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The Medical College of Georgia Catalog 2002-2003 provides essential information about Georgia's health sciences university. Designed for MCG's academic community as well as for new and prospective students and faculty, the material will help the inquirer learn more about MCG--its character, heritage, objectives, academic programs, admissions and degree requirements and procedures.

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Please email comments, suggestions or questions to:
Rita Garner, Associate Registrar registrar@mail.mcg.edu

May 23, 2002

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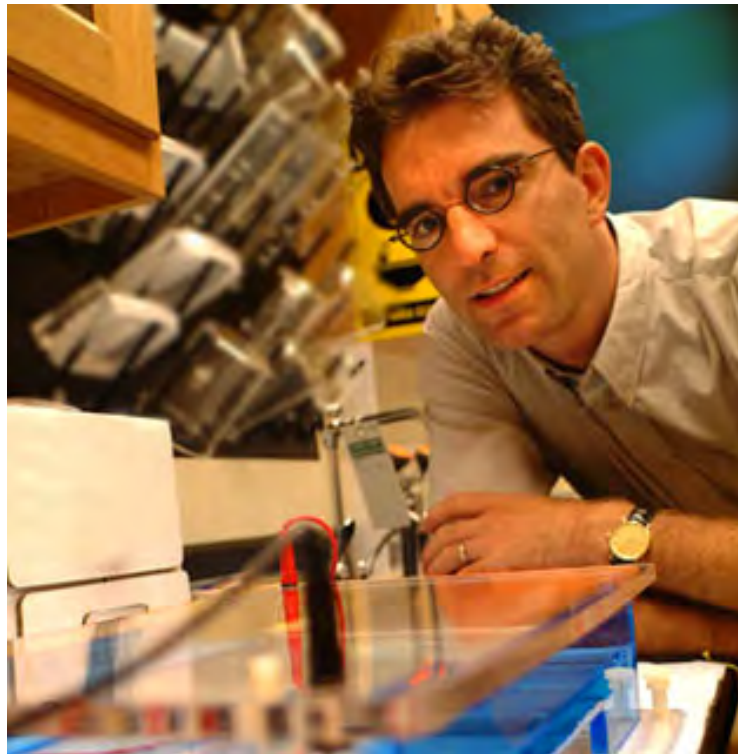
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Daniel W. Rahn became MCG's 7th President in June, 2001.

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[MCG History](#)

A chronicle of MCG's rich traditions and history.

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Provides a listing of faculty, with contact information, current publications and more.

[IRIS](#)

MCG's online data and information system. Includes facts and figures on faculty, staff, residents, students, graduates and more.

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June 12, 2003

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Medical College of
Georgia
1120 15th Street, AA
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Augusta GA 30912-
7600
Office #: (706) 721-
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Fax#: (706) 721-9133

The Provost, [Dr. Barry Goldstein](#), is the Chief Operating Officer of the academic enterprise of the Institution and chief academic officer. Dr. Goldstein serves as the President's chief advisor in matters relating to academic, research and student affairs and is administratively responsible for all of those functions.

Academic and administrative units reporting to the Provost follow:

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Contact Information

[Dr. Roman M. Cibirka](#)

Associate Vice
President for Academic
Affairs

Medical College of
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AA-1050

Augusta GA 30912

Phone: 706-721-3096

Fax: 706-721-8349



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Please email comments, suggestions or questions to:
Jeaneanne Atkinson, jatkinso@mcg.edu

May 08, 2003

Medical College of Georgia

Academic and Research Computing

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The Office of Academic and Research Computing supports MCG's academic and research community by identifying computing needs and providing solutions. The core function of Academic and Research Computing is to facilitate growth and development of teaching, learning, computing infrastructures, Web-based technologies and support of technology for the academic and research community.

This office consists of the Office of Web Technology, Communications Infrastructure and the File Server Support Group. The Office of Web Technology is responsible for incubating, integrating and supporting new web technologies. This office is also responsible for the primary web server and campus web pages.

Communications Infrastructure is responsible for cabling infrastructure and data connectivity for the Medical College of Georgia. This area consists of the following groups:

- The Cabling Group is responsible for support of the data network-wiring infrastructure for the Medical College of Georgia. They also provide network activations, cabling installation and cabling repair, fiber installation and fiber repair.
- Internet/Intranet Support Group is responsible for design, support and implementation of the fiber optic backbone. They are responsible for design support and implementation of the campus data network infrastructure.
- Information Technology Security Management is responsible for security support, updates, and policy implementation relating to information technology systems.
- Telecommunications Liaison provides telephony design and implementation for the campus community.
- File Server Support Group (FSSG) provides server administration and technical consulting for the

following multi-user operating environments:

AIX/Unix Server Administration

**Windows NT/2000 Server
Administration**

**Novell NetWare / GroupWise Server
Administration**

Consulting on all the above OSES includes working with the local systems administrators assigned responsibility for the maintenance and administration of the systems in resolving problems, implementing new functionality, answering questions, and providing advice about the wide variety of systems administration functions, such as performance monitoring & tuning, backup and recovery, and access control.

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Please email comments, suggestions or questions to:
Doogie Howser, dhowser@mail.mcg.edu.

August 11, 2003

Medical College of Georgia

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The Provost has created the **Academic and Research Computing Advisory Board (ARCAB)** to be an advisory component to the Provost.

The purpose of this group is twofold:

1. to gather a group of knowledge end-users who can articulate both the technical and functional computing needs and issues of the academic community; and
2. to act as a resource to the Office of Academic and Research Computing Services as a source of expertise and support.

Send your suggestion, question or comment about technical and functional computing needs and issues to the [Academic and Research Computing Advisory Board](#).

[Academic and Research Computing
Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Rod Mackert, rmackert@mcg.edu

July 11, 2003

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Contact Information:

Office of the Registrar
Medical College of Georgia
1120 15th Street, AA
171
Augusta GA 30912-7315
Office #: (706) 721-2201
Office Fax#: (706) 721-0186
Office Hours 8-5 M-F

Academic Calendars

On the following pages are the academic calendars which have been set for the Medical College of Georgia. Although many dates on the calendars are the same for all schools and programs at MCG, the calendars have been arranged according to school.

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Rita Garner, Associate Registrar, registrar@mail.mcg.edu.

September 24, 2003

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Daniel Rahn, Ex-officio Chairman	ext. 1-2301
Martha Bradshaw, Vice Chairman	ext. 1-3676
W. David Hill, Vice Chairman-Elect	ext. 1-2019
Roman Cibirka, Past Vice Chairman	ext. 1-3096
Judith Salzer, Secretary-Treasurer	ext. 1-2451

ELECTED REPRESENTATIVES:

Years to Serve

ALLIED HEALTH SCIENCES:	Anne Marie Vann	(1)
	Mary Downey	(2)
	*Thomas Stec	(3)
DENTISTRY:	Carol Lefebvre	(1)
	John Ivanhoe	(2)
	Robert Loushine	(2)
GRADUATE STUDIES:	Deborah Lewis	(1)
	Lynn Jaffe	(2)
MEDICINE:	John T. Barrett	(1)
	John Brice	(1)
	Lynne Coule	(1)
	Phillip Coule	(1)
	Alexander Dailey	(1)
	Lawrence Freant	(1)
	Pat Schoenlien	(1)
	Chris Sheils	(1)
	Catherine Davis	(2)
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	*Manuel Casanova	(2)
	*K.L. Satya-Prakash	(2)
	*Darrell Brann	(2)
	*Harold Szerlip	(2)
	*Jagadishwar Devkota	(2)
	*ZongJian Cao	(2)
	*Zheng Dong	(3)
	*Vijay Kumar	(3)
	*Urias Cuartas-Hoyos	(3)
	*John Thornton	(3)
	*Dean Harrell	(3)
NURSING:	Nancy Troy	(1)
	Rebecca Rule	(2)
	*Jacqueline Miller	(3)
LIBRARY:	*+Peter Shipman	(2)

EX-OFFICIO:

Michael Ash
Beth Brigdon
Connie Drisko
Bryan Ginn
Barry Goldstein
Matthew Kluger
Tamera Lee

Michael Miller
Shelley Mishoe
Katherine Nugent
Clay Steadman
David Stern
Keith Todd

*newly elected for 2003-04
+Executive Committee Member

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Jeaneanne Atkinson jatkinso@mail.mcg.edu

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Prepared by the Executive Committee of the Academic Council
2003-2004



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Since its charter in 1828 as a single academy to provide instruction in "several branches of the healing art," the Medical College of Georgia has evolved into a major academic health center and a health sciences research university, with educational opportunities and academic support services extending well beyond the campus walls. Health care professionals are provided with opportunities for continuing education across the state.

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Contact Information:

Office of the Registrar
Medical College of Georgia
1120 15th Street, AA
171
Augusta GA 30912-7315
Office #: (706) 721-2201
Office Fax#: (706) 721-0186
Office Hours 8-5 M-F

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Please email comments, suggestions or questions to:
Rita Garner, Associate Registrar, registrar@mail.mcg.edu.

May 30, 2003



MCG Administration

[Board of Regents](#)

The regents are the official governing body of the Medical College.

[President](#)

Daniel W. Rahn became MCG's 7th President in June, 2001.

President's Cabinet

President	Daniel W. Rahn
Provost	Barry D. Goldstein
Dean, School of Medicine	David Stern
Vice President for Finance	Diane C. Wray
Vice President for Administration	J. Michael Ash
Vice President for Research, and Dean, School of Graduate Studies	Matthew J. Kluger
Vice President for Enrollment and Student Services	Michael H. Miller
Vice President for External and Government Relations	R. Bryan Ginn, Jr.
Vice President for University Advancement	L. Keith Todd
Vice President for Information Technology	Beth Brigdon
Dean, School of Allied Health Sciences	Shelley Mishoe
Dean, School of Dentistry	Connie Drisko
Dean, School of Nursing (Interim)	Katherine Nugent
President/CEO, Physicians Practice Group	Curt Steinhart
President/CEO, MCG Health, Inc.	Don Snell
Vice Chair Elect, Academic Council	Martha Bradshaw
Vice President for Legal Affairs	Clayton D. Steadman

Executive Assistant to the President, and Director, Office of
Institutional Research

[Deb Barshafsky](#)

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Lisa Galop at lgalop@mcg.edu

September 09, 2003

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The Office of the Vice President for Administration

provides high quality administrative, logistical and operational services to facilitate the teaching, research and health care missions of the Medical College of Georgia.

Additional objectives include:

- Sustain open communications between the users and providers to link the services expected and the services provided.
- Monitor the needs of schools, divisions and supporting activities in the areas of environmental concerns, safety requirements, administrative needs, supply and equipment, facilities and human resources required in the performance of their activities.
- Develop the abilities of employees to maintain a level of performance consistent with the fullest potential of each individual.
- Recognize and respond to the needs of patients and visitors while on campus.
- Maintain relationships with internal and external agencies at a level that will ensure the continuation of appropriate administrative support resources, and continue the provision of timely, quality services.

[Dr. J. Michael Ash,](#)

Vice President for Administration

[Jackie Stephens,](#) Administrative Office

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Jackie Stephens, jstephen@mcg.edu.

Telephone (706) 721-2901 or Fax (706) 721-7170

July 30, 2003

Admissions Bulletin

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Associate Dean for Admissions and Student Affairs Office Personnel:

Dr. Mason Thompson

Associate Dean for Admissions and Student Affairs

Mrs. Linda DeVaughn

Director of Admissions and Student Affairs

Esther Holland

Supervisor, Student Admissions

Dorothy Knight

Administrative Coordinator

Bonnie Hutcheson

Administrative Coordinator

Diane Riffe

Administrative Coordinator

Stephanie Crawford

Administrative Specialist

Montra Roberts

Administrative Secretary

Debra Morgan

Director of the MCG Outreach Program



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Admissions Bulletin 2004

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For Additional Information Contact:

Associate Dean for Admissions

School of Medicine - AA-2040
Medical College of Georgia
Augusta, GA 30912-4760
(706) 721-3186 / (706) 721-0959 (Fax)
email: stdadmin@mail.mcg.edu

For additional information regarding the Medical College of Georgia and the Augusta community, visit www.mcg.edu.

The information in this bulletin is complete for the School of Medicine at the Medical College of Georgia. For general admissions information on other medical schools in the United States and Canada, please refer to Medical School Admission Requirements 2003-2004. This publication is available from:

Medical School Admissions Requirements
Attn: Membership and Publication Orders
Association of American Medical Colleges
2450 N Street, N.W.
Washington, DC 20037-1129

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Please email comments, suggestions or questions to:
stdadmin@mail.mcg.edu

July 22, 2003

Medical College of Georgia

Administrative Policies and Procedures

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About MCG Policies and Procedures:

The **NEW!** graphic indicates that a policy or procedure has been added in the past year.

The **UPDATED** graphic indicates that a policy or procedure has been updated in the past year. Click on the graphic to see what part of the policy has been updated.

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Supply Administration Division 1.1

Campus Mail Services

Campus Mail Center	1.1.01	1 March 1998
------------------------------------	--------	--------------

Director's Office

State Insurance Program	1.1.02	1 September 2000
---	--------	------------------

Asset Management

Moving/Surplus Property Services	1.1.05	1 March 2002
--	--------	--------------

Surplus Property Distribution and Disposal	1.1.06	1 March 2002
--	--------	--------------

Property Control	1.1.07	1 January 2001
----------------------------------	--------	----------------

Purchasing (Administrative Policies have been replaced by [Departmental Procedures](#))

Receiving and Distribution

Return for Repair and Replacements	1.1.20	1 June 1998
--	--------	-------------

Emergency Orders Received After Hours	1.1.21	1 March 1999
---	--------	--------------

Shipping	1.1.22	1 June 1998
--------------------------	--------	-------------

Comptroller's Division 1.2

Account Number System	1.2.00	11 March 1985
---------------------------------------	--------	---------------

Printing Services	1.2.01A	16 April 1999
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Copying Services	1.2.01B	3 May 1989
Photocopying of Copyrighted Work	1.2.01C	1 April 1989
Travel	1.2.03	1 November 1996 (Exhibit III revised July 2000)
Travel-Foreign	1.2.03A	25 February 1999
Interdepartmental Request	1.2.04	10 June 1986
Check Requests - Operating Expenses	1.2.05	10 June 1986
Expenditure Transfers	1.2.06	10 June 1986
Time Recording Sheet	1.2.07	27 April 1989
Automated Time and Attendance Standards	1.2.07a	22 February 2000
Exempt Classified Employee Monthly Record of Leave and other Absences	1.2.08	10 April 2000
Faculty Monthly Record of Leave and Other Absences	1.2.08A	1 July 1984
Personnel Review Sheet	1.2.09	3 June 1986
Cashing Personal Checks	1.2.10	1 February 2003 UPDATED
Records Management	1.2.12	1 July 1981
Equipment Control	1.2.13	1 January 1989
Use of State Property Off Campus	1.2.14	1 November 1990
The Control and Screening of Equipment Purchases from Contracts and Grants	1.2.16	1 November 1990
Professional Service Agreements	1.2.17	1 July 2001
University System of Georgia Employee Consultant Services Agreement Between Institutions	1.2.18	1 August 1994

Exempt Pre-Payroll List	1.2.19	1 July 1981
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Group Insurance	1.4.09	1 September 2001
Duty During Hazardous Weather Conditions	1.4.12	21 March 1988
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Compensation Policies for Classified Employees	1.4.14	1 November 1998
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Worker's Compensation/On-The-Job Injuries	1.4.17	1 November 1998

Fellows, Graduate Assistants, and Work-Study Students	1.4.18	1 January 1999
Performance Evaluation of Classified Employees	1.4.19	1 September 2003 UPDATED
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Off-Campus Leave and Training Time	1.4.29	1 February 2002
Informal Mediation Program	1.4.30	1 December 2001
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Jackie Stephens, jstephen@mcg.edu

September 17, 2003

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August 1999

Medical College of Georgia

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Status Form](#) (1 page
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[Staff](#)

Contact:

[Alisha Boston](#)

Affirmative Action/Equal
Employment Opportunity
Specialist

Medical College of Georgia
Room AE 1059
Augusta, GA 30912
(706) 721-7782



Affirmative Action Equal Employment Opportunity Office

Equal opportunity and equal access institution

Our mission is to ensure compliance of affirmative action/equal employment opportunity laws at Medical College of Georgia by:

- Providing equal access and opportunity to employees, applicants for employment and service providers without regard to age, disability, gender, national origin, race, religion, sexual orientation or status as a Vietnam War Era Veteran.
- Taking affirmative action in employment and advancement of women and minorities, individuals with disabilities and covered veterans.

We are dedicated to preventing illegal discrimination and to guiding the institution towards a diversified workforce. Through compliance with applicable federal and state laws, the Georgia Board of Regents and the University's policies, investigation and resolution of complaints, and audits of personnel actions, we will fulfill this mission.

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[Academic Affairs](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Alisha Boston, aboston@mail.mcg.edu
October 15, 2002

Georgia Statewide AHEC Network



A partnership coordinated between Medical College of Georgia and Mercer University School of Medicine, the Georgia Statewide AHEC Network is a complex, multi-disciplinary effort which responds to the problems of health professionals supply and distribution in rural and underserved areas of the state.

Since 1984, the Georgia Statewide AHEC Network has represented a growing partnership of health providers, health professions students, educators, state agencies, and communities joined together with a commitment to resolve these problems through educational support to health professionals in the field, both as students and as practitioners.

About the Georgia Statewide AHEC Network

- [AHEC Regional Map](#)
- [Annual Report](#)
- [Georgia AHEC Centers](#)
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- [FAQ - What is AHEC?](#)
- [Objectives](#)
- [Program Goals & Mission](#)
- [Professional Staff/Contact Information](#)
- [Steering Board Members/Advisory Council Members](#)

Consumer Health

- [Family Medicine - Patient Education Sites](#)

Health Careers

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- [Health Career Academy](#)

Online Resources

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[AHECs Nationwide](#) - Directory from Arkansas AHEC

Useful Websites for Public Health

[Webliography for Consumers and Public Health](#)

Workforce Initiatives in Georgia

[Workforce Factory](#) - Health workforce data for the people

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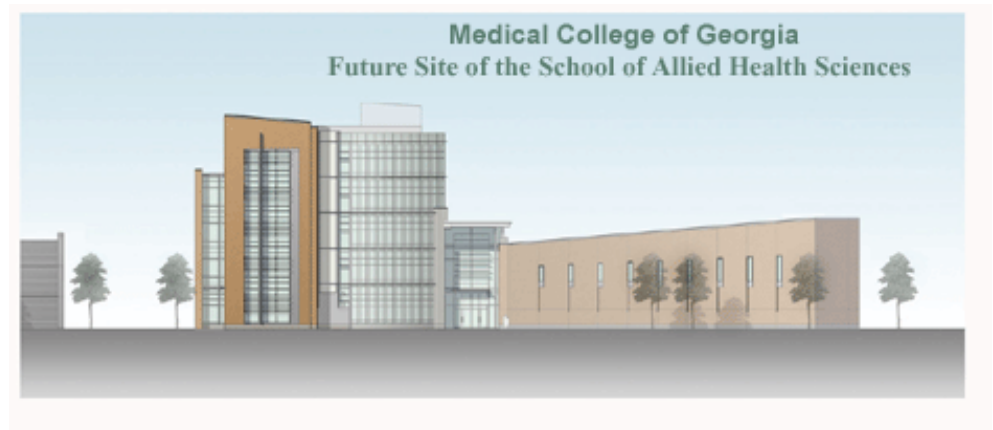
[Mercer University School of Medicine](#) | [Medical College of Georgia](#)

Developed with funds provided by
USDHHS grant number
2U76HPO0263-07

Please email comments, suggestions or questions to:
Susan Poorbaugh, spoorbau@mail.mcg.edu
September 24, 2003

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MS Degrees](#)[MHE Graduate
Course Schedule](#)**Other Information**[Catalog](#)[Rural Health Care in
Georgia](#)[Allied Health Rural
Network](#)[SAHS Alumni
Association](#)[RadScape](#)**The School of Allied Health Sciences**

founded in 1968, offers unparalleled education in twelve health care disciplines. The School's faculty is outstanding in their respective fields, and in addition to teaching, provide service and conduct research. The faculty incorporate multiple approaches in their instruction, such as distance learning, multimedia technology, interactive television and the Internet, to maximize their effectiveness with students.

Consistent with the purposes of the Medical College of Georgia, the purpose and goals of the School of Allied Health Sciences are based on the belief that an atmosphere of academic scholarship and investigation results in:

- Faculty who can be facilitators, mentors, fellow learners and role models for students;
- An educational process which is responsive to variability in student aptitude, interest and motivation;
- Students who can develop the ability to make decisions and become more independent in seeking higher levels of excellence in their personal and professional lives; and
- Dissemination of advanced knowledge and discovered information through publications and other avenues of communication.

Contact Information:

Dana C. Blackwelder
Administrative Manager
Medical College of Georgia
Room AA2028
Augusta, Georgia 30912-0100
Phone:(706)721-2621
Fax:(706)721-7312
email: dblackwe@mail.mcg.edu

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August 19, 2003

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Please email comments, suggestions or questions to:
Christine Deriso, cderiso@mail.mcg.edu

April 03, 2003

Medical College of Georgia

[Alumni Home Page](#) | [A-Z Index](#) | [MCG](#)[Home](#)**MCG Alumni Online****KEEPING YOU CONNECTED****CONNECTIONS**[Alumni Online Directory](#)[Lifetime Email](#)[Events](#)[Class Notes](#)[Photo Album](#)[Alumni Memorial](#)[Association Membership](#)[AlumNews](#)[Campus News](#)[MCG Today Magazine](#)[Support your School](#)[Leave Feedback](#)**Alumni Associations**

Each of the Medical College of Georgia's Five Schools has its own alumni association, that support the alumni, faculty, and students of its school.



These include the [Alumni Assoc. of the School of Medicine at MCG, Inc.](#), [School of Nursing](#), [School of Dentistry](#), [School of Graduate Studies](#), and the [School of Allied Health Sciences](#).

Online Directory

An MCG Alumni Online Directory has been established to assist our graduates in keeping in touch with each other. Its sole intended purpose is that of facilitating personal communication among MCG Alumni friends.

Keep in Touch

Keep in touch with MCG by [updating your information](#).



Also, be sure to submit a [class note](#) while you're here, or [search](#) for an old friend.

[New class notes posted!](#)*Free Permanent Email!**

Here's your chance to get a permanent e-mail forwarding address [@mcgalumni.com](#).

[Click here for more](#)[Site Map](#)

- [Directory Registration](#)
 - [Directory Login](#)
(registered users)
-

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July, 2003

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CLASS NOTES

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SCHOOL OF MEDICINE ALUMNI ASSOCIATION

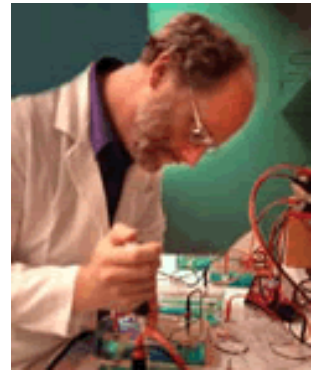
February 28, 2003

The School of Medicine Alumni Association Board of Directors directory is available now. To view or download, click the link below:

- [SMAA Board of Directors](#)

Welcome to the School of Medicine Alumni Association website.

