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<tr>
<th>Degrees</th>
<th>Post-Baccalaureate Certificate in European Union Studies</th>
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1) How is the literature of the discipline incorporated into the curriculum requirements?

2) What evidence exists that the students are engaged in ongoing research or appropriate professional practice and training experiences?

3) Examples of independent research projects, portfolios, case studies, theses, dissertations, or other example by graduate students.

1) The literature on the European Union is both very broad, covering a multitude of topics, and very deep. In each of our classes, we incorporate both historical and current government documents as well as peer-reviewed expert writings on the theoretical underpinnings of the discipline. Through coursework, students are assigned readings and texts related to each topic, ensuring a broad grounding in the literature. Student comprehension of the reading is evaluated through exams, research papers, and/or practicum experiences.

2) Students are required to take an introductory class, several seminars, and a capstone course. The capstone course research papers require a demonstration of knowledge both wide (theoretical foundations) and deep (current research on specific problems).

3) No students are currently enrolled in the post-baccalaureate certificate program as a stand alone program. Most students are taking the certificate as part of their undergraduate degree, rather than at the post-bacc or graduate level. We are in process of cross-listing our classes in both the undergraduate and graduate catalog.
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1) ESRI ArcGIS is the state of the art software package in GIS. The GIS certificate program uses the latest version of ArcGIS for students. In addition, GIS textbooks and articles are used in the class in order to deliver fundamental and theoretical aspects of GIS.

2) During 2010-2012, several students finished the certificate program. Many of them initially joined the program without stable jobs. After the certificate program, four students got stable positions at the Atlanta Gas and Light and S-Nelson & Associates, Inc. One student pursued a GIS Master’s degree at Georgia State University. Two students are further pursuing the Master’s Degree in Urban and Regional Planning at UWG. Those are some examples. Those are some evidences.

3) Students have been involved in various projects and internships. Examples are (1) three students developed internships with S-Nelson and Associates, Inc. in Dallas, Georgia, (2) one student have joined various research projects such as Atlanta urban heat island analysis, (3) one student developed a geologic atlas of the Americus, Georgia, covering seven counties in Southwest Georgia, (4) one student has developed an internship with Rotorworks, Inc. for LiDAR data processing, and (5) in addition, all students have developed course projects in various courses including GIS, Advanced GIS and Spatial Analysis, Image Processing, and Computer Cartography.
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3) Examples of independent research projects, portfolios, case studies, theses, dissertations, or other example by graduate students.

1) The literature in the discipline of Integrative Health Studies is incorporated among the 21 credit hours in coursework. The literature expands over several areas including but not limited to: Mind/Body Studies, Holistic Health, Neuroscience, Health Policy, Nutrition, and application of specific evidence-based interventions that accompany the theoretical underpinnings of the discipline. Through coursework, students are assigned readings and texts related to the discipline and are evaluated through exams, research papers, and practicum experiences.

2) A requirement of the program is to complete a final culminating project, which involves either a research project or practicum experience. In either case, the students are supervised and their research project or practicum experience is evaluated by two Integrative Health Studies Faculty.

3) While this program is new, and we do not have students who have completed the program as of this report, we do have students who have completed the final culminating projects. These include data collection of Integrative Health programs in the Southeast assessing what services they provide, research projects on various Integrative Health practices and practicum experiences at Georgia Integrative Health, Piedmont Hospital, Newnan Hospital and arrangements are being made to include Tanner Behavioral Health.
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1. The five courses required for the Museum Studies Certificate all include the most recent scholarship of the field. The readings for the Museum Studies classes are chosen in conjunction with the Atlanta History Center professional staff, who are also keeping very much abreast of the new scholarship in their areas of expertise. We want students to understand how the practice of museum work has evolved and what the most current scholars are discussing. For the Material Culture class, I integrate a variety of readings in this interdisciplinary field to again show how the field has evolved. We want students to be prepared to address the literature of the field as they work in museums.

2. All of the museum classes require practical work so that students have the opportunity to demonstrate their knowledge and skills in the field. For example, the current museum exhibits class is developing an exhibit plan for the Atlanta History Center’s new Atlanta history exhibit. These products are evaluated as part of the individual student grades. In addition, all students complete an internship as part of their Certificate work. The internships provide an opportunity for them to practice what they have learned. Students take on one or two real projects in a museum setting and are evaluated by both their internship sponsor and the faculty sponsor. Throughout the course, students also participate in an on-line discussion about what they are doing and why. Each student produces a portfolio for every class and a final paper for the Material Culture class that we use to evaluate their engagement in ongoing research and professional practice.

