction to the Vice President for Academic Affairs. The Vice President for Academic Affairs will have the ultimate responsibility for meting out sanctions. These sanctions will also be communicated to the aggrieved parties in the case and made a part of the public record of the University. Possible sanctions included, but are not limited to

- Expulsion from the Institution
- Expulsion from the Graduate Program
- Suspension
- Probation
- Reprimand (oral or written)
- Forced withdrawal from course
- Change in course grade
- Assigned work project

Appellate Procedures

The student or the course instructor(s) may appeal a decision of the Graduate Academic Integrity Panel to the Vice President for Academic Affairs and a decision of the Vice President for Academic Affairs to the President. Detailed procedures for such appeals can be found in the North Georgia College & State University Student Handbook and Activities Calendar. Procedures for appeals are specified in the Student Code of Conduct Appellate Procedures and are not limited to cases involving suspension or expulsion.

Education Specialist in School Leadership: Building and District Level Emphases

The Education Specialist in School Leadership with Building and District Level Emphases is a four-semester, 32-credit program designed for educators who are preparing for leadership positions in public schools. The program qualifies candidates for Georgia L-6 certification as a School Building Leader and/or School District Leader. Candidates entering the program must have L-5 Certification and a current leadership role or position at the building or district level. The goal of the program is to prepare creative, flexible, visionary and reflective leaders with the skills necessary to facilitate and improve the quality of learning for all students. Towards this end, students complete the required sequence of courses as a learning community and engage in class and field-based experiential learning projects designed to develop important leadership skills. In addition to course work, administrative candidates complete four semesters of supervised internships in multiple settings, tailored to individual career objectives.

As part of the NCATE accreditation process, the former EDS in Teacher Leadership program was one of the first in the state to complete an intensive professional review to assess compliance with approved national standards. In their final report in February 2005, the ELCC reviewers commended the Teacher Education Department for providing a strong program that was in substantial compliance with each of the seven ELCC standards. These standards for Advanced Programs in Educational Leadership were developed and approved by the National Policy Board for Educational Administration and serve as the guiding framework for the revised EDS in School Leadership.

North Georgia College & State University accepts applications for the Education Specialist Degree (EDS) Program for fall terms only. No provisional or probationary admission is available for the EDS Program in School Leadership. As an initial step, applicants must meet requirements for admission to NGCSU as described below. The application packet is then forwarded to the Teacher Education Department for review.

General Admission Requirements for EDS Applicants

- Master's degree in a teaching field from a regionally accredited institution with a grade-point average of at least 3.25.
- L-5 Certificate.
- Entrance test score that is no more than six years old on either the Graduate Record Exam (GRE), at least 1,000 verbal and quantitative combined, or the Miller Analogies Test (MAT), at least 48/400.
- Three years of teaching experience.
- Employment in a leadership position that requires L-5 certification or that the system designates as a leadership position. (Subject to change based on PSC rules)

A new cohort of approximately 20-students begins each fall and the site location alternates among the NGSCU Dahlonega Campus, the Gainesville State College University Center, and the Forsyth Professional Development Center.

Program of Study

COURSE NUMBER	COURSE TITLE	Semester Hours (32)	Date
EDL 7001	SCHOOL & COMMUNITY: COLLABORATING & NETWORKING FOR SCHOOL IMPROVEMENT	3	FALL
EDL 7002	MANAGING HUMAN RESOURCES: MONITORING TEACHER QUALITY & SCHOOL EFFECTIVENESS	3	FALL
EDL 7101	SCHOOL LEADERSHIP INTERNSHIP-: BUILDING or DISTRICT LEVEL –Developing and Designing the Internship	2	FALL
EDL 7003	MANAGING THE ORGANIZATION: BUSINESS & RESOURCE ADMINISTRATION	3	SPRING
EDL 7004	PROMOTING STUDENT ACHIEVEMENT: CURRICULUM PLANNING, DEVELOPMENT & ASSESSMENT	3	SPRING
EDL 7102	SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL	2	SPRING
EDL 7005	SIZING UP EXTERNAL SCHOOL ENVIRONEMENTS: POLITICAL, SOCIAL & LEGAL CONTEXTS	3	SU
EDL 7006	LEADING & EVALUATING CHANGE: SCHOOL & DISTRICT LEVEL INITIATIVES	3	SU
EDL 7103	SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL	2	SU
EDL 7007	BUILDING PROFESSIONAL LEARNING COMMUNITIES: LEARNERS AND LEADERS	3	FALL
EDL 7008	SPECIAL EDUCATION: ORGANIZATIONAL OVERSIGHT AND STAFF DEVELOPMENT	3	FALL
EDL 7104	SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL- Final Folio Due	2	FALL
		32 HOURS	

Plan of Study Proposed and Subject to Change Pending PSC Rules and Approval

Education Specialist Course Descriptions

EDL 7001 School & Community: Collaborating & Networking for School Improvement (3)

This course is designed to assist candidates in promoting community involvement among all stakeholders and acquiring the skills to communicate effectively with these audiences. In addition, candidates will demonstrate the knowledge, skills and dispositions to collaborate with families and community members, respond to community interests and needs, and mobilize communicate resources to ensure student achievement and school improvement. In particular, candidates will apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

EDL 7002 Managing Human Resources: Monitoring Teacher Quality & School Effectiveness (3)

This course is designed to assist candidates in increasing their knowledge and skills in organizational development and principles related to human resources management and current technologies that support management functions. In addition, candidates will demonstrate the knowledge, skills and dispositions to (1) develop plans of action that focus on effective organization and management of human resources, giving priority to student learning, curriculum, and instruction; (2) manage time effectively and deploy human resources in ways that promote student achievement; (3) demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective group process skills to build consensus, communicate and resolve conflicts.

EDL 7003 Managing the Organization: Business & Resource Administration (3)

This course is designed to assist candidates in increasing their knowledge and skills in organizational development and principles related to fiscal operations, school facilities, material resource management and current technologies that support management functions. In addition, candidates will demonstrate the knowledge, skills and dispositions to (1) use problem-solving skills and knowledge of strategic, long-range, and operational planning including application of technology in the effective and equitable use of fiscal and material resource allocation and alignment that focuses on teaching and learning; (2) manage time effectively and deploy financial and materials resources in ways that promote student achievement; (3) optimize the learning environment by applying data driven decision-making with attention to indicators of equity and efficiency; and (4) manage classified personnel.

EDL 7004 Promoting Student Achievement: Curriculum Planning, Development & Assessment (3)

This course is designed to assist candidates in increasing their knowledge and skills as educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. In addition, candidates will demonstrate the knowledge, skills and dispositions to assess their schools using the Georgia Assessment of School Performance Standards in these areas.

EDL 7005 Sizing Up External School Environments: Political, Social & Legal contexts (3)

This course is designed to assist candidates in increasing their knowledge and skills in legal and ethical frameworks within which school leaders must operate to provide both a lawful and a humane school environment. In addition, candidates will demonstrate the knowledge, skills and dispositions to: (1) apply policies, laws, and regulations enacted by local, state and federal authorities that affect schools, especially those that might improve social and educational opportunities (ELCC 6.1); (2) analyze and describe economic, cultural and diversity factors that impact schools; communicate with members of the school community concerning trends and issues and potential changes in the environment; and (3) advocate for programs and policies that promote equitable learning opportunities and success for all students.

EDL 7006 Leading & Evaluating Change: School & District Level Initiatives (3)

This course is designed to assist candidates in increasing their knowledge and skills in explaining various theories of change and conflict resolution and the appropriate application of those models to specific communities. In addition, candidates will demonstrate the knowledge, skills and dispositions to: (1) develop a vision of learning for a school/district that promotes the success of all students; (2) lead others through the change process; (3) use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

EDL 7007 Building Professional Learning Communities: Learners & Leaders (3)

This course is designed to assist candidates in increasing their knowledge and skills in developing *professional communities of learners and leaders*, in which the teachers and administrators in a school continuously seek and share learning and act on their learning. The goal of their actions is to enhance their effectiveness as professionals for the students' benefit; thus, this arrangement may also be termed *communities of continuous inquiry and improvement*. Candidates will explore such questions as: What do professional learning communities look like and how do they function? Why are such learning communities important for both staff and students? How are learning communities introduced and developed in schools as a new organizational arrangement?

EDL 7008 Special Education: Organizational Oversight & Staff Development (3)

This course is designed to assist candidates in increasing their knowledge and skills in the administration of special education services. In addition, candidates will demonstrate the knowledge, skills and dispositions to: (1) consider the ethics of care and justice in dealing with special education programs; (2) become more informed about laws and policies that impact these programs; (3) apply best practices in educating and disciplining students with disabilities; and (4) model for staff the skills to be a Student Support Team Coordinator for staff and parents.

SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL

The EDS in School Leadership is a four-semester program that requires a 12-month internship. Each semester candidates meet with both university and site-base supervisors to plan, monitor, and make program adjustments as needed to the year-long internship. A minimum of four conferences is outlined on the Internship Supervisor Acceptance Form. The Leadership Portfolio requires a detailed induction/action plan that is aligned to the ELCC Six Standards. This plan is designed during the First Semester of the Internship and must be completed and approved by the Leader Support Team and University Supervisor before beginning any experiences.

Both the university and site supervisor are required to review the Leadership Performance Portfolio and provide feedback. Portfolio assessment occurs each semester and reported formally to the university. Each site supervisor is required to sign an agreement outlining the internship requirements and support needed to the candidate. Each candidate and site supervisor develops a schedule to project planned meetings, coaching sessions, and conferences. Each semester the site supervisor completes a formal evaluation form and provides feedback on performance.

The exit portfolio is completed during the last semester of internship and submitted for final review to the Leader Support Team and University Supervisor. An Exit Conference is scheduled to review the final folio with each candidate and to discuss Career Planning and Recommendations.

Education Specialist Year-Long Internship (8 Semester Hours)

- EDL 7101 Fall (2)
- EDL 7102 Spring (2)
- EDL 7103 Summer (2)
- EDL 7104 Fall (2)

Master of Education

The Master of Education degree is an advanced degree designed for certified teachers.

Program of Study

The Program of Study must be completed and on file in the Registrar's Office by the completion of 20 semester hours in the graduate curriculum. The Program of Study shall consist of those graduate courses for which graduate credit is granted toward a degree. No change may be made in the Program of Study without the advance approval of the program coordinator and an amendment attached to the Program of Study.

Program Requirements

The program requires a minimum of 36 semester hours of course work which shall be organized in the following manner:

EDUC 6001	Educational Research	3 hours
EDUC 6101	Advanced Educational Assessment	3 hours
EDUC 6102	Instructional Leadership	3 hours
EDUC 6103	Diversity and Differentiated Instruction	3 hours
Teaching Field Content Courses (4 courses)		12 hours
Endorsements (ESOL, Gifted, Reading) or Additional Advanced Content		9 hours
Content Field Capstone Course		3 hours
TOTAL HOURS		36 hours

Candidates for the M.Ed. degree must meet certain undergraduate and graduate requirements in the teaching area. Since these requirements vary by department, it will be necessary for the student to plan with an advisor in the department. It is the student's responsibility to ensure that all requirements (both undergraduate and graduate) have been met. Each department will provide the candidates with a list of requirements upon request.

Course Numbers, Load and Schedule

Courses numbered 5000/6000/7000 and above are open only to graduate students.

The University makes every effort to maintain the schedule of courses as announced in its bulletin. However, the University reserves the right to withdraw courses, change instructors, or change the schedule of classes at any time without previous announcement.

All students should beware of enrolling in courses that they have previously taken. The final responsibility for non-duplication of courses rests with the student.

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is for individuals who possess a degree other than education, do not have a teaching certificate, and wish to become teachers. Individuals seeking admission to the MAT program must submit transcripts and G.A.C.E. II test results for review to ensure they meet the content requirements for the content field. The MAT program is structured so that individuals will focus on pedagogy, curriculum courses, and completes a one-semester internship during the first year. Advanced content necessary for a master's degree will be the focus of the second year.

Program of Study

Students in the MAT program will be required to take core courses, content courses, and endorsement courses. A program of study must be completed with an advisor before the beginning of the MAT program.

Program Requirements

The program requires a minimum of 39 semester hours of course work which shall be organized in the following manner:

EDUC 5101	Strategies for Effective Teaching	3 hours
EDUC 5102	Curriculum and Assessment	3 hours
EDUC 5103	Instructional and Behavioral Management	3 hours
EDUC 5104	Teaching Diverse Learners	3 hours
EDUC 6001	Educational Research	3 hours
EDUC 6300	Teaching Reading in the Content Area	3 hours
Teaching Field Advanced Content Courses (4)		12 hours
EDUC 5101	Practicum/Internship	6 hours
Teaching Field Capstone Course		3 hours
TOTAL HOURS		39 hours

Criteria for Evaluation of Transcripts

The Master of Arts in Teaching degree requires that candidates have completed certification content requirements prior to being admitted into the program. Below are two methods to determine whether a candidate meets the content requirement:

- a. No additional content is required if the applicants have a degree in, or directly related to the area in which they are seeking certification. For example, an applicant with a History degree seeking certification to teach History, and has completed GACE I (or the equivalent) and pedagogy and content in GACE II.
- b. In consultation with an advisor, applicants with a degree in a content field not related to the area in which certification is being sought, may be required to take additional content courses **prior to admission into the MAT program**. For example, an applicant has a Psychology degree seeking certification to teach Biology.

Endorsement Programs

North Georgia College & State University offers three graduate level endorsement programs for teachers:

- English for Speakers of Other Languages
- Gifted Education
- Reading

The Georgia Professional Standards Commission has approved these endorsement programs. Upon acceptance into these programs and satisfactory completion of the required series of courses, students will be recommended for endorsements to their teaching certificates permitting them to perform special roles in these areas. In many cases, some or all of the endorsement course work may be used in graduate programs. In other cases, students may seek graduate-level endorsement course work outside of degree programs. All students seeking to enter endorsement programs must apply both to graduate studies and to the endorsement programs. Details are available in both the Office of Graduate Admissions and the Department of Teacher Education.

Endorsements are added to teaching certificates. They are not certificates in themselves.

MED & MAT Course Descriptions

Master of Education Core Courses

EDUC 6001 Educational Research in Contemporary Schools (3)

Prerequisite: Certification or internship completed. Research concepts and skills are taught through the interpretation and application of reported research. Emphasis will be placed on action research in schools and developing a proposal for a research project within a school setting.

EDUC 6101 Advanced Educational Assessment (3)

The focus of this course will consider the use of assessment data to identify instructional adjustment related to teacher practice as well as student learning. In particular, the Masters level candidate will work collaboratively to plan, implement & evaluate databased assessment systems designed to accommodate the learning needs of diverse students. Evaluation measurement theory will consider the effective utilization of standardized testing data in the construction of learning outcomes & revisit various forms of formative & summative assessment that informs instructional practices.

EDUC 6102 Instructional Leadership (3)

This course emphasizes knowledge & skills required for effective curriculum development. Teachers will be able to develop long term maps of curricular components that include identification of critical concepts, incorporation of standards, analysis of data, instructional routines that support literacy development, research based effective practices & monitoring of student progress.

EDUC 6103 Diversity and Differentiated Instruction (3)

This course will explore the learning characteristics and needs of diverse student populations; and examine the social, cultural, and educational factors influencing the provision of successful learning opportunities for those students. The course will specifically require that Masters candidates demonstrate the ability to plan, implement, and evaluate effectively differentiated instruction, as well as provide support for a variety of instructional needs.

Master of Arts in Teaching Core Courses**EDUC 5101 Strategies for Effective Teaching (3)**

This course is designed to address effective instructional & management methodologies for students from diverse backgrounds in public school classrooms. Research instructional practices, implications of disabilities & cultural background, the legal rights & responsibilities of teachers, students & their families, collaborative models of teaching & effective communication skills are addressed.

EDUC 5102 Curriculum and Assessment (3)

This course is an introduction to the principles of class- room assessment. The design & utilization of formal & informal assessment methodologies that support effective instruction will be explored as will the connection between curriculum-assessment. Students will learn how to develop appropriate classroom assessments for individuals & groups, investigate standards in their thinking. Students will create classroom assessments that are appropriate for the age & type of learner. In addition, interpretation of standardized test results & communication of assessment outcomes to students, administrators & parents will be addressed.

EDUC 5103 Instructional and Behavioral Management (3)

This course is designed to provide future teachers with the knowledge and skills required for designing and implementing systems that support student achievement, cognitive, social and emotional development in diverse settings. Emphasis will be placed on establishing effective habits of a professional teacher, teacher-student relationships, teacher-parent relationships, creating positive classroom communities, and prevention and intervention with misconduct.

EDUC 5104 Teaching Reading in the Content Area (3)

This course will examine the social, cultural, economic, gender, legal, exceptionalities & other factors influencing the provision of successful learning opportunities for diverse students. Students will examine both current trends & historical foundations regarding these factors, especially as they impact the selection & implementation of curricula. Students will integrate curricular, assessment & management skills in this course as they support learning for diverse populations.

EDUC 5105 Practicum/Internship (6)

Basic techniques in the effective guidance of learners in P-12 grades and in various instructional materials adapted for use at these levels are studied. Directed OBSERVATION AND INTERNSHIP in the schools is required.

Graduate Education Courses (MEd & MAT programs)**EDUC 6000 Special Problems in Education (3)**

This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

EDUC 6002 Leadership for Effective Schools (3)

This graduate course is designed to enhance the existing skills for those who serve as P-12 school practitioners. Students will develop an awareness of broader issues related to classroom teaching in order to effect positive change at the school and district level. Ethical and legal issues in education will be examined. Emphasis will be placed on the conceptual model of teachers as leaders, facilitators, and decision makers in the classroom and beyond.

EDUC 6004 Personal and Interagency Strategies for Student Success (3)

This course attempts to foster collaborative skills among teachers, and between teacher and student, community, parents and support professionals. Application to the graduate student's work-site will be emphasized.

EDUC 6005 Problems in Educational Psychology (1-3)

This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

EDUC 6012 Values in Education (3)

This elective course is open to SOE and NGCSU graduate students interested in considering what values permeate a school curriculum and teaching in K-12 schools. This course explores the area of values in education, and considers how schools and teachers develop values in young people not as a separate activity but as an aspect of education. Graduate students will be introduced to philosophical, historical, and comparative perspectives of values and ethics in education as they relate to the education of the whole child.

EDUC 6023 Social Studies for Teachers (3)

This integrated social studies course is designed for teachers. Topics considered include responsibilities of family membership, occupations, business and industry, taxation, local government functions, ways of communications, and cultures other than that of the United States. This is the required pedagogy course for graduate programs in social science education.

EDUC 6041 Educational Technology (3)

This technology-based course explores the implications of learning theory upon the development and use of instructional materials. Extensive laboratory work will be included.

EDUC 6046/SPED 6046 Effective Teaching Strategies (3)

This course is designed to instruct students in methods of enhancing the public school curriculum. Students will study the forces at work in the community and learn how to use the community to benefit the school curriculum in such diverse areas as language arts, social studies, and the arts and sciences. This course is designed for non-certified, post-baccalaureate candidates.

EDUC 6061 Leadership in Science Education, P-8 (3)

Prerequisite: Undergraduate science methods course. This course focuses on content, methods, and materials for teaching P-8 science. The perspective in constructiveness and learning cycle based on the content is drawn from the early childhood and middle school curricula. May also be listed as SIED 6061.

EDUC 7004 Fundamentals of Teacher Support Services (3)

Prerequisite: Professional Certificate. This first course of the two-course sequence is designed to provide teachers with an introduction to the theory, knowledge and practices utilized in effective supervision of student teaching and other field experiences. The course focuses upon specific supervising teacher competencies and the relationship of these competencies to effective supervision. This course is required for the Teacher Support Services Endorsement.

EDUC 7005 Internship in Teacher Support Services (3)

Prerequisite: EDUC 7004 and serving as student teaching supervisor. The purpose of the internship is to assist in the development and utilization of skills for the supervisor of a student teacher. This field-oriented course is designed to meet specific individual needs of the supervisor. Direct assistance is provided through on-site observations and feedback in addition to group seminars. This course is required for the Teacher Support Services Endorsement.

EDUC 7009 Research Problems – Thesis (3)**EDUC 7050 School Law (3)**

This course is designed to introduce the practicing educator to basic concepts, laws, and significant court decisions related to schooling in America. Laws based upon the United States Constitution will be addressed in addition to important laws and policies of the state of Georgia. Topics include teacher employment rights, student rights, special education law, religion and the public school, and teacher liability.

EDUC 7790 Problems in Teaching (3)

This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

EDUC 7791 Special Topics in Education I (3)

This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

EDUC 7792 Special Topics in Education II (3)

This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

Early Childhood Education Courses**ECED 6002 Authentic Assessment in ECE (3)**

This course is designed to provide students with an understanding of the role of assessment in early childhood education settings. A holistic, comprehensive review of authentic assessment tools and strategies and their applications to learning settings and diverse child populations will be included.

ECED 6003 Integrating Home, School, and Community (3)

This course examines the role of the school, home, and community in the education of young children in order to get maximum home and community reinforcement of the knowledge and skills taught by schools.

ECED 6004 Critical Issues in Early Childhood Education (3)

This course presents an overview of the critical contemporary issues in early childhood education. This is the required capstone course in early childhood education. Normally offered fall and spring.

ECED 6005 Comparative Models in ECE (3)

This course is designed to provide the graduate student with an understanding of the various influential models of early childhood education currently being utilized in the United States. A theoretical basis is included for each model and models with an international influence, such as Reggio Emilia, will be included. This is the required pedagogy course in Early Childhood Education. Normally offered summer and fall.

English for Speakers of Other Languages Courses (ESOL)

The three courses listed below comprise the ESOL endorsement.

EDUC 5022 Materials and Methods for Teaching ESOL (3)

Study of the basic techniques involved in effective language instruction for students learning English as an additional language. Directed practicum experiences are required.

MLAN 5010 Applied Linguistics (3)

Prerequisite: None. Designed for teachers of language, this course discusses principles of linguistics and theories of first- and second-language acquisition.

MLAN 5100 Language Assimilation and Culture (3)

Prerequisite: None. Designed for teachers of language, this course explores how language and culture affect values and perceptions.

Fine Arts Courses

All graduate art education courses emphasize a metacognitive model of learning.
Graduate Course Prefixes: ARED - Art Education Courses, ART - Visual Art Courses

ARED 6310 Creative Art: The Young Child (3)

Current art education philosophy and curriculum planning will be addressed using materials and methods appropriate for young children. Library and Internet research and art studio activities will provide first-hand experiences for art lesson planning. Field experiences with children will allow for practical training in art teaching.