The Alumni Association of the School of Medicine of the Medical College of Georgia was incorporated in 1980. The purpose of the alumni association is to establish and maintain a beneficial relationship between the graduate physicians and the School of Medicine and to promote excellence in learning by providing scholarship grants to deserving students.



Board of Directors

The Board of Directors administers the Alumni Association's business and affairs. The board consists of:

- President
- President-Elect
- First Vice President
- Second Vice President
- Secretary/Treasurer
- Six General Directors (staggered terms of three years each)
- Recent graduate members (two board members serving three-year staggered terms elected from classes that graduated five to 15 years ago)
- Class president members (a three-year staggered term for each senior class president with a maximum of three at any time; if unable to attend a meeting, these board members may send a class member in their stead)
- Past presidents of the association, including those who have served as president before incorporation

Alumni Association Committees

The Alumni Association has several committees consisting of directors or other alumnus members in good standing to strengthen its mission. These committees include the Planning Committee, Bylaws Committee, Nominating Committee, Membership Committee, Homecoming Committee, Physicians' Emeritus Club Committee, Scholarship Committee, Alumni/Student Committee, Alumni/Faculty Committee, Old Medical College Committee, Distinguished Alumni Award Selection Committee, Alumni Web Site Ad Hoc Committee, Alumni Memorial Gardens Ad Hoc Committee and Medical Education Task Force Ad Hoc Committee.



For more information . . .

. . .on the Alumni Association of the School of Medicine of the Medical College of Georgia, Inc., please call [Tammy Berry](#) at (706) 721-4416 or 1-800-869-1113.

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Please email comments, suggestions or questions to:
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March, 2003



School of Allied Health Sciences Alumni

School of Allied Health Sciences Alumni Association **2002-2003**

The Medical College of Georgia School of Allied Health Sciences Alumni Associations' goal is to create ties that will last a lifetime between you and your alma mater. We cultivate those ties by offering you opportunities and services that enrich you educationally, professionally and socially. We consider your graduation from the Medical College of Georgia to signal the beginning, not the end, of MCG's relationship with you. With that in mind the alumni association continually seeks new and innovative ways to meet the needs of our alumni. By choosing to stay connected, you are becoming a member of the alumni association family and affording us the opportunity to form a lifelong commitment to our greatest asset, which is you.


[Mission](#)
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Programs and Services

Scholarship Program

In 2002, the School of Allied Health Sciences Alumni Association awarded five student scholarships to outstanding allied health students. With your continued support, we look forward to increasing the number of scholarships we award annually.

Distinguished Alumnus Award

Members of the School of Allied Health Sciences Alumni Association are invited to submit nominations for the prestigious Distinguished Alumnus Award. All alumni are eligible, but must be nominated by a School of Allied Health Sciences Alumni Association member. Selection is based on outstanding contributions to an allied health field; promotion of change in the health care system toward improved care; participation and/or support of professional and/or community activities; outstanding dedication to advancing the School of Allied Health Sciences and furthering the education of its students. The award is presented annually at the Alumni Association luncheon during Homecoming. The 2002 Distinguished Alumnus is Jessie O. Brown, R.D.H., M.H.E., a 1980 graduate of the Department of

Associated Dental Sciences.

Outstanding Faculty Awards

The association sponsors three faculty awards: Outstanding Faculty Award, Outstanding Clinical Faculty Award and Outstanding Research Faculty Award. Each honoree is recognized during the Spring Faculty Assembly.

Homecoming

MCG celebrates Homecoming every year. The Alumni Association takes an active role in celebration, hosting a luncheon/awards ceremony. Homecoming 2003 will be held April 24-27.

Spring Faculty Reception

Held in conjunction with the school's Spring Faculty Assembly, this light reception honors faculty members who are receiving awards and/or retiring. The Outstanding Faculty Awards are presented at this gathering.

Graduation Reception

Immediately following commencement, the association sponsors a reception for School of Allied Health Sciences graduates, families, friends and faculty.

Alumni Web Site

Join the Alumni Association online by visiting www.mcg.edu/alumni/membership.html

Features offered on the web site include:

- Online Directory (for locating old friends)
- Photo Album
- Class Notes
- Event Information and online registration
- Online dues payment
- Permanent e-mail

Membership

All graduates and current or retired faculty of the MCG School of Allied Health Sciences are eligible for alumni association membership. Annual membership dues are \$25. Lifetime membership is \$500.

Lifetime members are never again required to pay annual dues and

are Partner's Level members of the MCG President's Club the year the join. The lifetime membership fee can be broken in to payments, but must be paid in full by June 30, 2003.

Benefits of membership include:

- Membership card and membership appreciation token for annual dues payers and lifetime members.
- Opportunity to join the Health Center Credit Union at no charge to you. Just present the Alumni Association Membership card you receive after joining the association and you will be eligible to open accounts, get loans, and much more.
- Privilege of nominating a fellow alumnus for the Distinguished Alumnus Award.
- Voting privileges in election for association officers.
- Opportunity to serve as an Alumni Association officer or committee member.
- Special invitations to alumni-sponsored activities.

For more information . . .

. . . on the School of Allied Health Sciences Alumni Association, please call Gia Johnson at (706) 721-4314 or 1-800-869-1113.

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March, 2003

Medical College of Georgia

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SDAA

SCHOOL OF DENTISTRY ALUMNI ASSOCIATION

School of Dentistry Alumni Association 2002-2003

Staying Connected: A Lifelong Commitment

The Medical College of Georgia School of Dentistry Alumni Associations' goal is to create ties that will last a lifetime between you and your alma mater. We cultivate those ties by offering you opportunities and services that enrich you educationally, professionally and socially. We consider your graduation from the Medical College of Georgia to signal the beginning, not the end, of MCG's relationship with you. With that in mind the alumni association continually seeks new and innovative ways to meet the needs of our alumni. By choosing to staying connected, you are becoming a member of the alumni association family and affording us the opportunity us to form a lifelong commitment to our greatest asset, which is you.

School of Dentistry
Association Membership
Events
Class Notes
Photo Album
Support your School
Alumni Online Directory



[Site Map](#)

Programs and Services

Scholarship Endowment Program

The Alumni Association has raised more than \$64,000 for this endowment, with which we award one \$1,000 scholarship to a deserving dental student each year. Alumni may give directly to this program. As the endowment builds, additional scholarships will be awarded.

SDAA Scholarship

The Alumni Association funds an additional \$1,000 student scholarship from our general account each year.

Distinguished Alumnus Award

Members of the School of Dentistry Alumni Association are annually invited to submit nominations for the prestigious Distinguished Alumnus Award. All alumni are eligible, but must be nominated by a School of Dentistry Alumni Association member. Selection criteria include outstanding contributions to dentistry; participation and/or support of professional and community activities; and dedication to advancing the MCG School of Dentistry. The 2002 recipient of the award is Dr. Michael T. Rainwater, D.M.D. (1977).

Welcome-Back Luncheon

The Alumni Association sponsors an annual barbecue lunch for students and faculty at the beginning of each school year. The luncheon is held in conjunction with the School of Dentistry Welcome Back Assembly.

Receptions at the Hinman Dental Meeting and GDA Annual Meeting

Each year the association sponsors receptions during the Hinman Dental Meeting and GDA Annual Meeting to bring together alumni, faculty, students and friends to network and reminisce.

Student Lunch and Learn Seminars

Three seminars are held each academic year, bringing dental professionals onto campus to interact with students. These speakers discuss topics ranging from unique dental specialties to practice management. The School of Dentistry Alumni Association and Georgia Dental Association co-sponsor lunch during each seminar.

Homecoming

MCG celebrates Homecoming every year. The School of Dentistry Alumni Association takes an active role in the celebration, holding the association's annual business meeting and hosting a reunion dinner. The class of 1978 will celebrate its 25th class reunion during Homecoming 2003, which will be held April 24-27.

A Gift for New Graduates

The association's gift to each School of Dentistry graduate is a complimentary one-year membership and a mug embossed with the name's of the members of the graduating class. The association also offers new graduates a 25% discount on lifetime membership in the association for a full year after graduation.

Alumni Web Site

Join the Alumni Association online by visiting www.mcg.edu/alumni/membership.html

Features offered on the web site include:

- Online Directory (for locating old friends)
- Photo Album

- Class Notes
- Event Information and on-line registration
- Online dues payment
- Permanent e-mail

Membership and Benefits

All graduates of the MCG School of Dentistry are eligible for active alumni association membership. Non alumni, MCG faculty and staff are eligible for associate membership. Dentists practicing in Georgia who graduated from schools other than MCG are also eligible for associate membership. Annual membership dues are \$50 for both active and associate membership. Lifetime membership is available to alumni and associate members for a one-time fee of \$1,000. Lifetime members are never again required to pay annual dues and are Partner's Level members of the MCG President's Club the year they join. They also receive a certificate and lapel pin during the Goldstein luncheon during Homecoming. The lifetime membership fee can be broken in to payments, but must be paid in full by June 30, 2003.

Benefits of membership include:

- Membership card and membership appreciation token for annual dues payers and lifetime members.
- Opportunity to join the Health Center Credit Union at no charge to you. Just present the Alumni Association Membership card you receive after joining the association and you will be eligible to open accounts, get loans, and much more.
- Privilege of nominating a fellow alumnus for the Distinguished Alumnus Award.
- Voting privileges in election for association officers.
- Opportunity to serve as an Alumni Association officer or committee member.
- Special invitations to alumni-sponsored activities.
- Lapel pin and certificate for lifetime members of the Alumni Association.



For more information . . .

. . . on the School of Dentistry Alumni Association, please call Gia Johnson at (706) 721-4314 or 1-800-869-1113.

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March, 2003

Medical College of Georgia

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SCHOOL OF GRADUATE STUDIES ALUMNI ASSOCIATION

School of Graduate Studies Alumni Association, 2002-2003

Staying Connected: A Lifelong Commitment

February 28, 2003

Graduate Studies Page
Mission
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Alumni Online Directory

The SGSAA Board of Directors directory is available. To view/download, simply click the link below:

- [SGSAA Board of Directors](#)

The Medical College of Georgia School of Graduate Studies Alumni Association is a lifelong friend. We consider your graduation from the Medical College of Georgia to signal the beginning, not the end, of your connection to your alma mater. Your participation in the School of Graduate Studies Alumni Association signals your pride in that connection. By staying connected, you are making a lifelong commitment to your alma mater, its students and your fellow alumni.



For more information . . .

. . .on the School of Graduate Studies Alumni Association, please call Gia Johnson at (706) 721-4314 or 1-800-869-1113.

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Please email comments, suggestions or questions to:
Ian Mercier, imercier@mail.mcg.edu.

March, 2003



SNAA

SCHOOL OF NURSING ALUMNI ASSOCIATION

SNAA 2002-03

The Medical College of Georgia School of Nursing Alumni Associations' goal is to create ties that will last a lifetime between you and your alma mater. We cultivate those ties by offering you opportunities and services that enrich you educationally, professionally and socially. We consider your graduation from the Medical College of Georgia to signal the beginning, not the end, of MCG's relationship with you. With that in mind the alumni association continually seeks new and innovative ways to meet the needs of our alumni. By choosing to staying connected, you are becoming a member of the alumni association family and affording us the opportunity us to form a lifelong commitment to our greatest asset, which is you.

[School of Nursing Page](#)[Association Membership](#)[Events](#)[Class Notes](#)[Support your School](#)[Alumni Online Directory](#)[Site Map](#)*Programs and Services*[Distinguished Alumnus Awards](#)

The Alumni Association sponsors the Phoebe Kandel Rohrer Award and the E. Louise Grant Award to honor notable MCG School of Nursing alumni. The Alumni Association Board of Directors selects the winner from nominations submitted by Alumni Association members. This year's Phoebe Kandel Rohrer Award recipient is Martha Tingen, Ph.D., a 1984 graduate. The 2002 E. Louise Grant Award recipient is Patricia Cook, Ph.D., a 1979 graduate

[Annual Best Scholarly Paper Award](#)

The recipient of this \$250 cash award is a School of Nursing graduate student. The winner is selected each year by a panel of nursing faculty, and the award is presented during Honors Convocation.

[Leilee P. Ault School of Nursing Alumni Association Scholarships](#)

The association awards four \$500 scholarships each year. Recipients must have at least a 3.5 grade point average to be eligible. Selection is based on an essay describing why the student has chosen a career in nursing, faculty letters of recommendation and leadership potential based on scholastic, community and professional involvement.

[Donna M. Fair Scholar Award](#)

The association administers this award which was established in 1999 in memory of Donna M. Fair, a professor and alumna of the MCG School of Nursing. An endowment, established through a bequest from Ms. Fair, funds two awards to students. The award recipients are selected based on a written paper discussing their interest in Respiratory Care and/or Rehabilitation. The Alumni Association Board of Directors selects the recipients. Each recipient receives a \$1,000 award.

Lunch and Learn Seminars

The Alumni Association sponsors two lunch seminars during fall and spring semesters on topics of interest to nursing students.

Homecoming

MCG celebrates Homecoming every year. The Alumni Association takes an active role in this celebration, hosting the annual Nursing Dinner at which alumni can reminisce with each other and former instructors. The Phoebe Kandel Rohrer and E. Louise Grant Awards are presented during this dinner. Homecoming 2003 will be held April 24-27.

Support for Student Associations

The Alumni Association helps nursing students become active in organized nursing by supporting the Student Nurses Association. Last year the Alumni Association contributed \$3,000 to help nursing students attend state and national meetings.

Professional Enrichment

The Alumni Association annually awards a \$500 grant to an alumnus to help pay expenses related to professional enrichment.

Free Membership for New Graduates

The association's gift to each School of Nursing graduate is a complimentary one-year Alumni Association membership.

Alumni Web Site

Join the Alumni Association online by visiting www.mcg.edu/alumni/membership.html

Features offered on the web site include:

- Online Directory (for locating old friends)
- Photo Album

- Class Notes
- Event Information and online registration
- Online dues payment
- Permanent e-mail

Membership and Benefits

All graduates of the MCG Schools of Nursing and/or Graduate Studies (M.S.N. or Ph.D. in nursing specialty only) and graduates of the former Department of Nursing at the University of Georgia are eligible for membership. Current or emeritus non alumnus faculty members are eligible for associate membership. Alumni and associate members are eligible for lifetime membership. Annual dues for alumni and associate members are \$25; lifetime membership is \$500.

Lifetime members are never again required to pay annual dues and are Partner's Level members of the MCG President's Club the year they join. The lifetime membership fee can be broken in to payments, but must be paid in full by June 30, 2003.

Benefits of membership include:

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- Opportunity to join the Health Center Credit Union at no charge to you. Just present the Alumni Association Membership card you receive after joining the association and you will be eligible to open accounts, get loans, and much more.
- Privilege of nominating a fellow alumnus for the Distinguished Alumnus Award.
- Voting privileges in election for association officers.
- Opportunity to serve as an Alumni Association officer or committee member.
- Special invitations to alumni-sponsored activities.



For more information . . .

. . . on the School of Nursing Alumni Association, please call [Gia Johnson](#) at (706) 721-4314 or 1-800-869-1113.

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March, 2003

Medical College of Georgia

Alzheimer's Research Center

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Related Links:

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- [Georgia Gerontology Center](#)
- [Institute for Study of Aging](#)
- [National Family Caregivers Association](#)
- [NIH Clinical Trials](#)

The Alzheimer's Research Center (ARC)

and its core facility: the Animal Behavior Center, a state-of-the-art non-human primate facility of the Medical College of Georgia is directed by Jerry J. Buccafusco, Ph.D., Professor of Pharmacology and Toxicology and Psychiatry and Health Behavior.



Your gifts to the *Alzheimer's Research Center Fund* have proven to be extremely helpful in our endeavors to expand our scientific research. Gifts may be sent directly to:

Alzheimer's Research - Fund 7455
c/o Medical College of Georgia Foundation
Alumni House, Room EA 100
Augusta, GA 30912

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Please email comments, suggestions or questions to
Dr. Jerry J. Buccafusco, jbuccafu@mail.mcg.edu.

March 27, 2003



Medical College of Georgia

Department of

Anesthesiology and Perioperative Medicine



General Information:

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[Holly G. Jense Memorial Fund](#)

Contact Information:

Department of Anesthesiology and Perioperative Medicine
BIW-2144
Medical College of Georgia
Augusta, GA 30912
706-721-3871

The first academic Department of Anesthesiology in the Southeast was established in 1937 in Augusta Georgia at the University of Georgia School of Medicine by Perry Volpitto M.D. The department was developed when there were only 400 full time anesthesiologists in the U. S., and was one of only four major training programs for post graduate training in anesthesiology. The department continued to grow under the direction of Dr. Zack Gramling and Dr. Robert Crumrine. Our current Chairman is Dr. Alvin Head, a nationally recognized leader in anesthesiology who came to us from Harvard University. Renamed the Department of Anesthesiology and Perioperative Medicine at the Medical College of Georgia, it has grown to include 26 full time clinical faculty, 3 full time research faculty, 32 residents, and a Pain Fellowship. We manage 26 operating rooms in three hospitals, one of which is our nationally acclaimed Children's Medical Center. Our hospitals include representation from all the surgical subspecialties, which allows our residents a broad education and excellent experience in a wide variety of general and regional anesthetic techniques. We invite you to browse our web-site and find out why our department offers outstanding opportunities for both resident and attending physicians who enjoy a challenging and exciting academic environment.

[School of Medicine](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Susan Dawkins, sdawkins@mail.mcg.edu

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August 28, 2003

Medical College of Georgia

Office of Laboratory Animal Services

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Laboratory Animal Services

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Institutional Animal Care and Use Committee

[About IACUC](#)[Standard Operating](#)[Procedures](#)[Procedural Policies](#)[Ethical Conduct](#)[Forms](#)[Alternatives](#)[Submission Deadlines](#)[Anesthesia, Analgesia,](#)[Euthanasia](#)[Occupational Health](#)[Online Training](#)[Training Resources](#)[OLAW Statement](#)[back to](#)[Research Home Page](#)

The Medical College of Georgia maintains a centralized animal care program with administrative responsibility assigned to the Office of Laboratory Animal Services. Animal facilities for this project are located nearby the investigator's laboratory.

The facility and program is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC), a Registered Research Facility with the United States Department of Agriculture (USDA No. 57-R-0002), and has an Office of Laboratory Animal Welfare [OLAW Assurance Statement](#) (A3307-01; dated April 3, 2000) on file.

There are two veterinarians and 17 animal care technicians on staff. The institutional animal care and use committee (IACUC) reviews all research and teaching protocols involving the use of animals and fulfills its other mandated responsibilities.

Reporting Inappropriate or Deficient Animal Care or Treatment:

Any person observing inappropriate or deficient animal care or treatment should immediately notify Dr. Laura T. Easley, Director, Laboratory Animal Services (1-3421) or Dr. Ralph Kolbeck, Chair, IACUC (1-2180), or any member of the IACUC. No facility employee, committee member or laboratory personnel shall be discriminated against or be subject to any reprisal for reporting violations of any regulation or standard under the Animal Welfare Act. The complainant's identity will be kept confidential when requested.



Office Location:

Laboratory Animal Services
Research and Education Building (CB), Room 1102
Augusta, GA 30912
Phone: 706-721-3421
Fax: 706-721-6277

Office Hours:

8:00am - 4:30pm, Monday through Friday

In Case of Emergency After Hours:

Contact Public Safety, 721-2911 (for on-call roster).

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[Research](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Linda Griffin, lkgriffi@mail.mcg.edu.

July 30, 2003

[How To Submit a Campus Announcement](#)

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Advanced Trauma Life Support

Regina Medeiros, Trauma/Critical Care, x1-3153

The Trauma/Critical Care Service will be offering an Advanced Trauma Life Support Course on December 5-6, 2003. Space is limited and participants will be taken on a first come first serve basis.

Wellness Center Membership Special

Megan Bowers, Wellness Center, x1-6800

JOIN NOW AND RECEIVE A FREE FITNESS ASSESSMENT (A \$50 VALUE)

Offer valid October 1-31, 2003. (www.mcg.edu/wellness/)

The MCG Wellness Center is much more than just a gym. With top-of-the line equipment, exercise classes, fitness instruction, nutrition classes and other wellness classes, the center offers the full gamut of the fitness experience.

Each fitness assessment is a personal analysis of health and exercise habits including a health risk appraisal. Using the Tri-FIT computerized measurement tool, readings will be taken on flexibility, muscle strength and endurance, cardiovascular endurance and body fat. Upon completion of the assessment, members will receive consultation of the test results and a detailed report with recommendations for their fitness training. All fitness assessments are conducted by the professional staff of the MCG Sports Medicine Center.

With convenient payment options and no contract fees, the MCG Wellness Center is one of the best deals in town. MCG faculty, clinical/adjunct faculty and staff (including retirees) of MCG, MCG Health System and the Physicians Practice Group can join for as little as \$30 a month.

In all membership categories, spouses can join for an equal rate. Automatic payroll deduction, flexible membership packages, daily guest passes and a tirelessly accommodating staff ensure a second-to-none fitness experience.

The Wellness Center is open 5:30 a.m. to 10 p.m. weekdays, 9 a.m. to 5 p.m. Saturdays, and 1-9 p.m. Sundays. The facility is located on campus at the corner of 15th Street and Laney-Walker Boulevard across from the School of Dentistry.

Just one catch: The equipment, classes and services don't work unless you use them. But that's the fun part. With a facility as outstanding as the MCG Wellness Center, fitness is a pleasure. Join today and discover how the fitness factor is within reach, right here on campus. Fill out an application from our website (www.mcg.edu/wellness/) or contact us for more information at wellness@mcg.edu (e-mail) (706) 721-6800 (telephone).

* Free fitness assessment and initial consultation for all members who join during October 2003 and agree to a 12-month standard or perpetual membership. All fitness appointments must be scheduled and completed by Nov. 21, 2003. Other conditions apply, see website for details.

Post: 09-26-03 Delete: 10-10-03 [top](#)

Library Strategic Plan

Lyn Dennison, Library, 1-9905

The Library's Strategic Plan is available at

http://www.mcg.edu/library/StratePlan/LibSP2003+_1.pdf

"Becoming a Premiere Health Sciences Library: An Intellectual Commons for Learning, Discovery, and Evidence-Based Care"

Patient Advertisement: Whiter Teeth

Debbie Nunley, Oral Rehabilitation, x1-0868

Principal Investigator: Dr. William D. Browning, Associate Professor
Dept. of Oral Rehabilitation, Section of Clinical Research

The Medical College of Georgia, Department of Oral Rehabilitation needs patients who want whiter teeth to participate in the evaluation of a tooth-whitening system administered by dentists. Patients must be 21 or older and in good health. The study will last six months. The material will be free to participants.

For further information: PLEASE CONTACT: Debbie Nunley, Angela Steen or Crystal Neeley

Monday - Friday 8 a.m. - 5 p.m. Ext. 1-0868

IDX Training for MCG Faculty and MCG Campus Employees

Doug Fines, Human Resources, x1-7613

Please disregard this message if you do not have responsibilities for patient care in the Ambulatory Care Center or at any of the MCGHI hospitals and clinics.

A number of MCG faculty/physicians and their administrative staff have been provided an opportunity to learn how to login, view patient-care provider schedules, and print patient-care reports utilizing the MCGHI IDX patient-care system.