3. Each student undertakes real-life projects at the Atlanta History Center for the museum classes. The Museum Administration students prepare a marketing plan, foundation proposal, operations plan, human resources staffing plan, and strategic plan. Museum Exhibits students prepare a plan for an upcoming exhibit at the Atlanta History Center. Museum Education students develop two program plans and an interpretive plan for the Atlanta History Center. Museum Collections students process collections at the AHC and prepare essays on the process of cataloging museum collections. Students in all of the museum studies classes present a final portfolio demonstrating their project work and the knowledge they have gained. Students in the Material Culture class research and write an essay that interprets some aspect of material culture. In the internship class, all students prepare a final portfolio of their work as well as a weekly journal and examples of their work.
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1. The Introduction to Public History graduate seminar incorporates the most recent scholarship in a growing field. Students also take two skills-based classes that provide training in at least two areas of public history practice. In these classes, students learn about the scholarship of the field so that they will be prepared to discuss what they are doing and why among fellow professionals. We are constantly changing and adapting the classes to be sure that we introduce students to the most current scholarship and practice in an ever-changing field so that they will be adequately prepared for this career. In classes such as the Introduction to Public History, American Architecture, and others, students also gain experience in reviewing the scholarship of the field by preparing book reviews or assessing historiography in exams or papers.

2. Each of our graduate seminars contains a practical component so that students can demonstrate what they have learned. For example, in our Introduction to Public History class, all students participate in a class project as part of a team. We meet with our “clients” and the students develop projects specifically for these clients, applying the knowledge that they have gained about professional public history practice and utilizing the professional training they are acquiring. In the public history classes, the same holds true: all students undertake practical work. In the current archives class, for example, the graduate students are working on team projects at the Center for Public History. We constantly emphasize the importance of working as a team, and we provide opportunities for them to do so. The required internship offers the opportunity for students to apply what they have learned in their classes.

3. Students in each of the public history classes undertake some kind of research project that offers an opportunity to apply the knowledge and skills that they are learning. Students have developed plans and proposals for public history organizations, archived collections, researched historic buildings, undertaken oral history projects, created digital history websites, or completed exhibits, collections management, museum administration, and educational and interpretive programs for the Atlanta History Center. Many classes require students to prepare portfolios of their work or to write a research paper or develop a research project.
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Post-Baccalaureate Certificate in Public Management

1) All Graduate Certificate in Public Management (GCPM) students must take three graduate seminars (5000-6000 level). Each has an accepted body of knowledge that contains both classic literature and the most recent research in the field. Members of the GCPM faculty regularly participate in professional association conferences and are exposed to the latest research trends in their field. They then utilize this knowledge to update the assigned readings in the core courses they teach.

2) The GCPM program requires a Practicum course to conclude the program. The Practicum requires a major paper that combines theory with a real world example and demonstrates rigorous analytical and research skills. Copies of all practicum papers are maintained by the department and are available for review. GCPM students may also fulfill part of the Practicum with an internship. Internship evaluation forms are also required at the conclusion of all internships. Copies of the evaluation forms are kept in both the students’ files and in a central department file.

3) GCPM practicum papers cover a broad range of topics related to public administration analysis and policy evolution. Recent practicum papers have included such topics as: “An Examination of Carrollton Parks Department: An Overview of Context with a Theoretical Analysis.”
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The nursing health systems leadership (HSL) track is a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs). HSL post master’s certificate students in this track are required to take 10 hours of course work that is common to the MSN curriculum. Courses focus on patient-centered care, evidence-based practice, pharmacology, case management client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership and management, quality improvement, risk management, and public/community health. Required courses include leadership core courses consisting of 3 two hour courses focusing on the role of the nurse leader, problem solving by the nurse leader, and managing patient outcomes. Additionally post master’s students must take 2 practica courses in which they develop a clinical project that is evidence/research based in nature. Since these students have completed requirements for an MSN degree, they are not required to complete a thesis or an evidence based project.