ARED 6320 Creative Art: The Adolescent (3)

Current art education philosophy and art curriculum planning will be addressed using materials and methods appropriate for the adolescent. Library and Internet research, studio activities, and art unit planning will provide for experience necessary to develop teaching strategies in art. Field experiences will allow for observation of various art teaching situations in the middle and high school art classroom.

ARED 7300 Teaching Crafts (3)

An advanced-level art education course which will provide a variety of experiences with craft activities designed to encourage cultural awareness and personal creative expression. Skills and abilities of children at various development levels will be considered in developing resources for classroom use at all grade levels.

ARED 7330 Techniques of Teaching Art (3)

Required course to be completed in the last 15 hours of the degree program but must be taken prior to ARED 7340. This pedagogy course will involve an investigation of the latest trends and most effective methods of teaching art for children from early childhood through adolescence. Teaching of selected art lessons in field experiences will be required.

ARED 7340 Classroom Art Curriculum (3)

Prerequisite: Completion of the graduate core requirements, including ARED 7330. This is a required course and must be completed in the last 15 hours of the degree program. The capstone course for art education, in which historical and contemporary trends in art education curriculum theory will be studied. Current standards and benchmarks will be used to plan curriculum models and application of these will be made in art teaching field experiences.

ARED 7350 Criticism of Art for Teachers (3)

A non-studio course designed to involve students in art criticism, art theory, and art history. The course will emphasize analysis through the comparisons and contrast of major cultural periods of art, major and significant monuments of various cultures and media, both historical as well as current trends in art education.

ART 6100 Drawing (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in drawing, covering in-depth techniques used in contemporary drawing, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6150 Painting (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in painting, covering in-depth techniques used in contemporary painting, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6200 Sculpture (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in sculpture, covering in-depth techniques used in contemporary sculpture, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6400 Printmaking (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in graphics, covering in-depth techniques used in contemporary printmaking, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6500 Visual Literacy & Communications (3)

A study of the theories and processes involved in making art, individual and societal responses to various art forms, and the ways in which visual forms are used as tools of communication and means of interaction within a social environment. Students will learn how to look at, analyze and formulate responses to art in an interactive classroom environment.

ART 6511 History of Photography & Prints (3)

This course examines the history and aesthetics of photography and prints from their beginnings to the present. Changes in subject matter and stylistic concerns, different roles and uses of photography and prints, and the development of photographic techniques and equipment will be discussed. Emphasis is placed on photography and printmaking as artistic expression and their relationship to others arts within the contexts of social and political influences upon them and their creators. Significant readings will be incorporated into class discussions.

ART 6521 Appalachian Art & Artistic Expression (3)

This course is an in-depth examination of the distinctive regional identity, themes, and means of expression in the arts of the Appalachian South. Themes will include ethnic aesthetic expression, sectarian culture, community identity, and the function of art in religious and everyday life. Significant outside readings will be incorporated into class discussions.

ART 6530 World Art (3)

A study of the art, artifacts, architecture and environments from cultures worldwide. Particular focus will be given to artistic forms, concepts, and motivations that differ from those found in Western/European artistic traditions. Stylistic similarities and differences within the art of each culture will be explored, and comparative analyses of artistic expression in various cultures will be made.

ART 6560 Aesthetics & Criticism (3)

A detailed examination of philosophical and critical interpretations of art and architecture, with particular focus upon the viewer's experience and interpretation of art and the roles art and artists have played in different cultures and civilizations. Emphasis is placed on philosophical, critical, and analytical writings on art in the West from the 18th century to the present.

ART 6600 Textile Design (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in the surface design of fabrics, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6650 Weaving (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in weaving, covering additional in-depth weaving techniques, weaving theory, spinning and dyeing yarns, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6700 Ceramics (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in ceramics, covering in-depth techniques such as potter's wheel or hand building, glaze preparation, and kiln firing, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6800 Photography (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in photography, covering in-depth techniques such as documentary photography, color and black-and-white photography, and commercial applications of photography, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 6810 Digital Photography (3)

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in digital photography, covering in-depth techniques used in creating and manipulating digital photographs, including the examination of current literature. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

ART 7200 Thesis (3)

Prerequisite: Permission of graduate faculty. An advanced-level visual arts course sequence involving the planning, preparation, and execution of an applied project. The focus of the course may be directed toward research in the teaching of art, integrating art education with other subjects, or the presentations of a special graduate-caliber exhibition. A student may accumulate a maximum of 6 credit hours in this course.

ART 7510 Art & Architecture of Ancient Greece/Rome (3)

The course examines the development of art and architecture in the Mediterranean from the prehistoric Aegean period through the late Roman Empire; Cycladic, Minoan, Mycenaean, Geometric through the Hellenistic Greek, Etruscan, and Roman from Republican through Late Empire will be covered. The stylistic development of art and architecture within each culture will be explored, and comparative analyses of artistic expression in various cultures will be made.

ART 7530 Renaissance Art History (3)

An in-depth study of major artists and art monuments of the early, high and late Renaissance. Examining significant literature, writing research essays, and using skills of oral expression of art concepts will be required. Additionally, unit and lesson plans for elementary, middle, or high school will be required.

ART 7550 Modern Art History (3)

A focused examination of developments and changes in Western visual and material culture in the period defined as the modern era in art history, circa 1863 to 1945. Using a combined chronological, comparative, and thematic approach, the course situates traditional and non-traditional art objects, artifacts, and environments within the contexts of the individual artist's career, the broader stylistic period, and the historical and cultural milieu in which they were made.

ART 7560 Contemporary Art History (3)

An in-depth study of current art literature and recent trends and directions of contemporary art. Examining significant literature, writing research essays and using skills of oral expressions of art concepts will be required. Additionally, unit and lesson plans for elementary, middle, or high school will be required.

ART 7800 Independent Study in Art (3)

Prerequisite: Permission of the graduate art faculty. In-depth individualized studies in art, involving either studio research or academic research. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

Gifted Education Courses

The three courses listed below comprise the gifted endorsement.

EDGE 5001 Characteristics of the Gifted Child (3)

Advanced study of the research related to the cognitive, social, emotional, and achievement characteristics of gifted students from diverse backgrounds. Analysis of political, legal, and socio-cultural factors influencing conceptions of giftedness and educational programs for the gifted will also occur.

EDGE 5002 Curriculum and Program Development for the Gifted (3)

Prerequisite: EDGE 5001 or 5003. Advanced study of the design of research-based curriculum models in gifted education. An emphasis is placed in highly differentiated, culturally responsive programs with strong theoretical foundations. A practicum is included in this course.

EDGE 5003 Methods & Assessment of Gifted Students (3)

Advanced study of the assessment issues and practices in the identification of gifted individuals from diverse backgrounds.

English Courses

ENGL 6010 History of English Language (3)

A detailed introduction to the background, origins, development, and structure of the English language and the fundamental tools and concepts used in the study of a language's history.

ENGL 6050 Applied English Grammar (3)

Assumes a mastery of prescriptive English grammar. A study of the grammatical structure of English in relation to rhetorical and logical structures. The course introduces theories of structural linguistics, transformational-generative grammar, and rhetorical grammar.

ENGL 6120 An Intro to Rhetorical Theory (3)

An introductory survey of rhetorical theory, with an emphasis on theories of political and civic discourse. Intensive study of classical and contemporary rhetoric, with some attention to theory from other historical periods. Works from the traditional canon of Western rhetoric and works that represent alternative Western traditions will be studied.

ENGL 6130 Advanced Composition (3)

Intensive analysis of and practice in writing varieties of creative nonfiction with attention to different audiences, purposes, and contexts. Emphasis is placed on exploring new genres and writing with increased effectiveness and sophistication. The course considers the writing process in light of the history of rhetoric and rhetorical theory (including principles of visual rhetoric), current research in composition studies, and changing writing technologies.

ENGL 6220 Poetry and Poetics (3)

A study of poetry, approaches to poetry, and theories of poetry.

ENGL 6230 The Novel (3)

Studies in the development of prose fiction from the eighteenth century to the present.

ENGL 6240 The Short Story (3)

A study of short stories from various cultures. The course emphasizes recognition of recurrent formal and thematic patterns, and introduces methods of literary interpretation and analysis appropriate to understanding and teaching the short story.

ENGL 6250 World Drama (3)

A comprehensive study of the theatrical literature of the world, from ancient through modern.

ENGL 6260 Creative Non-Fiction (3)

A study of the "fourth genre," creative nonfiction, with emphasis on formal analysis, the history of the genre, and its variations across cultures.

ENGL 6300 Mythology (3)

An introduction to the mythologies of the world and the uses that writers make of them.

ENGL 6340 Women Writers In World Literature (3)

A study of the literary representation and self-representation of women and the question of the female identity in world literature in cultural, social, and psychological sense. The class will encompass works from the 8th century to the present. After a brief overview of gender theory, the course will offer students an understanding of how countries, cultures, and individuals approach the formation of an identity.

ENGL 6350 Postcolonial World Literature (3)

A study of identity, both personal and national, in postcolonial works around the globe. Postcolonial literature occurs at different times for different countries (and cultures), but the majority of the literature will be in the modern era. After a brief overview of the colonial mindset, including such concepts as *mimicry* and *the Other*, the course will offer students an understand of how countries, cultures, and individuals approach the formation of an identity that is both separate from and linked to the former colonizer.

ENGL 6410 Medieval English Literature (3)

A study of major works of Old and Middle English literature, excluding Chaucer.

ENGL 6411 Chaucer (3)

A study of the major works of Chaucer, with emphasis on the Canterbury Tales, all studied in the original Middle English.

ENGL 6430 English Renaissance (3)

An examination of English Renaissance prose, poetry, and/or drama, exclusive of Shakespeare.

ENGL 6431 Shakespeare I (3)

A study of the tragedies and romances with a focus on their historical contexts and on the major interpretive approaches.

ENGL 6432 Shakespeare II (3)

A study of the histories and comedies with a focus on their historical background and on the major interpretive approaches.

ENGL 6435 Shakespeare (3)

A study of both Elizabethan and Jacobean Shakespeare. This course will include selections from Shakespeare's comedies, histories, tragedies, romances, and poetry. The focus of the course will be upon historical backgrounds and the major interpretive approaches.

ENGL 6441 Milton (3)

A study of Milton in the context of his classical background and late Renaissance environment. Major emphasis on the poetry.

ENGL 6450 English Literature of the Restoration and the Eighteenth Century (3)

A study of major British writers from 1660 to 1789.

ENGL 6460 English Literature of the Nineteenth Century: Romanticism (3)

A study of Romanticism as a literary, social, and historical phenomenon.

ENGL 6470 English Literature of the Victorian Era (3)

A study of the major writers in both prose and poetry in the context of the social conditions in England from 1832 to 1900.

ENGL 6480 Modern and Contemporary British Literature (3)

A study of the major writers in both poetry and prose in the context of the social and political conditions in England beginning from the twentieth century.

ENGL 6640 Literatures of the American West (3)

An in-depth study of the diverse literary traditions of the American West.

ENGL 6650 Early American Literature (3)

Advanced study of American literature and literary culture during the Colonial and Early National Periods, with emphasis on the Enlightenment and on development of the gothic, picaresque, and sentimental novel in America.

ENGL 6651 Seminar in Nineteenth-Century American Literature (3)

Advanced study of a body of texts, literary movements, author(s), or themes in nineteenth-century American literature not otherwise covered in other course offerings.

ENGL 6652 Seminar in Twentieth-Century American Literature (3)

Advanced study of a body of texts, literary movements, author(s), or themes in twentieth-century American literature not otherwise covered in other course offerings.

ENGL 6660 American Romanticism (3)

A study of American prose and poetry between 1820 and 1860 with emphasis on Emerson, Hawthorne, Thoreau, Melville, and Whitman.

ENGL 6670 American Realism and Naturalism (3)

A study of major works of American literary realism and naturalism.

ENGL 6675 American Modernism (3)

An in-depth study of the cultural background and major figures of the Modernist movement, 1900-1950.

ENGL 6680 Contemporary American Literature (3)

Thematic exploration of American literature from 1950 to the present, including study of texts, authors, and literary trends of the contemporary period.

ENGL 6685 Readings in American Cultures (3)

A study of literatures from a variety of non-mainstream American cultures, including an examination of texts, authors, and themes from these literatures.

ENGL 6690 Southern Literature (3)

An examination of the literature of the South with a background study of the literary trends of the nineteenth century and a concentration on writers of the Southern Renaissance and beyond.

ENGL 6810 Seminar in English: Selected Topics (1-3)

A detailed study of a body of texts which encompass a literary movement, theme, or trend not covered in other catalog listings.

ENGL 6820 Seminar in English: Selected Topics (1-3)

A detailed study of a body of texts which encompass a literary movement, theme, or trend not covered in other catalog listings.

ENGL 6830 Seminar in English: Selected Topics (1-3)

A detailed study of a body of texts which encompass a literary movement, theme, or trend not covered in other catalog listings.

ENGL 6901 Teaching English (3)

Students preparing to be English teachers of students in grades 6-12 will learn about methods and materials for teaching reading, writing, and speaking, including the use of technology. Students will analyze and assess student writing, design an English course, and demonstrate effective teaching. Students will also observe English classes in the public schools, under direction of the professor.

ENGL 6950 Composition Studies for Teachers (3)

The course includes study of composition theory and its applications to the teaching of composition. Students will analyze and assess student essays and design a writing course and program.

ENGL 7000 Literary Criticism (3)

An examination of major schools of literary criticism and the critique of several poems and short stories using various forms of criticism.

ENGL 7431 Shakespeare's Tragedies (3)

An intensive study of Shakespeare's major tragedies.

ENGL 7432 Shakespeare's Comedies (3)

An intensive study of Shakespeare's major comedies.

ENGL 7461/7462 Studies in Nineteenth Century British Romanticism (3)

An intensive study of first- and/or second-generation British romantics.

ENGL 7651/7652 Seminar in Nineteenth Century American Literature (3)

Content will vary according to writers and movements studied.

ENGL 7681/7682 Seminar in Modern and Contemporary American Literature (3)

Content will vary according to writers and movements studied.

ENGL 7800 Independent Studies for Teachers (1-3)**ENGL 7990 Directed Readings for English Teachers (3)**

This capstone course involves a study of fifteen works in the English discipline, which will culminate in a guest lecture, a portfolio, a written exam, and an oral exam. The student will work in conjunction with a committee chosen from the English graduate faculty; however, the course will be completed as an independent study for the most part. Through the process, the student will develop methods of independent inquiry and self-directed study.

Language Arts Courses

LART 6080 Integrating the Curriculum through Children's Literature (3)

This course involves the reading and evaluation of books for children, either at the elementary or middle school levels. A primary emphasis of the course is the integration of children's literature with the content areas of science, social studies, mathematics, and language arts in the curriculum.

LART 6190 Pre-Adolescent Literature (3)

This course examines various types of literature written specifically for the middle school child or young adolescent. Topics in the course include the characteristics of pre-adolescent literature in general, characteristics of various genre, evaluative criteria for judging quality literature, and teaching methods and strategies appropriate for the pre-adolescent student.

LART 6200 The Teaching of Reading (3)

This course provides for an intensive study of reading skills. The role of readiness, vocabulary development, and word recognition as each is related to comprehension will be studied.

LART 6300 Teaching Reading in the Content Areas (3)

This course provides for a study of objectives and methods for teaching comprehension, vocabulary, study skills, and critical reading in the content areas. Attention is given to remedial and enrichment techniques for secondary students.

LART 7200 Trends and Practices in Reading Education (3)

This course is a survey and critical study of the theory, research, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined with emphasis on the teaching of phonics, vocabulary, and comprehension. Classroom applications of strategies related to theory and approaches are required.

LART 7210 Diagnosis of Reading Disabilities (3)

Prerequisite: A course in the teaching of reading. An advanced course dealing with the causes of reading disability and methods for diagnosis both in the classroom and in the special reading program. Emphasis will be placed on preparing the classroom teacher for the role of a diagnostician of students with reading disabilities.

LART 7220 Remediation of Reading Disabilities (3)

Prerequisite: A course in the teaching of reading. An advanced course dealing with the correction and remediation of reading disabilities. Emphasis will be placed on the study of a variety of remedial strategies, materials needed for a program of remediation, and management of the remedial program.

LART 7300 Assessment in Literacy Education (3)

This course is designed to provide the student with an understanding of how literacy instruction can be informed and supported by assessment data. It emphasizes the assessment and evaluation process and provides knowledge and problem-solving opportunities to assist classroom teachers in making sound decisions about what they can do to engage children from diverse backgrounds in learning to read. Classroom applications including planning and assessment are required.

LART 7320 Practicum in Developmental and Remedial Reading (3)

This course provides for supervised practice of diagnosis and remediation of disabled readers within a public school setting, or regular classroom teaching of reading using a variety of approaches or experience in working with a reading specialist under college supervision.

LART 7340 Teaching Reading and Writing in the Middle/Secondary Schools (3)

This course provides students with knowledge of the methods and materials for teaching reading and writing in the middle/secondary content areas. Students in this course will have an opportunity to experience, research, and practice a variety of methods related to the development of vocabulary and comprehension within their content area classrooms. Strategies and activities that enable the classroom teacher to develop instruction that integrates reading, writing, technology, and literature into content knowledge will be stressed.

LART 7370 Organization & Supervision of the Reading Program (3)

This course is a study of methods of organizing the reading program as part of the total curriculum. Role and responsibilities of the reading specialist are examined. Coordination of a school-wide reading program will be studied.

LART 7380 Materials and Reading (3)

This course provides students with knowledge of the methods and materials for teaching reading in the elementary content areas. Students in this course will have an opportunity to experience, research, and practice a variety of methods related to the development of vocabulary and comprehension within their content area classrooms. Strategies and activities that enable the classroom teacher to develop instruction that integrates reading, writing, technology, and literature into content knowledge will be stressed.

Mathematics Courses**MATH 6000 Differential Equations (3)**

Prerequisite: Grade of C or above in MATH 2460. An introductory course in ordinary differential equations with emphasis upon linear differential equations of the first and second orders. Topics include solution of second-order differential equations by the methods of undetermined coefficients, variation of parameters, and Laplace transforms.

MATH 6010 Partial Differential Equations (3)

Prerequisite: Grade C or above in MATH 2470 and 3000. Topics include power series method for solving ordinary differential equations, Fourier series and integrals, orthogonal functions, and partial differential equations with boundary conditions.

MATH 6020 Nonlinear Dynamics and Chaos (3)

Prerequisite: Grade of C or above in MATH 2460. Topics include one-dimensional flows and bifurcations, Phase portraits, linearization and classification of equilibrium points, limit cycles, chaos, one-dimensional maps, and fractals.

MATH 6100 Number Systems (3)

Topics include patterns, problem-solving strategies, sets, counting, rational and irrational numbers, number theory, ratio, proportion, percent, exponents, and decimals. An individual, independent unit is also included. This course may not be used to fulfill the secondary mathematics teaching area requirement.

MATH 6110 Informal Geometry (3)

Topics include plane figures, polygons and tessellations, space figures, symmetric figures, systems of measurement, area and perimeter, volume, and surface area, congruence and similarity mappings, and topological mappings. This course may not be used to fulfill the secondary mathematics teaching area requirement.

MATH 6116 Modeling in Algebra (3)

This course is designed for K-8 in-service teachers and focuses on variables, expressions, equations, systems of equations, and linear, non-linear, and inverse functions. Emphasis is on problem solving, active learning, appropriate communication, substantive connections, technology, and multiple representations of algebraic structures. This course may not be used to fulfill the secondary mathematics teaching area requirement.

MATH 6120 Geometry (3)

Prerequisite: Grade of C or above in MATH 2460. Topics include classifications of geometries (Euclidean, Non-Euclidean, and other) and geometry-related concepts outside the perspective of other mathematics courses. A background in plane geometry is helpful.

MATH 6125 Elementary Differential Geometry (3)

Prerequisite: Grade of C or above in MATH 2470. Topics include curves, surfaces, coordinate charts, differentiable manifolds, the tangent plane, the first fundamental form, the Gauss map, the second fundamental form, curvature, geodesics, the Gauss-Bonnet theorem, and projections with applications to cartography.

MATH 6130 Introduction to Topology (3)

Prerequisites: Grade of C or above in MATH 2470. An introductory course in point set topology. Topics include topological spaces, basis, subspaces, closed sets and limit points, the product topology, connected spaces, compact spaces, countability axioms, separation axioms, Urysohn's lemma, the Tychonoff theorem, and complete metric spaces.

MATH 6140 Probability and Statistics for Teachers (3)

This course is designed for K-8 in-service teachers and focuses on making decisions and predictions in the context of solving real-world problems through the process of collecting, representing, processing, summarizing, analyzing, and transforming data. Also included are an individual special project and a teaching portfolio. This course may not be used to fulfill secondary mathematics teaching area requirement.

MATH 6180 Functions of a Complex Variable (3)

Prerequisite: Grade of C or above in MATH 2470. Topics include conditions for analyticity, elementary functions, the fundamental theorem of algebra, power series, residues, poles, and conformal mapping.

MATH 6200 Introduction to Real Analysis I (3)

Prerequisite: Grade of C or above in MATH 2470. An introductory course in functions of a real variable, limits, continuous functions, differentiation, and Riemann integration.

MATH 6210 Introduction to Real Analysis II (3)

Prerequisite: Grade of C or above in MATH 4200/6200. This course is a continuation of MATH 6200.

MATH 6310 Theory of Numbers (3)

Prerequisite: Grade of C or above in MATH 2460. A study of elementary problems in number theory with topics from divisibility, congruences, residues, special functions, Diophantine equations, and continued fractions.

MATH 6350 Probability and Statistics I (3)

Prerequisite: Grade of C or above in MATH 2460. An introductory calculus-based course in probability and statistics. Topics include descriptive statistics and linear regression, basic probability and probability distributions, point estimation, confidence intervals, and hypothesis testing.

MATH 6450 Probability and Statistics II (3)

Prerequisite: Grade C or above in MATH 6350. A continuation of the study of probability and statistics, emphasizing the theory of statistical inference. Topics include two-sample estimation and tests of hypothesis, analysis of variance and randomized block designs, regression analysis, correlation, transformations and multiple regression, quality control methods, and stochastic processes.

MATH 6500 Introduction to Discrete Mathematics (3)

Prerequisite: Grade of C or above in MATH 2450. An introductory course in discrete mathematics emphasizing the formulation and solution of problems which are discrete in nature. Topics include logic, sets, relations, combinatorial methods, recurrence relations, graphs and networks, directed graphs, Boolean algebras, basic design theory, and coding theory.