This training is optional but should be completed if the ability to access and review patient-care information is desired or necessary.

The following faculty/physicians' administrative staff have the opportunity to complete the online tutorial:

- Director of Operations-SOM
- Fiscal Affairs Analyst
- Mission Based Management Coordinator
- Administrative Manager 4 & 5
- Administrative Specialist 1 - 5
- Administrative Secretary
- Senior Administrative Secretary

- Executive Secretary
- Section Supervisor
- Staff Assistant
- Administrative Coordinator

Instructions to access the MC Strategies system are [online](#). Only those individuals with a need to track patient care information are affected by this training, and only those job titles thought to have responsibilities in this area have been considered for self-enrolling. All individuals with these job titles are not affected. Please direct any inquiries to Doug Fine at 1-7613

Post: 09-25-03 Delete: 10-09-03 [top](#)

Updated Human Assurance Committee Web Pages

Lynette Henley, Clinical Trials Compliance, x1-1478

The following Human Assurance Committee (HAC) web pages have been updated. For your convenience, the web-links are included. As always, suggestions/comments are always welcome.

- [HAC Homepage](#)
- [HAC Polices & Procedures, Sect. 1, General Information](#)
- [HAC Polices & Procedures, Sect. 9, Informed Consent Process](#)
- [HAC Policies & Procedures, Sect. 11, Informed Consent Document Checklist](#)
- [HAC Policies & Procedeures, Sect. 13, Minimal Risk Informed Consent Document Template](#)
- [HAC Policies & Procedures, Sect. 21, Sample Genetic Informed Consent Document Template](#)
- [HAC Policies & Procedures, Sect. 43, HIPAA and Databases, Medical Records Review and Collection of PHI](#)
- [Research Informed Consent Document Template](#)
- [Parental/Guardian Research Informed Consent Document Template](#)
- [Emergency Parental Research Informed Consent Addendum Template](#)
- [Emergency Research Informed Consent Document Template](#)
- HAC Form #105, Investigational Device Information Sheet: [\(RTF Format\)](#) & [\(PDF Format\)](#)

Invoicing Sponsor for Reimbursement

Betty Aldridge, Research and Sponsored Program Administration, x1-2592

The Office of Grants and Contracts processes and administers ALL study payments on behalf of MCG Research Institute. When invoices are submitted

directly the sponsor (e.g., in the case of pharmaceutical/device clinical studies), it is important that OGC receives copies of those invoices. This assists us in verifying that payment is related to reimbursement for a specific study account. We can retrieve the invoice, match it to the payment, and process the check in a more timely fashion. When we don't have an invoice to match to and the payment does not provide this information, it takes us longer to identify what the payment is for and how it should be processed. In these cases we have to contact either the sponsor, the department, or the study coordinator. (If the amount invoiced and amount paid differs, the department/study coordinator will be notified so that this discrepancy can be addressed.)

Therefore, we are reminding everyone to routinely send copies of study invoices to OGC. To ensure that your invoice is forwarded to the appropriate person, address your correspondence to Office of Grants and Contracts, ATTN: Study Invoice, CJ-3301. If you have any questions about this process, please contact me, Sheree Wright or Wanda Prince at extension 1-2592.

Post: 09-24-03 Delete: 10-08-03 [top](#)

HCCU Helps Ease Parking Payments

Lantz M. Biles, Parking & Transportation Services, x1-8878

The Health Center Credit Union is teaming up with the Division of Public Safety for another payment option in the MCG parking program. Effective Oct. 1, monthly parking fees can be automatically withdrawn from any bank account. Participants must open an HCCU savings account and complete an authorization form. HCCU will then draft monthly parking fees from an account at any bank, or from an HCCU account. Current HCCU members can download an authorization form from the Parking Services Web site at www.mcg.edu/psd/ParkingSvcs/Parking.htm. For more information, call the Parking Office at ext. 1-2953 or HCCU at ext. 1-2040.

BookStore Specials: Littmann Stethoscope and Palm Zire 71

Dianne Mundy, Student Center Bookstore, x1-3581/3582

Littmann Stethoscope Specials October 1-17, 2003

MASTER CARDIOLOGY reg.\$195.00 sale \$134.95

CARDIOLOGY III reg.\$177.00 sale \$124.95

CLASSIC II reg.\$ 78.00 sale \$ 58.95

Includes: free Littmann ID tag, free soft seal ear tips,
free Heart Sounds CD for Cardiology scopes, free ballpoint pen

Palm Zire 71 Special Pricing October 1-10, 2003

Zire 71 Handhelds organize your life....with a camera to capture it.

High resolution ultra sharp screen displays vibrant color making text easier to

read and

bringing games to life. Price: \$299.00. Package includes a 71 Handheld with rechargeable

battery, carrying case, hotsync cradle, power adapter, desktop software CD-ROM, software

essentials CD-ROM, and stylus.

Post: 09-22-03 Delete: 10-06-03 [top](#)

Budget Poster Prints

Brent Burch, Medical Illustration and Photography, x1-2234/1-3351

MCG Medical Illustration and Photography announces a new lower-cost service for large-format (3' x 5' or larger) poster exhibit prints. Bring your text file and up to 6 photographs, charts, graphs or tables in .tif or .jpeg formats (additional images can be accommodated for a nominal fee). Select from 3 design templates and we will import the text and images and give you a proof for your approval. When everything is to your satisfaction, we'll print your poster in high resolution with full-color images on heavy photo-quality paper and then laminate it--all for about half of what you'd pay for a custom designed poster. Just \$200 for a 3' x 5' poster, \$225 for a 3' x 6' poster. Other sizes are also available including vertical posters. Call Laura McKie or Brent Burch at 1-2234 or 1-3351 for additional information.

Post: 09-19-03 Delete: 10-03-03 [top](#)

Official Business Mail-Reminder

Vickie Harrison, Campus Mail Services, x1-3996

Official business mail must bear the Medical College of Georgia or MCGHI return address to include the department, section, budget department number, city, state and zip code in the upper left hand corner to be eligible to receive postage.

NEW: ExpressCard ONLINE Service!

Lisa Wheatley, MCG Express Card, x1-9939

"Express" yourself - **online!**

Manage your MCG ExpressCard account from any PC with internet access.

WHO: Anyone with a valid MCG/MCG-HI ID badge

WHAT: Make online deposits to your Express Account, check your current balance,

view your transactions, and deactivate lost/missing ID cards.

WHEN: 24 hours a day, 7 days a week

WHERE: Go to: www.mcg.edu/express and click the "Manage My Account Online" link.

WHY: It's *Security* and *Convenience* at your fingertips and it's FAST, FRIENDLY and FUN. Try it now!

Post: 09-18-03 Delete: 10-02-03 [top](#)

Students, Study Abroad

Dr. Roman M. Cibirka, Associate Vice President for Academic Affairs, x1-2554

Do you dream of visiting exciting and exotic places? If your answer is yes, please visit the Study Abroad website at

<http://www.mcg.edu/aaffairs/associate/abroad.htm> for exchange programs and grant opportunities.

Patient Advertisement: Bonded Bridges

Debbie Nunley, Oral Rehabilitation, x1-0868

Principal Investigator: Dr. William D. Browning, Associate Professor
Dept. of Oral Rehabilitation, Section of Clinical Research

The Department of Oral Rehabilitation seeks patients who want a bonded bridge to replace a missing upper or lower, front tooth to participate in the clinical evaluation of a resin-bonded, fixed-partial-denture or bridge. Patients must be 21 or older and in good health. The teeth on either side of the missing tooth should be sound and not in need of an extensive filling or a crown. Patients may benefit by having their smile improved with the replacement of a missing front tooth. The study will last five years. Half of the cost of the bonded bridge will be paid by the sponsor and half paid by the participant.

For further information: PLEASE CONTACT: Debbie Nunley, Angela Steen or Crystal Neeley

Monday - Friday 8 a.m. - 5 p.m. Ext. 1-0868

[Web Technology Group](#)
[Academic and Research Computing Services](#)
[Medical College of Georgia](#)

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Please email comments, suggestions or questions to: [Ed Hendrix](#).

October 02, 2003



Annual Giving

- [All Employee Campaign](#)
- [Honor/Memorial Gifts](#)
- [Online Pledge](#)
- [Matching Gifts](#)
- [Giving Levels](#)
- [President's Club](#)

The Medical College of Georgia's annual giving program - the **Annual Checkup** - is the nucleus of our giving program.

Besides administering mail and phonathon campaigns, the Annual Giving Office oversees our faculty and honor/memorial campaigns. Donors can designate their annual gifts to any established fund within the MCG Foundation.



- Home
- Alumni
- Supporting MCG
- Office of Development
- Planned Giving
- Giving to the CMC

Recognition club levels are based on total giving during the fiscal year (July 1 - June 30).

Mailings during the year allow alumni and friends to support MCG. MCG student callers also contact alumni during a fall semester phonathon to encourage giving to the university. During the spring, student callers contact alumni who have made a gift during the fiscal year to thank them for their support.

[© Index](#)

For more information...

Contact

Elizabeth Gregory
Annual Fund Coordinator
Office: (706) 721-3397
Fax: (706) 721-6723
Toll Free: (800) 869-1113
Email: egregory@mail.mcg.edu

[Alumni and Friends](#) | [Planned Giving](#) | [Annual Giving](#) | [Make an Online Gift](#) | [CMC Development](#) | [MCG Foundation, Inc.](#) | **Medical College of Georgia**

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Please email comments, suggestions or questions to:
Ian Mercier, imercier@mail.mcg.edu.

June, 2003

[Asset Management](#)[Campus Mail Services](#)[Purchasing](#)[Purchasing Card \(P-Card\)](#)[Receiving/Delivery](#)[Organization Chart](#)[Supply Administration](#)[Surplus Database](#)[!\[\]\(0d5ec72f61334709c3fc9450209b754f_img.jpg\) Download Instructions for Annual Campus Equipment Inventory July 1 thru Aug 1, 2003](#)[!\[\]\(b792654f2cef9719eabeb6c5be00811e_img.jpg\) Download Inventory List](#)[!\[\]\(7d1d6890825e83a6a4a51febe2dcc7f3_img.jpg\) Download Assistant Property Control Officers List](#)[Kevin Doyle](#)

Property Control Officer

Medical College of Georgia
 Asset Management, HSB
 328b
 Augusta GA 30912
 (706) 721-2154

Asset Management

Maintains accurate inventory including location of movable equipment costing \$1,000 or more, with a useful life of three years or longer. Manages Moving Services and the Surplus Property Program. Also acts as liaison for records management.

Administrative Policies and Procedures:

[Moving Services](#)[Surplus Property Distribution](#)[Property Control](#)

Forms:

[Request for Moving Services](#) (2 page PDF form)[Surplus Equipment Decontamination Form](#) (1 page PDF form)[Procedure for Decontamination & Disposal of Surplus Equipment](#)[Surplus Computer Form](#) (1 page PDF form)[Property Loan Agreement](#) (1 page PDF form)[Supply Administration](#)[Departments and Units](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Sharon Gay, sgay@mail.mcg.edu

August 29, 2003

Division of Internal Audits

[The Division of Internal Audits and You](#)

[Ask Us...](#)

[Organization Chart](#)

Medical College of
Georgia
1120 15th Street HS-
3135
Augusta, Georgia 30912-
7900

Phone (706) 721-2661
Fax (706) 721-9094

Welcome,

Internal Audits' web pages have been prepared to familiarize members of the Medical College of Georgia community, and others who may visit this web site with the function of the Division of Internal Audits. We hope to dispel any concerns you may have about being audited, or even talking with auditors. Although it may be human nature to become uneasy at the thought of being audited, our staff strives to make the process helpful and unobtrusive as possible.

The Division of Internal Audits' mission is to support the values and mission of the Medical College of Georgia by providing independent and objective management evaluations, identifying actual and potential problems, providing corrective guidance, developing management recommendations, and providing consultation services in accordance with professional internal auditing standards.

Thank you for visiting our web page and if you have any questions or need any assistance, please contact us at: (706) 721-2661, or you may e-mail me personally at: mhill@mail.mcg.edu.

Michael W. Hill, CFE, CPA
Director
Division of Internal Audits

[Departments and Units](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Michael Hill, mhill@mail.mcg.edu.

January 14, 2003

Information About People and Places



Mailing Address:
Medical College of
Georgia
1120 15th Street
Augusta, Georgia 30912

Phone
Area Code: 706
Prefix: 721

Campus Operator
(706) 721-0211

Directories

Search for People

[Institutional Faculty List Online](#)

[Institutional Faculty Campus Directory](#) (pdf)

[eGuide](#) Faculty, Staff and Student Directory

[Student Pictorial Directory](#) (Campus Access only)

Search Campus Departments

[Campus-Related Departments](#)

(complete list, includes phone & room numbers)

Search MCG Health System

[People and Departments](#)

Maps

[Augusta Map and Driving Directions](#)

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[Hospitals and Clinics Map](#)

[Virtual Campus Tour](#)

Augusta

[City of Augusta, Georgia](#)

[Augusta Community Links](#)

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[MCG Faculty and Spouse Club](#)



Please email comments, suggestions or questions to: www@mcg.edu

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Information About: [Schools & Programs](#), [Departments & Units](#), [Centers & Institutes](#), [Service & Outreach](#), [People & Places](#)

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February 14, 2003

Augusta Map and Driving Directions to Campus

Directions from Atlanta

I-20 East to Augusta,
Exit I-20 at RiverWatch Pkwy
(exit 200),
Turn left at light,
Turn right onto 15th St,
Continue 1 mile,
15th St Parking Deck on left

Directions from Columbia, SC

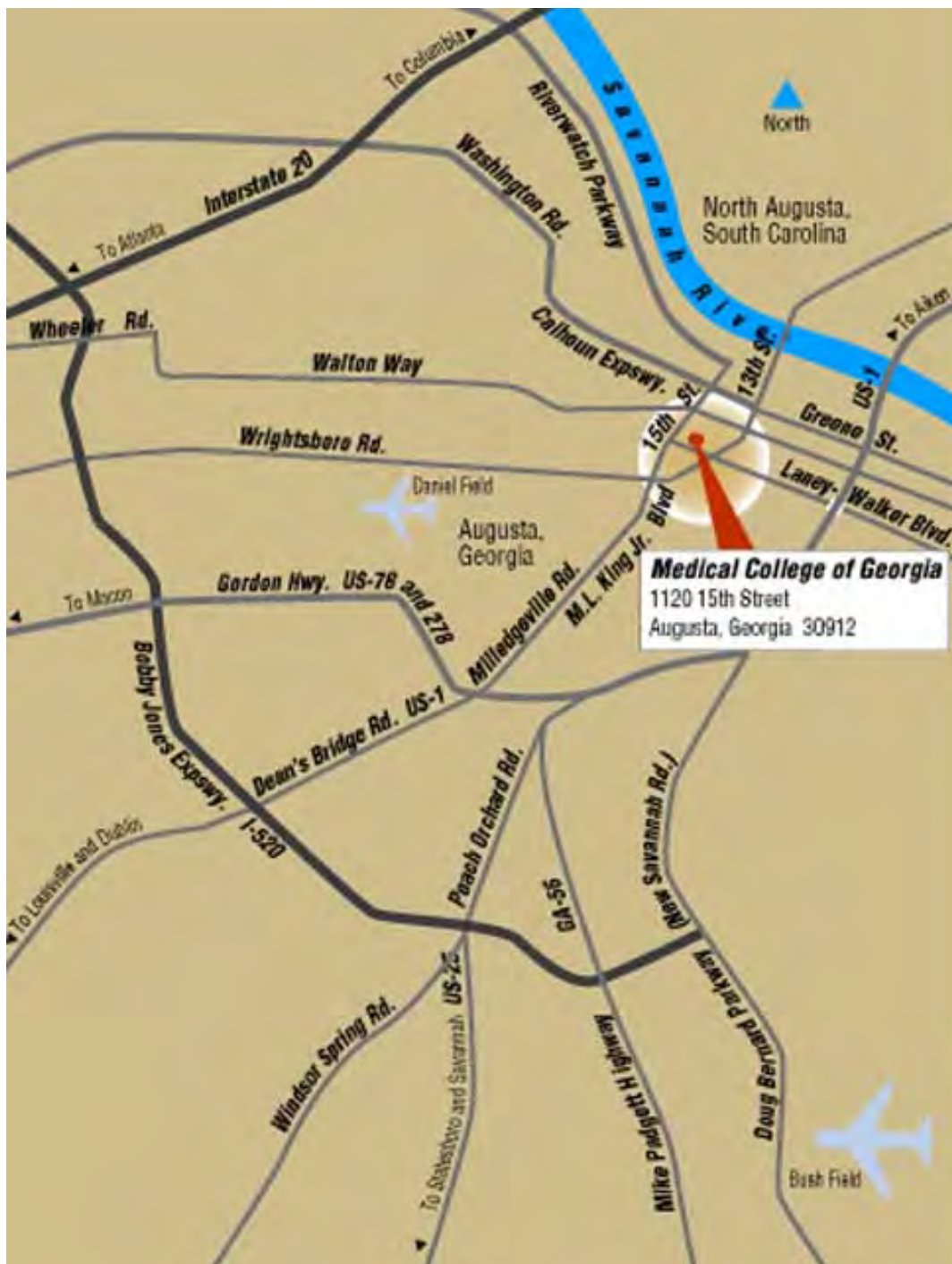
I-20 West to Augusta,
Exit I-20 at RiverWatch Pkwy
(exit 200),
Turn left at light,
Turn right onto 15th St,
Continue 1 mile,
15th St Parking Deck on left

Directions from Savannah, GA

Entering Augusta on Hwy 25
(Peach Orchard Rd),
Continue on Hwy 25 until it
merges into Gordon Hwy - (will
include Hwys 1, 25 and 78),
From this merger continue 3
miles,
Turn left at Walton Way (Red
Lobster on right),
Turn left onto 15th Street,
Continue .4 mile, 15th St
Parking Deck on left

Directions from Bush Field Airport

Turn right from Airport exit
onto Doug Barnard Pkwy,
Continue 5 miles,
Turn right on Gordon Hwy,
Continue 3 miles,
Turn left at Walton Way (Red
Lobster on right),
Turn left onto 15th Street,
Continue .4 mile,



15th St Parking Deck on left

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[Medical College of Georgia](#)

August 22, 2003

Auxiliary Services



The Division of Auxiliary Services is responsible for the management and oversight of the institution's retail activities. The Division's administrative offices are located in the Annex Building on 15th Street. Among the retail activities found at MCG are:

[Student Center](#)

[Bookstore](#)

[Child Care Center](#)

[Copying Services](#)

[Vending](#)

[Express Card](#)

[Printing Services](#)

[Parking](#)

[Student Health](#)

- Bookstore
- Child Care Center
- Copying & Printing Services
- Debit Card System (Express Card)
- Food Services (Contracted)
- Vending (Contracted)

The Division also supports, Student Housing, the Student Health Center, and Parking Services with funding assistance and budget management.

These functions, including Auxiliary Services Administration, are self-supporting entities and are not funded with state appropriations. All retail activities are operated solely for the convenience and/or necessity of the campus community (i.e., students, faculty, staff, visitors and in some instances, patients).

Justin D. Pittman
Director
Auxiliary Services
(706) 721-4101
jpittman@mail.mcg.edu

Direct editorial
correspondence to:
Ellen Gladden,
egladden@mail.mcg.edu

Beeper editor
External and
Government Affairs, FI-
1042
Telephone: 706-721-
4410
Fax: 706-721-6397

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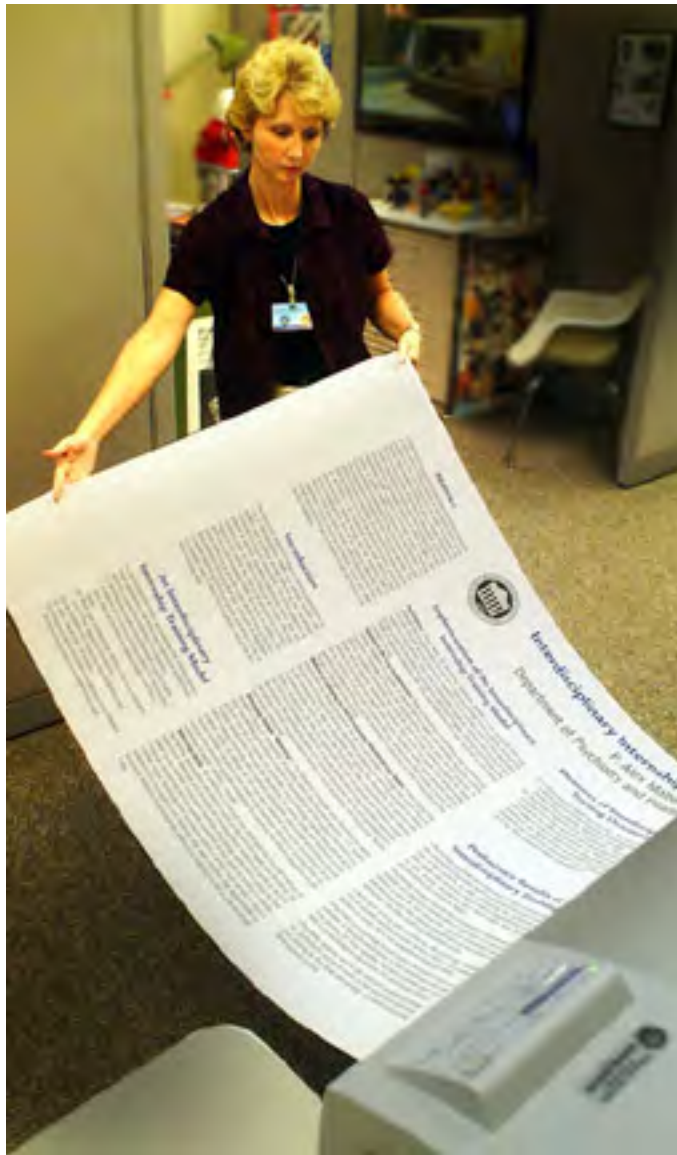
[Ongoing MCG Studies](#)

MEDICAL COLLEGE OF GEORGIA
beeper



October 2, 2003

Design Experts Give Poster Presentations Pizazz



Ellen Gladden

One day, she's designing a slide presentation for a pathology symposium. The next she spends assisting a faculty member with a poster explaining surgical procedures to medical students. No matter what the task, Laura McKie has enjoyed her job for over 20 years.

"I love it. Every day is always something different," she said.

As the coordinator of technical illustration for the Division of Health Communication, Mrs.

McKie helps bring to life the microscopic intricacies of clinical and scientific research with posters, slideshows and PowerPoint presentations.

"I get to meet so many different people and get exposure to such a broad range of science and discovery," said Mrs. McKie. "In this job, you make a contribution to patient care by helping get the information out there. If that presentation results in a better surgical technique or a or a new pharmaceutical, I feel like I'm a little part of it and that's really exciting."...[read the rest of the story](#)

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[Study Finds Socioeconomic Status, Genes Interplay in Childhood Obesity](#)

[Moving the Target for Osteoporosis Treatment](#)

[Repairing the Heart Without Surgery](#)

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Putting a Halt to Junk Mail

[Milestones](#)

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Please email comments, suggestions or questions to:
Toni Baker, tbaker@mail.mcg.edu.