MATH 6505 Computer Applications in Operations Research (3)

Prerequisite: Grade of C or above in MATH 3650/6650 or BUSA 3110 or approval of department head. A study of various problems and models in the field of operations research. Topics will include linear programming, the transportation problem, the assignment problem, project scheduling, network models, and queuing theory. Computer software will be available to assist students in the computational aspects of their solutions.

MATH 6520 Graph Theory (3)

Prerequisite: Grade of C or above in MATH 2460. An introductory course in Graph Theory. Topics include fundamental concepts and definitions, trees, distance, matchings, factors, connectivity, paths, graph colorings, and planar graphs. Applications of these topics will be investigated and will include the development of appropriate algorithms.

MATH 6540 Introduction to Cryptography (3)

Prerequisite: Grade of C or above in Math 2460. This course is an introduction to the mathematics used in both cryptology and cryptanalysis. Among the topics included in the course are the difficulty of an algorithm in terms of polynomial time; number theory topics such as divisibility, greatest common divisor, the Euclidian Algorithm, prime numbers, congruence, Fermat's little theorem, factoring, and discrete logarithms; encryption schemes and the associated matrices or linear maps; perfect security; the DES algorithm; public-key encryption; and digital signatures. The ability to read mathematical proofs is expected.

MATH 6550 Numerical Analysis (3)

Prerequisite: Grade of C or above in MATH 2460. A course in numerical solutions to problems in mathematics: roots of non-linear equations, zeros of polynomials, interpolation, systems of linear algebraic equations, quadrature, ordinary differential equations with analysis of methods and errors, and programming of methods on a computer.

MATH 6590 Game Theory (3)

Prerequisites: Grade of C or above in MATH 2040 or Math 2450. Game theory models will be discussed from a humanities-based, decision-sciences perspective. Topics will include strategic matrix and sequential games, optimization, Nash equilibria and strategies. Applications will include economic and strategic (military) models, the Prisoner's Dilemma, Cournot Duopoly, bargaining, and auctions. Students will develop game-theoretic structures for real-world phenomena and understand their applications and extensions.

MATH 6600 Introduction to Abstract Algebra I (3)

Prerequisite: Grade of C or above in MATH 2460. A formal introduction to the algebra of groups, rings, and fields. It is recommended that students complete MATH 2800 or MATH 6500 before enrolling in MATH 6600.

MATH 6610 Introduction to Abstract Algebra II (3)

Prerequisite: Grade of C or above in MATH 6600. A continuation of Introduction to Abstract Algebra I. Topics include advanced group theory, ring theory, field theory, Galois theory, and finite fields.

MATH 6650 Introduction to Linear Algebra (3)

Prerequisite: Grade of C or better in MATH 2460. An introduction to the basic concepts of linear algebra. Topics include finite dimensional vector spaces, bases, linear transformations, and matrices.

MATH 6700 History of Mathematics (3)

Prerequisite: Grade of C or above in MATH 2450. A survey of the historical development of mathematics with emphasis on topics for secondary teachers. Required for each graduate mathematics major who has not already completed a similar course.

MATH 6800 Technology in Mathematics Education (3)

Prerequisite: Grade of C or above in MATH 2450. A course to develop skills in the use of technology in teaching and learning grades 6-12 mathematics.

MATH 7010/7020 Seminar in Applications of Mathematics (3)

Topics will vary to reflect current mathematics curricular and assessment trends.

MATH 7900 Independent Study (1-3)

Independent reading and study under the direction of departmental faculty covering selected topics not normally discussed in major course work. May be repeated for credit.

MAED 7050 Pedagogical Techniques for Mathematics Instruction (3)

This course provides hands-on experiences designed to link mathematics content knowledge with instructional and assessment practices appropriate for grades 6-12. Emphasis is placed on developing familiarity and proficiency with blending mathematical theory and effective teaching practices. Required for graduate mathematics education majors.

MAED 7090 Advanced Pedagogy in Secondary Mathematics (3)

This capstone course focuses on student/practitioner demonstration of proficiency with merging mathematics content knowledge, instructional practices, and assessment techniques in the grades 6-12 mathematics classroom setting. Required for graduate mathematics education majors.

Middle Grades Education Courses**MGED 6001 Middle-Level Practices and Curricular Issues in Contemporary Schools (3)**

This course is designed to build on and advance student knowledge of middle level learners, curriculum, organization, and practices. In particular, this course will focus on the development of the young adolescent in a changing society and within multicultural, social, and political contexts. Students will conduct an action research project on a problem area in their classroom or school. This is the required capstone course in middle grades education. Offered spring only.

MGED 6002 Integrating Learning and Teaching in the Middle-Level Curriculum (3)

This course is designed to build on advance student knowledge of middle-level curriculum planning, lesson design, and instructional delivery. This course requires students to develop integrated approaches and implement interdisciplinary lesson designs in current school settings. This is one of two required pedagogy courses in middle grades education. Normally offered fall.

MGED 6003 Assessment & Evaluation for Teachers and Learners (3)

This course is designed to build on and advance student knowledge of assessment and evaluation strategies. Multiple approaches to assessment and evaluation will be emphasized as they relate to programmatic issues, learner outcomes, and teaching performance. Students will be required to advance their skills as reflective practitioners by observing themselves and peers, analyzing teaching behaviors, and designing professional development plans. This is one of two required pedagogy courses in middle grades education. Normally offered summer.

MGED 6040 Nature & Needs of Middle Grades Learner (3)

This course examines the unique nature and diverse needs of the middle school learner as lived in the student's school and the community. Educators of young adolescents should be aware of the physical, emotional, intellectual, social, and psychological characteristics of their students. They are responsive to the developmental needs of young adolescents by planning and implementing appropriate school instruction, climate, and organization. The purpose of this course is to examine the developmental characteristics of young adolescents within the context of where they live, the role of the middle school philosophy, the history and organization of middle schools and those current best practices that will provide all middle school learners with an academically challenging curriculum and fulfilling schooling experience.

MGMS 7000 Professional Development Seminar (3)

The self-assessment of individual candidate understanding and implementation of accomplished teaching practices provides the basis for candidates to develop a personal professional development plan.

MGMS 7100 Research Methodology in Education (3)

This course provides a survey of educational and educationally related research, methods incorporating an applied approach to research design. Emphasized is the ability to read, interpret, conduct, and report research to improve practice in educational settings.

MGMS 7200 Concepts of Middle Level Learning & Diversity (3)

This course examines the concepts, principles, theories and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. A primary focus of this course will be the unique nature and development of the middle level learner. Candidates in this course will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

MGMS 7240 Instructional Leadership, Curriculum, and Assessment (3)

This course is designed to provide experienced teachers advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as they relate to programmatic/content issues, learner outcomes and teaching performance. A primary focus of this course will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom.

MGMS 7300 Building Professional Learning Communities (3)

An integrated math and physics course with special emphasis on the laws of physics, theories and problem solving. A review of the basic math required to develop successful problem solvers in the middle grades will be included.

MGMS 7401 Chemistry, Earth Science & Astronomy for Middle School Teachers (3)

An integrated math and chemistry course with special emphasis on an understanding of chemical processes related to earth science and astronomy. This course will include a study of physical chemistry, earth processes and the chemical evolution of the universe.

MGMS 7402 Life Science & Natural History in Middle School (3)

A life science course with special emphasis on ecology, biomes, classification, phylogenetic trees, evolution and natural selection. This course will include a study of the biosphere, biochemistry, genetics, evolutionary biology and a basic biological processes.

MGMS 7650 Teaching Practicum (3)

Modern Language Courses

FREN 7920 Graduate Quebec Civilization and Culture (3)

An examination of a particular period of Quebec history and culture. The specific topic will change annually. Offered as Study Abroad credit only.

FREN 7930 Graduate French Language (3)

Designed primarily for teachers of French, deals with particular problems encountered by Anglophones facing the French language. Offered as Study Abroad credit only.

FREN 7940 Graduate French Phonetics and Conversation (3)

Designed primarily for teachers of French, focuses on teaching the art of conversation to others while maintaining high standards of correct pronunciation. Offered as Study Abroad credit only.

MLAN 5010 Applied Linguistics (3)

Prerequisite: None. Designed for teachers of language, this course discusses principles of linguistics and theories of first and second language acquisition.

MLAN 5100 Language Assimilation and Culture (3)

Prerequisite: None. Designed for teachers of language, this course explores how language and culture affect values and perceptions.

SPAN 5100 Spanish for Educators (3)

Prerequisite: Bachelor's degree or departmental permission. An elementary Spanish course for educators that provides vocabulary and basic oral communication skills that facilitates the sharing of school-related information with non-English speaking Latino students and their parents in the K-12 classroom setting.

Physical Education Courses

PHED 6050 Materials and Methods in Physical Education (3)

The study of the administrative processes and methodology needed to develop a thorough understanding of desirable standards and program implementation in physical education.

PHED 6100 21st-Century (3)

A comprehensive analysis as to how current and past health issues/practices will affect society in the future.

PHED 6200 Elementary and Secondary School Physical Ed (3)

A study and practicum in the objectives, needs, methods, and materials of elementary and secondary school children involved in a modern-day physical education program.

PHED 6500 Exercise Physiology (3)

A study of the function of the human body as it relates to physical performance. Lecture and laboratory experiences.

PHED 6600 Kinesiology (3)

A study of the basic mechanics of human motion, including action of the joints and muscles, and the application of kinesiology to physical education and sport activities.

PHED 6900 Health Education (3)

A study of the current issues in the dynamics of health including but not limited to mental health, nutritional health, exercise and weight control, drugs and health, human sexuality, etc.

PHED 6950 Wellness (3)

This is a lifestyle course covering the many facets of wellness and their relationships to improving both the quantity and quality of life. Topics include, but are not limited to, self-responsibility, nutritional awareness, environmental sensitivity, stress management, and personal fitness.

PHED 7000 Curriculum Planning in Physical Ed (3)

A study of the process of curriculum development in a modern-day physical education program. Areas of concentration deal with the planning, construction, content, and administration of a responsible physical education curriculum.

PHED 7040 Scientific Aspects of Exercise (3)

A consideration of the effect of exercise on the functions of the organic systems of the body with particular emphasis on the physiological changes occurring from sports and physical activities.

PHED 7050 Prevention & Treatment of Athletic Injuries (3)

This course deals specifically with the immediate care and long-term prevention, treatment, and rehabilitation of injuries occurring from sports and physical activities.

PHED 7060 Analysis of Motor Skills (3)

Analysis of motor skills based on laws and principles of mechanics.

PHED 7130 Administration of PE in the School Program (3)

A study of the administrative and management processes of physical education, interscholastic, and intercollegiate athletic programs.

PHED 7140 Current Problems in Health, PE & Recreation (3)

A study of the problems encountered in a comprehensive health and physical education program, as well as school and community recreation. Special emphasis is given to problems in areas of student's interest.

PHED 7150 History of Physical Education (3)

A study of the historical background of physical education, including the Greek, Roman, Renaissance, and Reformation periods. While emphasizing current principles of European and American physical education, special emphasis will be given to the importance of physical education in all aspects of American life.

PHED 7170 Case Studies in PE, Athletics and Wellness (3)

A study of the problems associated with the administration and teaching of physical education, athletics, and wellness. Employing the case study method, this course emphasizes problem-solving in a practical, realistic mode.

PHED 7200 Movement Education (3)

A study of how the body moves and how one learns to move. Special emphasis is placed on movement exploration and discovery which provides a basic understanding of the evolution, nature, and purpose of movement. Various teaching methods are examined in order to enhance one's ability to provide positive movement experiences for children.

PHED 7220 Aspects of Sports in American Culture (3)

An analysis of the place of sport in American culture. A study of the historical influences of sport on economics, politics, nationalism, curriculum, and methods of instruction, professional preparation, dance, leisure, and amateur, and professional status.

PHED 7230 Theories of Coaching (3)

A focus on why athletes and spectators behave the way they do in various athletic and physical activity settings and how said scope encompasses the major psychological dimensions underlying such behavior.

PHED 7250 Public Relations in HPED & Wellness (3)

An advanced study of the importance of public relations and its relationship in successful program development in health, physical education, wellness, and athletics.

PHED 7700 Contemporary Issues and Concerns in Health and Physical Education (3)

Prerequisite: Completion of EDUC 6001. This course is designed to show practitioners that an action research approach to teaching can be used to improve teaching and learning practice within their classrooms, schools, or other physical education settings. The course is designed as a capstone experience in which practitioners will demonstrate advanced knowledge and skill in the following areas: (a) physical education curriculum development, (b) instructional pedagogy, on-site research and (c) reflective practice. The final product for this experience is an action research project that integrates these aspects of the master's program.

Reading Endorsement Courses

The four courses listed below comprise the Reading Endorsement. To be recommended for the reading endorsement, a student must complete LART 7200, LART 7300, and either LART 7340 or LART 7380 (depending on teaching level) with a B or better in each course. This endorsement is only offered at the graduate level. The Reading Endorsement may be offered either by courses taught in an individual district or taught as online courses. Every effort is made to create a beneficial learning experience for teachers of all grade levels, content areas, and background knowledge.

LART 7200 Trends and Practices In Reading Education (3)

This course is a survey and critical study of the theory, research, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined with emphasis on the teaching of phonics, vocabulary, and comprehension. Classroom applications of strategies related to theory and approaches are required.

LART 7300 Assessment in Literacy Education (3)

(This course is taught completely online.) This course is designed to provide the student with an understanding of how literacy instruction can be informed and supported by assessment data. It emphasizes the assessment and evaluation process and provides knowledge and problem-solving opportunities to assist classroom teachers in making sound decisions about what they can do to engage children from diverse backgrounds in learning to read. Classroom applications including planning and assessment are required.

LART 7340 Teaching Reading and Writing in the Middle/Secondary Schools (3)

This course provides students with knowledge of the methods and materials for teaching reading and writing in the middle/secondary content areas. Students in this course will have an opportunity to experience, research, and practice a variety of methods related to the development of vocabulary and comprehension within their content area classrooms. Strategies and activities that enable the classroom teacher to develop instruction that integrates reading, writing, technology, and literature into content knowledge will be stressed.

LART 7380 Materials and Reading (3)

(This course is taught completely online). This course provides students with knowledge of the methods and materials for teaching reading in the elementary content areas. Students in this course will have an opportunity to experience, research, and practice a variety of methods related to the development of vocabulary and comprehension within their content area classrooms. Strategies and activities that enable the classroom teacher to develop instruction that integrates reading, writing, technology, and literature into content knowledge will be stressed.

Science Courses**BIOL 6800 - 6807 Independent Study/Graduate Research (1-8)**

Course credit is 1 to 8 semester hours in increments of 1 hour. An advanced study of special topics open to graduate students. Study topics are subject to approval by the supervising faculty member and the biology department head. Requires submission and approval of the Graduate Independent Study Research Plan prior to the end of Drop/Add.

CHEM 6X26 Special Topics in Chemistry (2-4)

(where x = 2, 4, 5, 7, or 8 depending on topic) Prerequisites: Consent of instructor. Repeatable for credit. A two to four hour course covering one of a variety of advanced topics which will be offered on a rotating basis. These could include Nuclear Magnetic Resonance Spectroscopy, Polymer Chemistry, Statistical Mechanics, Group Theory, Coordination Chemistry, Separation Science, and Pharmaceutical Chemistry.

ISCI 6500 Chemistry for Teachers (4)

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching chemistry and recent advances in the field. Corresponding activities are presented using "Kemtec" Micro-Scale labs and large-scale demonstrations. Activities are tied to the Georgia Performance Standards and the National Science Education Standards. Teachers will analyze the concepts and models of chemistry with emphasis on computational skills.

ISCI 6501 Physical Science for Teachers (4)

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching physical science and recent advances in the field. Corresponding activities are presented using physics laboratory equipment and web simulations. Activities are tied to the Georgia Performance Standards and the National Science Education Standards. Teachers will analyze the concepts and models of the fundamental laws of physics with emphasis on computational skills.

ISCI 6502 Astronomy & Earth Science for Teachers (4)

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching geology, earth science and astronomy. Corresponding activities are presented using rocks, minerals, stream tables, weather instruments and astronomy tools. Activities are tied to the Georgia Performance Standards and the National Science Education Standards. Teachers will analyze the concepts and models of earth science with emphasis on concept development.

ISCI 6503 Life Science & Natural History for Teachers (4)

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching biology and recent advances in the field. Corresponding activities are presented using standard life science inquiry-based labs. Activities are tied to the Georgia Performance Standards and the National Science Education Standards.

SIED 6062 Leadership in Science Education, 7-12 (3)

Prerequisite: Secondary Science certificate or Middle Grades certificate with science concentration. This course focuses on curriculum materials and development for the upper-middle or secondary teacher. Attention is also directed toward interdisciplinary approaches, student extracurricular and research projects, and grant preparation. This is the required pedagogy course for graduate programs in science education. Normally offered fall.

SIED 6063 Integrative Studies In Science Education (3)

This course will provide students with experiences, through National Board for Professional Teaching Standards (NBPTS) prototype entries, to analyze their own professional practices and to develop a leadership role in their current practice. Current topics and their applications in science education will also be explored.

SIED 6075 Environmental Education for Teachers (3)

Prerequisite: One year of undergraduate science and social science. This course focuses on content and curriculum models in environmental education including basic ecology and the flow of matter and energy through the universe and the interaction of human and natural systems. The target audience is the P-12 teachers or youth leaders interested in infusing environmental education concepts into existing program.

SIED 6085 Case Studies in Science (1)

Case studies of selected science topics.

Social Science Courses

ANTH 6500 Studies in Regional Archaeology (3)

A seminar survey of the prehistoric and contact period of the Southeastern United States.

CRJU 6003 Court Administration (3)

This course examines the philosophical and structural bases of the court system in the United States and the administrative duties of the personnel involved.

CRJU 6004 Correctional Administration (3)

This course explores the managerial styles and problems associated with administering correctional institutions in the United States.

CRJU 6112/POLS 6112 The Judicial System and Judicial Process (3)

This course presents a systematic study of the judiciary and its role in the administration of justice. The course will introduce students to a variety of theoretical and practical perspectives regarding the relationships among courts, the legal system, and the American political process. Considerable attention will be directed toward threshold considerations of judicial structure, power, function, dynamics, and operation.

CRJU 6210 Advanced Studies in Corrections (3)

Studies in institution-based treatment programs and community based treatment for pre-trial and post-trial programs are examined. Emphasis will be placed on the impact and operational aspects of these programs.

CRJU/POLS 6601 Research Methods in the Social Sciences (3)

A basic introduction into the area of research methods. The main areas of social research will be examined. Field survey evaluation, experimentation and content, and pragmatic and theoretical considerations will also be examined. A research project will be required of all students.

CRJU/POLS 6602 Statistics for the Social Sciences (3)

Prerequisite: CRJU/POLS 6601. A brief review of the basis for inferential and descriptive statistics, statistical inference, and the assumption of causality through specific techniques and procedures including correlation, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved.

CRJU 6350 Family Violence (3)

An interdisciplinary examination of the main areas of family violence, spousal abuse, child abuse, sibling violence, etc. Research in the field will be reviewed for factors related to causation and prevention.

CRJU 6550 Law and Society (3)

A general overview of how laws can affect society and how people's attitudes can affect the law. It will deal with several landmark cases and laws including *Brown v. Board of Education* (desegregation), *Roe v. Wade* (abortion), prohibition laws, drug abuse laws, and laws against homosexuality. The course will be taught in a seminar format.

EDUC 6200 Integration of Economics into Social Science Curriculum (3)

This course is designed to fulfill Georgia law regarding the teaching of economics in Georgia public schools. Specifically, this course explores how and why economics strengthens the social studies curriculum in multiple grade levels. While strengthening basic economics knowledge, the course demonstrates the useful integration of economics in teaching such subjects as history, geography, government, environmental issues, and personal decision making.

GEOG 7000 Concepts & Materials in Geography for Teachers (3)

This course investigates the relationship of the National Geographic Society themes for organizing geographic thought with the development and presentation of instruction materials. Students develop classroom materials which can be used to teach students facts about the world while incorporating the skills of graphic analysis and use of resources from multiple commercial and governmental sources.

HIST 6000 Historiography (3)

A study of the writings of selected historians as they illustrate the problems and the methodology of historical scholarship.

HIST 6100 U.S. History (3)

This course examines selected topics in U.S. history.

HIST 6140 History of Evolutionary Science (3)

An inter-disciplinary capstone seminar course that examines the scientific underpinnings of evolution on the levels of micro and macro-biology and also examines the political, social, and cultural history of evolutionary science in the United States.

HIST 6151 Social & Cultural History of US from 1860 to Present (3)

This course examines the social and cultural forces which have shaped this nation's ideals.

HIST 6152 Social Movements (3)

This course examines topics in social movements.

HIST 6160 War and Society in America (3)

This course examines selected topics in war and society in America.

HIST 6161 Studies in American Revolution (3)

This course examines topics in American Revolution.

HIST 6170 Appalachian Studies (3)

This course examines the history and culture of the people in the Appalachian region of the United States with an emphasis on North Georgia.

HIST 6180 Civil War and Reconstruction (3)

This course examines topics in the Civil War and Reconstruction.

HIST 6182 American South (3)

This course examines selected topics in the history of the American South.

HIST 6185 Georgia History (3)

This course examines topics in Georgia History.

HIST 6193 Modern American Diplomacy (3)

This course examines topics in Modern American Diplomacy.

HIST 6200 History of Western Civilization I (3)

This course is an advanced survey of Western civilization from its roots in the ancient Near East to the end of the wars of religion.

HIST 6201 History of Western Civilization II (3)

This course is an advanced survey of political, economic, social, and cultural developments in early-modern and modern Europe, from the Age of Absolutism to the present.

HIST 6220 Renaissance/Reformation (3)

A study of Europe from 1350 to 1648, with emphasis on the political, economic, and social background of the Italian and Northern Renaissance, the decline of medieval Christendom, and the emergence of early-modern dynastic states from the Reformation and subsequent wars.

HIST 6225 Early Modern Europe (3)

A study of Europe from the age of absolutism through the development of political, social, scientific, intellectual, and economic revolutions, culminating in the Great French Revolution and the Napoleonic Empire which followed.

HIST 6230 Nineteenth Century Europe (3)

This course is a survey of the major political, social, and intellectual developments, with emphasis on nationalism, socialism, and liberalism between 1815 and 1914.

HIST 6232 World War I (3)

This course examines topics in World War I.

HIST 6235 Twentieth Century Europe (3)

This course is a study of Europe from the onset of the First World War through the development of the European Union and the end of the Soviet empire.

HIST 6250 Modern Britain (3)

This course is an advanced study of social, political, military, and imperial developments in Britain in the nineteenth and twentieth centuries.

HIST 6300 Studies in European History (3)

This course examines topics in European History.

HIST 6400 History of Middle East (3)

This course examines selected topics in the history of the Middle East.

HIST 6410 Islam in World History (3)

This course traces the impact of Islam on world history and the response of the Muslim world to the spread of Western political power and cultural values.

HIST 6500 History of India (3)

This course introduces students to the political, social, and religious traditions of the Indian subcontinent. It will emphasize the subcontinent's place in world history, including its contributions to both European and Asian worlds.

HIST 6510 History of Modern Southeast Asia (3)

This course examines selected topics in the history of Modern Southeast Asia.

HIST 6630 Modern China (3)

This course is a survey of political, ideological, and social developments in China's evolution as a modernizing state from the Qing Dynasty to the present.

HIST 6640 Modern Japan (3)

This course is a survey of political, economic, and cultural developments in Japan from the accession of the Tokugawa Shogunate through the evolution of the modern industrial state.

HIST 6650 The Mongol Conquests (3)

This course examines the Mongolian Empire and the impact the Mongols had on Eurasia.

HIST 6700 History of Africa (3)

This course examines selected topics in the history of Africa.

HIST 6800 Third World History (3)

This course examines themes related to the problems of the world's less developed areas, from the legacy of decolonization to strategies for cultural survival.

HIST 6850 Modern World Revolutions (3)

This course examines in comparative terms both revolutionary theory and practice. Emphasis is placed on Asian and Latin American revolutionary traditions.

HIST 6860 World War II (3)

This course examines the causes and course of World War II.

HIST 6870 History of Asian Civilization (3)

This course introduces students to the political, social, and religious traditions in Asia. It will emphasize the influence of each of Asia's cultures upon the other and the region's place in world history.

HIST 6880 Vietnam and Its Wars (3)

This course examines the Vietnam War in the context of Vietnamese and American history.

HIST 7190 Independent Study in United State History (3)

This course examines selected topics in U.S. history using primary documents.

HIST 7500 Teaching History (3)

This course examines different aspects to teaching history.

HIST 7700 Capstone Seminar in History (3)

This course is a capstone seminar in history, designed to bring together key events, trends, themes, and methods of looking at the past.

HIST 7810 Readings & Research/Modern World Since 1900 (3)

This course is designed to enable students to gain a better grasp of the goals and insights sought by historians of modern world history and pursue original research that may further prepare them as teachers as well as scholars in this field.

POLS 6104 Public Administration (3)

An analysis of the theory, basic principles, and practices of public administration in the United States through a study of organization, management, budgeting, personnel, administrative leadership, and characteristics of modern bureaucracies.

POLS 6106 State and Local Government (3)

Study of the laws and traditions that determine the structures and operations of state and local governments in the United States.

POLS 6110 The United States Congress (3)

This course covers the U. S. Congress as an institution and explores its place in the political process. The goal is to provide the student with both a historical perspective, asking, "What was Congress intended to be?" and "How has it evolved?", as well as a contemporary view, asking, "What is Congress today?"

POLS 6111 The Presidency (3)

This course provides students with both a historical and analytical perspective of the American presidency. The president's roles as chief executive, ceremonial head of the U. S. government, chief diplomat, titular head of his party, and others are examined. The president's relationship and interaction with the legislative and judicial branches, other governmental institutions, interest groups, and the electorate will be studied.

POLS 6112/CRJU 6112 The Judicial System and Judicial Process (3)

This course presents a systematic study of the judiciary and its role in the administration of justice. The course will introduce students to a variety of theoretical and practical perspectives regarding the relationships among courts, the legal system, and the American political process. Considerable attention will be directed toward threshold considerations of judicial structure, power, function, dynamics, and operation.

POLS 6113 The Legislative Process (3)

This course examines the formulation and implementation of legislation in the United States Congress and/or American state legislatures. The aim is to gain an insight into the legislative process and how the structure and dynamics of political institutions affect it.

POLS 6122 Political Parties and Elections (3)

A study of U. S. political parties, including their development, functions, and significance as democratic institutions and policy-making instruments. The election process and voter behavior are also examined.

POLS 6160 Women and Politics (3)

This course examines the role of women in politics, focusing on how and to what extent women participate in politics, barriers to women's involvement in politics, and how the political system treats women's issues. Specific topics include the history of the women's-suffrage movement, feminism, the impact of gender on elections and the dynamics of legislatures, and public-policy issues relevant to women.

POLS 6302 Political Socialization and Public Opinion (3)

A survey of political socialization, the process through which a citizen acquires knowledge, opinions, and behavior about politics and government. The course explains how public opinion develops and evaluates whether public opinion influences public policy.

POLS 6310 Political Leadership (3)

The course will focus on a variety of historical and contemporary figures to determine how their leadership styles and ideas on leadership have influenced and motivated both individuals and groups of people in the political sense. Assignments and discussion will center on what strategies, motivations, tactics, and actions constitute an effective political leader.

POLS 6330 Public Policy Planning and Analysis (3)

An analysis of major policy decisions and the impact of these decisions on the American political system.

POLS 6485A Internship (3)

Prerequisite: Permission of the department head. A part-time professional experience in a government agency, law office, or similar political environment. A research paper on a topic related to the theme of the internship is required.

POLS 6485B Internship (6)

Prerequisite: Permission of the department head. A part-time professional experience in a government agency, law office, or similar political environment. A research paper on a topic related to the theme of the internship is required.

POLS 6485C Internship (9)

Prerequisite: Permission of the department head. A full-time professional experience in a government agency, law office, or similar political environment, possibly for a period exceeding one academic semester. A research paper or thesis on a topic related to the theme of the internship is required.

POLS 6550 Studies in the American Constitutional System (3)

Prerequisites: Permission of the department head. This is a seminar about the institutions established by the U. S. Constitution, the interrelationships among those institutions, and the rules and processes under which they operate.

POLS 6560 Studies in American Political Institutions (3)

Prerequisite: Permission of the department head. This is a seminar about the processes by which U. S. governmental institutions—including executive departments, regulatory agencies, legislative agencies, and the court system—operate. Roles and behaviors of those who manage and staff these institutions will also be examined.

POLS 6570 Studies in American Political Thought (3)

Prerequisite: Permission of the department head. This is a seminar about the political philosophies and ideologies that have predominated in American society from the colonial period to the modern period. The European underpinnings of these ideologies will be examined, with focus on the development of those foundations into a unique American political thought.

POLS 6590 Special Topics in Political Science (3)

The topic of this course will vary depending on timeliness and on instructor and student interest.

POLS 6600 Studies in International Relations (3)

Prerequisite: Permission of the department head. This is a seminar about diplomatic and other processes in which sovereign governments interrelate to defend and promote their national interests.

POLS/CRJU 6601 Research Methods in the Social Sciences (3)

A basic introduction into the area of research methods. The main areas of social research will be examined. Field survey evaluation, experimentation and content, and pragmatic and theoretical considerations will also be examined. A research project will be required of all students.

POLS/CRJU 6602 Statistics for the Social Sciences (3)

Prerequisite: POLS/CRJU 6601. A brief review of the basis for inferential and descriptive statistics, statistical inference, and the assumption of causality through specific techniques and procedures including correlation, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved.

POLS 6610 Studies in Eastern European Governments (3)

Prerequisite: Permission of the department head. This is a seminar about the governmental systems and philosophical perspectives in the nations of Eastern Europe.

POLS 6620 Studies in Russian Foreign Policy (3)

Prerequisite: Permission of the department head. This is a seminar about the development of the foreign policy of Russia from the czarist monarchical period, through the era of Soviet communism, to the post-Soviet period.

POLS 6630 Studies in Comparative Government (3)

Prerequisite: Permission of the department head. This is a seminar about the analytical approaches by which the governmental systems of nations can be compared in order to find common denominators and to distinguish their governmental formats.

POLS 6660 Religion and Politics (3)

The course is designed to analyze the ways religion and politics influence one another. The course presents a history of religion in America, outlines the major religious traditions, and investigates how religious beliefs motivate individual political behavior.

POLS 7000 Readings and Research in the American Political System (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of American government and conduct related research.

POLS 7010 Readings and Research in State and Local Government (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of state and local government and conduct related research.

POLS 7020 Readings and Research in American Political Thought (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of American political thought and conduct related research.

POLS 7030 Readings and Research in Constitutional Studies (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential treatises and cases concerning constitutional development and constitutional law and conduct related legal research.

POLS 7040 Readings and Research in Latin American Studies (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of Latin American politics and conduct related research.

POLS 7050 Readings and Research in Comparative Government (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of comparative government and conduct related research.

POLS 7060 Readings and Research in International Relations (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs and original sources in the subfield of international relations and conduct related research.

POLS 7070 Readings & Research in Political Thought (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs and original sources in the subfield of political philosophy and conduct related research.

POLS 7080 Readings and Research in Eastern European Studies (3)

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of Eastern European politics and conduct related research.

POLS 7290 Ethics for Public Service (3)

A study of ethical and unethical behavior in the public service. Topics will include legal standards, mores affecting ethical behavior, corruption, whistle-blowing, privacy, equity, and the countervailing demands for government activism and individualism.

POLS 7320 Public Policy Analysis (3)

A study of models explaining the development of public policies and of empirical methods of analyzing and evaluating public policy. The course includes discussions of principles of strategic planning and public economics, designs for conducting policy research, and ethics as a criterion of sound public policy.

POLS 7730 Political Science Seminar (3)

A seminar on a contemporary topic or a topic of specialized interest. The topic varies in light of current political events and literature.

POLS 7800 Readings in Civil Liberties and Judicial Processes (3)

Prerequisite: Permission of instructor. This course is designed to further a student's knowledge of constitutional law and judicial processes. It assumes a basic understanding of these areas. Most work is conducted on an independent basis with guidance from the instructor.

POLS 7950 Independent Study (3)

Prerequisite: Permission of the department head. The student will conduct original research in an area of inquiry in political science under the supervision of a faculty member. An analytical, comprehensive research paper is required.

PSYC 6060 Health Psychology (3)

Prerequisite: PSYC 1101. A survey of the role of psychological factors in the promotion and maintenance of health, the prevention and treatment of illness and dysfunction, and the operation of the health care system.

PSYC 6070 Statistics for the Behavioral Sciences (3)

Prerequisites: PSTC 1101, MATH 2400. A survey of the most frequently used statistics in the behavioral sciences. Particular emphasis will be placed on analysis-of-variance techniques; non-parametric techniques will also be covered. Primary concern will be with computation, interpretation, and application.

PSYC 8080 Research Methods for the Behavioral Sciences (3)

Prerequisites: PSYC 1101, MATH 2400. Psychology majors are required to take PSYC 6070 prior to PSYC 6080. A course designed to introduce students to experimental methods applied to the behavioral sciences. Basic statistics, analysis, and experimental design will be presented. Laboratory time will be spent designing, implementing, and analyzing research projects.

PSYC 6090 History and Systems of Psychology (3)

Prerequisite: PSYC 1101. An integrative course emphasizing the origins and background of the science of behavior. Important contributors and their schools of thought will be studied and related to the present systematic developments.

PSYC 6200 Advanced Developmental Psychology (3)

Prerequisite: PSYC 1101 and PSYC 2103. An in-depth study of the physical, social, behavioral, self-concept, language, cultural, and cognitive aspects of human development across the life span. Research, methodology, and applications will be emphasized.

PSYC 6230 Physiological Psychology (3)

Prerequisites: PSYC 1101 and 6 credit hours of biology. A comprehensive study of the neuro-anatomical basis of complex behavioral processes. Emphasis is given to providing an overview of how neurological and other bodily processes produce and control behavior and how behavior influences neurological processes. Personality is viewed from the perspective of the morphological, physiological, and psychological approaches. The relationship between the internal environment and behaviors, such as food intake control, mating behavior, neural action, emotion, etc., will be discussed.

PSYC 6250 Sensation and Perception (3)

Prerequisite: PSYC 1101. Appraisal of traditional and contemporary psychophysical models of sensation and perception. A study of sensory systems emphasizing behavioral significance of the brain. Emphasis is on the general characteristics of the senses, color perception, illusions, perceptual learning, and attention.

PSYC 6280 Individual Differences (2)

Prerequisite: PSYC 1101. A study of the development of behavior including personality differences, gender differences, neural and hormonal mechanisms, and physiological and functional differences.

PSYC 6310 Learning and Cognition (3)

Prerequisite: PSYC 1101. Empirical, theoretical, and applied topics in classical, operant, and observational learning are presented in conjunction with current cognitive research including perception, attention, memory, thinking, and language development.

PSYC 6530 Abnormal Psychology (3)

Prerequisite: PSYC 1101. Introduction to the study of the mental disorders as presented in the current version of the Diagnostic and Statistical Manual of Mental Disorders. Current and historical approaches to conceptualization and treatment will be included.

PSYC 6650 Group Dynamics (3)

Prerequisite: PSYC 1101. The study of the psychology of small group behavior. The topics covered include situational, physical, and personality factors as they relate to group formation, interaction, and performance.

PSYC 6690 Organizational Behavior (3)

Prerequisite: PSYC 1101. The study of public- and private-sector organizations and the role of personality, group dynamics, internal political influences, interpersonal communications, and ethical behavior.

PSYC 6950 Independent Study in Psychology (3)

Prerequisite: Permission of the instructor. Applied or practical experiences in the area of the student's interest under the supervision and approval of the Department of Psychology.

PSYC 6960 Psychological Reading and Research (3)

Prerequisite: Permission of the instructor. Consent of faculty member and agreement on a reading/research topic are required.

SOCI 6050 Race and Ethnicity (3)

An examination of the development and persistence of racial and ethnic cleavages in societies, especially the United States. Close attention will be given to the historical and economic functions of racism and discrimination, as well as their implications for a pluralistic society.

SOCI 6100 Sociological Theory (3)

A survey of the major theoretical concepts of major writers in sociology from Comte to the present.

SOCI 6150 Social Stratification (3)

Explores the economic, political, and social basis of stratification and inequality in the United States today. Attention is given to the origins and nature of social classes, as well as other social divisions such as occupation, sex, race, ethnicity, wealth, and power.

SOCI 6160 The Family (3)

The American family as a social institution.

SOCI 6180 Social Movements and Collective Behavior (3)

An analysis of mass movements and collective protest from a historical and behavioral perspective. Emphasis is on understanding social movements as both agents and products of social change and their relationship to various other forms of collective phenomena.

SOCI 6210 Juvenile Delinquency (3)

This course emphasizes three areas of the problem of juvenile delinquency-causation, treatment, and prevention.

SOCI 6230 Social Change (3)

This course examines the theories, directions, mechanisms, patterns, spheres, and impacts of change at various levels of social organization in society.

SOCI 6350 Political Sociology (3)

A sociological analysis of political systems and power and their relationship to social and economic forces. Attention is given to exploring the question of "Who rules America?" and the processes involved in maintaining and legitimating political order.

SOCI 6400 Population and Environment (3)

An examination of the sociological relationships among population growth, economic policies, natural resources, and environmental degradation. Emphasis is viewing such problems from an ecological perspective and their consequences for future survival.

SOCI 6500 Occupations and Organizations (3)

An analysis of occupations, professions, and work roles from an organizational perspective. Attention is paid to such topics as occupational inequalities, mobility, and professional ethics, as well as the effect of technology on work and job satisfaction.

SOCI 6600 Deviance (3)

A study of the causes and consequences of behaviors labeled problematic and reactions to them on the part of American society.

SOCI 7000 Readings and Research in Social Problems (3)

Prerequisite: Permission of the Instructor.

SOCI 7800 Independent Study (3)

Prerequisite: Permission of the Instructor.

SOSC 7000 Contemporary World Social Awareness (1-3)

Interdisciplinary readings and research course taught in a seminar format. The course will explain the historical, political, and social implications of issues in the contemporary world.

Special Education Courses**SPED 5002 Transition and Post-Secondary Planning for Students with Disabilities (3)**

This course emphasizes the educator's role in the preparation for the transition of the students with disabilities from secondary school to adult living. Functional academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are all addressed.

SPED 5047/ECED 5047/EDUC 5047 Effective Teaching Strategies Lab (2)

This graduate level field lab is designed to provide pre-service teachers with a hands-on approach to the three roles and twelve competencies within the metacognitive model of the teacher education program. Students will be required to participate in classroom-based activities which are designed to focus on their roles as decision-maker, facilitator, and leader and which will serve to prepare them to assume the responsibilities inherent in the internship.

SPED 5404 Specific Strategies for Students with Mild Disabilities at Secondary Level (3)

This course is an overview of theory and research in identifying effective methods for teaching adolescents with mild disabilities. Appropriate materials are identified for use in teaching youth with mild disabilities. Exhibition of content mastery through teaching demonstrations and production of action research is required.

SPED 6000 Advanced Educational Assessment of Exceptional Child/Adolescents (3)

Prerequisite: EDUC 3002 or SPED 4000 or the equivalent, Educational Assessment or its equivalent. An in-depth study of psychoeducational evaluation of school-age individuals from diverse backgrounds. Students complete extensive diagnostic evaluations of students with differing social, behavioral, cultural, and academic characteristics. Demonstration of skills in review, analysis and production of research related to transdisciplinary assessment of school-age individuals is required.

SPED 6001 Managing Students with Problem Behaviors (3)

Prerequisite: SPED 4001 or a course in Applied Behavioral Analysis. This course explores psychoeducational and environmental management theories. Special emphasis will include life-space interviewing and aggression management. Students will demonstrate content mastery through action research projects.

SPED 6002 Career Development for Students with Disabilities (3)

A course investigating the infusion of career education in the general classroom and special education curriculum. Preparation for transition to adult life will also be covered. Demonstration of skills in review, analysis and production of research is required.

SPED 6003 Specific Language Disorders (3)

This course addresses current information regarding the speech and language development of exceptional children, including non-English speaking and diverse cultural and racial groups.

SPED 6004 Advanced Technological Applications for Educating Individuals with Disabilities (3)

A study of technology available to support educational and life needs of individuals with disabilities. Demonstration of skills through action research projects and field-based applications is required. This may be offered as a web-based course.

SPED 6005 Advanced Curriculum Development for Students with Disabilities (3)

Advanced studies of class organization, curricular design and adaptation, interventions, and techniques of teaching children from diverse backgrounds with significant behavioral, intellectual, or learning disabilities in a variety of settings. Demonstration of content mastery through clinical teaching demonstrations and action research project is required.

SPED 6006 Working with Parents of Exceptional Children (3)

This course is designed to teach the techniques which an educator uses in communicating with parents of exceptional children from various cultures. The means of interpreting the nature of capping conditions, test scores, and school programs to parents in order to get maximum home reinforcement of the attitudes, skills and knowledge taught in school are covered.

SPED 6046/EDUC 6046 Effective Teaching Strategies (3)

This course is designed to instruct students in methods of enhancing the public school curriculum. Students will study the forces at work in the community and learn how to use the community to benefit the school curriculum in such diverse areas as language arts, social studies, and the arts and sciences. This course is designed for non-certified, post-baccalaureate candidates.

SPED 7300 Interventions for Students with Mild/Moderate Intellectual Disabilities (3)

An advanced course providing in-depth study and applications of effective methods for teaching individuals with mild/moderate intellectual disabilities. Exhibition of content mastery through teaching demonstrations and action research projects is required. This is the required pedagogy course in special education/intellectual disabilities.

SPED 7401 Practicum in Interrelated Special Education (3)

This course provides a supervised practicum in teaching students with mild disabilities in interrelated settings. This is the required capstone course in special education/interrelated. Available on campus, summer only.

SPED 7402 Trends & Issues in Special Education (3)

This course explores the current issues in the special education field. Topics include collaborating with other professionals, supervising para-professionals, utilizing special education research results, the teacher as a researcher, and other topics as they arise. Extensive review, analysis, and production of research is required.

SPED 7403 Specific Strategies for Students with Mild Disabilities at Elementary Level (3)

Advanced study and applications of effective methods for teaching children in elementary schools from diverse backgrounds with mild/moderate disabilities in general classroom and resource settings. Exhibition of content mastery through teaching demonstrations and production of action research is required.

SPED 7500 Issues and Trends in Special Education (3)

Extensive review, analysis, and production of research related to topical issues and trends in special education.

SPED 7901 Problems in Special Education I (3)

This course can serve as an elective for graduate students in special education. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

SPED 7902 Problems in Special Education II (3)

This course can serve as an elective for graduate students in special education. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

Master of Business Administration

The North Georgia College & State University MBA program is designed as a cohort program with a new group of approximately 30 students starting classes each August. For students entering with an undergraduate degree in business, the program can be completed in 21 – 24 months of part-time study. Additional course work prior to the start of the MBA program may be necessary for other students.

The program is offered in Forsyth County. Classes meet two nights per week. Students will carry a six-semester hour course load during the Fall and Spring semesters and no more than a 6 semester hour course load during the Summer.

Application

The MBA application process is a two-step process that involves application and admission to the University as a graduate student followed by evaluation for admission to the MBA program. Applicants to the MBA program must submit a resume and an essay describing career goals and the role that the MBA will play in achieving these goals along with their application to the university. All MBA applicants accepted as graduate students will automatically be forwarded to the MBA Admissions Committee for consideration for admission to the MBA program.

Information about the process for applying to the University as a graduate student is available at: <http://www.ngcsu.edu/enrollment/Graduate/howto.shtml>

Applicants who are currently in the last semester of undergraduate work will be evaluated based on their completed academic work and their current course enrollment. Formal admissions decisions for these students cannot be made until the degree is conferred.

Admissions

There are four types of admission to the MBA program:

- Regular MBA Admission [30 semester hour program]
- Irregular MBA Admission [30 semester hour program]
- Regular MBA with Foundations Admission [includes up to 18 additional semester hours]
- Irregular MBA with Foundations Admission [includes up to 18 additional semester hours]

Enrollment in courses in these programs requires admission to the University as a graduate student, submission of official transcripts from all previous institutions of higher education, three letters of reference, completion of a calculus course, and acceptance to the MBA program. GMAT scores are also required for Regular Admission and for a change of status from Irregular to Regular Admission. Students who have not provided official GMAT scores will be considered for Irregular Admission.

	Application to Foundation Program	Application to MBA Program
Regular	Students without a degree in Business from a university with separate accreditation for business who supply all necessary application materials	Students with a degree in Business from a university with separate accreditation for business who supply all necessary application materials.
Irregular	Same as above but without GMAT scores	Same as above but without GMAT scores

Applicants with a business degree from a college or university with separate accreditation for their business program (AACSB or ACBSP) will be considered for MBA Admissions. For other students, foundation requirements will be evaluated on a course-by-course basis. Applicants who are deficient in one or more foundation areas will be considered for admissions to the MBA with Foundations program (hereafter referred to as “the Foundation program”). Students who successfully complete the Foundation program will be included in the next available MBA cohort following the completion of the Foundation program.