October 02, 2003

Medical College of Georgia

Department of **Biochemistry and Molecular Biology**

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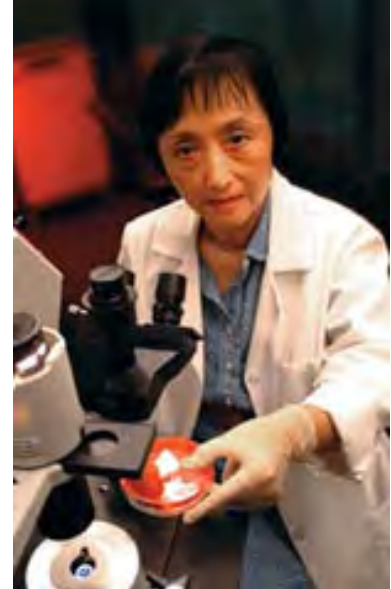
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Please email comments, suggestions or questions to:
Stuart A. Thompson, Ph.D., stthomps@mail.mcg.edu

October 23, 2002

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John F. Beard Award

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[Nomination Form \(pdf\)](#)

[Student Nomination Form](#)

[\(pdf\)](#)

John F. Beard Award for Compassionate Care

The John F. Beard Award is intended to honor the highest ideals and achievements in compassionate health care service to MCG, to foster and encourage habits of compassion and kindness, and to identify someone who has unselfishly given to patients, the patient's family, and demonstrated compassion in the Medical College community.

The **\$25,000 award** is designed for graduating students during the academic year, in either the fall or spring semester, from the Schools of Allied Health, Medicine, Nursing, Graduate Studies and post-baccalaureate students from these schools. A nominees' academic record will **not** be considered. Instead, judges will be asked to select the person they feel has shown the most extraordinary compassion while providing health care in the communities served by MCG. There are no *specific* [selection criteria](#), however, when making its choices, the Board of Selectors will take into account whether the nominee:

- Identified with patients and worked to resolve their non-medical concerns.
- Devoted a significant amount of time to his/her patient.
- Helped patients overcome unusual challenges.
- Taken an active role in patient care rather than serving as a figurehead.
- Worked to create positive change for his/her patients.

This award is endowed by Mr. and Mrs. William Porter "Billy" Payne. It memorializes Martha Payne's father and honors MCG President Emeritus Francis J. Tedesco and Dr. Mark F. Williams.



Students, faculty and academic or hospital departments may nominate. Nomination forms should be used although nominators are encouraged to provide supplemental materials. A thorough nomination enhances the review of a candidate's merits. The Beard Award selection committee will consider each student nominated.

[Medical College of Georgia](#)

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Please email comments, suggestions or questions to
Jeaneanne Atkinson jatkinso@mail.mcg.edu
February 12, 2002



Everette (Jim) Horne
Chemical/Biological
Safety Officer

Biological Safety Office

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Biosafety Protocol Applications

- [Instructions.](#)

- [Biosafety Application Part 1](#) for review by the Institutional Biosafety Committee. (Interactive PDF file)

- [Biosafety Application Part 2](#) for review by the Biological Safety Officer. (Interactive PDF file)

- [Training & Experience form Appendix A](#) (Interactive PDF file)

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Mailing Address:

Environmental Health
and Safety Division
1405 Goss Lane
Bldg. CI-1002
Augusta, Georgia 30912
Main Office Phone
Number:
706-721-9826

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Biosafety Information and Useful Links

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Byron C. Brown, byronb@mail.mcg.edu.

September 26, 2003

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The Biomedical Research Council (BMRC) is made up of faculty members representing all of the schools at the Medical College of Georgia. It is chaired by the Vice President for Research, Matthew Kluger. The BMRC's primary goals are to identify key research areas in which to focus resources, to assist in the identification and recruitment of faculty into strategic research areas, and to develop and implement a plan for investing our limited resources.

All faculty are encouraged to communicate with any of the BMRC members shown below so that emerging issues may be brought to the Council.

Biomedical Research Council Members

Sally S. Atherton, PhD	School of Medicine
Gerald Bennett, PhD	School of Nursing
Joseph G. Cannon, PhD	School of Allied Health Sciences
John D. Catravas, PhD	School of Medicine
Raymond K. Chong, PhD	School of Allied Health Sciences
Brenda Cobb, PhD	School of Nursing
William S. Dynan, PhD	School of Medicine
Vadivel Ganapathy, PhD	School of Medicine
Lawrence C. Layman, MD	School of Medicine
Deborah L. Lewis, PhD	School of Medicine

Anthony L. Mulloy, PhD, DO	School of Medicine
Julian J. Nussbaum, MD	School of Medicine
Jeffrey L. Rausch, MD	School of Medicine
George S. Schuster, DDS, PhD	School of Dentistry
Jin-Xiong She, PhD	School of Medicine
Frank A. Treiber, PhD	School of Medicine
R. Clinton Webb, PhD	School of Medicine
Robert K. Yu, PhD MedScD	School of Medicine
Betty Aldridge, BA	Grants and Contracts
Michael G. Gabridge, PhD	Technology Transfer & Economic Development
Matthew J. Kluger, PhD., MBA	Vice President for Research and Dean, Graduate Studies

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Please email comments, suggestions or questions to:
Matthew J. Kluger, mkluger@mail.mcg.edu.
May 28, 2003



Special Seminar

[Georgia Microarray Users Meeting @ Emory](#)
Atlanta, Georgia
September 16, 2003

[J. Malcolm Kling](#)
Seminar in Bioethics Issues in Science, Technology & Health Care
October 1, 2003
MCG

[The Georgia Life Sciences Summit 2003](#)
September 24, 2003
Atlanta, GA

MCG Research Seminars Calendar



All research seminars will now be posted on the new [MCG Web Event Calendar Research Seminars & Grand Rounds combined calendar](#)

[Grand Rounds Research Seminars](#)

Please contact [Laura Hutcheson](#) at (706) 721-3278 if you have any questions.

**University of Georgia
Seminars**

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Molecular Biology](#)
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Microbiology](#)

[Past Months Seminars](#)

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Please email comments, suggestions or questions to:
Gretchen Caughman, gcaughma@mail.mcg.edu



*While we make every effort to keep the information on this page accurate
and up to date, please remember that the MCG Catalog and our published policies and procedures are the
authoritative sources of information about
MCG programs and policies.*



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Growing Research at the Medical College of Georgia: A Five Year Strategic Plan

Developed by the [Biomedical Research Council \(BMRC\)](#)
February 18, 2000

This report is a plan for research development for all of the Medical College of Georgia (Schools of Allied Health, Dentistry, Medicine and Nursing). This is a “work in progress” that will be reviewed each year. Adjustments will then be made to the ten individual strategic plans that comprise this report. The Biomedical Research Council (BMRC) met twice each month for the past six months and developed a strategic plan for growth of research at MCG. This plan was based largely on a SWOT (“strengths,” “weaknesses,” “opportunities,” and “threats”) analysis.

Please note: The following documents are in [PDF format](#).

- [Executive Summary Report](#)
- [Summary of BMRC Meetings](#)
- [Figures and tables relating to research support \(Appendix 2\)](#)
- Reports of each committee (*Appendix 3*)
 - [Biomaterial Tissue Interaction](#)
 - [Clinical Cancer Research](#)
 - [Cardiovascular Research](#) (e.g., Prevention, Stroke, Vascular Biology)
 - [Developmental Biology](#) and [Attachment](#)
 - [Epithelial Cell Biology](#)
 - [Gene Regulation](#)
 - [Molecular Immunology](#)
 - [Neuroscience](#) (Epilepsy Focus)

-- [Sickle Cell Disease](#)

-- [Vision](#)

- ✚ [Funding by NIH and “Burden of Disease”](#) (*Appendix 4*)
- ✚ [Plan for programmatic recruitment of faculty, purchase of key equipment, and development of new programs](#) (*Appendix 5*)
- ✚ Small grants program at MCG: [Application Instructions](#) and [Face Page](#) (*Appendix 6*)

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Please email comments, suggestions or questions to:

Matthew J. Kluger, mkluger@mail.mcg.edu

March 25, 2003

Medical College of Georgia

Office of Biostatistics and Bioinformatics

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Biostatistics and Bioinformatics Resources:

[Statistical Consultancy
Service](#)[Fees for Services](#)[Departmental Faculty](#)[Departmental Staff](#)

Contact Information:

Director: David M. Smith,
Ph.D.Pavilion I ([AE 3031](#)), 3rd
Floor

Phone: (706) 721-3785

Hours: 8:30 a.m. – 5:00
p.m.*back to*[Research Home Page](#)

The Office of Biostatistics and Bioinformatics supports the research mission of all units of MCG by providing support in statistics, mathematics, and research planning, design, analysis and interpretation. The unit is also a teaching arm of the University, responsible for developing graduate courses and coaching graduate students, residents and medical/dental fellows through statistical aspects of their thesis or dissertation.

The teaching programs of the unit cover courses for graduate credits in the School of Graduate Studies, and student contact on research projects, thesis and dissertation preparation. In addition, there is teaching contact with residents and fellows in the Schools of Medicine and Dentistry, both as didactic lectures and as coaching in the analysis of their research projects.

The director of the office of Biostatistics and Bioinformatics reports to the Vice President for Research. The personnel are faculty and staff, all with primary training in mathematics and statistics above the master's level and frequently trained in a

supporting academic discipline such as psychology, engineering, biology or public health.

Statistical support is provided throughout all phases of grant proposal preparation, from clarifying specific aims and hypotheses, examining design alternatives, suggesting appropriate analysis alternatives, and providing power and sample size estimation. Statisticians work with principal investigators throughout the grant preparation process, and participate as co-investigators when grants are funded. Financial support for grant preparation is provided by the University, and financial support postaward is provided by the funding agency.

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Please email comments, suggestions or questions to:
David M. Smith, PhD, Director, davismith@mail.mcg.edu

March 24, 2003

Body Donation Program

(706) 721-3731

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[CB&A Graduate
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[Body Donations](#)

Preface

The examination of the dead to gain knowledge of the living body was first practiced extensively in ancient Egypt. Except for the period known as the Dark Ages, this practice has not changed. Today an important part of the training of new physicians, dentists and medical professionals is the examination, dissection and study of the dead.

This Website is dedicated to body donors for their lasting contribution to the medical sciences and to mankind.

Who May Donate

The Medical College of Georgia body donation program is regulated by the *Uniform Anatomical Gift Act*. The Uniform Anatomical Gift Act has been adopted by all 50 states and in brief directs the following:

- A. Any individual of sound mind and 18 years of age or more may give his or her body to medical science. The gift takes effect at the time of death.
- B. Bequeathal of the decedent's body can be made by next of kin. This bequeathal can be made after consultation with the Department Cellular Biology and Anatomy at the Medical College.

Information To Donors

Costs

The Medical College of Georgia does not pay for body donations; this policy is standard throughout the United States. However, transportation, embalming and cremation are provided by the college.

Memorial Services

Because the donor's body must be delivered to the college as soon as possible after death, it is not possible to have traditional services. Many donors and donor's families prefer to have a memorial service without the body, thereby eulogizing the donor's spirit. This kind of

service can be arranged by the donor or donor's family with clergy or a funeral director.

Cremation

The Department of Cellular Biology and Anatomy requires that after the donor's body has ended its usefulness, which is approximately a year, the remains be cremated. Cremation is permitted in Christian and Reform Jewish faiths.

Burial

Once a year in late spring, a non-denominational interment service is held at Decatur Cemetery in Decatur, Georgia. At this time, the Medical College of Georgia and Emory School of Medicine bury the ashes of their body donors. The service is conducted by the schools' chaplains and faculty and may be attended by the donor's family and friends.

If the donor or donor's family desires to make different arrangements for the disposition of the ashes, a letter accompanying the donation form is required. After delivery of the ashes, which is made in a suitable container, expense for burial or disposition must be provided by the family or estate

Donations Not Accepted

The Medical College cannot accept an autopsied body or one that is unsuitable for education and research. Also body donations cannot be accepted if donor requests for special conditions cannot be met by the college. If such conditions should occur, disposition of the body is the responsibility of the next of kin or person legally responsible.

Medical History

It is helpful to have a medical history of each donor. On the reverse side of Form I (Medical College Copy), please write a brief medical history and describe any events that you think may have influenced your health.

How To Donate

(Individuals must be pre-registered with the Body Donation Program)

The Medical College recommends that you discuss your wishes to donate with your next of kin or individual who will be legally responsible for your body at the time of death. It is important that they understand and will abide by your wishes. Donation by Last Will and Testament is not recommended as burial often precedes its

reading.

To receive Body Donation Forms or for further information about the Body Donation Program please contact:

David E. Adams, dadams@mail.mcg.edu, (706) 721-3731
Director of the Anatomical Donation Program
Department of Cellular Biology and Anatomy
Medical College of Georgia
1120 15th Street
Augusta, GA 30912-9974

Procedure For Pre-Registration with the Body Donation Program

Complete Form I. This is the Medical College Copy and is to be returned. A postage-paid envelope is provided.

Complete Form II. This is the Next of Kin Copy or copy designated for the person responsible for your body at death.

Complete Form III. This is the Donor's Copy and should remain in the Body Donation booklet and be kept with other personal papers.

When the Medical College receives Form I, an acknowledgement will be mailed with a donor identification card. This card should be carried at all times.

Procedure At The Time Of Death

The next of kin or person legally responsible for the donor's body should contact the Department of Cellular Biology and Anatomy for instructions as soon as possible. The number during regular working hours is (706) 721-3731. If death should occur at another time, contact the Medical College operator at (706) 721-0211. The operator will contact the department member in charge.

If death should occur in a hospital, the physician and hospital should be notified immediately of the donation.

The body is not to be autopsied or embalmed before it is received by the Medical College.

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[Cellular Biology and Anatomy](#) | [Medical College of Georgia](#)

David Adams, dadams@mail.mcg.edu
April 02, 2003

Medical College of Georgia

Student Center Bookstore

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The staff of the Student Center Bookstore is always ready to help you with any of your buying needs, so please ask whenever you need assistance. Remember the store is here to support the needs of a busy Health Sciences University. The Student Center Bookstore stresses good customer service while offering a wide variety of items for sale, in addition to textbooks and supplies.

The Computer Sales Department at the Medical College of Georgia provides sales and assistance to MCG students, faculty and staff regarding a full line of educationally priced computer products including hardware, software, books and accessories.



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March 19, 2003

[Budget Management](#)

[Cost Management](#)

Budget Management

The Budget Management Office is responsible for the maintenance of all MCG budgets: operating, capital, student activities, and auxiliary.

It is our vision to assist executive management and the college community in attaining their respective missions by creating and disseminating quality information for planning, budgeting, management and accountability.

Responsibilities:

- Develop the college's operating, capital, student activity and auxiliary budgets
- Monitor and control the budget
- Evaluate budgetary performance and resource utilization
- Perform and disseminate studies and provide informational resources
- Function as liaison with the Board of Regents' staff for responses to data requests
- Respond to internal and external requests for information and advise administrative office in interpreting and developing responses to data requests.

Jacky McBride
Budget Manager
Budget Management
(706) 721-4115
jmcbride@mail.mcg.edu

[Departments and Units](#) | [Medical College of Georgia](#)

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Jacky McBride, jmcbride@mail.mcg.edu

April 30, 2003

Medical College of Georgia Events Calendar

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View a combined listing of all calendar events for the week:

[This Week at MCG](#)

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Please email comments, suggestions or questions to Ed Hendrix at ehendrix@mcg.edu.



1120 15th Street
Augusta, GA 30912

[Campus Map](#)

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[Building Code](#)

For office locations and phone

numbers see the online

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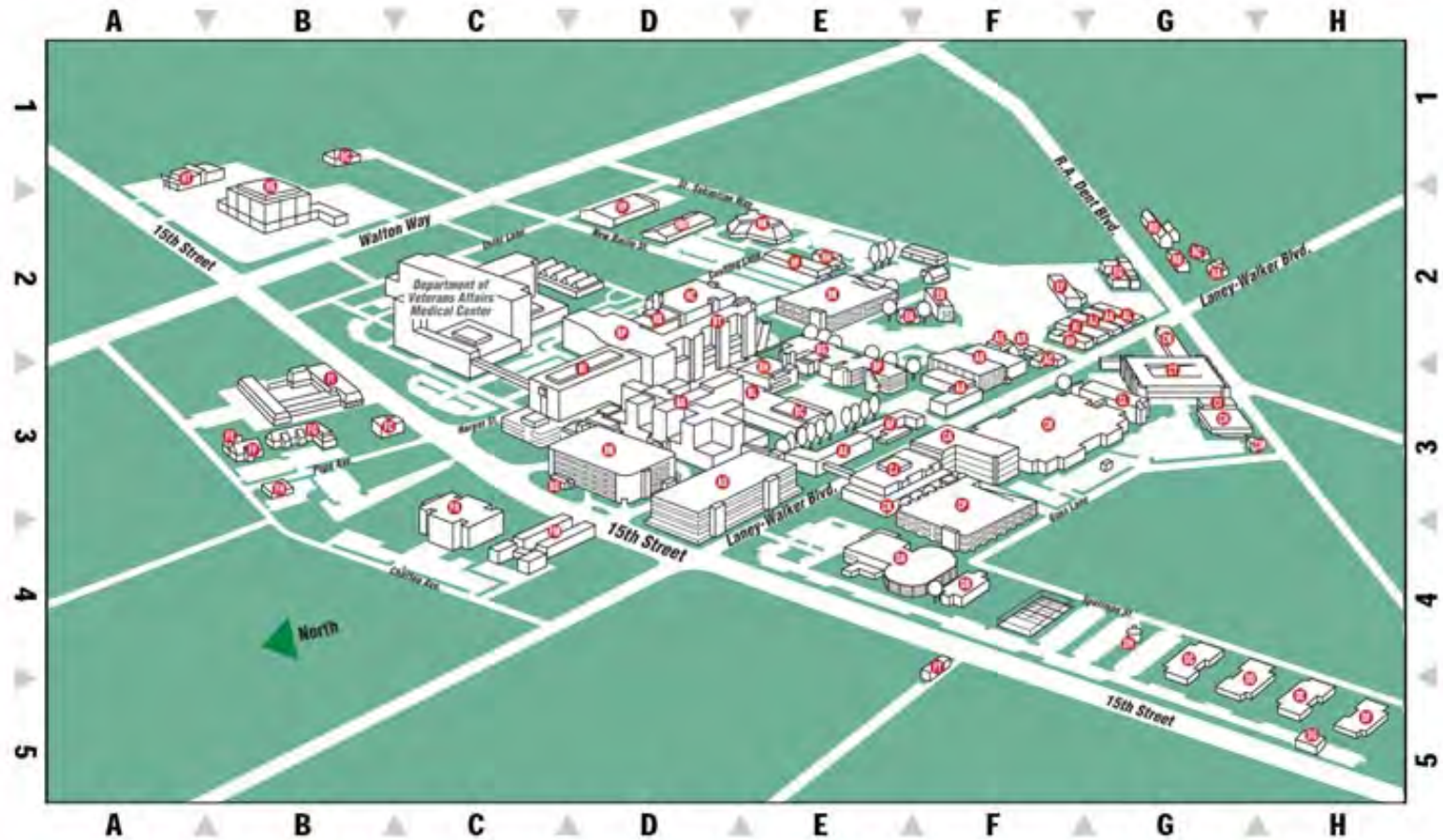
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February 06, 2003



MCG Campus Tour

.....
Georgia's Health Sciences University

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[Institutional Faculty List](#) - Contact information, current publications & more
[eGuide](#) - Faculty, Staff and Student Directory
- [Parking Information](#)
- [MCG Health, Inc. Hospitals and Clinics Map](#)
- [Augusta Map and Driving Directions](#)
- Prospective students are invited to [sign up](#) for a Closer-Look Tour of the campus.

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August 25, 2003

[Faculty](#)

Section of Cardiology

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Section of Cardiology

1120 15th Street

BBR-6518

Augusta, GA 30912

Phone: (706) 721-4997

Fax: (706) 721-1138

Patient Calls

Phone: (706) 721-2426

**Dr. Vipul Shah, Interim Chief**

Welcome to the Section of Cardiology at the Medical College of Georgia where we offer state-of-the-art, comprehensive cardiac care at one of Georgia's premier research and educational institutions. While you are here, you can expect to be



treated by cardiologists recognized both here and abroad for their expertise in preventative, diagnostic, and interventional Cardiology. Additional resources are available to address the special needs of adult patients born with congenital heart defects through our close association with the Medical College's renowned Pediatric

Cardiology program. Finally, those patients requiring cardiac surgery can expect to benefit from the surgical skills offered by surgeons with extensive experience in valve replacement and coronary artery bypass.

And, unlike many private centers, patients at the Medical College can rest comfortably knowing that they have 24-hour-a-day, in-house physician supervised care to assure the most prompt response to any cardiac emergency that may arise -- including 24-hour access to a state-of-the-art, rapid-response cardiac catheterization lab.

Faculty maintain an active Coronary Care Unit, Cardiac Step Down Facility, and two Cardiac Telemetry Wards. The Wards and Step Down Facility are jointly administered with Cardiothoracic Surgery. In addition, an Emergency Room Observation Chest Pain Unit cooperating with the Emergency Medicine Faculty is fully operational. A novel joint approach to Cardiac Care with jointly occupied Wards and Clinics operated with Cardiothoracic Surgery is under development.



The MCG Health Center is a 630 bed hospital and is connected to the Augusta VA which is licensed for 400 beds.

So, if you or someone you know is in need of specialized cardiac care, think of the Medical College of Georgia -- where tomorrow's medicine really is here today.

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Please email questions and comments to:
Chris Prescott, cprescott@mcg.edu

April 30, 2003

Medical College of Georgia

Career Development and Education Center (CDEC)

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Faculty Development Sessions

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[Links to Career Development Resources](#)

A Career Development Resource for Medical Educators

Do you:

- Want to give your students better feedback?
- Want to develop more effective teaching tools?
- Need help with designing an educational research project?
- Need help developing your Educator's Portfolio?



The **Career Development and Education Center (CDEC)** can help you. The CDEC was established in 2000 as a unit within the MCG School of Medicine Office of Academic Affairs. Its mission is fourfold:

1. Provide career development programs for new faculty,
2. Promote faculty educational development,
3. Encourage and support the scholarship of education, and
4. Serve as a clearinghouse for educational resources.

We can help you, the medical educator, through the promotion and tenure process. We offer a core educational curriculum for new faculty in the School of Medicine and for current faculty who wish to enhance their educational skills. Periodic training programs in special interest areas highlight national trends in educational priorities, innovative methods, and curriculum.

[School of Medicine](#) | **[Medical College of Georgia](#)**

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Please email comments, suggestions or questions to:
Jeanne Aycox, jaycox@mail.mcg.edu.

August 29, 2003

Career Services

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[Career Opportunity Day](#)

[Other Sites of Interest](#)

Job placement assistance is provided to MCG students and alumni via [GeorgiaHire.com](#).

GeorgiaHire.com is owned by the University System Committee on Career Services and Cooperative Education (USC-CACE) of the University System of Georgia. The service is powered by MonsterTRAK, a leading global online network for careers, connecting the most progressive companies with the most qualified career-minded individuals. GeorgiaHire.com provides a repository for MCG students and alumni to deposit their resumes into a statewide database for review by prospective employers.

Additionally, GeorgiaHire.com allows employers to post job openings, which Georgia students and alumni may find of interest. Employers who wish to post a job should contact [MonsterTRAK](#) at 800-999-8725 or enter GeorgiaHire.com and follow the employer links to posting a job. Be sure to indicate to MonsterTRAK that you were referred through GeorgiaHire.com.

Students are encouraged to consult faculty in their school/department for in-depth placement counseling. Also, watch for periodic placement fairs advertised in campus publications.



[Student Affairs](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
David Wardlaw, dwardlaw@mail.mcg.edu.
May 30, 2003

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[Program](#)

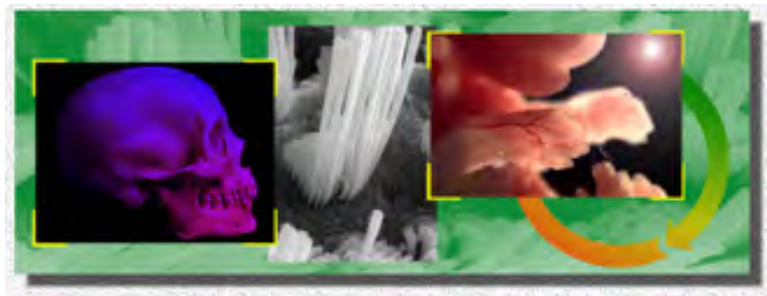
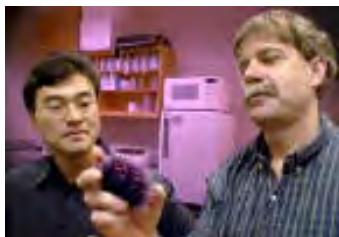
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**For information on the
Graduate Program
contact: Dr. Dale
Sickles,
dsickles@mail.mcg.edu**



Cellular Biology and Anatomy

1459 Laney Walker Blvd. (CB2915)

Augusta, Ga. 30912

706-721-3731

Dr. Sally Atherton, Chair

Research programs in the Department of Cellular Biology and Anatomy contribute new knowledge in several areas of cellular and structural biology including development, cancer, vision, neuroscience, cell growth, and wound healing. Students in the departmental Ph.D. program select from a variety of research training opportunities ranging from the molecular to the whole organism. However, irrespective of the focus of the research project, the goals of the departmental graduate program are to provide a training environment in which original biomedical research of the highest quality is promoted that will prepare trainees for careers in the biomedical sciences (research, teaching, clinical in an academic or business environment).

Members of the department also participate in anatomy, cell biology, histology, neuroscience/neuroanatomy courses for medical, allied health, undergraduate, and graduate students, and training is available for graduate students who are interested in acquiring teaching skills in the traditional anatomic sciences.

Cellular Biology and Anatomy
School of Medicine | School of Graduate Studies

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Please email comments, suggestions or questions to:
April M. Hickman / ahickman@mail.mcg.edu

June 05, 2002

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Center of Health Care Improvement

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Center for Health Care Improvement

*A collaborative venture between the
Medical College of Georgia and BlueCross Blue Shield of Georgia*



**Enhancing the *Quality and Effectiveness*
of Health Care Delivery**

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Please email questions and comments to:
Billie Murphy, bimurphy@mcg.edu

April 16, 2003

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Center for Nursing Research

Center's Purpose

The Center for Nursing Research advances the research and scholarship mission of the School of Nursing with a focus on facilitating the efforts of students and faculty to obtain external funding to support research, educational, and service demonstration projects. The Center coordinates student and faculty access to a wide range of support services available within the School of Nursing and the Medical College of Georgia.

Other Center Activities

- The CNR Seminar Series
- Grant Writing and Grant Management Workshops
- Sponsorship of Faculty and Student Research Interest Groups
- Monthly "Grants Update" for all faculty and administrators (i.e., planned grant applications, applications pending, and recent awards)

Center Faculty

[Gerald Bennett, PhD, APRN, FAAN](#), Director

[Brenda Cobb, PhD, RN](#), Scientist

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Please email comments or suggestions to:
Maureen Dever-Bumba, mdeverbu@mcg.edu

For Information about:
Undergraduate BSN Programs contact underadm@mcg.edu:
Graduate Programs contact specific program coordinators

May 24, 2003

Medical College of Georgia
Dept. of Emergency Medicine
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Center of Operational Medicine at MCG - COM

Introduction

The Department of Emergency Medicine has continued to expand its clinical roles and educational contributions in areas best defined as operational medicine. Operational medicine is the practice of medicine outside the hospital or clinic setting often under austere or tactical conditions. Previous military and law enforcement experience has demonstrated a need for operational medicine. Furthermore, tragedies such as the Columbine High School massacre and the September 11th terrorists' attacks, as well as several other high profile events, have clearly established the value of medical support in our current environment.

Center of Operational Medicine

The Center of Operational Medicine at the Medical College of Georgia, oversees a variety of activities in conjunction with several Federal, State and Local Agencies. The COM is comprised of the offices listed below.

- Office of Emergency Medical Services - The EMS Academy
- Office of Disaster Medicine
- Office of Tactical Medicine
- Office of International & Wilderness Medicine
- Office of Event Medicine
- Office of Medical Technology (proposed)

Mission:

This Center of Operational Medicine has a primary mission of providing education, training and operational medical support in event, tactical, hazardous material, disaster, and austere medical settings. The center interfaces with and serves the medical,

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educational, and operational needs of local, State and Federal government agencies. Additionally, the center engages in interdisciplinary, interagency research as well as fostering development and training in the science of operational medicine regionally, nationally, and internationally.

Description:

The Center of Operational Medicine operates as a sanctioned organization by the Medical College of Georgia and functions under the management and direction of the Department of Emergency Medicine. While the center is the driver and leader for operational medicine activities, it has developed strong and mutually beneficial working relationships with academic and governmental resources. The COM is currently collaborating with the following organizations:

- Center for Total Access (CTA)
- Reserve Training Site - Medical (RTS-MED)
- Southeastern Regional Medical Command (SERMC)
- United States Army Reserve Command (USARC)
- United States Army Signal Center and School (USASC&S)
- University of Georgia (UGA)
- Veterans Administration Medical Center (VAMC)
- Research Triangle Institute (RTI)
- University of Texas Southwest

Office of EMS

The Office of EMS develops and manages training programs for pre-hospital medical providers. The Department of Emergency Medicine currently runs several nationally recognized courses such as the Critical Care Emergency Medical Transport Program, (CCEMT-P). Along with the current courses that are offered, Basic EMT (EMT-B), Intermediate EMT (EMT-I) and Paramedic (EMT-P) curricula will be developed for providing superior education to the EMS providers in our area and throughout the State of Georgia.

Office of Disaster Medicine

The Office of Disaster Medicine has oversight responsibilities for the Disaster Medical Assistance Team GA-4 (DMAT GA-4). The Office of Disaster Medicine is also involved in the educational programs of BDLS and ADLS, as well as research into disaster medical care.

Office of Tactical Medicine

The Office of Tactical Medicine oversees tactical and homeland security initiatives as related to medical support. These initiatives currently include training, educational, and operational support to local, State and Federal government agencies such as the FBI.

Office of International and Wilderness Medicine

The office of International and Wilderness Medicine continues to focus on existing programs and the development of future training initiatives. This office will coordinate and track international medicine initiatives. In the area of wilderness medicine, innovative training programs such as the Medical Wilderness Adventure Race (MedWAR) will be continue along with the development of other training programs such as the "Medicine for Expedition Leaders" course.

Office of Event Medicine

The Office of Event Medicine coordinates and manages the activities that provide medical support to large gatherings and events, particularly highly visible sporting events, visits by prominent dignitaries and executives, and other events that due to their nature may be predisposed to significant injuries or mass casualties.

[ADLS and BDLS Overview Page](#)

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Senior Health



Fifty-five, 75 and 80 aren't as old as they used to be. Because of improved lifestyles and advances in health care, people are living longer and living better.

Helping older people live life to the fullest is our goal at the Medical College of Georgia Center for Senior Health, specializing in the art and practice of geriatrics. Our physicians and other professionals, experienced in meeting the needs of men and women 55 and older, offer comprehensive medical services and consultations.

Our Center for Senior Health

staff, Senior Health

Associates, includes a board-certified geriatrician, family physicians, internal medical specialists, a clinical nurse specialist and a licensed clinical social worker trained in providing care for seniors. As a program of the Medical College of Georgia, the MCG Center for Senior Health has access to the finest doctors in all specialties, as well as the latest knowledge in treating senior adults.



Our staff also helps simplify today's confusing health care environment by matching senior citizens and their caregivers with community resources. We know medical and social issues often overlap, and we're here to listen, understand and help.

For technical comments or questions regarding this web site, please contact the [webmaster](#). We regret that we can't answer medical questions via e-mail. Please call (706) 721-CARE (2273) or consult your physician for answers to your individual health questions.

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Undergraduate Professional Program

Notice: OT Department is no longer accepting students for the Undergraduate program.

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Center For the Study of Occupational Therapy Education

Purpose:

To provide the organizational structure for the systematic study and evaluation of educational content and instructional processes related to the discipline of occupational therapy, and to disseminate information obtained from such studies through technical reports, publications, professional forums and workshops.

Goals:

1. To identify, examine and analyze the major elements that influence the design, organization, structure and functioning of educational programs in occupational therapy.
2. To study the basic concepts and assumptions that lead to the development of the body of knowledge and skills incorporated in the discipline of occupational therapy and which continue to guide the direction of its scholarship and practice.
3. To design and test alternative models for learning and practice in the discipline of occupational therapy.
4. To disseminate information obtained from such studies.

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**Student Occupational
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Contact Information

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OTR/L

Chair, Dept. of Occupational
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Medical College of Georgia

Dept. of Occupational
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Please email comments, suggestions or questions to:
Kathy P. Bradley, Ed.D, OTR/L, studyot@mail.mcg.edu.

March 19, 2003



Center for Telehealth
Medical College of Georgia
1120 15th Street, EA-100
Augusta, GA 30912
Phone: 706-721-6616

[The Telemedicine Connection newsletter](#)

[Contact us if you would like to be added to our communications list.](#)

Telemedicine at MCG Has New Name, Direction

by Toni Baker

The Medical College of Georgia Telemedicine Center is being reborn.

The new MCG Center for Telehealth has expanded its core mission of using sophisticated technology to eliminate distance as an obstacle to health care.



Today the center is using a wider range of technology - from commonplace electronic mail and videoconferencing to a computer-based electronic housecall system and more - to support the research, clinical and educational work of MCG faculty and staff in all schools.

"We are saying to the campus, "Don't worry about how to do it,"" said Dr. Max E. Stachura,

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center director. "Tell us what you want to do and we'll work with you to identify the right technology and get it installed and functioning with a sustainable bottom-line."

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[Links to Other Resources](#)

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Please email comments, suggestions or questions to:

[Center for Telehealth](#)

September 26, 2003

Chemical Safety Office



Everette (Jim) Horne
Chemical/Biological
Safety Officer



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[Chemical Safety](#)



[EHOS](#)



[Fire Safety](#)



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Material Safety Data Sheets (MSDS) Information and Resources

- [Links to web sites for MSDSs - Vendor Specific and Generic](#)

Chemical Waste Management Program

- [Hazardous Materials Disposal Procedures](#)
- **Do not pour chemicals down drains without authorization from the Chemical Safety Office**

MCG Standard Operating Procedures

- [Chemical Safety Guide for Laboratories](#) (Best viewed in Internet Explorer- also available in printable PDF file)
- [MCG Laboratory Clearance Procedures SOP006](#)

Chemical Safety Committee

- [Chemical Safety Committee Members](#)

Hazard Communication / Right to Know Program

- [Institutional Right to Know Coordinator and RTK Basic Principles and Services](#)
- [Board of Regents Basic Right to Know Training](#)
- [Board of Regents Chemical Specific Right to Know Training](#)

Manuals/Posters/Forms

- [Instruction Manual for the Electronic Chemical Tracking System](#) - (Printable PDF file)
- [Georgia Department of Labor Right to Know Poster](#) PDF file
- [Laboratory Chemical Safety Audit Checklist](#) with regulatory references
- [Application for the Use of Chemicals in Laboratories](#) (Interactive PDF form)

[Current Newsletter](#)

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The Chemical Safety Office is responsible for the Chemical Management Program at the Medical College of Georgia. Program elements include chemical inventory, laboratory auditing, chemical storage, chemical waste management, laboratory clearance, spill response, technical information associated with chemical safety, regulatory compliance, and Material Safety Data Sheets (MSDS). Provided below are various resources which can be printed or saved for your use. For your convenience, we have also provided several links to good [MSDS web sites](#).

Mailing Address:
**Environmental Health
and Safety Division**
1405 Goss Lane
Bldg. CI-1002
Augusta, Georgia

- [Peroxide Forming Compounds & Picric Acid: Special Chemical Handling Procedures](#)
- [Chemical Spills & Emergency Response Procedures](#)
- [DEA Control Items -Five schedules of controlled substances](#)
- [Liquid Nitrogen Safety - Standard Operating Procedures](#)
- [Chemical Storage Plan for Laboratories](#)
- [Application for the Use of High Hazard Chemicals in Laboratories](#) (*Interactive PDF form*)
- [List of High Hazard Chemicals](#) (*In printable PDF file*)
- [Laboratory Clearance Form](#) (*Interactive PDF form*)
- [Chemical/Laboratory Transfer Form](#) (*Interactive PDF form*)

Links of Interest

- [Georgia Department of Labor - Safety Engineering Page](#)
- [Agency for Toxic Substance and Disease Registry](#)
- [DOT's Office of Hazardous Materials Safety](#)
- [Environmental Protection Division \(EPD\)](#)
- [OSHA - Occupational Safety and Health Administration](#)
- [Code of Federal Regulations Browse Feature](#)
- [National Toxicology Program](#)
- [Electrical Safety: General Use](#)
- [Flammable and Combustible Liquids](#)
- [Chemical Hazard Inventory and Signage](#)
- [Confined Space Policy](#)
- [Compressed Gas Cylinders: Safety for Use, Storage and Handling](#)
- [Institutional Chemical Committee](#)
- [Correction of Safety Hazards](#)
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- [Unauthorized Persons in Hazardous Environments](#)

MCG Administrative Policies and Procedures

30912

**Main Office Phone
Number:
706.721.9826**

- [National Institutes of Health](#)
- [University Chemistry Departments
- Georgia](#)
- [ChemiFinder](#)
- [Chemical Abstract Service
Numbers](#)
- [Hazardous Chemical
Protection and Right-To-
Know Plan](#)

Chemical Safety Personnel

Name	Title	Phone No.
James S. Davis, PhD	Director, EH&S	721-9826
Jim Horne	Chemical/Biological Safety Officer	721-2591
Tim Nelken	Hazardous Materials Officer	721-9643
Dolly Hobbs	Hazardous Materials Tech	721-2598
Pat Walker	Admin. Specialist I	721-2663

[Biological Safety](#) | [Chemical Safety](#) | [EHOS](#) | [Fire Safety](#) | [Radiation Safety](#) | [EH&S Training](#)

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Please email comments, suggestions or questions to:
Byron C. Brown, byronb@mail.mcg.edu.

September 26, 2003

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Child Care Center

The Child Care Center is located adjacent to the campus at 601 Bailie Street and is open five days a week, Monday through Friday, twelve months a year, for children six weeks to four years of age. The hours of operation are from 6:00 a.m. to 6:30 p.m. Call the Child Care Center at 721-4171 for more information. The Medical College of Georgia operates a child care center for children of MCG faculty, staff and students. The Child Care Center, established in 1986, has planned programs for each child's level of development and a variety of learning and play activities are scheduled for children, based upon age level. Nutritionally balanced lunches are served daily, in addition to morning and afternoon snacks. The Center is fully licensed by the State of Georgia. During special times such as summer vacation and holidays, space may be available for children up to twelve years of age.

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Please email comments, suggestions or questions to:
Lynn Johnson, lyjohnson@mail.mcg.edu.

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Welcome to MCG Children's Medical Center



MCG Children's Medical Center is the area's only children's hospital, dedicated to serving the health care needs of children, from newborns to teenagers. As a part of an academic medical center, we are at the forefront of medicine, conducting the research that advances pediatric medicine and bringing the

treatments and technologies of tomorrow to patient care today. Our team of pediatric specialists -- the largest number in the area -- uses their expertise and training to treat everything from common childhood illnesses to life-threatening conditions.

We recognize the importance of family involvement in a child's healing process. That's why we embrace a philosophy of family-centered care. Our staff -- from pediatric physicians and nurses to child life specialists and on-site teachers -- are specially trained to meet the needs of children and to work closely with their families, making sure they are kept fully informed and are involved in every aspect of their child's care.

For technical comments or questions regarding this web site, please contact the [webmaster](#). We regret that we can't answer medical questions via e-mail. Please call (706) 721-CARE (2273) or consult your physician for answers to your individual health questions.

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Contact Information:

Fran Omar
Office of Classroom
Services
Medical College of
Georgia
Augusta GA 30912
Phone: 706-721-3061
Email: fomar@mcg.edu



Office of Classroom Services

About the Office

Effective July 1, 2002 the Office of Classroom Services falls under the Associate Vice President for Academic Affairs. This reorganization provides MCG new solutions and resources for the delivery of distance education and for both on- and off-campus audiovisual needs by incorporating emerging technologies into instruction and classrooms.

Services provided by Classroom Services

- GSAMS classroom administration and technical support
- Traditional and non-traditional classroom scheduling
- Audiovisual technical and projectionist support
- Presentation assistance to faculty, staff, students and guests
- Consultant services on classroom design, instructional delivery systems, GSAMS and audiovisual cost analysis

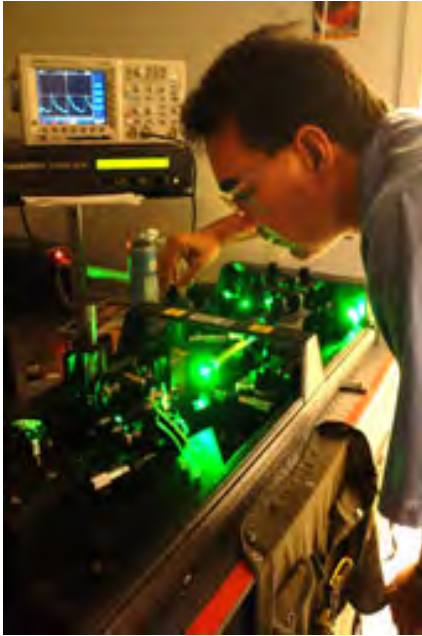
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[Office of the Associate Vice President for Academic Affairs](#)
[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Fran Omar fomar@mail.mcg.edu.

June 19, 2003

Information About Centers and Institutes



The Medical College of Georgia is involved in nearly 300 different funded research activities and related studies in its Schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine and Nursing. Research is carried out in both basic and clinical disciplines.

Academic/Research Centers

- [Alzheimer's Research Center](#)
- [Career Development and Education Center](#)
- [Center for Biotechnology and Genomic Medicine](#)
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Institutes

- [Georgia Institute for the Prevention of Human Disease and Accidents](#)
- [Institute of Molecular Medicine and Genetics](#)

[Official List of MCG Centers and Institutes](#) (pdf format)

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August 26, 2003

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- [Legal Office](#)
- [Biostatistics & Bioinformatics](#)



Office of Clinical Investigative Services

Dr. Anthony L. Mulloy, Medical Director, amulloy@mcg.edu

Ms. Kathy S. Miles, Operations Manager, kmiles@mcg.edu

1521 Pope Avenue Building FF-100

Medical College of Georgia

Augusta, Georgia 30912-7621

Telephone: 706-721-9680

Fax: 706-721-9557

The Office of Clinical Investigative Services is the initial point of contact for corporate sponsored research at the Medical College of Georgia and MCG Health Systems. The Office assists physicians, faculty and staff pursue clinical investigation, improve the overall quality of research, and facilitate new clinical investigation at MCG and MCG Health Systems.

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[Research Coordinators United in Excellence \(RESCUE\)](#)

- [RESCUE Meeting Dates](#)
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FDA

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Office of Clinical Trials Compliance [OCTC]
CJ-2103 1120 15th Street
Medical College of Georgia
Augusta, Georgia 30912-7621
Telephone: 706-721-1478
Fax: 706-721-1479

The Office of Clinical Trials Compliance [OCTC] provides an internal monitoring function and educational forum for the Medical College of Georgia to assure that all clinical studies utilizing human subjects are conducted in compliance with federal, state and local regulations and policies to protect research subjects and the interest of the university.

Our function is to assure that:

- Clinical trials are conducted according to conditions approved by the Human Assurance Committee (HAC).
- Personnel are appropriately trained and that periodic training is available to maintain competency.
- Research agreements are appropriately executed prior to study initiation and those agreements accurately reflect costs.
- Data are appropriately managed so that any aspect

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[HAC approval, subject recruitment, financial records]
of the study can be reviewed in a timely manner.

Our goal is to work closely with members of the Medical College of Georgia to improve the overall quality of clinical research and to facilitate the application and approval process.

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[Research](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Lynette Henley, lhenley@mail.mcg.edu.

September 10, 2003



www.mcghealthcare.org [campus](#) [children's medical center](#)

Tomorrow's Medicine, Here Today.SM

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[Adult Clinic](#)

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Comprehensive Hemophilia Treatment Center

The Medical College of Georgia Comprehensive Hemophilia Treatment Center exists to improve the quality of life for all affected by hemophilia, related bleeding disorders and their complications by way of comprehensive care, counseling, educational programs, community service and research.

Overview

Hemophilia

Hemophilia is a sex-linked, genetic bleeding disorder characterized by a deficiency or absence of one of the clotting proteins in plasma. The result is delayed clotting in an affected individual. While deficiencies can occur in any of the clotting proteins, factor VIII deficiency (Hemophilia A) and factor IX deficiency (Hemophilia B) are the most common. The frequency of factor VIII deficiency is thought to be approximately 1 per 10,000 male births; for factor IX deficiency, the frequency is approximately 1 per 30,000 male births. Although hemophilia occurs predominately in males, females can carry the gene which causes hemophilia and pass it along to their offspring. Hemophilia is a lifelong condition for which there is no cure at this time. However, it can be treated. With proper medical care, a person with hemophilia can look forward to a normal life into adulthood. The goals of treatment are early recognition of bleeding episodes and appropriate, timely intervention to prevent complications. The effects of untreated bleeding in a person's joints are debilitating. Joint damage can be a major long-term problem for someone with hemophilia.

Von Willebrand Disease

Von Willebrand Disease (vWD) is the most common inherited bleeding disorder. Von Willebrand Disease is generally inherited on an autosomal basis and thus occurs with equal frequency and severity in males and females. The disease is due to a reduction or abnormality of a glycoprotein (called von Willebrand factor or vWf) in the blood that is necessary for

normal platelet function. Because this protein serves as a stabilizer of factor VIII, vWf activity in the blood is ordinarily decreased in proportion to the reduction in measurable factor VIII. Symptomatic patients with von Willebrand Disease will usually present with bleeding from the mucous membranes, gastrointestinal tract, or urinary tract. They often have a history of easy bruisability, epistaxis, menorrhagia, or excessive bleeding after surgical or dental procedures. People with vWD rarely experience the joint and muscle bleeding frequently observed in people with hemophilia.