To be considered for admission to an MBA program, applicants must have earned a bachelor's degree from a regionally accredited college or university and have a minimum 2.5 cumulative grade point average on all undergraduate education work attempted. For Regular (MBA or Foundation) Admission, a student must submit GMAT scores of at least 450 that are less than five years old. Professional work experience will also be considered in the admissions process.

The MBA Admissions Committee will select a cohort of students with a diverse background of work and educational experience. Early application is advised since initial acceptance notification will occur during the first week of April. On a space available basis, additional acceptance notifications will occur during the first week of May, June, July, and August.

Applicants with a business degree from a college or university with AACSB or ACBSP accreditation will be assumed to meet the foundation requirements. For other applicants, the MBA Admissions Committee will evaluate previous academic credit for meeting the following foundation requirements:

- ACCT 5300 Accounting Concepts (3) [Financial and Managerial Accounting]
- MGMT 5600 Intro to Management (3)
- MKTG 5700 Introduction to Marketing (3)
- ECON 5205 Survey of Economics (3) [Macro and Micro Economics]
- BUSA 5110 Statistical Analysis (3)
- FINC 5400 Finance Foundations (3)

Foundation courses may be completed as a Regularly or Irregularly admitted student to the Foundation program; through a combination of undergraduate and graduate courses taught by North Georgia or some other regionally accredited school; or by successfully passing exams on the topic. Students completing foundation courses at other universities should seek guidance from the MBA Admissions Committee regarding the appropriateness of the selected courses.

NOTE: The admission letter for students admitted to the Foundation program will indicate foundation topics that must be satisfied prior to starting to the MBA program. A member of the MBA Admissions Committee will meet with each student individually to address options for completing foundation requirements (see Options Matrix at <http://www.ngcsu.edu/mba/>).

Transfer credit will be evaluated for use in meeting foundation requirements and as possible elective credit in the MBA program. Foundation requirements can be met with undergraduate or graduate course work. Transfer credit for use as elective credit in the MBA program is evaluated on a case-by-case basis and is limited to 6 semester hours from regionally accredited graduate programs. Students must have earned a grade of B or higher in any course considered for elective credit in the MBA program. All credit presented for the MBA degree must have been earned within six years of the date of graduation from the MBA program. Foundation courses are not included in the six-year time limit.

International Applicants to the MBA Program

In addition to requirements for admission to the University and GMAT requirements for all MBA applicants, all official international transcripts must have a foreign credential evaluation done by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. The evaluation must be sent directly from the agency to the Office of Graduate Admissions, North Georgia College & State University, 82 College Circle, Price Memorial Hall, Dahlonega, GA 30597. North Georgia accepts evaluations from Josef Silney & Associates, Inc. and World Education Services (WES).

International applicants whose native language is not English must submit TOEFL or IELTS scores. Minimum acceptable scores on the TOEFL are 550 on the paper version; 213 on the computer version; 79 on the internet version; or 6 on the IELTS. This requirement is waived for international students who have received a degree from an accredited institution in the U.S. or from institutions in countries where English is the primary language.

Curriculum

The MBA student earns 30 semester hours of credit at the 6000 level and up to 18 semester hours in foundation courses. The 30 semester hours of 6000 level credit include 24 semester hours of required course work and 6 semester hours of approved electives.

Foundation – up to 18 semester hours

ACCT 5300	Accounting Concepts (3) [Financial and Managerial Accounting]
MGMT 5600	Intro to Management (3)
MKTG 5700	Introduction to Marketing (3)
ECON 5205	Survey of Economics (3) [Macro and Micro Economics]
BUSA 5110	Statistical Analysis (3)
FINC 5400	Finance Foundations (3)

Core Courses – 24 semester hours

MGMT 6600	Leadership and Motivation (3)
ACCT 6300	Accounting for Decision Making (3)
MKTG 6705	Marketing Management (3)
FINC 6400	Financial Management (3)
ECON 6205	Economics and Decision Making (3)
MGMT 6620	Operations Management with Management Science (3)
BUSA 2900	Strategic Management in a Global Environment (3)
MGMT 6610	Information Management (2)
BUSA 6990	Capstone Leadership Experience (1)

Electives – 6 semester hours (select two three-hour courses)

*Accounting electives require the equivalent of Intermediate II as a pre-requisite; pre-requisites for the other electives will be completed during the first year of the core courses.

ACCT 6310*	Accounting Research
ACCT 6320*	Accounting Seminar
FINC 6430	Bank Management
FINC 6470	Investment Management
MGMT 6630	Project Mgt. and Control
MGMT 6640	Seminar in Management
MKTG 6710	Marketing Communications
MKTG 6720	Future Marketing

Satisfactory Progress

Students are expected to maintain a cumulative GPA of 3.0 with no grades below a B. A cumulative GPA of 3.0 or higher is required for graduation. Any grade below a C will be grounds for dismissal from the program. Students who earn a grade of C (or below) in a course must repeat the course with a grade of B or better before advancing in the program. Students who earn more than one C (or below) will be dismissed from the program.

If a student withdraws from a course during a Fall or Spring, the student will not be allowed to continue in the program with the current cohort. The student may apply for readmission as part of a later cohort.

Grades of Incomplete are only allowed for non-academic reasons and will be addressed on a case-by-case basis.

Transient Credit

MBA students will be expected to take all course work as part of the MBA cohort. The only exception relates to elective courses. Students may request permission to take elective courses at another university. The total number of hours taken at another university that may be included in credit presented for the MBA degree is limited to 6 hours (beyond the foundation courses).

Work Expectations

Work experience is desired but not required for admissions. While enrolled in the MBA program all students are expected to be employed. Some class assignments will require students to draw from experiences in their current workplace.

Additional Information

For additional information about the MBA program, see <http://northgeorgiamba.com> or contact:

**Master of Business Administration Program
Mike Cottrell School of Business
Newton Oakes Center
Dahlonega, GA 30597**

MBA Course Descriptions

Foundation Courses

ACCT 5300 Accounting Concepts (3)

An overview of basic financial and managerial accounting topics to include: financial statements; internal controls; basic managerial accounting concepts; and analyses applied by managers, investors and other business stakeholders in the use of accounting reports.

BUSA 5110 Statistical Analysis (3)

Develops an ability to interpret and analyze business data in a managerial decision-making context. Managerial applications are stressed in a coverage of descriptive statistics, probability, sampling, statistical inference, experimental design, regression analysis, and statistical tools for continual improvement. This is a foundation course.

ECON 5205 Survey of Economics (3)

Develops a basic understanding of a broad range of macro and micro economic topics including, the theories of supply and demand, the business cycle, GDP, the theory of the firm, and price elasticities, and consumer choice theory.

FINC 5400 Finance Foundations (3)

A study of financial concepts with emphasis on understanding how the principles of financial management can be used to enhance the value of a firm. Topics include the time value of money, financial statement analysis, financial markets and interest rates.

MGMT 5600 Introduction to Management (3)

Major emphasis is placed on planning, organizing, controlling, and leading the organization to improve performance. Attention is given to methods of building cooperation between functional areas within an organization and to building and operating cooperative alliances at an industry, national, or international level.

MKTG 5700 Introduction to Marketing (3)

Study of the marketing of goods and services in a global economy with emphasis on the identification of target markets and the elements required to develop effective marketing strategies. The course describes the marketing environment and elements of consumer behavior, and introduces emerging market technologies. The course reinforces the importance of ethics and social responsibility in the operation of the market system.

Core Courses**ACCT 6300 Accounting for Decision Making (3)**

A study of accounting issues confronted by managers and will include pricing and sales decisions, tax implications of business form and business decisions, and financial statement analysis.

BUSA 6900 Strategic Management in a Global Environment (3)

Business Strategy is a capstone course integrating prior MBA knowledge specifically applied to the growing challenges of globalization. The context of business strategy is portrayed in an environment of intensifying competition, evolving political economy, cultural dynamics, and multinational commerce. The course responds to the need for both small and large businesses to consider globalization as a critical element of their strategic focus. Special course coverage provides the student with international perspectives on such topics as leadership, value chain integration, entrepreneurship, and ethics.

BUSA 6990 Leadership Capstone Experience (1)

The course will be a capstone project integrating all courses in the MBA program. Student team (4-5) will investigate a problem/issue associated with an organization or community in the North Georgia region, conduct research, write a report, and present results to a board of MBA faculty (2-3), Mike Cottrell School of Business Council member (1-2), and at least one representative from the organization/community in which the problem/issue was selected.

ECON 6205 Economics and Decision Making (3)

Quantitative economics draws on analysis for such concepts as cost, demand, profit, competition, pricing, entry strategy, and market protection strategy. It bridges the gap between the analytical problems and the day-to-day decisions that managers face. The aim of the course is to complement managers' intuition and personal style of analysis by decision techniques that make easier a thorough, systematic examination of the problem at hand and its feasible alternative solutions. The course will use statistical analysis to enrich decision making precision.

FINC 6400 Financial Management (3)

This course provides the requisite financial theory for all MBA students, which will allow them to assume leadership roles in the financial decision-making process within their organizations. The course includes the essential theories of markets, risk, return and valuation and how these theories are applied to financial management decisions.

MGMT 6600 Leadership and Motivation (3)

The course will focus on the traits, motives, and characteristics of effective leaders. Various models and theories of leadership and motivation will be examined through class discussion and application to contemporary cases. Course content will include the nature of leadership in cross-cultural and diverse environments, as well as emphasis placed on the role of ethics and systems of ethical decision making that leaders are faced with in contemporary business environments.

MGMT 6610 Information Management (2)

A comprehensive review of information management as it relates to the information-age organization. The major focus is on information systems that guide decision making, support collaboration, and facilitate organizational effectiveness.

MGMT 6620 Operations Management with Management Science (3)

This course focuses on design, integration, and improvement of the interrelated work activities that combine to produce an organization's goods or services. Quantitative models useful for operations analysis and decision-making are included.

MKTG 6705 Marketing Management (3)

This is a master's level marketing course with applications that provides an in depth look at the role of marketing management through a strategic perspective. The course is a broad study of the many ways that this approach is used by businesses and nonprofit organizations to manage marketing activities. The overall emphasis is placed on understanding the rapid changes placed on marketing managers by such forces as the synergy between information systems and the Internet. The course reinforces the importance of ethics and social responsibility in the operation of the market system.

Elective Courses**ACCT 6310 Accounting Research (3)**

The basic concepts of research of accounting, auditing, and tax issues are explored. The course includes evaluation and statement of accounting problems; finding, accessing and evaluating accounting information; evaluating the larger business, social, and ethical constraints of the problems being considered, and communicating the results to professionals and clients.

ACCT 6320 Accounting Seminar (3)

A study including critical analysis and evaluation of real financial reporting or auditing cases exposing students to current professional issues and topics.

FINC 6430 Bank Management (3)

This course addresses financial management of firms that specialize in deposit-type financial assets (i.e., commercial banks and bank holding companies, savings organizations, and credit unions). Specific topics include: legal/regulatory structure, market dynamics, performance analysis, asset/liability management, liquidity management, and loan analysis, and capital management issues.

FINC 6470 Investment Management (3)

A study of the techniques, vehicles, and strategies for implementing investment goals in light of risk-return tradeoffs. The course focuses on both individual securities and on portfolios of securities.

MGMT 6630 Project Management and Control (3)

MGMT 6610 is a study of the theory, techniques, and strategies for the planning, implementation and control of projects in organizations. Emphasis is on managing both the technical and human aspects of the project management discipline. The course focuses significant attention on the project lifecycle, proven tools, processes and techniques, as well as the coordination and leadership of projects.

MGMT 6640 Seminar in Management (3)

A study of the techniques and strategies for implementing management goals. The course focuses on both individual decision making and corporate decision making.

MKTG 6710 Integrated Marketing Communications (3)

A course designed to study the management of the marketing communications mix. Adopting the perspective of the need for synergy in marketing communications (integrated marketing communications), the first half of the course focuses on the methodological and managerial aspects of advertising and promotions management; the second half focuses on sales management.

MKTG 6720 Future Marketing (3)

An interactive course concentrating on emerging technologies and their effects on marketing strategy and practice. The course considers the impacts of changing global, technological and economic forces on the application of marketing knowledge.

Master of Public Administration

North Georgia College & State University offers a Master of Public Administration (M.P.A.) Program in order to serve qualified, professionally oriented college graduates who aspire to employment in the public sector, in a nonprofit organization, or in a corporate setting having extensive interaction with governmental agencies. The M.P.A. Program is designed to serve students who are currently employed in a public-service organization or contemplate a new career in public and human service. The M.P.A. Program is intended to be challenging in order to make a student's investment of time worthwhile, but also flexible enough to accommodate the schedules of both full-time and part-time students and to allow students with a variety of interests to profit from the program's curricular options.

Applications from prospective graduate students are welcome year `round. A student accepted into the program may begin to pursue graduate study in any semester, provided that work begins within 12 months of the student's offer of admission to the M.P.A. Program.

Admissions

The following requirements apply to admission for regular status as a graduate student in the M.P.A. Program.

- A bachelor's degree from a regionally accredited institution must have been earned. Official transcripts from all colleges and universities at which undergraduate or graduate study was undertaken, whether or not a degree was awarded, must be submitted. (Failure to submit all transcripts may be a basis for denial of admission or subsequent termination from the program.)
- A minimum undergraduate grade-point average (GPA) of 2.5 on a 4.0 scale.
- A combined score (sum of verbal and quantitative scores) of at least 800 on the Graduate Record Examination (GRE) or of at least 420 on the Graduate Management Admissions Test (GMAT) is required.
- Three letters of recommendation on forms supplied by the Office of Graduate Admissions must be submitted by the applicant's references.

The M.P.A. Program Coordinator will have the option, in appropriate but rare cases, to recommend a student for admission with provisional status. This may occur where the letters of recommendation are inadequate to establish professional potential, or where the applicant's undergraduate GPA or test scores are lower than prescribed. If a provisional student does not earn a 3.0 grade-point average in his or her first six semester hours, the student will be dismissed from the program.

An applicant whose verbal score is less than 420 on the GRE or 25 on the GMAT must complete BUSA 2108, Communicating in the Business Environment, or ENGL 3160, Technical and Professional Writing, and earn at least a B. (If the student earns a C, provisional status may be available as described above.) An applicant whose quantitative score is less than 420 on the GRE or 25 on the GMAT must complete MATH 1101, Mathematics Models, or MATH 1113, Precalculus, and earn at least a B. (If the student earns a C, provisional status may be available as described above.)

Although the acceptance of any transfer credit is contingent upon approval of the M.P.A. admissions committee, no more than 6 semester hours of transfer credit may be transferred into NGCSU's M.P.A. Program under any circumstances. Transfer credit will not be given for any course in which a grade of less than a B was earned. Other requirements pertaining to transfer credit appear in the Academic Guidelines section of this bulletin.

Curriculum

The M.P.A. student earns 27 semester hours of core courses and 9 semester hours in a concentration, and must complete an internship.

A. Core Courses- 27 semester hours. The core courses (3 semester hours each) are

POLS 7200	Leadership and Organizational Theory
POLS 7220	Politics and Bureaucracy
POLS 7290	Ethics for Public Service
POLS 7300	Public Budgeting
POLS 7320	Public Policy Analysis
POLS 7380	Public Personnel Administration
POLS 7600	Statistics for Public Management
POLS 7660	Information and Operations Management
POLS 7890	Public Management

B. Concentration- 9 semester hours

Each student selects a concentration involving three courses accounting for 9 semester hours of credit. The student's selection of a concentration and of any electives in the concentration requires the approval of the faculty advisor.

Criminal Justice Administration

Three of the following:

CRJU 6003	Court Administration
CRJU 6004	Correctional Administration
CRJU 6020	Law Enforcement and Management Systems
CRJU/POLS 6112	The Judicial System and Judicial Process
CRJU 6550	Law and Society
CRJU 7900	Special Topics in Criminal Justice
CRJU 7940	Independent Study in Criminal Justice

Public Affairs

This is a traditional track. Students pursuing this concentration may select 9 semester hours of electives from any of the courses listed in the core or the other concentrations or from the following list, subject to approval by the faculty advisor.

POLS 6106	State and Local Government
POLS 6111	The Presidency
POLS 6310	Political Leadership
POLS 6380	Marketing for Nonprofit Organizations
POLS 7250	Government and Business
POLS 7420	Seminar in Intergovernmental Administration
POLS 7460	Local Government Administration
POLS 7580	Raising Funds and Attracting Grants
POLS 7640	Technology in Public Management
POLS 7810	Administrative Law
POLS 7900	Special Topics in Public Administration
POLS 7940	Independent Study in Public Administration
PSYC 6690	Organizational Behavior

Public Health Administration

HADM 5501	Health Care Systems
HADM 5502	Public Health Administration
HADM 5801	Research Methods in Health Care

Not every concentration and elective course may be available at all times.

C. Internship

An internship (POLS 7980, Internship in Public Administration) is required of all students who do not have at least two years of professional experience in public-service organizations as determined by the M.P.A. Program Coordinator. The internship requires a full-time professional experience in a public-service organization for ten weeks.

In order to be exempted from the internship requirement, an applicant must document two years of professional experience in public service and apply for an exemption. The application should be submitted at the time of application to the program. The M.P.A. Program Coordinator shall decide whether the applicant qualifies for the exemption, subject to review by the M.P.A. Program admissions committee. Any student who does not secure an exemption in this manner will be expected to complete an internship.

D. Comprehensive Examination

Each student is required to pass a written comprehensive examination during his or her last semester of enrollment.

Graduation Requirements

In order to receive an M.P.A. degree, a student must earn a minimum of 30 semester hours of graduate credit at North Georgia College & State University which are applicable to the core-course and concentration requirement of the M.P.A. and which have not been presented for any other degree.

A grade-point average (GPA) of 3.0 or greater for all graduate courses and a 3.0 or greater in courses presented for the degree, successful completion of the internship, and successful completion of the comprehensive examination of the program are required for conferral of the M.P.A. degree. No degree will be conferred on a student who has an unresolved "I" mark remaining on his or her record. Every course taken by a student will affect the student's GPA. However, no course in which a grade below a C is earned will fulfill any degree requirements; furthermore, the third and subsequent graduate course in which a grade of C is earned will not serve to fulfill any degree requirements. If a student repeats a course, all enrollments in the same course will be counted in the computation of the GPA; however, the number of semester hours earned will not increase (except in the case of a special-topics or independent-study course where the topic varies).

Academic Standards

Students are expected to perform in accordance with the standards stated in the Academic Guidelines section of this bulletin.

No student carrying two "I" marks, either of which has extended over one academic semester, may enroll in additional course work without the written consent of the M.P.A. Program Coordinator.

The maximum course load is 15 semester hours in the fall and spring and 12 in the summer. No course, including any course transferred in from another institution, may be presented for credit for the M.P.A. degree if it has been taken more than six calendar years before the date of conferral of the degree.

All of the rules, regulations, and standards published in the "Regulations of the M.P.A. Program" are incorporated by reference in this bulletin. Each student is responsible for obtaining a copy of this document and for adhering to its contents.

Additional Information

Application forms and information regarding the Graduate Record Examination and the Graduate Management Admissions Test may be obtained from the Office of Testing. Transcripts should be sent to the attention of the Office of Graduate Admissions. The addresses are

Graduate Admissions NGCSU Dahlonega, Georgia 30597-1001 (706) 864-1543	Office of Testing NGCSU Dahlonega, Georgia 30597-1001 (706) 867-2857
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For specific information about the M.P.A. Program, call or write to the M.P.A. Program Office:

**Master of Public Administration Program
Department of Political Science and Criminal Justice
Will D. Young Social Science Center
North Georgia College & State University
Dahlonega, Georgia 30597-1001
(706) 864-1916**

MPA Course Descriptions

MPA Courses

POLS 6106 State and Local Government (3)

Study of the laws and traditions that determine the structures and operations of state and local governments in the United States.

POLS 6111 The Presidency (3)

This course provides students with both a historical and analytical perspective of the American presidency. The president's roles as chief executive, ceremonial head of the U. S. government, chief diplomat, titular head of his party, and others are examined. The president's relationship and interaction with the legislative and judicial branches, other governmental institutions, interest groups, and the electorate will be studied.

POLS 6112/CRJU 6112 The Judicial System and Judicial Process (3)

A systematic study of the judicial system and its role in the administrative process.

POLS 6310 Political Leadership (3)

This course will focus on a variety of historical and contemporary figures to determine how their leadership styles and ideas on leadership have influenced and motivated both individuals and groups of people in the political sense. Assignments and discussion will center on what strategies, motivations, tactics, and actions constitute an effective political leader.

POLS 6380 Marketing for Nonprofit Organizations (3)

This course examines marketing concepts, methods, and activities as they are applied in public and nonprofit organizations.

POLS 7200 Leadership and Organizational Theory (3)

This course examines how people behave in organizations and how organizations function. We assume that the behavior of people in an organization ultimately determines the success or failure of that organization.

POLS 7220 Politics and Bureaucracy (3)

A survey of the political relationships that permeate bureaucratic organizations, especially government bureaucracies. The course will focus on relationships among levels and branches of government, government agencies, political parties, news media, and interest groups. Uses of power by government agencies, the role of expertise in enhancing administrative influence, the implications of governmental organization and reorganization, and ethical and unethical behavior in public service will be examined.

POLS 7250 Government and Business (3)

A study of the impact that the public and private sectors exert on one another. The seminar will focus on governmental regulation of business, government's role as referee of commercial disputes, business's influence on public policy making, and the opportunity for the rank and file of the public and labor to influence decision making by elected officials and management.

POLS 7290 Ethics for Public Service (3)

A study of ethical and unethical behavior in the public service. Topics will include legal standards, mores affecting ethical behavior, corruption, whistle-blowing, privacy, equity, and the countervailing demands for government activism and individualism.

POLS 7300 Public Budgeting (3)

An examination of the development and structure of the public financial sectors, the principles and roles of operating and capital budgets in public organizations, and the relationships between funding mechanisms and public policy. The course includes an introduction to public economics and financial reporting.

POLS 7320 Public Policy Analysis (3)

A study of models explaining the development of public policies and of empirical methods of analyzing and evaluating public policy. The course includes discussions of principles of strategic planning and public economics, designs for conducting policy research, and ethics as a criterion of sound public policy.