Adult Hemophilia Clinic

Services

Hemophilia and Related Bleeding Disorders

- A physician, nurse and social worker are available to provide medical care, emotional support, and education about hemophilia and related bleeding disorders to clients and family members.
- The nurse and social worker can conduct educational sessions in the community regarding bleeding disorders and their complications.
- An assortment of literature concerning hemophilia, related bleeding disorders and HIV is available free of charge for clients and other interested persons.
- The Hemophilia Handbook is available free of charge to all clients living in Georgia.
- Referral for genetic counseling and information about carrier testing is available.

Medical and Nursing Services

- The Medical College of Georgia Adult Hemophilia Clinic provides confidential HIV-antibody testing for clients, partners, or spouses and family members.
- Our nurse and social worker can provide updated information on HIV/AIDS treatments and protocols and offer private education and counseling sessions.
- We can provide written guidelines for the treatment of hemophilia and related bleeding disorders to local emergency rooms or private physicians.
- Our nurse can provide inservice education on bleeding disorders for emergency room staff, nursing personnel, and other medical professionals.
- A Physician-to-Physician hotline is available 24 hours a day. An emergency room or personal physician may call this hotline for assistance in the medical management of problems related to hemophilia.

Educational/Career Services

Vocational counseling and referral are available to patients who wish to explore career and educational options. Our social worker can refer patients for testing.

Additional Information

Adult Hemophilia Clinic Team

Director: C. Lawrence Lutchter, MD

Nurse Coordinator: Bridget S. Schausten, RN, BSN

Social Worker: Nichole B. Lentz, BA, AAS

Clinic Hours

The Medical College of Georgia Adult Hemophilia Clinic maintains a flexible clinic schedule and is available for consultation. Our office is open Monday through Friday with a hematologist on call 24 hours a day.

If you would like further information about any of these services, or to make an appointment, please call the the Health

Care Referral Center at (706) 721-CARE (2273). You may also send email to bschaust@mail.mcg.edu.

Pediatric Hemophilia Clinic

Services

Our Pediatric Comprehensive Hemophilia Treatment Center is a part of the [Children's Medical Center](#) at the Medical College of Georgia and offers a variety of services including:

- Diagnosis, evaluation and management strategies to all hereditary hemorrhagic or thrombotic disorders.
- Comprehensive annual evaluation including medical, social, nursing, dental, nutritional, physical therapy, surgical and genetic evaluation.
- Routine follow-up and management of bleeding or thrombotic disorders.
- Evaluation and management of complications associated with bleeding or thrombotic disorders.
- Referral to multiple pediatric subspecialties.
- Physical therapy.
- Multidisciplinary approach to hemostatic disorders requiring surgery.
- Information regarding current clinical trials.



Danny is learning how to mix factor.

Pediatric Hemophilia Team

Our full time physician and director, Alton L. Lightsey, Jr., M.D. has comprehensive experience in the management of hereditary bleeding disorders. He is board certified in Pediatric Hematology Oncology and is a fellow of the American Academy of Pediatrics. Our nurse coordinator, Valerie Crenshaw, R.N., and social worker, Dana Kaminer, L.M.S.W., are available for education and counseling.

Clinic

Our clinic meets in the Pediatric Hematology Oncology Clinic in the Ambulatory Care Center at the Medical College of Georgia. You may contact the Health Care Referral Center at (706) 721-CARE (2273) or email vcrensha@mail.mcg.edu for an appointment.

For more information on hemophilia or von Willebrand Disease (vWd), you may contact the National Hemophilia Foundation, www.hemophilia.org.

For appointments, referrals or more information, please contact the MCG Health Care Referral Center at:

(706) 721-CARE (2273)
800-736-CARE (2273)

Or, click [here](#) to request an appointment online.

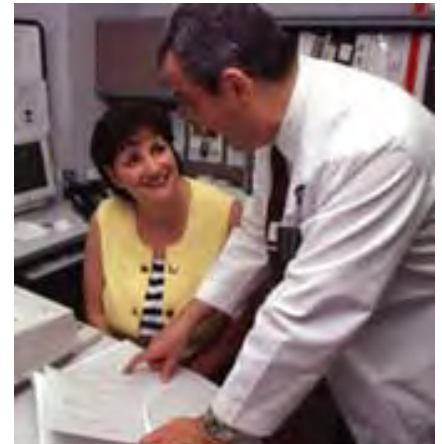
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Mailing Address:
Sickle Cell Center
Medical College of Georgia
1521 Pope Avenue
Augusta, GA 30912

Sickle Cell Center

The Medical College of Georgia Comprehensive Sickle Cell Center was established in 1972. The center incorporates the work of Medical College of Georgia faculty from medicine, pediatrics, neurology, molecular biology, and other specialties. This interaction enables a comprehensive, multidisciplinary approach to research, patient care and education.



[History of the Sickle Cell Center](#)

[Adult Sickle Cell Clinic](#)

[Pediatric Sickle Cell Clinic](#)

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Please email comments, suggestions or questions to:
Betsy Clair, bclair@mail.mcg.edu

May 21, 2003

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- Account for all financial resources and provide advice to administrators, faculty, and students to support the College's overall mission of instruction, research, and healthcare services.
- Manage the investment of all College funds to ensure maximization return on investments.
- Receive and deposit all funds due to the College in a timely manner.
- Insure compliance with both internal and external regulations, policies and procedures.
- Maintain and process the College payroll, accounts payable, and travel disbursements efficiently, accurately, and timely.
- Prepare financial and statistical information to the College management, federal and state agencies, and other interested parties.
- Maintain the College's accounting and financial reporting systems.

It is the vision of the Financial Services staff to serve the needs of our campus community. We strive to accomplish this vision through quality performance with a service oriented approach. If you have any comments or questions, you can refer to the [Contact Us](#) link for information.

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September 02, 2003

Medical College of Georgia

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Contact Us:

(706) 721-3967
(800) 221-6437
Fax: (706) 721-4642
squick@mail.mcg.edu



Continuing Education at the Medical College of Georgia

The Division of Continuing Education accredits courses presented by the Schools of [Allied Health Sciences](#), [Dentistry](#), [Medicine](#), [Nursing](#) and [Graduate Studies](#). The wide variety of programs offered during the year provides opportunities for healthcare professionals to earn the continuing education credits they need for state licensure requirements as well as maintaining membership in their respective professional societies.

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Richard Woodring, rwoodrin@mail.mcg.edu

September 04, 2003

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The main Copy Center is located in the Annex II Building. Hours of operation are Monday through Friday from 8:00 a.m. to 5:00 p.m. and offers a full line of copying services to MCG users. Copy Services also operates a satellite copying service located in the Research and Education Building. The Satellite Center is also open Monday through Friday from 8:00 a.m. to 5:00 p.m.

Services available include photocopying of budgets, exams, flyers, handouts, manuals, newsletters, memorandums, resumes, reports, theses, and related educational materials. Some of the special photocopying services provided by Copying Services include color copying, collating, duplexing, stapling, and binding.

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Core Laboratories in academia are a centralized resource in which sophisticated and complex equipment is made available to multiple users who have an occasional need for highly specialized assays or technical services. This approach is efficient, economical, and provides the user with state-of-the-art technology without the necessity of a major capital or staffing expense.

The Office of Technology Transfer and Economic Development assists the Vice President for Research with the overall oversight of the core laboratories. The Core Laboratory Coordinator in this office helps the core laboratory directors to market their services, provides overall business management, and also assists with policy formulation. In addition, a Core Laboratory Oversight Committee serves in an advisory capacity to the Vice President for Research to make the core laboratories as efficient and productive as possible. They provide input on matters such as (a) mechanisms and procedures for activating new cores and for disengaging cores that no longer serve their intended purpose, (b) systems by which MCG can collect and analyze data on current and projected core laboratory usage,

For more information:

[Abhijit Afzalpurkar](#)

Core Laboratory
Coordinator
Medical College of
Georgia
Office of Technology
Transfer & Economic
Development
1120 15th Street
CJ-2118
Augusta, GA 30912

Tel: 706-721-1376

Fax: 706-721-2917

and (c) approaches to maximize efficiency and to minimize the financial demands on MCG.

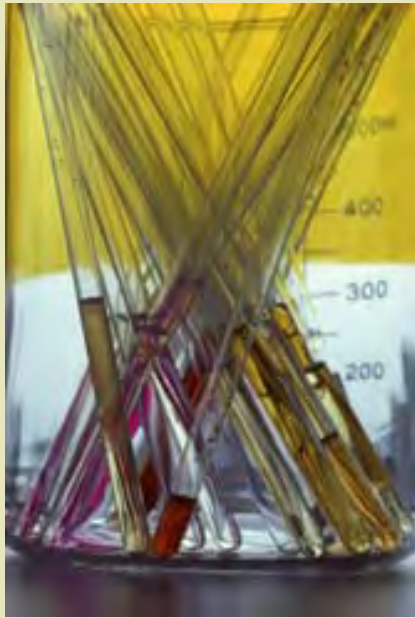
The Medical College of Georgia's core laboratories, developed through the generous support of the Georgia Research Alliance, are available for all faculty, staff and students, as well as for our colleagues at other universities within the State system. Many of these cores will also provide their services to the private sector. The faculty or staff members identified for each core welcome your inquiries about the use of their facilities. You may also contact the Core Laboratory Coordinator with your queries.

[Research](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Abhijit Afzalpurkar, aafzalpurkar@mcg.edu.

July 16, 2003



Core Services

The following core services are available for all faculty, staff and students, as well as for our colleagues at other universities within the State system. Many of these cores will also provide their services for the private sector. The faculty or staff members identified for each core welcome your inquiries about the use of their facilities.

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Dr. Matthew J.Kluger, mkluger@mail.mcg.edu.

August 13, 2003



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[Craniofacial Team](#)

[Craniofacial Center Personnel](#)

[Cleft Family Information](#)

[Craniofacial Anomalies](#)

Medical College of Georgia's Craniofacial Center

The mission of the Medical College of Georgia's Craniofacial Center is to diagnose and treat children and adults with congenital and acquired craniofacial disorders.

The Craniofacial Center operates two multidisciplinary clinics each month, a Cleft Clinic and a Craniofacial Clinic. Patients seen in the Cleft Clinic are evaluated by specialists from Plastic Surgery, Orthodontics, Speech Pathology, Pediatric Dentistry, Genetics, General Pediatrics, Pediatric Otolaryngology and Child Psychiatry; other Center faculty members available for consultation include representatives from Pediatric Nutrition and Audiology.

If you have recently had an infant with a cleft lip and/or palate, please see our section on [Cleft Lip/Palate--Family Information](#). (this section also includes a [surgery schedule](#).)

After each patient is seen by all specialties, photos are taken, and the team members meet to discuss the patients. Recommendations from each discipline are compiled, and a letter is sent to the patient's family including all suggested courses of treatment and appointments for any diagnostic studies or procedures which are indicated. The Craniofacial Clinic is operated in a similar manner, with patients being evaluated by Plastic Surgery, Pediatric Neurosurgery, General Pediatrics, Pediatric Otolaryngology, Speech Pathology, Genetics, Child Psychiatry and Orthodontics, with Center faculty members available for consultation from Pediatric Radiology, Pediatric Nutrition, Pediatric Ophthalmology, Audiology and Neonatology.

If you have recently had a baby with a skull deformity or syndrome that can have effects on the face and head shape, please look at the [Craniofacial Team](#) at MCG.



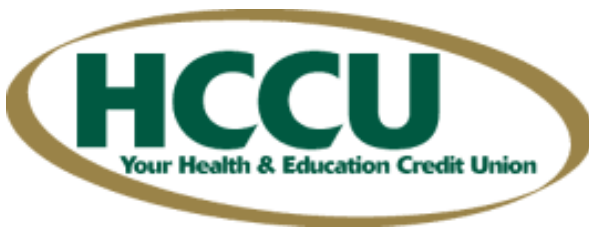


MCG Children's Medical Center
Medical College of Georgia

Please email comments, suggestions or questions to:
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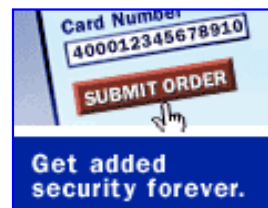


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MCG Police Bureau

MCG Crime Statistical Information

"Crime Reports" for the:

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Crime Reports for the Medical College of Georgia are published quarterly and annually, by the MCG Police Bureau. These reports show the types and numbers of reported crimes committed on the Medical College of Georgia Campus and MCG School of Nursing-Athens (SONAT) Campus, and their related arrests. (PDF: 715 KB / 4 pages each)

The "[Clery Act Statement](#)" is an abridged statement of requirements and compliance of the "Crime Awareness and Campus Security Act of 1990". (PDF: 107 KB / 4 pages)

The "MCG Crime Reports" and "Clery Act Statement" documents must be viewed in Adobe Acrobat Reader. For a free download click on the "Get Acrobat Reader" icon.



Information

For additional information about MCG Crime Statistics contact:

Lt. Phillip Stacy
(706) 721-8832
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For more Information Contact:

Shirley E. Poduslo, Ph.D.
Director of DNA Bank and
Alzheimer's Research
Professor, Institute of Molecular
Medicine and Genetics
and Department of Neurology

Medical College of Georgia

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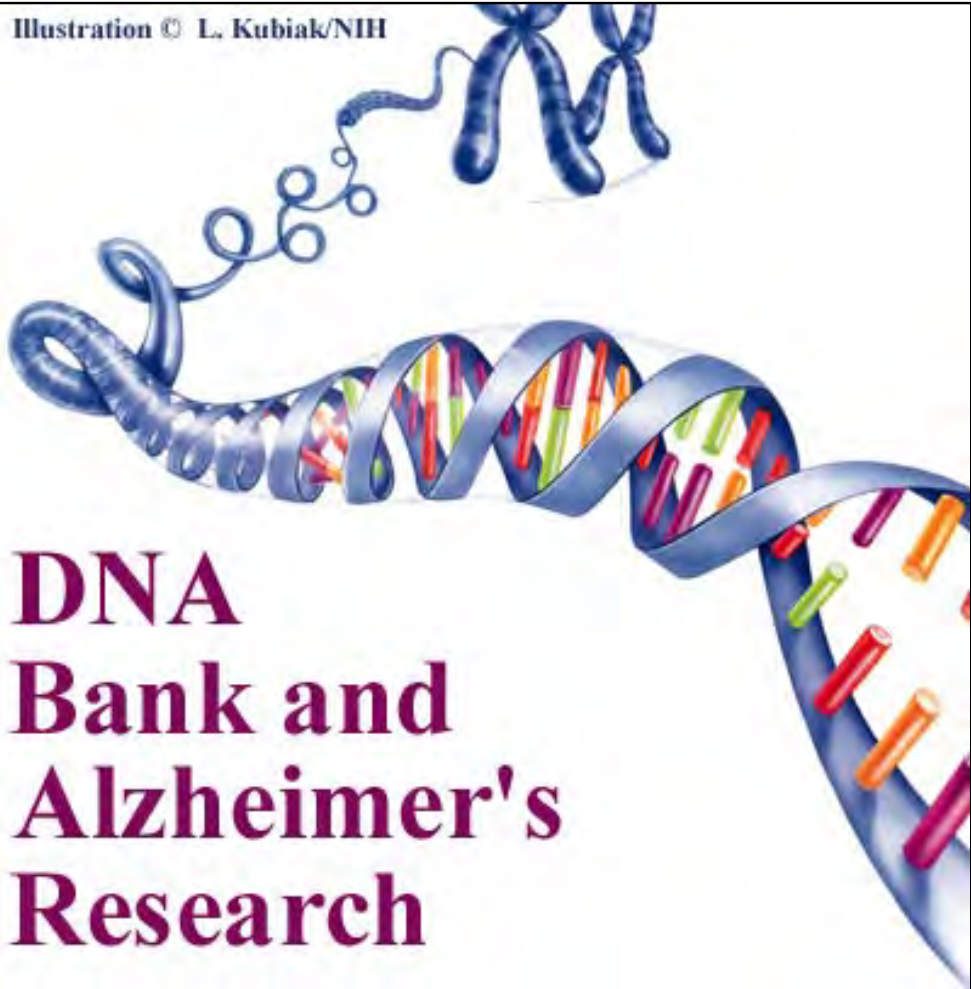
Phone 706 - 721 - 0609

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Fax 706 - 721 - 8727

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August 05, 2003

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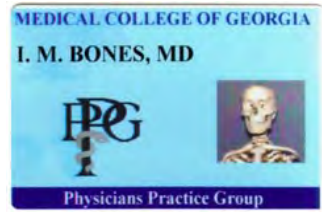
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September 17, 2003

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Academics: Academic Programs

Degree Level		Majors (Concentrations not included)	
Doctoral	PhD	Anatomy, Biochemistry, Endocrinology, Microbiology, Medical Molecular Biology, Nursing, Dental Clinical Sciences/Graduate Dentistry, Pharmacology, Physiology, Vascular Biology	
First Professional	MD	Medicine	
	DMD	Dentistry	
Masters	MHE	Allied Health Disciplines	
	MN	Nursing Anesthesia, Family Nurse Practitioner, Pediatric Nurse Practitioner, Neonatal Nurse Practitioner	
	MPT	Physical Therapy	
	MS		Allied Health: Allied Health Disciplines
			Biomedical Sciences: Anatomy, Biochemistry, Endocrinology, Microbiology, Pharmacology, Physiology
	MSOB	Oral Biology	
	MSN	Nursing	
MSIL	Medical Illustration		
Baccalaureate	BS	Allied Health: Dental Hygiene, Health Information Administration, Medical Technology, Occupational Therapy, Physician Assistant, Respiratory Therapy	
	BSN	Nursing: Nursing	
	BSRS	Radiologic Sciences: Diagnostic Medical Sonography, Medical Dosimetry, Nuclear Medicine Technology, Radiation Therapy Technology,	
Advanced Certificate		Medical Technology	
Certificate		Diagnostic Medical Sonography, Health Information Administration, Nuclear Medicine Technology, Radiation Therapy Technology	

SOURCE: [Degrees and Majors Authorized](#), Board of Regents, University System of Georgia

Medical College of Georgia

Department of Dental Hygiene

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0100
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email:
mcollins@mail.mcg.edu

Dental Hygiene

Career Overview

Professional Tasks and Working Environment

Dental hygiene provides an attractive opportunity for one interested in health careers. The dental hygienist has a sincere concern for helping people develop and maintain good oral health using current concepts in preventive dentistry. The program is designed to train students in counseling skills as well as to perform the customary roles of the dental hygienist. The dental hygienist is a vital contributing member of the dental health team.



Dental hygienists:

- take and record dental and medical histories
- perform oral examinations
- scale and polish teeth
- apply topical fluoride
- prepare diagnostic casts
- perform root planning
- expose and process dental x-rays
- place and remove rubber dams
- place temporary restorations
- polish amalgam restorations
- apply sealants
- implement patient education programs
- perform nutritional counseling
- discuss smoking cessation

Skills and Related Interests Most Suited to a Career in Dental Hygiene

Those who enter the field of dental hygiene should be caring people who enjoy the opportunity of being with others, have good communication skills

and some ability to teach, and who enjoy working with their hands.



Related career interests may include nursing, medical technology, radiologic technologies, occupational therapy, dental assisting, and dental laboratory technology.

Employment and Career Opportunities

Upon successful completion of the Dental Hygiene National Board Examination and state or regional clinical examinations, the dental hygienist is licensed to practice under the supervision of a licensed dentist in various settings. Employment opportunities may take them into private dental practice, public health (governmental agencies, health agencies, or special institutions), public school programs, industry, or dental hygiene education. Unlike many other professions, dental hygiene offers opportunity for full-time or part-time employment.

Salary Information

The expected beginning salary range for new Medical College of Georgia graduates in clinical practice is \$2,080 to \$3,125 per month. According to the American Dental Hygienists' Association, the average salary for dental hygienists in 1996 was \$37,619.

Medical College of Georgia

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Contact Information:

Section of Dental Materials
Dept. of Oral Rehabilitation
School of Dentistry
Medical College of Georgia
Augusta, GA 30912-1260

Phone: (706) 721-3354

Fax: (706) 721-8349

Section of Dental Materials

The Dental Materials Section of the Department of Restorative Dentistry was initially formed in 1972 with Paul Binon, DDS as the first Section Leader. In 1973, Carl W. Fairhurst, Ph.D., was appointed as Coordinator of Dental Materials, and under his leadership, a period of rapid section growth was initiated. Porcelain-fused-to-metal and amalgam were the important initial research areas. More recently, metal-ceramics, polymers, and biocompatibility have become focus areas for research efforts. In 1995, Dr. Fred Rueggeberg was appointed Section Director within the Department of Oral Rehabilitation.

There are three full-time faculty, four full-time research assistants, and two secretarial staff members in the section. Teaching responsibilities include a wide range of topics for undergraduate and graduate specialty students as well as mentorship in materials research areas for Master's and Doctoral degrees awarded under the Department of Oral Biology. Active participation in a wide variety of continuing education courses is also a focus of the group.

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Please email comments, suggestions or questions to:

Dr. Fred Rueggeberg, frueggeb@mail.mcg.edu

September 2001

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Departmental Copy Privilege

Employees use their ID badge to make copies in the Library, Dental School and R&E Building. The badge number we request is the five digit number located on the back left of the card, just above the words "This card is property..." ***It is 5 digits only with NO letters.*** Please call 1-9939 if the number is not printed on the badge.

Each MCG EXPRESS departmental copy card is registered to the individual user. To open a departmental copy account, [complete an application](#) with the user's name, MCG ID badge number, campus address, department name and billable account number, and fund approval name, campus address and signature. To expedite activation of the account, the requested information may be sent via e-mail to express@mail.mcg.edu, and then ***mail the original to DA-106B. (Original fund signatures must be kept on file.)*** The card activation fee of \$5.00 will be charged to the department.

Generic multi-user departmental charge copy cards are available. PPG employees and MCG students are also eligible for departmental copy privileges. ***Please call 1-9939 for information and the appropriate form.***

Copies are billed monthly by MCG Copy Services (ext.1-3333). Departments may request a report from the MCG EXPRESS office that lists the monthly copy charges by individual user. To receive a monthly report, send an e-mail request to the MCG EXPRESS office at express@mail.mcg.edu. Please list the department name(s) and account number(s), copy card user names, and the name and campus address of the individual to receive the report.

Because the **MCG photo ID cards are linked to the individual**, the department and/or fund approval contact is responsible for canceling the photo-copy charge privileges of personnel transferring out of the department or leaving MCG.

It is imperative that lost or missing cards are reported immediately to the MCG EXPRESS office, 721-9939, to prevent misuse. Cards can be deactivated (and reactivated, if found) by phone. DEPARTMENTS ARE RESPONSIBLE FOR ALL CHARGES MADE TO A LOST OR MISSING CARD -- MAKE SURE YOUR CARD USERS REPORT LOST OR MISSING CARDS IMMEDIATELY.

MCG EXPRESS Copy Cards do not use PIN numbers or access codes. A valid card, when swiped through a copy card reader, will credit the maximum number of copies. The copy machines operate as usual and will make any number of copies up to the maximum number. When finished, **the user should CLEAR any unused copy quantity** remaining. To produce more copies, simply swipe the card again. (The copiers retain any special settings, i.e., SORT, GROUP, etc.). To change paper, etc. and not have to re-swipe, press HOLD on the card reader. Resume copying to re-start the reader. **Patrons with a personal MCG Express account that are allowed the departmental copy privilege will receive additional instructions.**

[Management Services](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
expresscard@mail.mcg.edu

September 15, 2003

To view or print PDF files, you will need a copy of Adobe Acrobat Reader, which can be downloaded free of charge from Adobe here:

[Adobe Acrobat](#)

MCG CONSULT LINE
1-800-733-1828

Administrative Office
Medical College of Georgia
1004 Chafee Ave.
Bldg. FH-100
Augusta, GA 30912-3190
(706) 721-6228

Practice Site
Ambulatory Care Center
Dermatology Practice Site
Room BP-5101
Augusta, GA 30912

Patient Calls
Phone: (706) 721-3291

Section of Dermatology



Faculty and Residents

(L-R): Tonya Abraham, Chris Kruse, Rob Rogers, Karen Walker, Danny Sheehan, Mandy Warthan, Chad Brown, Jack Lesher, Josh Lane, Shelley Fleet, Chris Peterson, Jill Fichtel, John Ratz, Loree Davis

The Section of Dermatology at the Medical College of Georgia is one of only two cutaneous research and teaching programs in the state of Georgia. It boasts a nationally as well as internationally renowned faculty. Patient care services offered encompass both the areas of Medical and Surgical Dermatology as well as Dermatopathology. Supported by an outstanding group of resident physicians and supporting staff, the Section of Dermatology offers sympathetic and understanding care to its patients, with all of the newest diagnostic and treatment entities available in Dermatology today.

Section Statement

In a modern perspective Dermatology, the study of the skin, embraces a portion of many basic science disciplines including pathology, immunology, microanatomy, (light microscopy, histochemistry and electron microscopy) microbiology, physiology



Dr. Jack Lesher, Chief

and biochemistry as they relate to the skin, as well as the clinical disciplines of medicine, surgery and pediatrics.

The major activities of the department are as follows: the teaching of medical students, graduate students, and postdoctoral physicians (residents); continuing education for dermatologist and other physicians in clinical practice; patient care including care for inpatients, outpatients, and patients in the rural community; and research designed to increase our knowledge of normal and diseased skin. In addition, service to the community, campus, state and nation are of great importance as well as the career growth and development of the faculty.

Philosophy

The primary responsibility of any medical school department is to provide an atmosphere in which learning may occur. In a department where medical students as well as residents are being trained concurrently, many different levels of learning and experience occur simultaneously. At certain times, some material is covered which is too complex for medical students to understand and too elementary for physicians in the more advanced stages of training. However, this situation allows brighter individuals to proceed at a more rapid pace than those less gifted. Most learning is within peer groups or from an immediate superior. Similarly, most teaching is done by peers to each other and to their immediate inferiors, so that a resident in his second year would be expected to learn more from a third year resident and his fellow second year residents and teach more to his fellow second year residents and first year residents. Learning how to care for patients is best accomplished by having responsibility for their diagnosis and treatment. Skillful delegation of this authority by the faculty enhances the level of the care of the patient and the learning of the students and housestaff. Good teaching and good learning are inseparable from good patient care.

In a medical center environment in which the major emphasis is on patient care, learning sometimes suffers; however, where the primary thrust is toward learning, patient care is always equal to or better than when the primary objective is patient care. In order to have good education, the teacher must always remain a student and if education is proceeding in this fashion with an honest critical approach and a continuing search for greater information,

rapport and communication among students and faculty will remain at a high level.

Just as the best clinical care evolves in a situation designed for the best learning experience, an inquisitive critical atmosphere naturally leads to clinical and laboratory research by the participants. Thus all of our full-time faculty have been involved in research to a varying degree, and all residents are encouraged to participate in some type of research. Because research in the clinical sciences is nurtured by advances in the basic sciences, interdisciplinary relationships have been developed and continue to contribute to the research programs in the department.

The program outlined above has been designed to develop at the Medical College of Georgia a major referral center in Dermatology equipped to diagnose and treat any type of complicated cutaneous disorder. Much has been accomplished in 20 years but there are still opportunities and challenges for improvement in the future.

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[Department of Medicine](#) | [Medical College of Georgia](#)

Please email questions and comments to:
Kimberly Monroe, kmonroe@mcg.edu

August 19, 2003

Areas of research focus include:[Biomaterials and Biomaterials-Tissue Interactions](#)[Bone Biology, Including Growth and Regeneration, Bioengineering and Biomechanics](#)[Genetic and Molecular Aspects of Oral Disease](#)[Systemic Conditions Which Impact on Oro-facial Disease](#)**Contact Information:**

George S. Schuster,
D.D.S., Ph.D., Director
Dental Research Center
Medical College of
Georgia

School of Dentistry
Augusta, GA. 30912

(706) 721-2991

(706) 721-3392 (Fax)

E-mail:

Gschuste@mcg.edu



Dental Research Center

The purpose of the Dental Research Center is to provide a focus for the Medical College of Georgia School of Dentistry, in collaboration with other units of MCG and the University System to do innovative, multidisciplinary research in the diagnosis, prevention and treatment of diseases of the oro-facial complex so as to enhance the health and well being of the citizens of Georgia. The current Director is George S. Schuster, D.D.S., M.S., PhD., lone and Arthur Merritt Professor; Associate Dean For Research; and Chair, Department of Oral Biology and Maxillofacial Pathology. Its membership includes faculty from the School of Dentistry who are involved in basic, translational and clinical research of diseases of the orofacial complex. It may include individuals from other schools at MCG and the university system, as appropriate.

The research center also assists in the recruitment of talented research-oriented faculty; works in conjunction with other institutional offices to locate funding sources for research; facilitate development and integration of research programs; and provide support for all aspects of research on diseases of the orofacial complex. Students with a degree in dentistry who are conducting research in conjunction with members of the research center may be candidates for the M.S. or PhD degree through the graduate program of the Department of Oral Biology and Maxillofacial Pathology. The center also offers a seminar series focused on research topics related to the various areas of research.

[School of Dentistry](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
George Schuster, DDS, PhD, gschuste@mcg.edu

July 21, 2003



The School of Dentistry is committed to educating high quality dental health professionals for the state of Georgia and engaging in research and scholarly endeavors which promote oral health care for the citizens of our state and the nation.

Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912

[Contact Us](#)

School of Dentistry

Admissions and Application

- [Dental School Applicants](#)
- [Advanced Education](#) (Residency Applicants)

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- Oral and Maxillofacial Surgery
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Internet Resources

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MCG Diversity Initiative

Diversity at MCG includes an infinite range of characteristics that aren't visible simply by looking at an individual – characteristics related to background, experiences, and perspectives. MCG defines diversity broadly and includes differences related not only to race and ethnicity but also to age, disability, gender, national origin, religion, and sexual orientation. The administration, faculty, staff, and students of the Medical College of Georgia are committed to a culture of inclusiveness, one that provides opportunities for all individuals to achieve their full potential.

Embracing Diversity

During May 2002, President Rahn spoke to the leaders of each of the five schools about the MCG Diversity Initiative.

[School of Allied Health Sciences](#)
[School of Dentistry](#)
[School of Graduate Studies](#)
[School of Medicine](#)
[School of Nursing](#)

MCG News

[MCG's Diversity Policy Ahead of the Curve](#)

[Study Seeks to Boost Number of African-American Males on Georgia's Campuses](#)

Feature

[Speech Delivered to MCG 1st Year Medical Students by](#)

Dr. William Cleveland
*Clinical Associate
 Professor of Medicine,
 Morehouse School of
 Medicine*

also at MCG...

[Vendor Diversity Initiative & Minority Supplier Directory](#)

[Office of Special Academic Programs](#)

"We cannot hope to fulfill our mission of improving the health of this state without addressing the issue of faculty and student diversity.... The under representation of African Americans and Hispanics in the health professions contributes to the perpetuation of health disparities that have been well documented in this state.

*We are all too familiar with the barriers.
 Together we must find solutions."*

--from President Rahn's 2001 State of the University Address

Medical College of Georgia

Please email comments, suggestions or questions to Mickey Williford
at shwillif@mail.mcg.edu.

July 24, 2003

**Office of
Educational Design
and Development
Resources:**

[Designer FAQ's](#)

[Student FAQ's](#)

[WebCT HUB](#)

[Workshop Schedule](#)

[Designer Help](#)



Office of Educational Design and Development

... supports faculty integrating teaching and technology. We offer interactive course design, hands-on workshops, rich media integration, online testing services, and professional support. The Office of Educational Design & Development (OEDD) should be your first contact for exploring and implementing innovative means for delivering and enhancing instruction.

What can we do for you?

1. Offer a variety of hands-on and on-line workshops for faculty. Workshops are offered on an extensive list of topics including popular presentation software, Web-based instructional materials and tools, multimedia development and deployment, and computer conferencing.
2. Develop multimedia projects including interactive images, audio, video, and animation to enhance teaching and learning.
3. Provide electronic testing support and student management.
4. Identify technologies and develop interactive tools that can increase faculty instructional effectiveness and efficiency.
5. Consult with faculty on making the best choices about integrating technology tools and multimedia into teaching and learning practices.
6. Provide support for planning and grants.
7. Offer consulting, training, and information about emerging digital

media.

8. Provide guidance in implementing effective instructional design strategies
9. Provide page by page new semester review and revision to keep your course looking fresh and up to date.

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[Office of the Associate Vice President for Academic Affairs](#)
[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Clare Billman, cbillman@mail.mcg.edu.

April 09, 2003

Medical College of Georgia

School of Medicine Curriculum Office

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School of Medicine Curriculum

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[Course Directors](#)

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[COC Meeting Minutes—July 11, 2002](#) (MCG Campus Only)

[Curriculum Oversight Schematic](#) (PDF)

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[Policies and Procedures](#)

[2003-2004 Phase 1 Schedule](#)

[2003-2004 Phase 1 Exam Schedule](#)

[2002–2003 Phase 1 Elective Bulletin](#)

Phase 2

[Policies and Procedures](#)

[2003-2004 Phase 2 Schedule](#)

[2003-2004 Phase 2 Exam Schedule](#)

Phase 3

[Students for Intercultural Medicine \(SIM\)](#)

Dr. Ruth-Marie E. Fincher,
Vice Dean for Academic Affairs

Dr. T. Andrew Albritton,
Associate Dean for Curriculum

1459 Laney Walker Blvd., CB-1841
Augusta, Georgia 30912
Phone: (706) 721-3217
Fax: (706) 721-7244

[Phase 3 Curriculum Resources](#)

[Standard Policies and Procedures for the Core Clerkships](#)

[2003-2004 Electives Bulletin](#)

[2003-2004 Junior Core Rotation Schedule](#) (PDF)

[The NBME Website](#)

**Curriculum Office Forms
(Requires Adobe Acrobat Reader)**

[Download Acrobat Reader](#)

[Application for Off-Campus and/or Special Elective Approval \(Green Sheet\)](#) (PDF)

[Schedule Change Form](#) (PDF)

[Electives for Non-MCG Students](#)

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Please email questions regarding our curriculum to:
Teresa Smith, tdsmith@mail.mcg.edu.

For suggestions or comments about this website,
please email Kenda Rindt, krindt@mail.mcg.edu.

September 24, 2003



WebCT Phone Support

8:30 am to 5:00 pm
721-8971 or 721-8172

5:00 to 10:00 pm
830-8972 or 951-8485

Emergency Server Pager

If you suspect that the WebCT server is down or not responding, please page WebCT Administration:
723-7270

The Medical College of Georgia promotes innovative and pedagogically sound uses of technology to enhance teaching and learning.

[MCG Catalog](#)

Educational Technology Courses and Tools

[My WebCT](#) - Access your online courses.

[WebCT Hub](#) - Link to WebCT resources, workshop schedules and help.

[Eye Spy](#) - High Resolution High Quality Image Server

[Office of Educational Design and Development](#)

[Georgia Statewide Academic and Medical System \(GSAMS\)](#)

Distance and Distributed Learning Programs

Allied Health

[Medical Technology](#)

Internet Bachelor of Science (Medical Technology / Clinical Laboratory Science) Distance Program for the Certified, Employed Clinical Laboratory Technician

[RadScape](#)

A collaborative venture between students, faculty and clinical staff in the Department of Radiologic Science

[Distant Options in Nuclear Medicine Technology](#)

Nursing

[RN to BSN](#)

This degree completion program offers flexibility and accessibility for the RN student through online courses.

Medicine

[Phase I](#) and [Phase II](#) Medical Ethics Syllabus

Introduction to Medical Ethics for the School of Medicine

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Educational Design and Development
Office of the Associate Vice President for Academic Affairs
Medical College of Georgia

Please email comments, suggestions or questions to:

OEDD@mail.mcg.edu

June 10, 2003

**Production
Departments:**

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- [Video and Interactive Media Production](#)
- [Electronic Maintenance](#)

[Staff](#)

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Electronic Maintenance

CB 1901
(706) 721-3360
Fax: (706) 721-8504
Hours: 7:30 a.m. to 4 p.m.

[Electronic Maintenance Repair/Service Online Request](#)

Maintenance departments usually work quietly in the background where few people notice--until something breaks. Electronic maintenance is probably MCG's best-kept secret. Established for more than 15 years, we have done everything from security system design to typewriter repair. We maintain the campus broad band systems, security systems, audio systems, distance-learning equipment, debit card system and patient televisions.

We also service and repair:

- Card embossers
- Laser and ink jet printers
- Computer hardware
- Hospital televisions
- Video cassette recorders
- Slide projectors
- Overhead projectors
- Miscellaneous office equipment
- Standard register printers
- Diebold card readers

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Medical College of Georgia, School of Medicine Department of Emergency Medicine

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Welcome to the Department of Emergency Medicine

[Richard B. Schwartz, MD, FACEP](#)

Interim Department Chairman and Associate Professor

Director, Center of Operational Medicine

Office Phone: (706) 721-3548

Office Fax: (706) 721-6884

Office Address: 1120 15th Street AF-2029

Augusta, GA 30912

Administrative Assistant: [Carol Pogue](#)



Mission Statement for Emergency and Express Care Services

To provide exceptional emergency and urgent care in a compassionate and professional manner within an academic setting

Vision Statement for Emergency and Express Care Services

- Provide the highest quality emergency and urgent medical care
- Meet the physical and emotional needs of all of our patients
- Provide timely, efficient and prompt health care service
- Extend emergency and urgent care services to all equally without regard to race, religion, ethnic background, lifestyle, social or economic status
- Treat everyone with respect and compassion
- Be a model business unit within the Medical College of Georgia
- Attain academic excellence through quality research and education
- Serve as a regional resource for emergency healthcare and education

The Department of Emergency Medicine's goals are to provide the highest quality emergency and urgent medical care to our patients within the setting of cutting-edge research, training and education. This high

**Physician Assistant
Residency**

Medical Students

Augusta and Campus

Readers, Plug-ins & Viewers

level of service will be provided to both adults and children in the Medical College of Georgia and Children's Medical Center emergency departments.

The Emergency Medicine Physicians, Residents, Nurses and Ancillary healthcare professionals provide the highest level of medical care that only an Academic Medical Center can provide. The Department not only renders emergency care to the sick and injured, it also produces cutting edge research and are national leaders in operational medicine, ED Management, Pediatric Emergency Medicine and emergency medicine ultrasound. The department is also a pioneer in the development of novel solutions to improve patient triage, tracking and flow and staffing to maximize efficiency and economy.

[EMS Academy Home Page](#)

[Department of Emergency Medicine - Residency Program](#)

[Medical College of Georgia](#)

Please email comments, suggestions or questions to [the webmaster](#)

Please read the [Disclaimer](#)

July 30, 2003

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Medical College of Georgia

Employee-Faculty Assistance Program

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Location:

844 Chaffee Avenue
Building FE

Office Hours:

8:00 am - 5:00 pm
Monday - Friday

Phone: 721-2599

Employee - Faculty Assistance Program

The Medical College of Georgia provides an on-campus assessment and counseling program for employees, faculty, house staff, graduate students and for the immediate members of their family.



The program is confidential for clinical information of those who attend.

The Employee-Faculty Assistance Program (EFAP) is located at Campus [Bldg. FE](#) (844 Chaffee Ave). Office hours are 8:00 am - 5:00 pm, Monday through Friday.

The EFAP focuses on problems of either a personal or a work-related nature. Assessments are provided and, where indicated, short-term therapy may be scheduled for up to five sessions at no cost to the employee/faculty. For persons/families requiring extended counseling or more specialized therapy, the program can arrange continuing care by an appropriate local practitioner or agency.

In addition, EFAP staff are available to consult with supervisors on how to better recognize and work with employees who are experiencing difficulties of various kinds.

For more information or for an appointment, please contact the Employee-Faculty Assistance Program at 721-2599.

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Please email comments, suggestions or questions to
Teresa Raley, traley@mail.mcg.edu

July 22, 2002



Medical College of Georgia

School of Dentistry

Department of Endodontics

General Information:

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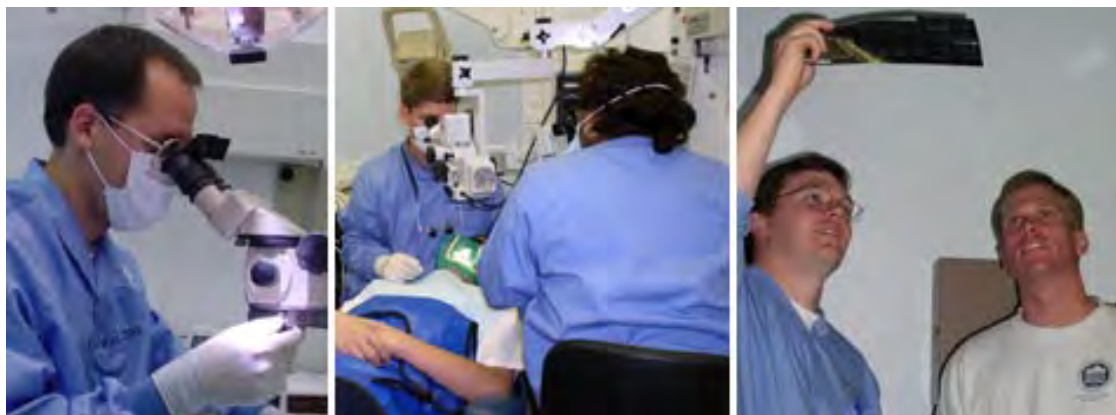
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Directions](#)

[Campus Map](#) and [Virtual
Campus Tour](#)

[About Augusta, Georgia](#)

Contact Information:

Department of Endodontics
Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912-1244
Phone: (706) 721-2151
FAX: (706) 721-8184



The Department of Endodontics educates and trains the predoctoral and postgraduate students in the art and science of endodontics. Endodontics is that specialty within dentistry concerned with the morphology, physiology and pathology of the human dental pulp and periradicular tissues. Its study and practice encompass the basic clinical sciences including biology of the normal pulp; the etiology, diagnosis, prevention and treatment of diseases and injuries of the pulp and associated periradicular conditions.

In addition to student education, the Department of Endodontics is committed to patient care, research and community service. Through continuing education programs the Department of Endodontics provides advanced knowledge to local, national and international communities.

The mission of the Department of Endodontics is dedicated to inspiring its students and faculty to fulfill professional and personal achievement through a commitment to excellence in education, patient care, service and research at the local, state and national levels.

[School of Dentistry](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Samuel Mumpower, D.M.D., smumpower@mcg.edu

September 17, 2003

Medical College of Georgia

Enrollment and Student Services

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The Office of the Vice President for Academic and Student Affairs is responsible for policy, procedures and practices related to the institution's educational programs, faculty and students. Dr. Mike Miller serves as the institution's Vice President for Enrollment and Student Services. He also serves as the Registrar of the institution.

Contact Information:

Office of the Vice
President for Enrollment &
Student Services

Medical College of
Georgia

1120 15th Street, AA 168

Augusta GA 30912-7300

Office: (706) 721-0955

Fax: (706) 721-2836

[Dr. Mike Miller](#), Vice President for Enrollment and Student Services/Registrar

[Office of the Provost](#)

Administrative Units

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Academic Affairs Resources

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- [Board of Regents Policy Manual](#)
- [Faculty Manual](#)
- [Institutional Faculty List Online](#)
- [Strategic Initiatives](#)
- [IRIS - MCG's Online Data and Information System](#)

Vice President for Enrollment and Student Affairs Office Staff

Michael H Miller, Ph.D., mhmiller@mail.mcg.edu

Vice President for Enrollment and Student Services/Registrar

Cecilia Bailey, cecail@mail.mcg.edu

Administrative Assistant to the Vice President for Enrollment and Student Services

Robert Cross, rcross@mail.mcg.edu

Management Systems Specialist

Russell A. Long, rlong@mail.mcg.edu

Coordinator of Enrollment Research and Editor of the
University Catalog

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Please email comments, suggestions or questions to:
Robert Cross, underadm@mcg.edu.

September 23, 2003

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[Chemical Safety](#)



[EHOS](#)



[Fire Safety](#)



[Radiation Safety](#)

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The mission of the Medical College of Georgia Environmental Health and Safety Division (EH&S) is to provide environmental safety services to staff, patients, students and visitors.

The six sections of EH&S -- Administration, Biological Safety, Chemical Safety, Environmental Health & Occupational Safety, Fire Safety, and Radiation Safety - ensure full compliance with all local, state and federal laws. We strive to continually improve the level and quality of services provided through creativity, teamwork and innovation.

Mailing Address

Environmental Health & Safety
1405 Goss Lane, Bldg. CI-1002
Augusta, Georgia 30912

Main Office

(706) 721-9826





Duane Perry
Environmental Safety
Officer



Dawn Cullen
Industrial Hygienist

Environmental Health & Occupational Safety Office

[Who To Call for Services](#)

[Frequently Asked Questions](#)

Administration

[Staff](#)

[Services Provided](#)

MCG Standard Operating Procedures

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[USDOL OSHA](#)

[Environmental Protection
Division \(EPD\)](#)

[Georgia Department of Labor
- Safety Engineering Page](#)

[Download Adobe® Acrobat® Reader® to access PDF files.](#)

The Environmental Health & Occupational Safety Office (EHOS) deals primarily with environmental and indoor air quality problems, industrial hygiene support, occupational safety issues, and special regulated waste categories. Listed below are some of the support services provided by this office. Requests for service or assistance may be placed by calling the EHOS office at ext. 1-2663 or email.

***Mailing Address:
Environmental Health
and Safety Division***

1405 Goss Lane
Bldg. CI-1002
Augusta, Georgia 30912

Main Office Phone
Number:
706.721.9826

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Please email comments, suggestions or questions to:
Byron C. Brown, byronb@mail.mcg.edu.