POLS 7380 Public Personnel Administration (3)

Study of systems of employee recruitment, appointment, career development, reductions in force, and termination of employment in the public service. Employee-management relations, including public-employee unions, will be examined. Fair employment practices will be discussed.

POLS 7420 Seminar in Intergovernmental Administration (3)

Seminar examining the laws, regulations, processes, and results that are involved in administering programs jointly involving the various levels of government in the United States.

POLS 7460 Local Government Administration (3)

An examination of the characteristic managerial problems of the several functions of local government such as police, fire, health, social services, transportation, traffic, public works, parks, recreation, and zoning.

POLS 7580 Raising Funds and Attracting Grants (3)

A survey of methods and strategies of implementing a fund-raising program and applying successfully for grants. Students are encouraged to complete POLS 6380 before or while taking POLS 7580.

POLS 7600 Statistics for Public Management (3)

Prerequisite: Students may be required to complete remedial preparation as a condition of admission to the M.P.A. Program. For students not enrolled in the M.P.A. Program, permission of the instructor is required. Study of quantitative methods oriented toward decision-making in the public sector. Probability and statistical inference will be introduced. Methods for determining associations between interval-, ordinal-, and nominal-level variables will be presented, including chi-square, gamma, lambda, and linear regression. Research methods and forecasting will be discussed.

POLS 7640 Technology in Public Management (3)

Study of the use of computer technology in public management. Topics include operating systems, word processing, spreadsheet applications, statistical applications, and the role of computers in such public-management functions as capital and human-resource management. The impact of computers on management, labor, and clients will be examined.

POLS 7660 Information and Operations Management (3)

This course presents two approaches to operating a public or nonprofit agency productively. One approach involves the use of information technology with such software as Microsoft Excel and Microsoft Access. The other approach involves the application of operations management for optimizing the efficiency of the agency. Operations-management methods include linear programming, computer simulation, job design, facility location, forecasting, aggregate planning, inventory control, scheduling, and quality assurance.

POLS 7810 Administrative Law (3)

Study of the basic legal framework of administrative organization and the rules governing administrative powers and their exercise. The legal procedures for the enforcement of bureaucratic responsibility in a democratic state will be examined.

POLS 7890 Public Management (3)

Prerequisite/Corequisite: Completion of other core courses and courses in concentration. A capstone course which integrates the study of managerial techniques to develop professionals who are capable of managing public service organizations effectively and ethically. Discussion and practice in strategic planning and financial reporting are included.

POLS 7900 Special Topics in Public Administration (Variable Credit)

Prerequisite: Determined by course content. A seminar on topics which will vary according to instructor and student interest. With a change in topic, this course may be repeated for credit.

POLS 7940 Independent Study in Public Administration (Variable Credit)

Prerequisite: Permission of M.P.A. Program Coordinator. Research conducted by a student under the supervision of a faculty member, with regular conferences between instructor and student. A written research report is required; a copy must be filed in the office of the M.P.A. Program Coordinator before a final grade is recorded. With a change in topic, this course may be repeated for credit.

POLS 7980 Internship in Public Service (Non-credit)

Prerequisite: Permission of M.P.A. Program Coordinator. Corequisite: POLS 7890. The advanced M.P.A. student, once obtaining a placement in a public service organization, will gain on-site experience and utilize skills obtained in the academic setting. The placement will involve a minimum of 10 weeks of full-time activity under supervision by a qualified manager.

Criminal Justice Concentration Courses

CRJU 6003 Court Administration (3)

An overview of the criminal court system, focusing on the policy roles maintained by its key participants. This course will pay particular attention to the nature of the court as an informal organization and the interrelationships that determine its operation. The models of the justice system will also be reviewed with an analytic examination of issues as they relate to due process, operational concerns, and policy makers.

CRJU 6004 Correctional Administration (3)

An analysis of policy, theory and research pertinent to the management of jails, prisons, and community correctional facilities. Also included are a review of the historical development of correctional policies and a critical analysis of current and future issues of corrections and correctional administration.

CRJU 6112/POLS 6112 The Judicial System and Judicial Process (3)

A systematic study of the judicial system and its role in the administration of justice.

CRJU 6020 Law Enforcement and Management Systems (3)

This course will discuss factors and issues associated with the management of law enforcement agencies. Supervisory issues such as morale, hiring personnel, and personnel grievances will be examined. Management skills associated with employee motivation, communication, and managing stress will also be discussed.

CRJU 6550 Law and Society (3)

A general overview of how laws can affect society and how people's attitudes can affect the law. It will deal with several landmark cases and laws including *Brown v. Board of Education* (desegregation), *Roe v. Wade* (abortion), prohibition laws, drug abuse laws, and laws against homosexuality. The course will be taught in a seminar format.

CRJU 7900 Special Topics in Criminal Justice (Variable Credit)

Prerequisite: Determined by course content. A seminar on topics which will vary according to instructor and student interest. With a change in topic, this course may be repeated for credit.

CRJU 7940 Independent Study in Criminal Justice (Variable Credit)

Prerequisite: Permission of M.P.A. Program Coordinator. Research conducted by a student under the supervision of a faculty member, with regular conferences between instructor and student. A written research report is required; a copy must be filed in the office of the M.P.A. Program Coordinator before a final grade is recorded. With a change in topic, this course may be repeated for credit.

Health Administration Concentration Courses

HADM 5501 Health Care Systems (3)

A comprehensive study of health-care delivery systems is presented from an international perspective. Emphasis is on comparison/contrast of types of systems, settings for delivery of care, and public versus privately managed care. Variables relative to sociopolitical, cultural, economic, legal, and ethical factors are discussed in relation to health-care systems.

HADM 5502 Public Health Administration (3)

An in-depth study of public policy, power, authority, responsibility, and accountability related to public-health administration. Topics include public-health organizational structures, the role of the government, intradisciplinary/interdisciplinary relationships and communication, scope of practice for various health-care personnel, administrative/leadership theories, change, advocacy, and budgeting. Practicum experience may be negotiated.

HADM 5801 Research Methods in Health Care (3)

This course explores the conduct, critique, and utilization of research in health care. Topics include an overview of health-care research including qualitative and quantitative research methodology, planning the research process, and the pragmatics of implementation, interpretation, and utilization of research findings. Ethics and funding sources are presented. Students will design a research proposal and conduct a political study for a selected health-care topic.

MPA Courses in Other Departments**PSYC 6690 Organizational Behavior (3)**

The study of public and private sector organizations and the role of individual personality group dynamics, internal and external political influences, interpersonal communication, and ethical behavior.

Master of Science in Community Counseling

The Master of Science degree in Community Counseling is a 49-hour program of study designed to prepare individuals to function as counselors in mental health centers, community agencies, governmental agencies, employee assistance programs, prisons, psychiatric hospitals, drug and alcohol abuse treatment programs, college and university counseling centers, religious settings, and private practice. The Master of Science program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA).

Designed to allow individuals to progress through the program at their own rate, the program offers courses in the late afternoon and evening. The mission of this degree program is to

- Provide students with the most comprehensive and up-to-date knowledge and skills in the field of counseling;
- Prepare students by exposing them to practical experiences in counseling settings;
- Serve the region by preparing trained counselors for the North Georgia communities;
- Provide training in diversity and in awareness of the impact of diversity on client populations and communities;
- Develop an awareness of ethical, legal, and bio-psycho-social factors in counseling;
- Maintain excellence in teaching, scholarship, and service for the faculty and students in the department; and
- Provide services for the broader North Georgia communities through practicum placements, internships, and the professional endeavors of those in the NGCSU Community Counseling Program.

Admissions

Admission and good standing in the Community Counseling program is based on the candidate's potential for graduate study, previous preparation and experience, and the possession of personal qualities that contribute to success as a counselor. Although no specific undergraduate major is required for admission to the program, students with backgrounds in related fields such as psychology, education, sociology, criminal justice, Spanish, biology, and nursing are best prepared to enter the discipline.

Factors related to the admission process for the M.S. degree in Community Counseling include:

1. Academic potential as measured by undergraduate GPA and GRE (V+Q) scores;
2. Professional experiences in the helping professions (a resume is required);
3. Non-academic experiences that add breadth in understanding the human condition (e.g., experiences with special populations; experiences demonstrating superior coping skills);
4. Recommendations from persons able to address the student in areas 1-3;
5. A personal statement indicating personal insight, professional awareness, and commitment to the counseling profession; and
6. Personal interview with counseling faculty.

Additional Requirements

*A cumulative GPA of 3.0 is required for graduation from the Community Counseling program. Degree objectives may require more than the minimum number of hours to meet certain professional standards.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in practica, applied practice, and course work. A student may be withdrawn from a course and/or dismissed from the program if the welfare of the student's clientele or prospective clientele, or the functioning of the school or agency is, in the judgment of the Community Counseling faculty, in jeopardy as a result of the student's behavior.

Transfer Hours

Students may transfer up to six semester hours of appropriate graduate credit earned at another institution into the Community Counseling program. These credits must be acceptable to the Program Admissions Committee. The rationale for this requirement is to maintain program integrity and ensure that students receive the quality training in counseling that the degree entails.

PROFESSIONAL CURRICULUM FOR COMMUNITY COUNSELING

Professional Core (26 Semester Hours)

COUN 6020	Introduction to Professional Counseling	3 hrs.
COUN 6150	Counseling Ethics	2 hrs.
COUN 7260	Counseling Theory	3 hrs.
COUN 7320	Life Span Development	3 hrs.
COUN 7340	Multicultural Counseling	3 hrs.
COUN 7450	Group Counseling	3 hrs.
COUN 7900	Research Methods in Counseling	3 hrs.

Option I or Option II (6 Semester Hours)

Option I

COUN 7840	Thesis	6 hrs.
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Option II

	Additional Counseling Course Work	3 hrs.
COUN 7980	Professional Paper	3 hrs.

Major Course Work (15 Semester Hours)

COUN 6010	Psychological Helping Skills	3 hrs.
COUN 7150	Psychopathological Diagnosis	3 hrs.
COUN 7280	Family Counseling	3 hrs.
COUN 7300	Career Development Counseling	3 hrs.
COUN 7950	Psychological Assessment	3 hrs.

Applied Practice Sequence (8 Semester Hours)

COUN 7660C	Counseling Practicum (100 clock hours)	3 hrs.
COUN 7680C	Counseling Internship (600 clock hours)	5 hrs.

TOTAL: MINIMUM OF 49 SEMESTER HOURS

Community Counseling Course Descriptions

A. Professional Core (26 semester hours)

COUN 6020 Introduction to Professional Counseling (3)

This course provides an overview of the counseling profession including history, professional identity, and ethical/legal concerns. Students become familiar with multicultural diversity, research, and professional/organizational issues as they apply to the professional counselor.

COUN 6150 Counseling Ethics (2)

This course provides the rationale for basic ethical, legal, and practical professional standards governing practice in counseling, especially as defined by the American Counseling Association. Emphasis is placed on practice within agency or organizational settings.

COUN 7260 Counseling Theory (3)

This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

COUN 7320 Life Span Development (3)

This course provides a framework of the theoretical understanding of human development from birth to later adulthood, including issues of gender, family, and socialization. The course is intended to illustrate the normal developmental processes that occur over a life span and sensitize counselors to events that may lead to a disruption of events that may eventually lead a person to seek counseling.

COUN 7340 Multicultural Counseling (3)

This course enhances and advances knowledge, skills, and sensitivity to diverse populations in the counseling process. The student learns about the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

COUN 7450 Group Counseling (3)

This course provides the opportunity to learn and to apply various systems for group counseling, skills related to group leadership and member participation, goals of selected group systems, multi-cultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling. **Prerequisite: Counseling Theory.**

COUN 7900 Research Methods In Counseling (3)

Students study research methods, procedures, and designs as appropriate to the field of counseling, understanding that it is important for students to conduct research and appreciate the research designs used by counselors in the field. Preparation of research abstract, proposal, and design are also included.

Option I or Option II (6 semester hours are required)

Option I

COUN 7840 Thesis (6)

This course requires the student to complete an original research project in the professional counseling field with the guidance and direction of the student's major advisor. The student will defend the thesis to his/her advisor and advisory committee. **Prerequisites: Research Methods in Counseling, completion of at least 33 semester hours within the counseling program, and consent of instructor.**

Option II

COUN 7980 Professional Paper (3)

This course requires the student to complete a publishable or presentable paper on a significant issue or theory in the professional counseling field. To apply their expanding knowledge about research design and statistics, students will develop and conduct their own research study. **Prerequisite: Research Methods in Counseling, completion of 33 credit hours in the program, and consent of instructor.**

B. Major (15 semester hours)

COUN 6010 Psychological Helping Skills (3)

This is an introductory course for prospective counselors who seek to develop basic counseling skills and improve interpersonal effectiveness. The course is designed primarily as a personal experience in practicing newly acquired helping skills.

COUN 7150 Psychopathological Diagnosis (3)

This course is designed to assist students in the recognition and categorization of psychological and emotional patterns, which are considered dysfunctional, according to the classification system utilized by the American Psychiatric Association in their *Diagnosis and Statistical Manual Disorders IV-TR* (2000). **Prerequisite: Counseling Theory.**

COUN 7280 Family Counseling (3)

This course provides a comprehensive exploration of the current theories/techniques of marriage, family, and couples counseling. **Prerequisite: Counseling Theory.**

COUN 7300 Career Development Counseling (3)

This course is a survey of career development theories and counseling with an emphasis on multi-cultural diversity issues affecting career counseling, research relevant to career counseling, and ethical and legal issues.

COUN 7950 Psychological Assessment (3)

This course covers the historical, ethical/legal, and professional/organizational issues related to appraisal for counseling professionals. Students are provided with direct laboratory experiences in the professional use and interpretation of assessment tools with required supervision of an appropriately trained and licensed professional.

C. Applied Practice Sequence (8 semester hours)

COUN 7660C Counseling Practicum (3) (100 Clock Hours)

The purpose of the counseling practicum is to introduce graduate counseling students to the practice of counseling with actual clients at a site commensurate with the student's professional interests. **Prerequisites: Counseling Theory, Counseling Ethics, and Psychological Helping Skills.**

COUN 7680C Counseling Internship (5) (600 Clock Hours)

The internship is designed to enable students to practice their skills at their internship sites and to carry out all of the activities and functions that employed counselors perform. **Prerequisite:** **Counseling Practicum and consent of professor.** *Please note: this is a fulltime internship.*

Electives

COUN 6060 Introduction to Gerontological Counseling (3)

This course provides an overview of the unique issues of the specialty of Rehabilitation Counseling and Gerontological fields including history and ethical/legal concerns. Students will become familiar with multi-cultural diversity, research, and professional/organizational as it applies to the Gerontological Counselor.

COUN 6065 Gerontological Development and Issues (3)

This course provides an analysis of the developmental states, progression, and frameworks in Gerontology.

COUN 7240 Substance Abuse Counseling (3)

A study of behavioral and substance additions, including an overview of differential treatment. **Prerequisite: Counseling Theory.**

COUN 7540 Consultation and Mediation (3)

This course covers the historical, ethical/legal, and professional/organizational issues related to consultation as a form of professional practice.

COUN 7970 Special Topics Seminar (1-3)

Research and Discussion in Special Topics in Counseling. Analysis of the issues facing the practitioner in contemporary society. Contact department for offering. Consent of professor is required.

Master of Science, with a major in Nursing/Nursing Education

The Master of Science Nursing Education major is a 35 semester hour program of study that prepares students to sit for the National League for Nursing Education Certification Exam and to obtain employment in the field of Nursing Education. Employment settings include colleges and universities, vocational technical schools and hospital education departments. The curriculum supports foundational knowledge for further doctoral education.

The curriculum is primarily offered one day per week for four consecutive semesters for full-time students. Students may also attend part-time. Two practicums/preceptorships provide the student with “hands on” teaching experience in the academic and clinical settings. The final semester includes a Leadership Project to provide an opportunity for students to experience professional growth through a project of their choice. The project may include grant writing, refereed publication, work with a state or national education organization or educational research.

Admissions:

In order to be eligible to apply to the graduate program a candidate must have:

1. BS in Nursing from an accredited school of nursing (Individual Plan of Study may be developed for an RN with a BS in a related field).
2. One year post licensure clinical work experience.
3. Current Georgia RN license.

Those who are eligible to apply should:

1. Submit an application to NGCSU Graduate Admissions as well as:
 - a. Transcripts from all institution's attended (minimum GPA of 2.75)
 - b. Three letters of recommendations.
 - c. Certificate of Immunization form.
 - d. Complete the GRE or MAT exam with satisfactory scores.
2. Submit an application to the Master of Science Nursing Program.
See website for specific dates and forms.

Admission Status:

The MS Program follows the guidelines for admission status as outlined in the NGCSU Graduate Bulletin. Graduate admission **does not guarantee** admission to the MS Nursing Program.

Post-Master's Certificate Students:

Post-Masters Certificate students for the MS Program must hold a graduate degree in nursing from an accredited program. To receive the Post-Masters Certificate in Nursing Education, the student completes 15 credit hours of nursing education course work.

General Information:

The Nursing Education program is 35 credits and 4 semesters in length. Graduates of the program will be prepared to take the NLN nursing education certification exam. Both full-time and part-time study is available. The program meets primarily one day per week for student convenience and access. While face to face instruction is utilized, on line Web enhancement is a component for most courses. Therefore, students must be able to engage in electronic collaboration using email, email attachments, and listservs. Students must be competent using word processing and presentation software. Ease of Internet access and navigation is essential for research and collaboration. Students admitted to the program are required to complete a background check after admission to the program. Each new cohort of Nursing Education

students begins Fall Semester with an application deadline of May15th. Nursing Education students may also begin core courses on a space available basis once admitted to the NGCSU Graduate School and approval by graduate coordinator.

For a graduate application, please visit the NGCSU web site @ www.ngcsu.edu or call Graduate Admissions at (706) 864-1543. For additional information, call the Department of Nursing (706) 867-2800, or write to Department of Nursing, MS Program, North Georgia College & State University, Dahlonega, GA 30597

Academic Policies:

Graduate nursing students progress through the program of study as long as a minimum of a B is earned in each graduate course. Some course grades are comprised of a theory or didactic component as well as a preceptorship component. A satisfactory (S) in preceptorship must be achieved for the student to earn a course grade of B or higher. Also, exams must average a minimum of 75 prior to other grades being added or averaged into the course grade. If less than a 75 average on exams is earned the student will receive a C or less for the course and must repeat the course if eligible to do so. Provisional students who earn less than a B are withdrawn from the program if they have less than 6 credits of B or above have been previously earned credits. Regular students (and provisional students with 6 or more credits) who earn less than a B in a given course may continue in their program of study and retake the course for which a C or lower grade was earned. If the course was a prerequisite to another course they may not proceed into courses for which it was a prerequisite until the course has been successfully completed. Regular admission students (and provisional students with 6 or more credits) **who earn less than a B in two or more courses will be withdrawn from the program.** Those who feel their academic progress was affected by extenuating circumstances may appeal the withdrawal to the MS faculty.

Nonacademic Policies:

Prior to enrollment, the student must have:

1. Georgia Registered Nurse License
2. RN Liability Insurance
3. Accident/Illness Waiver Form
4. Evidence of current CPR certification
5. Background check
6. Department of Nursing Medical Form (this is in addition to the immunization requirements for graduate admissions). It is the student's responsibility to make sure all requirements are up-to-date.

Degree Requirements:

Graduation requirements for the Nursing Education student include;

1. Completion of 35 designated semester hours of study with a cumulative GPA of 3.0 or higher.
2. Satisfactory preceptorship in both clinical and academic settings.
3. Successful passing of the comprehensive examination.
4. Successful completion of the leadership project or thesis.

Master of Science, Nursing Education Program, Program of Study Outline

<u>First Year Fall Semester</u>	<u>Semester Hours</u>
NURS 6050 Introduction to Nursing Education	2
NURS 6060 Curriculum Development in Nursing Education	3
NURS 7130 Advanced Nursing Research	3
<u>First Year Spring Semester</u>	
NURS 6150 Instructional Design and Teaching Strategies for Nursing Education	3
NURS 6250 Assessment, Measurement and Evaluation in Nursing Education	3
NURS 6200 Theory for Advanced Practice	3
<u>First Year Summer Semester</u>	
NURS 7051 Clinical Immersion for Nurse Educators	3
NURS 6020 Advanced Pathophysiology	3
NURS 6031 Health Assessment for Advanced Practice Nurses	3
<u>Second Year Fall Semester</u>	
NURS 7060 Nursing Education Leadership Project	2
NURS 7160 Cultural Competence in the Community	1
NURS 6010 Advanced Pharmacology	3
NURS 6270 Practicum in Academic Nursing Education	3
Total Hours	35 hours

Master of Science, Nursing Education Program, Program of Study Outline (Post Master)

NURS 6050 – Introduction to Nursing Education	2
NURS 6060 – Curriculum Development in Nursing Ed.	3
NURS 6150 – Instruction Design & Teaching Strategies for Nursing Education	3
NURS 6250 – Assessment, Measurement & Evaluation in Nursing Education	3
NURS 6270 – Practicum in Academic Nursing Education	4
Total Hours	15 hours

Nursing Education Course Descriptions

NURS 6010: Advanced Pharmacology (3)

Prerequisites: Acceptance to NGCSU Graduate School

This course builds upon basic knowledge in pharmacology and presents content on pharmacological principles, including pharmacodynamics and pharmacokinetics essential for nurses in advanced practice roles. The course is designed to provide the advanced practice nurse with knowledge of pharmacological agents commonly used in the treatment of young children, adolescents, adults and older adults. Emphasis is on the pharmacological management of common acute and chronic illnesses. Content includes, but is not limited to, drug indications, mechanisms of action, dosages, drug interactions, side effects and allergic responses. Also included is prescriptive drug protocols; the FDA approval process; prescription writing; legal and ethical ramifications of prescription writing and ordering by the advanced practice nurse; legislative and health policy issues pertinent to pharmacology, and client education.

NURS 6020: Advanced Pathophysiology (3)

Prerequisites: Acceptance to NGCSU Graduate School

This course builds upon basic knowledge of physiology, body systems and function, and the relationship between alterations in normal physiology and disease processes. The course is designed to present evidence-based advanced pathophysiological concepts, which include the identification and interpretation of pathophysiological changes, and genetic influences that occur with acute and chronic diseases across the lifespan.

NURS 6031: Health Assessment for Advanced Practice Nurses (2.5 didactic and .5 lab credit hour lab/clinical hour ratio is 1:4)

Prerequisites: Admission to MS in Nursing Program

This course builds upon basic knowledge in health assessment/physical assessment at the undergraduate level. It is designed to expand and refine the student's skill and critical analysis of the history and physical examination of individuals from across the lifespan and various sociocultural backgrounds. It will incorporate health history taking and physical examination at the advanced practice level and the development of a problem list based on synthesis of findings. Documentation, both written and electronic, will be reviewed within the context of maintaining HIPPA requirements and the provision of appropriate coding designations. The focus of the course will be to prepare the student to perform comprehensive and episodic assessments in the primary care setting which are appropriate for the presenting chief complaint, analyze their findings within the realm of evidenced based practice, and utilize a diagnostic reasoning process to arrive at differential diagnoses. The course prepares students to begin clinical practice as an advanced practice nurse.

NURS 6050: Introduction to Nursing Education (2)

Prerequisites: Admission to MS in Nursing Education Program

The role and responsibilities of the nurse educator are introduced. These include, but are not limited to, curriculum development, instructional modalities, student evaluation, program evaluation, student advisement, preceptor selection and development, and lab and clinical instruction. Educator competencies (NLN) are reviewed. Leadership and involvement in professional nursing education organizations are also introduced.

NURS 6060: Curriculum Development in Nursing Education (3)**Prerequisites: Admission to MS in Nursing Education Program**

This course focuses on assessment of the learner, the site, and the program's mission in the development of a curriculum for a nursing education program or a clinical facility. Curriculum theory is used to guide the student in the development of a personal nursing education philosophy. Frameworks and models of curriculum design are critiqued for specific populations. Content selection and sequencing is supported by evidenced-based literature. Course and student outcomes are developed within the context of the total program. The student works to develop a program of study and, within that program, a specific course. NLN's Nurse Educator Competencies are utilized as a standard for curriculum development.

NURS 6150: Instructional Design and Teaching Strategies for Nursing Education (3)**Prerequisites: Admission to MS in Nursing Education Program**

The student is presented with various modalities of course design and delivery. Adult learning theory, learning principles, learning styles, and cultural preferences are reviewed to assist in the development of appropriate teaching strategies and learning activities for specific populations. Information technology and its utilization in instructional delivery are evaluated along with an opportunity to participate in the development of an online unit of instruction. Students also critique and revise existing courses to optimize their appropriateness and effectiveness of delivery. NLN's Nurse Educator Competencies are utilized as a standard for instructional development.

NURS 6200: Advanced Practice Theory (3)**Prerequisites: Acceptance to NGCSU Graduate School**

The purpose of this course is to provide students an opportunity to analyze theoretical concepts, principles, and processes from nursing and other disciplines, in order to formulate a framework for advanced clinical practice. Theories from nursing and related fields are analyzed and critiqued from the perspective of theory development and utilization in advanced nursing practice. Students will synthesize knowledge from family, teaching/learning and developmental theoretical frameworks; nursing models; and related sciences.

NURS 6250: Assessment, Measurement and Evaluation in Nursing Education (3)**Prerequisites: Admission to MS in Nursing Education Program**

Students are introduced to models of institutional and program evaluation. Outcome assessment is reviewed within the context of the specific institutional and program mission, strategic plan and accreditation considerations. Closing the loop on evaluation is stressed through the use of assessment data to drive change within the institution and program. At the program and course level the use of testing, rubrics, portfolios, and other evaluation instruments are presented. Evaluation in distance and online education is also discussed. The student participates in the development of both didactic and clinical evaluation instruments. NLN's Nurse Educator Competencies will be used as a standard for nursing education in this area.

NURS 6270: Practicum in Academic Nursing Education (3-4)

(Credit: Clinical ratio is 1:4; 180-240 clinical hours)

Prerequisites: Completion or concurrent enrollment in NURS 6050, NURS 6060, NURS 6150, NURS 6250

The student is provided with an opportunity to select an academic education setting for their practicum. The student works with an approved preceptor faculty member to gain hands on experience in their role as a nurse educator. Scholarly exploration of their role is expected through the use of evidenced based educational standards and professional engagement. A seminar/WebCT format for faculty and student exchange and discussion of student experiences and critique of contemporary issues is included as a component of the practicum.

NURS 7051: Clinical Immersion for Nurse Educators (3)**Prerequisites: Completion or concurrent enrollment in NURS 6050, NURS 6060, NURS 6150, NURS 6250 (180 clinical hours – credit clinical hour ratio 1:4)**

The student is provided with an opportunity to select a clinical nursing education setting, appropriate to their area of clinical expertise, for their practicum. Clinical expertise can be demonstrated through certification, extensive/supervisory experience, and/or substantive current continuing education. The student works with an approved preceptor/s to gain hands on experience in their role as an expert clinician and as a nurse educator in the clinical setting. Scholarly exploration of their role is expected through the use of evidenced based practice and educational standards and professional engagement. A seminar for faculty and student exchange and discussion of student experiences and critique of contemporary issues is included as a component of the practicum.

NURS 7060: Nursing Education Leadership Project (2)**Prerequisites: NURS 7130 Advanced Nursing Research**

The student will explore avenues for leadership in nursing education with the guidance of graduate faculty. These include but are not limited to professional organizations, legislative issues, grantsmanship, research, and publication. The student has the option of: 1) preparing and submitting a manuscript, pertinent to nursing education, to a referred journal; 2) preparing and submitting a grant proposal that would directly or indirectly benefit nursing education; 3) initiating and completing a significant project for a nursing education organization; 4) initiating and completing an innovative, substantive project in the student's area of interest (such as a pilot research study or participation in an educational research project directed by one of the faculty).

NURS 7160: Cultural Competence in the Community (1) (.5 didactic and .5 service learning 1:4 hours for 30 hours community experience)**Prerequisites: Admission to NGCSU Graduate School**

This course is created around a cultural competence process model (Campinha-Bacote, 2002) which consists of 5 constructs: cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire. Students may select a service learning site whose cultural background is different than their own. Offsite cultural immersion programs may also be utilized to meet learning outcomes. These sites will serve as an opportunity to meet the care and educational needs of a diverse cultural/ethnic community group. Web based dialogues and seminars may be used for faculty and student exchange addressing student experiences and an analysis of their cultural awareness and desire. Cultural skills will be evaluated throughout the semester.

NURS 7130: Advanced Nursing Research (3)**Prerequisites: Admission to NGCSU Graduate School**

This course builds upon basic knowledge of the research process and statistical analysis. It explores research design, methodology and data analysis for clinically relevant research problems encountered by the nurse practitioner. Qualitative and quantitative research methodologies and principles of epidemiology will be presented. Students will critique nursing research studies in a selected area of interest and will begin to develop a proposal related to a particular health promotion or disease prevention problem in the selected area.

Doctor of Physical Therapy

Full-Time Faculty: SD Palma, PT, DPT, MS, Associate Professor and Dept Head
HK Brown, PhD, Professor
JL Brown, PT, Assistant Professor and Co-ACCE
J Bruce, PT, MSPT, Assistant Professor
DM Hayes, PT, PhD, Assistant Professor
KL Jagger, PT, MSPT, PhD, Assistant Professor
CA Miller, PT, PhD, GCS, Professor;
TL Millard, PT, MS, DPT, PSC Assistant Professor
MR Nourbakhsh, PT, PhD, OCS, Professor & Coord for Student Research

Part-Time Faculty: EZ Hillegass, PT, MMSc, PhD, CCS
Thomas Jackson, PT, PhD

Staff: Regina Taylor, Office Manager
Lynn Youngblood, Admissions Coordinator

As a partner institution in the Georgia Consortium DPT Program, North Georgia College & State University offers a fully accredited entry-level program leading to the Doctorate of Physical Therapy degree awarded by the Medical College of Georgia in collaboration with NGCSU following completion of a nine-semester professional curriculum. Students who successfully complete the three-year professional education curriculum and receive the DPT degree are eligible to sit for the national licensure examination in Physical Therapy. Every state requires licensure in order to practice physical therapy. Every state also grants licensure based upon successful completion of an approved physical therapy curriculum, achieving a passing score on the national licensure exam, and other criteria as may be set by its state licensing board. General information on physical therapy as a professional career may be obtained from the American Physical Therapy Association at (800) 999-APTA, or on-line at <http://www.APTA.org>.

Mission and Goals

The *Mission of the Department of Physical Therapy* at NGCSU is to educate and develop physical therapists who address educational, professional, and community needs of citizens and clinicians for rural and other medically underserved communities.

The *Goals of the Department of Physical Therapy* at NGCSU are to

1. Provide excellence in physical therapist education at the entry and post-professional levels
2. Provide ongoing continuing education resources at NGCSU for the health professional community
3. Promote and support scholarly activity of the faculty and students
4. Promote and support leadership development for faculty and students
5. Provide physical therapy services to the community in conjunction with student educational opportunities
6. Promote and support public service activities for faculty and students

Program Values and Philosophy

The Faculty of the Department of Physical Therapy at NGCSU accept and agree that each faculty member will model the characteristic attributes of a *clinical scholar* with respect to practice, research, education, leadership, and professional behavior. Other convictions held in common by the faculty include the following:

Society

As a faculty, we believe that physical therapy is a critical component of the health care system and, as such, must provide practitioners who actively participate in the health care system and promote, uphold, and enhance the standards of contemporary society.

Profession

As a faculty, we believe that physical therapy is a health care profession with a unique approach to service for the public. We believe that focus on development of physical potential throughout the life span, prevention of dysfunction, and maintenance and restoration of function influences healthy living and the quality of life.

Theory of Learning

As a faculty, we believe that: the educational foundation for physical therapy practice occurs best at the graduate level; the learner learns best in an environment which encourages self directed and discovery learning and in which learning opportunities are sequenced from simple to complex; and learning occurs best when the opportunities for learning are placed in context and include the challenge of inquiry, curiosity, debate and discovery.

Learner

As a faculty, we believe the physical therapy student is an adult learner who is willing to take responsibility for acquisition of the knowledge and skills required to think reflectively, creatively, and critically. The learner also will be willing to acquire the values, knowledge, and skills that are essential to both the science and art that constitute the practice of physical therapy.

Foundational Professional Behaviors

As a faculty, we believe that we are responsible for providing a rich learning environment that encourages the self-directed discovery learning that undergirds the philosophical and scientific foundations of the profession within this educational setting. We will serve as role models in education, service and professionalism to assure the formation of graduates who are clinically competent, prepared to serve, and have acquired those foundational professional behaviors **required** of all graduates, including

- | | |
|--|---------------------------|
| 1. Commitment to Learning | 6. Problem Solving Skills |
| 2. Interpersonal Skills | 7. Professionalism |
| 3. Communication Skills | 8. Responsibility |
| 4. Effective Use of Time and Resources | 9. Critical Thinking |
| 5. Positive Use of Constructive Feedback | 10. Stress Management |

Core Values

In 2000 the House of Delegates of the APTA adopted *Vision 2020* and its Strategic Plan for transitioning to a doctoring profession. That strategic plan included six *elements*, one of which was *professionalism*. Developed from that element and approved by the APTA Board of Directors in 2003 was the core document on physical therapy practice, education and research entitled ***Professionalism in Physical Therapy: Core Values***. Those values are foundational to our Code of Ethics and expected professional behaviors. They will be examined carefully early in the curriculum and applications of their use will be considered throughout the curriculum. They may be viewed at www.apta.org/documents/public/education/professionalism.pdf All students are expected to join the faculty in recognizing, owning and practicing these values in all professional interactions and activities. These values include:

- | | | |
|-------------------|----------------------|--------------------------|
| 1. Accountability | 3. Compassion/Caring | 6. Professional Duty |
| 2. Altruism | 4. Excellence | 7. Social Responsibility |
| | 5. Integrity | |

Curriculum

The **curriculum** of the Graduate Program in Physical Therapy is built on a solid core of liberal arts prerequisites. It demands research and scholarship throughout and affords each student ample opportunity to contribute to society as a novice professional.

Objectives

While embracing the mission and the programmatic values and philosophy, the graduate will

- PRACTICE physical therapy using an analytic framework
- COMMUNICATE with a wide variety of audiences
- FORMULATE judgments
- PLAN for Personal and Professional growth
- CONTRIBUTE to the growth and development of the profession
- PARTICIPATE in health care as an advocate, professional, educator, and change agent

This curriculum was developed on the basis of these objectives that reflect the art and science of physical therapy. The progression of learning experiences in the curriculum proceeds from simple to complex and includes the recurring focus on eight curricular themes. As students progress through the courses they are expected to acquire physical therapy knowledge, skill, and values while attending to the reality that each *case* or each *situation* may be altered by any number of life's variables.

Although realization of the mission, philosophy, values and curriculum objectives is based in the teaching role of the department, it relies importantly upon required student participation in activities paralleling faculty scholarship and professional service, and participation in departmental community service activities. These collective activities yield valuable experience in the application of physical therapy practice, experiences not ordinarily encountered in formal didactic and clinical education courses. In these activities, just as in the traditional teaching role, the faculty will serve as role models for the students regarding the characteristic attributes of a clinical scholar.

Thus, the physical therapy graduate of NGCSU will be a novice **Clinical Scholar** prepared to function in a wide variety of treatment environments, from rural, less populated, to metropolitan, to respond to the health care needs of diverse populations of the world at large, of our country and state, and especially of rural Georgia, and prepared to enter practice with awareness of the consequences for health care delivery as a result of

1. demographics
2. practice settings
3. geographic considerations
4. health philosophies
5. leadership requirements
6. effective development
7. cognitive development
8. psychomotor development

Global Expectations of Students in this Professional Curriculum

We expect students in this program TO OWN AND TO LIVE THE PROFESSIONAL VALUES AND GOALS PROFESSED IN THE PROGRAM AND ITS CURRICULUM. However, because written or spoken values and goals remain mere words until transformed into actions, new students will be introduced to a tool developed by our own profession and described as goals to be attained in terms of behavioral abilities. These behavioral abilities are organized into ten ability domains collectively known as Generic Abilities. Most importantly, these Generic Abilities will prove to be a most powerful skill tool whose mastery will allow you to recognize fundamental elements of professional behavior, track and assess your own growth in and use of professional behaviors deemed essential by our own profession and by this curriculum, and allow you to convert knowledge and psychomotor skills into consequential patient care based upon the Core Values of our profession.

Problem-Based Learning

To complement and support the stated curricular objectives, the Faculty of the Department of Physical Therapy of NGCSU has elected to employ within the curriculum the teaching methodology of problem-based learning. This methodology is consistent with both the stated educational philosophy and with the development of students as novice clinical scholars. Problem-based learning emphasizes several educational principles that we believe will result in graduates who are learners-for-life, able to integrate science and clinical practice, and work in a variety of settings. The principles embodied by problem-based learning are

1. learning in context
2. verbal repetition, expansion and correction of information within tutorial group
3. use of prior knowledge from many sources
4. learning a process to be used throughout one's professional career of acquisition and critical appraisal of information
5. integration of basic science, clinical research, and clinical practice
6. developing skills in self- and peer-assessment

Tutorial groups work through sets of carefully constructed clinical problems and develop learning issues related to the problems. Learning occurs during discussion in tutorial groups as well as through independent study. Students are expected to use a wide variety of resources, including textbooks, literature search, journals, and people, including other students. The role of the tutor is to develop students' group-learning skills and ensure that problem and course objectives are met.

In the first year of the physical therapy program the skills and process of problem-based learning is introduced in the Professional Socialization course and enhanced in other courses through activities such as group projects, development of literature search and critical appraisal skills, student debates, and modules and sources done in small group formats. The second year of the program is primarily problem-based during the clinical professional courses. Students work through clinical problems in tutorial groups as the main focus of their learning. Clinical skills laboratories and other educational events are linked to tutorial problems. During the third year of the program, students are required to be self-directed responsible learners during the final phase of thesis and the terminal clinical internship.

Evidence Based Practice

Evidence Based Practice is "...conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients." Said in another way, it is the art and skill of applying in practice those interventions, treatment techniques, and theory which have been determined by clinical experience and search of the literature to be efficacious, beneficial, reliable and valid. The curriculum demands the development of the concept and reality of Evidence Based Practice. PBL is the perfect medium in which to begin the development of this skill that is a mixture of both science and art, to be followed by its application in the clinical education experiences.

Program Highlights

- Entry Level DPT Program
- Faculty - 10 full time and 2 part-time (10 with doctorates, 2 ABD; 4 are board certified specialists)
- Program Description
 - length: 9 consecutive semesters
 - format: modified problem based learning employing small group tutorial process w/tutorial groups of 8 students plus tutor
 - clinical education: 36 weeks spread over three internships (the last being 16 weeks)
 - clinical sites: approximately 340 clinical education sites from Hawaii to Vermont
 - class size: 24 new students each year
- Completion provides
 - awarding of Doctor of Physical Therapy degree
 - eligibility to sit for professional licensure examination in physical therapy

Admission

Although not a requirement, the Department of Physical Therapy at NGCSU prefers to engage potential applicants in a dialogue prior to formal application. The intent of this effort is to allow potential applicants to explore their eligibility and, more importantly, to discover whether they think there is a good match between their professional aspirations and the attributes of this program. Applicants may contact the Office of the Programmatic Admissions Coordinator by phone (706/864-1863) or email <lyoungblood@ngcsu.edu>

Application

Students must submit a completed Consortium application in the Fall for the class to enter the following summer semester. **Completed applications plus all supporting materials are available on-line** through the Office of Graduate Admissions at <http://www.ngcsu.edu/enrollment/Graduate/> The deadline for application is published on the same website.

Baseline Admission Requirements

- An earned baccalaureate degree from a regionally accredited institution
- Completion of all prerequisite courses
- GRE Scores
 - Provisional acceptance: GREV + GREQ minimum of 900 with 400 minimum in either part, and Analytical Writing score of 3.5 minimum
 - Regular acceptance: GREV + GREQ minimum of 1000 with 400 minimum in either part, and Analytical Writing score of 3.5 minimum
- Overall GPA
 - minimum of 2.8 (all courses attempted), or 3.4 in the last 40 semester hour attempted;
- Prerequisite Science and Statistics GPA
 - minimum of 2.8
- Academic Course Prerequisites
 - One Academic Year of the following:
 - General Chemistry with labs
 - General Physics with labs
 - Life Sciences Sequence to include ONE of the following combinations:
 - Full academic year of general biology with labs (for biology majors) AND an advanced course in biology (not botany or ecology)
 - Full academic year of human anatomy & physiology (with labs) AND either one general biology course (not botany, ecology or environmental biology) OR one applied health science that has A&P as a prerequisite (e.g., exercise physiology, kinesiology, etc.)

- One course in statistics
 - Two courses in social sciences
- Evidence of appropriate interest in and knowledge of the profession (while no specific number of hours of exposure in a physical therapy treatment environment is required for admission, applicants are expected to be familiar with various settings in which physical therapy is practiced, and to provide clear evidence of their commitment to physical therapy as a career choice). Satisfaction of this expectation will be determined through the professional judgment of admissions personnel.
- Personal admissions interview at the invitation of the Physical Therapy Admissions Committee at NGCSU.

Additional Information Regarding the Application Process

Admission to the graduate Physical Therapy Program requires an orderly progression through checkpoints and due dates by which certain requirements must be completed if the student is to be considered for admission. These requirements center about the admission standards of

- Nearness of completion of baccalaureate degree
- Adequacy of grade point averages and of GRE scores
- Completeness of prerequisite courses and recommended courses.

Beginning early Fall semester each year, candidates selected by the Physical Therapy Admissions Committee from among submitted applications will be invited for a personal interview. Personal interviews are typically conducted in early October and mid January. All interviewed applicants will be further evaluated on the basis of probable academic success in the rigorous curriculum, demonstrated interpersonal abilities, adequacy of inquiry into the profession of Physical Therapy, extracurricular activities, communication skills and demonstrated or potential leadership ability.

Final decisions regarding admission to NGCSU's graduate program in Physical Therapy will be made by the Department of Physical Therapy Admissions Committee.

Attributes of Accepted Applicants

Each summer semester 24 new graduate students enter the DPT program. They display diversity in age, ethnicity, educational background and gender. They tend to be high achievers in multiple areas. They also tend to be slightly older than most new college graduates. Many have had prior careers in other areas. Although most are single, a significant number are married. Most importantly, they all share a commitment to becoming the best physical therapists they possibly can. This commitment takes several forms, including participating in learning activities outside normal classroom locations and times, such as involvement in departmental research activities directed toward the community, in departmentally sponsored community outreach programs, and in professional organization activities such as the Physical Therapy Association of Georgia and the American Physical Therapy Association, and their sponsored student groups.

PHYSICAL THERAPY PROFESSIONAL DPT CURRICULUM by TERM

NGCSU's Physical Therapy professional education curriculum requires students to complete a total of 130 semester credits of classroom and clinical experience during nine consecutive semesters, including three summer terms.

CrsPfx / No	Course Title	Credit
SEMESTER 1 - SUMMER, YEAR I		
NDPT 7111	Gross Anatomy & Embryology	7
NDPT 7121	Medical Terminology (on-line)	1
NDPT 7131	Clinical Histology	3 (11)
SEMESTER 2 - FALL, YEAR I		
NDPT 7141	Clinical Physiology I: Medical Physiology	4
NDPT 7171	Neuroscience I	4
NDPT 7311	Patient Care Skills I: Examination	4
NDPT 7411	Professional Socialization I: Introduction	3 (15)
SEMESTER 3 - SPRING, YEAR I		
NDPT 7151	Clinical Physiology II: Exercise Physiology	4
NDPT 7161	Clinical Kinesiology	4
NDPT 7181	Neuroscience II	3
NDPT 7321	Patient Care Skills II: Teaching & Learning	4 (15)
SEMESTER 4 - SUMMER, YEAR II		
NDPT 7332	Patient Care Skills III: Interventions	4
NDPT 7512	Clinical Research I: Design	3
NDPT 7712	Clinical Education I (10 weeks)	6 (13)
SEMESTER 5 - FALL, YEAR II		
NDPT 7222	Pharmacology / Diagnostics I: Musculoskeletal	1
NDPT 7342	Patient Care Skills IV: Prosthetics and Orthotics	2
NDPT 7522	Clinical Research II: Evidence Based Practice & Statistics	4
NDPT 7612	Clinical Problems I: Musculoskeletal I	5 (12)
SEMESTER 6 - SPRING, YEAR II		
NDPT 7192	Psychosocial Issues in Health Care	4
NDPT 7232	Pharmacology / Diagnostics II: Cardiopulmonary	1
NDPT 7532	Clinical Research III: Research Project	2
NDPT 7622	Clinical Problems II: Musculoskeletal II	6
NDPT 7632	Clinical Problems III: Cardiopulmonary Care	4 (17)
SEMESTER 7 - SUMMER, YEAR III		
NDPT 7243	Pharmacology / Diagnostics III: Integumentary	1
NDPT 7643	Clinical Problems IV: Integumentary Care	2
NDPT 7653	Clinical Problems V: Neuromuscular I	5
NDPT 7733	Clinical Education II (10 weeks)	8 (16)
SEMESTER 8 - FALL, YEAR III		
NDPT 7253	Pharmacology / Diagnostics IV: Neuromuscular	1
NDPT 7423	Professional Socialization II: Management	4
NDPT 7663	Clinical Problems VI: Neuromuscular II	5
NDPT 7673	Clinical Problems VII: Management of Multi-System Impairment	4 (14)
SEMESTER 9 - SPRING, YEAR III		
NDPT 7433	Professional Socialization III: Professional Entry	1
NDPT 7743	Clinical Education III (16 weeks)	16 (17)
		130 credits

Physical Therapy Course Descriptions

NDPT 7111 Gross Anatomy and Embryology (7)

Prerequisite: Admission to DPT Program in Physical Therapy. This course begins with foundational concepts in vertebrate embryology and development. Upon that foundation an in-depth regional study of the human body emphasizing musculoskeletal, neuromuscular and cardiopulmonary systems plus gross surface anatomy features is methodically explored. Students will examine structural interrelationships as a basis for normal function, and will engage in directed laboratory experiences with cadaver dissection, skeletal materials and models plus other proven learning activities such as student presentations of clinical problems illustrating anatomical principles, and student presentations of cadaver pro-sections.

NDPT 7121 Medical Terminology (2)

Prerequisite: Admission to DPT Program in Physical Therapy. Medical Terminology is specifically designed to meet the needs of students in medical, biological, and health-related programs and provides them with a working knowledge of medical vocabulary using a systems approach. This course provides a study of words that pertain to body systems, anatomic structures, medical processes and procedures, and a variety of diseases. Medical terminology is a specialized language for the health care team so they may communicate in a concise and accurate way.

NDPT 7131 Clinical Histology (3)

Prerequisite: Admission to DPT Program in Physical Therapy. This course is an in-depth study of clinical histology particularly as it relates to the organs of the musculoskeletal, neural, integumentary and cardiopulmonary systems. Their structural interrelationships, as a basis for normal and pathological conditions, are thoroughly explored. Emphasis is placed on connective tissue and muscular structures and their responses to stress and inflammation. Instructional sessions will also integrate rationale of treatment of pathological conditions specific to connective tissue changes.

NDPT 7141 Clinical Physiology I: Medical Physiology (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course provides the physiological knowledge base for understanding homeostatic mechanisms and interaction of organ systems required of every physical therapist. Mechanisms of control and regulation of cardiopulmonary function, pain, edema, inflammation, stress, immobility, lymphatic function, temperature regulation, gastrointestinal functions, endocrine and autonomic nervous system effects are emphasized. A basic introduction into the principles of pharmacology is also provided. Each physiological process is studied with particular emphasis on changes that occur secondary to variables such as injury, disease, age, environment, and gender. This course is first in a series of two clinical physiology courses in the curriculum.

NDPT 7151 Clinical Physiology II: Exercise Physiology (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course is designed to assist the student to understand the physiological processes that underlie the role and effects of exercise as it relates to health, pathology, culture, age, gender, and restoration of function. Emphasis is placed on muscle cell physiology, cardiovascular responses, and oxygen transport in response to changes in metabolic demand, exercise training, and detraining. Principles of therapeutic exercise, using a case study and lab approach, will provide students with foundational knowledge for safe implementation of a variety of general exercise programs.

NDPT 7161 Clinical Kinesiology (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will cover mechanical and functional analysis of axial and appendicular skeletal movement. Normal and abnormal human sensorimotor function will be analyzed with specific emphases on normal and pathological gait analysis, and workplace ergonomics.

NDPT 7171 Neuroscience I (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. A detailed study of the central and peripheral nervous system of the human, including phylogeny, developmental anatomy, microanatomy, gross anatomical consideration, and internal structures and organization. The focus will be on structures and relationships underlying behavior, particularly perception, intellect and motor control. Selected pathological conditions will be considered to illustrate the relationship between structure and behavior, both normal and pathological. Muscle tone, reflexes and reactions in relation to normal and pathological nervous system function and dysfunction will be considered. Directed laboratory experiences using cadaveric tissue, images of sectioned tissue, and models will be included.

NDPT 7181 Neuroscience II (3)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The focus of this course is on detailed study of the integrated functions of the human nervous system emphasizing mechanisms of motor and sensory activity and modulation. Principles of generation and conduction of nerve impulse are thoroughly discovered. Then by Integrating the neuroanatomy and neurophysiology information, the neurological basis of normal movements are discussed; Motor control theories, concepts of motor learning, and associated intervention plans are fully covered. The development and maintenance of postural control, muscle tone and reflexes in relation to normal and pathological neural functions and dysfunction are presented. The neurophysiologic bases underlying several treatment techniques are explored. The clinical disorders of neuromuscular system are discussed.

NDPT 7192 Psychosocial Issues in Health Care (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course explores the psychosocial concepts, theories, and ethical principles essential to understanding reactions of patients, family, and therapists to disabling disorders and catastrophic illness. Through reading assignments, review of video/movies and “active” class discussion, students are able to explore “identity” and the other essential constructs of “self” as they relate to ‘healthy’ human development across the lifespan. As students recognize their own belief systems, essential psychosocial elements of ‘self’ are then applied to understanding differences and similarities in values, moral and ethical beliefs of various groups of people – across age, race, culture, sexual orientation, and socioeconomic status. More specifically, attitudes toward persons with disability are discussed with respect to their influence on the physical, psychosocial, and cultural aspects of an individual's growth and development. Finally, the role of physical therapists, service professions, agencies, and advocacy groups in facilitating adjustment to disability are discussed.

NDPT 7222 Pharmacology and Diagnostics I: Musculoskeletal (1)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes the pertinent clinical pharmacology and diagnostic medical tests for patients with orthopedic and spinal dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, electro-diagnostic testing, radiographic imaging, MRI, etc., will be also be explored in relation to physical therapy diagnosis for patient with musculoskeletal dysfunction. This course is intended to accompany the Orthopedic Clinical problem series.

NDPT 7232 Clinical Pharmacology and Diagnostics II: Cardiopulmonary (1)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes pertinent clinical pharmacology and diagnostic medical tests for patients with cardiopulmonary dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, exercise stress testing, echocardiogram, etc., will be also be explored in relation to physical therapy diagnosis for patient with cardiopulmonary dysfunction. This course is intended to accompany the Cardiopulmonary Clinical problem series.

NDPT 7243 Clinical Pharmacology and Diagnostics III: Integumentary (1)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes the pertinent clinical pharmacology and diagnostic medical tests for patients with integumentary dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, ABI, Doppler, Ultrasound, etc. will be also be explored in relation to physical therapy diagnosis in a patient with integumentary dysfunction. This course is intended to accompany the clinical problem series course of Integumentary Care.

NDPT 7253 Clinical Pharmacology and Diagnostics IV: Neuromuscular (1)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course includes the pertinent clinical pharmacology and diagnostic medical tests for patients with neuromuscular dysfunction. Pharmacokinetics and pharmacodynamics will emphasize the indications and contraindications of various drugs relative to their effect on diagnosis, prognosis, and interventions in physical therapy. Additionally, physiological process will be studied with particular emphasis on changes that occur secondary to variables such as age, environment, race, and gender. Diagnostic tests, such as lab values, electro-diagnostic tests, CT/PET scans, MRI, etc. will be also be explored in relation to physical therapy diagnosis for patient with neuromuscular dysfunction. This course is intended to accompany the Neuromuscular clinical problem series.

NDPT 7311 Patient Care Skills I: Examination (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The knowledge and skills necessary for examination of patients leading to physical therapy diagnoses, prognoses and evaluation will be presented and practiced. Theory and techniques for measurement of physical therapy and physiological entities will include obtaining medical history, palpation technique, draping, screening for dysfunction in human systems (integumentary, cardiopulmonary, musculoskeletal, neuromuscular, and cognitive); vital signs tests, reflex assessment, manual muscle tests, muscle length tests, range of motion, and postural assessment. Students will learn to discuss and document their examination findings. Reliability and validity of the measurements will be explored, with emphasis placed on precision of measurement, elimination of errors in testing, and accuracy of documentation. Activities will include a range of experiences, progressing from normal to pathological conditions, across the spectra of age, sex, culture, and race.

NDPT 7321 Patient Care Skills II: Teaching and Learning (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course completes examination and application of basic patient skills, such as universal precautions, bed mobility, wheelchair mobility, transfer training, and gait training. The course also provides an in-depth exploration of the components of the acquisition of teaching/learning as it applies to patient interaction in physical therapy. A variety of educational/instructional methods are introduced, allowing for exploration of optimal teaching approaches in the cognitive, psychomotor, and affective domains. Modifications to learning/teaching strategies are discussed within the context of age, race, gender, culture, and socioeconomic status. Emphasis will be placed on the selection of educational methods that enhance retention and compliance of learning.

NDPT 7332 Patient Care Skills III: Interventions (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will explore the scientific basis for selecting and implementing a plan of care using therapeutic agents, including relaxation training & soft tissue mobilization, compression therapy, thermal agents, and electrotherapeutic modalities. Indications for use of therapeutic modalities, proper administration, and documentation of effectiveness will be emphasized. Students will learn to discuss and document their selection of an appropriate therapeutic agent/s in relation to sound knowledge of underlying physiological processes (pain, inflammation, edema, motor control, etc.) and pertinent methods of physical therapy measurement (such as obtaining medical history, palpation screening for dysfunction in human systems (integumentary, cardiopulmonary, musculoskeletal, and neuromuscular). Evidence-based practice will be fostered through careful critique of the literature in therapeutic agents. Lab activities will include a range of experiences, progressing from normal to pathological conditions, across the spectra of age, sex, and race.

NDPT 7342 Patient Care Skills IV: Prosthetics and Orthotics (2)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will cover biomechanical principles for the design and function of lower and upper extremity orthotics and prosthetics. Specific emphasis will be placed on normal and pathologic gait analysis with orthotic and prosthetic devices. Students will learn to relate limitations of orthotic/prosthetic devices to physical therapy management (functional training). Case study exploration will additionally provide the basis for comprehensive physical therapy management (Examination, Evaluation, Dx/Prognosis, & Plan of Care) for people with lower limb amputation.

NDPT 7411 Professional Socialization I: Introduction (3)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. Professional Socialization I: Introduction is the first course in a sequence in which the profession of physical therapy is explored. The history of the profession including the people, world events, and organizational events that have shaped the scope of practice, standard of care and code of ethics will be investigated. The core documents will serve as a foundation for expectation of professional behaviors in documentation, reimbursement, and patient care settings. The scope of professional conferences and issues of past, current, and future concerns will be discussed. Students are expected and encouraged to participate in future professional conferences, presentations, and the Georgia State Board of Physical Therapy public meeting. Governance of the recognized professional organization, the American Physical Therapy Association, will be discussed. One essential element for a professional physical therapist is effective communication. Written, verbal, and non-verbal skills for professional, effective communication will be emphasized. The tutorial process as defined by our modified problem-based curriculum will be experienced.

NDPT 7423 Professional Socialization II: Management (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. Professional Socialization II: Management is the second course in a three-course series. This course will include macroeconomics of the United States healthcare system to the microeconomics of a physical therapy practice setting. Focus will be on management procedures including budgeting, staffing, quality improvement, personnel development, and federal guidelines concerning the Americans with Disabilities Act with particular interest in the scope of practice of physical therapy. The core documents of physical therapy (Code of Ethics, Standard of Practice, Physical Therapists Guide to Practice) will be incorporated into the business aspects of healthcare. Legal and ethical application of processes for reimbursement (RBRVS, CPT coding, CCI edits, case mix groupings, DRGs, and MDS) will be investigated. Social responsibility of the professional physical therapist and consultation skills will be discussed and culminate in a service project. Personal career development plans, networking, and preparation for entry to the profession will be introduced. An in-depth look at the rules and laws governing physical therapy in the state of Georgia will also be a major component of this course.

NDPT 743 Professional Socialization III: Professional Entry (1)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. Professional Socialization III: Entry to the Profession is the series 'capstone' course, which emphasizes the student's readiness to embrace the knowledge, values, and skills of the profession of physical therapy. The students will assess their professional growth since entry into the program and examine how their development matches the primary mission of the graduate program in physical therapy. Mechanisms for seeking out community resources, mentors, networking, and participation in professional organizations will be presented in more detail. Expectations during the first year of practice will be investigated from an employers as well as employee perspective. Ways to foster the student's future role of becoming a clinical instructor will be explored and emphasized. Preparation for National Physical Therapy Examination will be completed and students will also evaluate complicated ethical issues in healthcare delivery. Finally, discussion on topics of particular clinical or professional interest will be entertained.

NDPT 7512 Clinical Research I: Design (3)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course relates to theories and concepts of scientific investigation and clinical research. The process of scientific inquiry is explored and related to the acquisition of knowledge in therapeutic interventions and evidence based physical therapy practice. Understanding concepts involved in formulating a research question and gaining a perception of range and scope of research methods is the expected outcome of this course.

NDPT 7522 Clinical Research II: Evidence Based Practice and Statistics (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This is the second course in the research thread. The process of scientific inquiry is expanded to include an in depth survey of the range and scope of research methods and statistical designs used towards evidence-based practice in physical therapy. The focus of research is directed toward parametric and nonparametric statistics used in clinical investigation. A preliminary research proposal will be completed and presented.

NDPT 7532 Clinical Research III: Research Project (2)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The focus of this course is on the collection of data, its reduction, and analysis. Students will present a platform presentation of a sound research proposal for defense and will submit a written proposal at the conclusion of this course.

NDPT 7612 Clinical Problems I: Musculoskeletal I (5)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The course will address physical therapy assessment and treatment of common musculoskeletal disorders of the extremities. Basic level differential diagnosis and treatment techniques will be presented including joint mobilizations (Grades I – V), soft tissue massage, ambulation and activity progression and therapeutic exercise. Therapeutic exercise, isometric, isotonic, and isokinetic testing and rehabilitation will be studied with integrated exposure to rehabilitation equipment used with these patient populations. Students will be exposed to various treatment rationales. Learning will be approached through tutorial and practical lab sessions.

NDPT 7622 Clinical Problems II: Musculoskeletal II (6)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course will address physical therapy evaluation, assessment and rehabilitation of spinal disorders and the temporo-mandibular joint. Spinal topics include lumbar, SIJ, cervical, thoracic and temporomandibular joint regions. Evaluation and treatment of surgical and non-surgical conditions will be taught. The student will be trained in the systematic assessment of musculoskeletal dysfunction of each of these regions. Treatment techniques instructed will include spinal mobilization (Grades I - V), soft tissue massage, manual and mechanical traction, body mechanics, self care techniques and therapeutic exercise. The student will be exposed to various treatment rationales that are prominent in physical therapy, however, the Maitland-Australian approach will be emphasized. The epidemiology and ergonomics of back and neck pain will also be investigated. Learning will be approached through critical appraisal of the literature using small group tutorials and practical lab sessions such that the basis for evidence based practice of physical therapy in these clinical areas will be developed.

NDPT 7632 Clinical Problems III: Cardiopulmonary Care (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course emphasizes normal and abnormal cardiopulmonary responses to exercise, compromised cardiopulmonary physiology and pathophysiology of common cardiopulmonary diseases. The course is designed to assist the student in applying physiological principles to physical therapy interventions for clients with cardiopulmonary dysfunction. The course also presents the information that needs to be considered in relation to race, age, and gender. Critical analysis of the literature is necessary for all the clinical cases presented and provides a foundation for the evidence-based practice of Physical Therapy (Guide for Practice in Physical Therapy).

NDPT 7643 Clinical Problems IV: Integumentary Care (2)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course emphasizes the pathophysiology of burns and wounds; the rehabilitation of patients with related acute and subacute diseases that require skilled and intermediate care. The course also requires students to discover the influences of race, age, and gender on the concepts of wound management and burn care. Critical analysis of the literature is necessary for all the clinical cases presented and provide a foundation for the evidence-based practice of physical therapy (Guide for Practice in Physical Therapy).

NDPT 7653 Clinical Problems V: Neuromuscular I (5)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course examines aspects of human development from conception to adulthood. Normal development of the body, nervous system and cognition, congenital abnormalities, and infant, childhood, and adolescent pathologies will be studied. Examination and Evaluation, including pediatric assessment methodologies and therapeutic exercise/interventions will be studied through a series of problems examined in a Problem-Based Learning format and practical lab sessions.

NDPT 7663 Clinical Problems VI: Neuromuscular II (5)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course emphasizes advanced neuromuscular evaluation and treatment rationales and principles related to the adult population. Emphasis is on principles of normal movement and maintenance of posture, their application to abnormal central nervous system function in adults with a variety of neurological pathologies including CVAs, Parkinson's disease, MS, Alzheimer's, Huntington's disease, spinal cord injuries and peripheral nerve injuries. This course includes contemporary concepts of motor control as well as the traditional neurodevelopment approaches. Specific approaches are selected for application in the development of comprehensive rehabilitation plans.

NDPT 7673 Clinical Problems VII: Management of Multi-System Impairments (4)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. This course is conducted using a seminar (large tutorial) format and will be solely based on clinical cases that involve more than one pathological process. It is the capstone course of the clinical problem series in the curriculum and will require the student to use information learned in the prior clinical and foundational science courses. This course addresses the physical therapy examination, evaluation, intervention and management of clinical problems associated with multi-system impairments (integumentary, cardiopulmonary, musculoskeletal, and neuromuscular). Clinical manifestations of disease are correlated with their pathology and physiological consequences. Etiology, pathology, clinical progression of disease and the resultant impairments provide a foundation for synthesis of physical therapy diagnoses, prognosis, interventions and projected outcomes. Critical analyses of the literature, investigations of reliability and validity of examination, evaluation, intervention, and projections for future research permeate all clinical cases in this course. This course elicits discussion regarding modifications of interventions and prognosis, which may be required when age, race, and gender are considered.

NDPT 7712 Clinical Education I (6)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The purpose of this clinical experience is to provide the student with the opportunity to initiate practical application of the clinical education and teaching skills from the initial professional year of class work. Students will have opportunity to apply knowledge of foundational science principles (kinesiology, medical and exercise physiology, and neuroscience) and general examination and intervention skills to patient care. Students will be introduced to and have opportunity to apply the five elements of patient client management (examination, evaluation, diagnosis, prognosis, plan of care and intervention). These skills will be performed under the direct supervision of a licensed practicing clinician. This ten-week assignment can occur in a variety of rural and/or urban facilities.

NDPT 7723 Clinical Education II (8)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The purpose of this clinical placement is to provide the student with opportunity for practical application of the foundational sciences and the clinical problems skills studied in the first two years of professional class work. Students will have opportunity to analyze and integrate the five elements of patient client management (examination, evaluation, diagnosis, prognosis, plan of care and intervention) for patients with integumentary, musculoskeletal, cardiopulmonary, and neuromuscular (Pediatrics) conditions. These skills will be performed under the direct supervision of a licensed practicing clinician. This ten-week assignment can occur in a variety of rural and/or urban facilities.

NDPT 7733 Clinical Education III (16)

Prerequisite: Successful completion of all prior courses in the DPT Curriculum. The purpose of this clinical placement is to provide the student with opportunity for practical application of the foundational sciences and the clinical problems skills studied in the first three years of professional class work. Students will have opportunity to synthesize the five elements of patient client management (examination, evaluation, diagnosis, prognosis, plan of care and intervention) for patients with multi-system failure, including integumentary, musculoskeletal, cardiopulmonary, and neuromuscular (Pediatrics and Adult) conditions. These skills will be performed under the direct supervision of a licensed practicing clinician. This sixteen-week assignment can occur in a variety of rural and/or urban facilities.

The University System of Georgia

The University System of Georgia includes all state operated institutions of higher education in Georgia – four research university, two regional universities, thirteen state universities, four state colleges, twelve two-year colleges, an independent research unit, and a university center. These thirty-six public institutions are located throughout the state.

An eighteen-member constitutional Board of Regents governs the University System which has been in operation since 1931. Appointments of Board members – five from the state at large and one from each of the state's thirteen congressional districts – are made by the Governor subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through the three major components: Instruction, Public Service/Continuing Education, and Research.

Instruction consists of programs of study leading toward degrees ranging from certificates to associate (two-year) level to the doctoral level. Requirements for admission of students to instructional programs at each institution are determined pursuant to policies of the Board of Regents by the institution. The Board establishes minimum academic standards and leaves to each institution to the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses. The non-degree activities cover a large number of areas of interest and are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services. Non-degree Public Service/Continuing Education is conducted by all institutions. Typical college-degree-credit Public Service/Continuing Education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly defined projects in some cases, non-programmatic activities in other cases. They are conducted on campus and at many off-campus locations. Investigations cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs. Most of the research is conducted through the universities; however, some of it is conducted through several of the state universities.

The policies of the Board of Regents for the government management and control of the University System and the administrative actions of the Chancellor provide autonomy of higher degree for each institution. The executive head of each institution is the President whose election is recommended by the Chancellor and approved by the Board.

The University System Advisory Council with 38 committees engenders continual System-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor for transmittal to the Board of Regents as appropriate regarding academic and administrative aspects of operation of the System. The Advisory Council consists of the Chancellor, the Vice Chancellor, and all Presidents as voting members. It also includes other officials and staff members of the institutions as non-voting members. The Advisory Council's 23 academic committees and 15 administrative committees are made up of

representatives from the institutions. The committees dealing with matters of University System-wide application include typically at least one member from each institution.

Institutions of the University System of Georgia

Research Universities

University of Georgia, Athens
Georgia Institute of Technology, Atlanta
Georgia State University, Atlanta
Medical College of Georgia, Augusta

Regional Universities

Georgia Southern University, Statesboro
Valdosta State University, Valdosta

State Universities

Albany State University
Armstrong Atlantic State University
Augusta State University
Clayton State University
Columbus State University
Fort Valley State University
Georgia College & State University
Georgia Southwestern State University
Kennesaw State University
North Georgia College & State University
Savannah State University
Southern Polytechnic state University
University of West Georgia

State Colleges

Abraham Baldwin Agricultural College
Dalton State College
Gainesville State College
Georgia Gwinnett College
Gordon College
Macon State College
Middle Georgia College

Two-Year Colleges

Atlanta Metropolitan College
Bainbridge College
Coastal Georgia Community College
Darton College
East Georgia College
Georgia Highlands College
Georgia Perimeter College
South Georgia College
Waycross College

Independent Research Unit

Skidaway Institute of Oceanography