September 26, 2003

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Updated! [Building
Coordinator List](#)

Campus Environmental Services

- General Cleaning, Mopping, Vacuuming
- Provide Rest Room Supplies
- Pest Control
- Sanitation Services (Dumpster) and Trash Removal
- Periodic Window Cleaning
- Emergency Services (Water Extraction, etc.)
- Paper Recycling

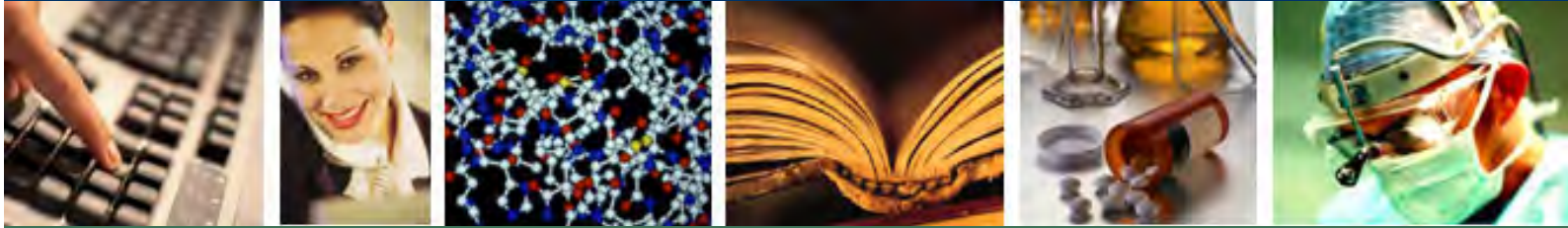
Access for Services

Campus Environmental Services Office (706) 721-2434

For emergency service after 4:30 p.m., weekends and holidays, call (706) 721-2434 to request service. An answering machine may receive your call on weekends and between 4:00pm and 8:00am on weekends. Messages on the answering machine are checked approximately every 30 minutes.

Please email comments, suggestions or questions regarding
Campus Environmental Services
to Jesse Dantignac jdantign@mail.mcg.edu,
Environmental Services Manager or call (706) 721-4030.

[Departments and Units](#) | [Medical College of Georgia](#)



Office of External & Government Relations

- [> Staff](#)
- [> News Releases](#)
- [> MCG Today](#)
- [Magazine](#)
- [> AlumNews](#)
- [> MCG Tomorrow](#)
- [> Beeper](#)

The Office of External and Government Relations supports the Medical College of Georgia through public relations, marketing, media relations, publications, government relations and special events.

The office maintains an active presence in the Georgia Legislature and Governor's Office, serving as a liaison between members of the MCG community and the state's elected officials. The office also maintains active relationships with members of the Federal Government, particularly legislators representing the state of Georgia.

The office produces press releases and publications to disseminate information about MCG's activities, achievements, policies and actions. MCG publications include *MCG Today*, a quarterly alumni magazine; *MCG Tomorrow*, an annual research report; and the *Beeper*, a biweekly newspaper for the MCG community.

The staff is available to the MCG community for services including writing, editing, publication production, public relations and marketing.

The staff also helps the media develop accurate, informative and timely material for print and broadcast. Staff members can arrange interviews with members of the MCG community, including faculty, staff and administration. These professionals have highly specialized expertise about numerous aspects of health care, biomedical research and education.

Office of External and Government Relations Staff

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Vice President for External and Government Relations
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Administrative Specialist
(706) 721-2121

FAX: 706/721-NEWS (6397)

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[Departments and Units | Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Christine Hurley Deriso, cderiso@mail.mcg.edu

June, 2002

Facilities Management Division



[Facilities Planning](#)

[Plant Operation](#)

[Environmental Services](#)

[Grounds Maintenance](#)

[...other FMD services](#)

[Standards of Conduct](#)

[A letter from the Director](#)

[Maintenance Request Online Form](#)

[Your Feedback is Welcome](#)

Updated! [Building Coordinator List](#)

Facilities Management Division will provide quality customer service by maintaining a safe, healthy, and aesthetically pleasing environment in which students, faculty, and staff can function and accomplish their educational objectives and by supporting a patient care culture that continuously improves.

Our Vision

- To perform facility services in a manner that consistently satisfies our customers with the cleanliness of our facilities; the appearance, operation, and safety of our buildings and grounds; and the reliability of our utilities.
- To perform all of our work with integrity, with efficiency, and in a cost-effective manner that adds value to the Medical College of Georgia.
- To create a working environment that gives each employee the opportunity to develop their skills and do their best work.
- To develop and implement innovative work procedures that are simple for our people to execute and that make it easy for our customers to receive services.
- To work as a collaborative team towards a common goal and vision while seeking innovation and new knowledge to continuously improve and to adapt to change in a proactive manner.

[Departments and Units](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Tony Putnam, Plant Engineer, tputnam@mail.mcg.edu.

January 06, 2003



[Renovation / Relocation Checklist](#)

[Renovation/Cost Estimate Request Form](#)

[Relocation Notice Form](#)

[Space Management Request Form](#)

[Projects Under Construction](#)

[Projects Under Design](#)

Related Administrative Policies and Procedures

[Space Requests 2.3.01](#)

[Facilities Renovation Cost Estimate Requests 2.3.02](#)

[Changes in the Design of Facilities Under Construction 2.3.03](#)

[MCG Signage 2.3.04](#)

Facilities Planning

Facilities Planning's staff is available to answer questions regarding the use of space. Facilities Planning is also available to assist in program planning for the renovations or new construction, as well as cost estimating and preliminary planning. Other services that Facilities Planning can provide is evaluation of asbestos hazard and provide appropriate response action.

The Facilities Planning Division is responsible for the maintenance of physical space inventory, which includes space size, square footage and departmental assignment. Facilities Planning is also responsible for all construction that is done on the MCG campus.

This includes assisting in the development of construction programs, selection of consultants when appropriate or the actual development of construction plans.

The mission of the Facilities Planning Division is to provide a safe, healthy, adequate and aesthetic physical environment for the education of the State of Georgia's Health Care Professionals and the care of its citizens.

The Section also provides cost estimates for construction projects and acts as a liaison between MCG and the Board of Regents and GSFIC. Through its Construction Management Section, Facilities Planning supervises the construction.

Facilities Planning assists the Institution in developing Facility Capital Outlay and MRR request to the Board of Regents for funding of construction / renovation, and maintenance of facilities.

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Please email comments, suggestions or questions to:
Jonathan Bangs, jbangs@mcg.edu.

September 19, 2003

Information For Faculty and Staff



New Faculty Resources...

- [New Faculty Orientation](#)
- [New Faculty Listing](#)
- [Human Resources](#)
- [Faculty Handbook](#)
- [Faculty Manual](#)
- [MCG Map](#)

Search for Faculty and Staff

- [Institutional Faculty List](#) - Contact information, current publications & more
- [eGuide](#) - Faculty, Staff and Student Directory

Campus Resources

- [Administrative Policies and Procedures](#)
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- [Continuing Education](#)
- [Departmental Copy Privilege](#)
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- [Express Card](#)
- [Faculty and Classified Employee Statistics](#)
- [Forms Repository](#)
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- [Office of the President](#)
- [Research](#)
- [Robert B. Greenblatt, M.D. Library](#)
- [Wellness Center](#)

Faculty Resources

- [Clinical Investigative Services](#)
- [Faculty Wide Organization](#) (Academic Council)
- [Faculty Handbook](#) and [Faculty Manual](#)
- [Faculty Affairs, Office of](#)
- [MCG Faculty and Spouse Club](#)
- [Promotion and Tenure Resources in the School of Medicine](#)

[Directories and Maps](#)

Electronic Resources: [Library](#) | [WebCT](#)

MCG Health System [Intranet](#)

[Terrace Dining Menu and Catering](#) (2nd floor of main hospital)

Giving Opportunities

[Annual Fund](#) | [How to Make a Gift](#) | [MCG Foundation](#) | [Planned Giving](#)

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News and Publications

[John F. Beard Award](#)

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[Campus Announcements](#)

[Crime Statistical Information](#)

[Employee Handbook](#)

[MCG Beeper](#)

[MCG Today Magazine](#)

[MCG Tomorrow Magazine](#)

[News Releases](#)

Please email comments, suggestions or questions to: www@mcg.edu

Medical College of Georgia [Home Page](#); [About MCG](#), [Education](#), [Health Care](#), [Research](#)

Information For: [Students](#), [Prospective Students](#), [Faculty & Staff](#), [Alumni & Visitors](#)

Information About: [Schools & Programs](#), [Departments & Units](#), [Centers & Institutes](#), [Service & Outreach](#), [People & Places](#)

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September 04, 2003

Faculty Action & Approval Process
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Actions [Guidelines](#) [Resources](#)
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Faculty Actions (by month)
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FAQ

Procedures and Institutional
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Part-time Guidelines
Part-time Retiree Guidelines
Post Tenure Review Guidelines
Promotion & Tenure
Reappointments PT & CL
Temporary Guidelines

Center & Institute Approval
Procedures

Distinguished Faculty Title
Guidelines

Establishing an Official Section
Generic Section Chief Job



Office of Faculty Affairs

MCG's Point to Faculty Information

Office 706 721 1072 FAX 706 721 1074

Office of Faculty Affairs, CJ 2117
Medical College of Georgia
1120 15th Street
Augusta, GA 30912

The Office of Faculty Affairs reports to the Provost. The primary function of the office is in developing, administering and ensuring compliance to policies and procedures that govern faculty at the Medical College of Georgia (MCG). The administrative support provided to the Provost ensures that all five schools as well as the Institution are in compliance with MCG and the University System of Georgia (USG) policies as well as State and federal laws pertaining to faculty employment.

OFA provides the campus community with valuable resources to facilitate the understanding and procedural requirements as outlined in the Faculty Appointment, Development, Promotions and Tenure (FADPT) Policy of the MCG Faculty Manual and the USG Policy Manual.

As the Data Steward of the Institutional Faculty Information System (FIS), our primary goal is to deliver a more efficient institutional operation as it relates to faculty policies, procedures and the on-going delivery of faculty information to the MCG campus community, the University System of Georgia and beyond. Web based interactive forms with associated policies and procedures are essential tools that have equipped the FIS End-User with resources which allows them to meet routine procedures and specialized reporting for the Institution.

The office works as an integral team with unique and specialized functions. The Office of Faculty Affairs, MCG's Point to Faculty Information, will provide helpful assistance and useful resources to the campus community.

Meet the OFA Staff

Description

**Outside Professional Activities
Guide Form OA1 Form OA2**

**Institutional Faculty Information
System (FIS)
FIS History**

**How to Request:
Reports, Queries, Labels**

FIS Campus Directory

Institutional Faculty List Online (IFL)

Related Resources

Centers & Institutes

Centers & Institutes Official List (pdf)

Faculty Position Vacancies

MCG Faculty Manual

MCG Policies & Procedures

USG Empl Consultant Serv

Agreement

University System of Georgia

BOR Policy Manual

AAMC

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[Academic Affairs](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

[Senior Web Architect](#)

September 22, 2003

- [History](#)
- [Outcomes](#)
- [Educational Priorities](#)
- [Policies & Procedures](#)
- [Academic Administration](#)
- [Current Faculty List](#)
- [SAHS Committees](#)
- [Faculty Job Opportunities](#)

Undergraduate Programs

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- [Health Info Mgmt](#)
- [Medical Technology](#)
- [Occupational Therapy](#)
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- [Radiologic Sciences](#)
- [Respiratory Therapy](#)

Graduate Programs

- [Medical Illustration](#)
- [Physical Therapy](#)
- [Advanced MHE and MS Degrees](#)
- [MHE Graduate Course Schedule](#)

Other Information

- [Catalog](#)
- [Rural Health Care in Georgia](#)

Search Committee Positions

The School of Allied Health Sciences has formed search committees for the following faculty positions and are currently seeking qualified candidates. The [University System of Georgia Applicant Clearinghouse](#) number is posted with each position.



School of Allied Health Sciences		
46797	2	Research Faculty Positions
46798		
Department of Health Information Management		
46799	1	Assistant or Associate Professor (tenure track)
Department of Occupational Therapy		
45294	1	Faculty Position
45295	1	Faculty Position
45298	1	Faculty Position
Department of Physical Therapy		
43230	1	Faculty Position
42715	1	Research Director Position
45310	1	Faculty Position
Physician Assistant Department		

[Allied Health Rural Network](#)

[SAHS Alumni Association](#)

[RadScape](#)

[Health Resources and Services Administration Interdisciplinary Homepage](#)

[Leave Request](#)

Contact Information:

Dana C. Blackwelder
 Administrative Manager
 Medical College of Georgia
 Room AA2028
 Augusta, Georgia 30912-0100
 Phone:(706)721-2621
 Fax:(706)721-7312
 email:
dblackwe@mail.mcg.edu

46792	1	Faculty Position
46793	1	Faculty Position (Medical Spanish)
Department of Radiologic Sciences		
47457	1	Faculty Position
48002	1	Faculty Position

Additional Faculty Vacancies

For additional information please refer to: **Position Vacancies**; [School of Allied Health Sciences](#).

The Medical College of Georgia is an Equal Opportunity, Affirmative Action, and American with Disabilities Act Employer.



- [Alphabetical List](#)
- [Emeritus List](#)
- [Senior Administration](#)
- [Directors](#)
- [Schools](#)
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- [Special Professorships](#)
- [Search for Faculty](#)
- [Update Your Record](#)
- [Help](#)

Institutional Faculty List

A cooperative effort of the [Office of Faculty Affairs](#) and the [Office of Institutional Research](#).

Since its inception in the early 1970s, the Medical College of Georgia's faculty list has served as the institution's official listing of Board of Regents- and/or institutionally-approved faculty. Modeled after the original printed list, the web-based Institutional Faculty List provides the campus with an easily accessible and accurate reference for the names, degrees, ranks, titles, associated departments, and sections of each faculty member.

Additional enhancements are searchable teaching, research, and clinical activities fields that are maintained by individual faculty. IFL Extras, a toolbar included on each faculty record, provides access to curriculum information, faculty maintained web sites, and publications (both internally generated and via an automatic PubMed search).

To update your faculty record, you must have a Medical College of Georgia barcode affixed to your identification card. This alphanumeric code serves as your password. If you do not have a barcode, please visit the Greenblatt Library to obtain one. For any other technical assistance, contact the Office of Institutional Research at 706-721-2703.

Medical College of Georgia

Direct inquiries about faculty information
to the [Office of Faculty Affairs](#).

Comments or questions about the system? Contact [OIRI](#).

MCG Faculty Manual

[Introduction](#)

[The Board of Regents](#)

[Administrative Organization](#)

[Faculty Wide Organization](#)

[Faculty Appointment,
Development, Promotions](#)

[Tenure Policy](#)

[Benefits](#)

[Regulations and Policies](#)

[Equal Employment](#)

[Opportunity](#)

[Civil Rights](#)

[Sexual Harassment](#)

[Political Activities](#)

[Employment of Relatives](#)

[Policies Concerning Outside](#)

[Professional Activity](#)

[Form OA-1](#)

[Form OA-2](#)

[Notice of Employment and
Resignation](#)

[Evaluation](#)

[Removal](#)

[Suspension](#)

Other Policy Links:

[Grievance Policies](#)

[Conduct of Research](#)

[Intellectual Property](#)

Introduction

The Medical College of Georgia Faculty Manual is compiled by the Faculty Manual Task Force of the Scholarship & Standards Committee. For additional details, contact the dean's office of your respective school or the appropriate office as indicated in this manual.

Purpose of the Medical College of Georgia Faculty Manual

The purpose of this faculty manual is to provide information to current and incoming faculty regarding the Medical College of Georgia. The primary sources for the information in this manual will be cited. However, information from other, readily available sources (i.e., the catalog) will not be duplicated in this manual. Board of Regents policies are abstracted for reference.

Commitment to Affirmative Action

Purpose: To prevent illegal discrimination and to guide the Institution towards a diversified workforce.

Policy: The Medical College of Georgia prohibits discrimination on the basis of age, disability, gender, national origin, race, religion, sexual orientation or status as a Vietnam War Era Veteran.

Mission of the Medical College of Georgia

As a unit of the University System of Georgia...

The Medical College of Georgia is a unit of the University System of Georgia and as such is committed to the following:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic

[Ancillary Departments and Services](#)

- and global society
 - technology to advance educational purposes, including instructional technology, student support services, and distance learning
 - collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia
-

As a University System research university...

As a University System Research University with a statewide scope of influence, the Medical College of Georgia shares a commitment to:

- excellence and responsiveness in academic achievements that impart national or international status
- a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, provides academic assistance, and promotes high levels of student achievement
- wide-ranging research, scholarship, and creative endeavors that are consistent with the highest standards of academic excellence, that are focused on organized programs to create, maintain, and apply new knowledge and theories, and that promote instructional effectiveness and enhance institutionally relevant faculty qualifications
- public service, economic development, and technical assistance activities designed to address the strategic needs of the State of Georgia along with a comprehensive offering of continuing education programs, including continuing professional education to meet the needs of Georgia's citizens for life-long learning
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate, masters, and doctoral levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate level, including the doctoral level.

As the Medical College of Georgia...

The Medical College of Georgia, chartered in 1828 as a single academy to provide instruction in "several branches of the healing art," is a major academic health center and a health sciences research university. The institution, consisting of the schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine, and Nursing and the Hospital and Clinics, serves a highly focused and specialized student body. As an academic health center and research university, the Medical College of Georgia is committed to:

Excellence in academic achievement, which will bring to it national and international recognition.

Development of a fully-integrated and cost efficient health care system that provides leading edge clinical innovation and technology.

A shared responsibility for meeting the health care needs of a widely dispersed and high diverse population.

Broadly-based research, scholarship, and creative endeavors consistent with the highest standards of academic excellence.

In view of these commitments, the Medical College of Georgia affirms the following major purposes:

- to provide outstanding educational programs for both health professionals, biomedical scientists, and educators at the undergraduate, graduate, and postgraduate levels and for lifelong learning through excellence in teaching and the total development of students in response to the health needs of the state of Georgia.
- to provide a high quality, state-of-the-art health care system, which includes health promotion and disease prevention, and to encourage, test, and improve access through the use of innovations in health care delivery responsive to the changing demographics and needs of the people of the state and the nation.

- to be a leading center of excellence in research through the generation and application of biomedical knowledge and technology to human health and disease and to play an expanding role in the transfer of technology to the health care delivery system.

In fulfilling this mission, the Medical College of Georgia aspires to be one of the nation's premier academic health centers for outstanding education, committed public service, and leading-edge research and scholarship. As it pursues this goal, the institution is determined to embody the concept of interactive, ongoing partnerships embracing students, patients, and the public across the state and nation in order to effectively serve those who seek a career, those who seek knowledge, and those who seek care.

Approved and adopted by the Board of Regents, July 9, 1996

[Medical College of Georgia](#)

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Please email comments, suggestions or questions to
Jeaneanne Atkinson jatkinso@mail.mcg.edu

July 17, 2003

Medical College of Georgia

New Faculty Orientation

Orientation Links:

- [Faculty Wide Organization](#)
- [Academic Affairs](#)
- [Library](#)
- [Educator's Portfolio / Career Development](#)
- [Research](#)
- [Student Affairs](#)
- [Classroom Services](#)
- [Office of Educational Design & Development](#)
- [Health Communications](#)
- [Continuing Education](#)
- [Bookstore](#)
- [Express Card](#)
- [Public Safety](#)
- [Right to Know Training](#)
- [AA EEO Office](#)

Orientation Web Site Links:

- [History of MCG](#)
- [MCG Print Shop](#) and [Copy Center](#)
- [Employee/Faculty Assistance Program](#)

Additional Resources:

- [Campus Map](#)
- [City of Augusta](#)
- [Environmental Health & Safety](#)
- [Faculty Affairs, Office of](#)
- [Faculty and Spouse Club](#)
- [Faculty and Staff Directory](#)
- [Faculty Benefits](#)
- [Faculty Manual](#)
- [Human Resources](#)
- [Institutional Faculty List](#)
- [IRIS - MCG's Online Data and Information System](#)
- [Policies and Procedures](#)
- [Teachers Retirement System](#)

[Comments or Suggestions?](#)

Medical College of Georgia

New Faculty Orientation

President's Address

[Dr. Daniel W. Rahn](#)

President, Medical College of Georgia



I am pleased to welcome you to the Medical College of Georgia—a freestanding, public academic medical center with a rich past and a promising future.

MCG was founded 173 years ago by Dr. Milton Antony, Dr. Joseph Adams Eve, and two other physicians for a total faculty of four. At the beginning of the 19th century, less than one hundred physicians practiced medicine in the state of Georgia—and only one had obtained the MD degree. To date, the Medical College of Georgia has educated more than 26,000 health care practitioners—10,000 physicians, nearly 2,000 dentists, more than 2,000 biomedical scientists, and more than 12,000 allied health and nursing professionals.

The institution currently offers more than 40 academic programs at the certificate, baccalaureate, master's, first professional, and doctoral levels—many of which are nationally recognized. US News and World Report's Best Graduate Schools 2002 edition ranked MCG's physical therapy program 33rd in the nation; the School of Medicine's primary care program was ranked 41st; and, the Master of Nursing program was ranked 46th. In the 1998 edition, the nursing anesthesia program was ranked 6th in the nation. The institution operates the only dental school in the state of Georgia and one of only five accredited medical illustration programs in the nation.

MCG builds on a proud research tradition that boasts, among other achievements, a cure for pellagra and the groundwork that led to such breakthroughs as fertility pills, birth-control pills, and beta-blocking drugs. Current research initiatives focus on areas such as biomaterial tissue interaction, clinical and basic cancer research, vascular biology, developmental biology, epithelial cell biology, gene regulation, molecular immunology, neuroscience, sickle cell disease, prevention of cardiovascular disease and diabetes, and vision research. Last year, MCG faculty were awarded \$48.2 million in research funding—an increase of 10.3 percent over the previous year.

Not only do you join a dynamic academic and research community of more than 800 full- and part-time faculty, you are becoming part of a thriving clinical system as well. The MCG health care system operates more than two dozen clinical centers, such as the Comprehensive Cancer Center, the Center for Sports Medicine, the Georgia Sleep Center, and the Epilepsy Center—one of the most experienced epilepsy centers in the country. The 2001 edition of America's Top Doctors included 10 MCG physicians. And, US News and World Report ranked the MCG Hospitals and Clinics as one of the best hospitals in the nation for hormonal disorders, diagnosis and treatment of diabetes, and thyroid conditions.

As articulated in our mission statement, MCG is committed to being one of the nation's premier academic health centers for outstanding education, committed public service, and leading-edge research and scholarship. We welcome you to the faculty and eagerly anticipate your contributions to the Medical College of Georgia.

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Jeaneanne Atkinson, jatkinso@mail.mcg.edu.

August 26, 2002

Medical College of Georgia

School of Medicine Faculty Senate

[A-Z Index](#) | [MCG Home](#) | [Site Search](#)

2003-2004 Faculty Senate President:



Iqbal Khan, PhD

Professor

Department of Obstetrics & Gynecology

Section of Reproductive Endocrinology, Infertility and Genetics

ikhan@mail.mcg.edu

[Comment & Suggestion Box](#)

[Committee Memberships](#)

[Rules & Bylaws](#)

Contact Information:

School of Medicine Faculty Senate

The faculty senate is composed on elected representatives from the faculty of each department in the School of Medicine. The Faculty Senate serves as an advisory body to the Dean of the School of Medicine. The Senate provides a means for faculty participation and achievement of long-term goals of the School. The Faculty Senate has established several standing and special committees which have a major impact on medical students. These include: Admissions; Student Affairs; Student Academic Promotion; Curriculum; Dean's Student Research; Representation on the School of Medicine Honor Council; Faculty Appointment, Development, Promotions and

Tenure Committee.



Faculty Senate Mission Statement – Approved July 31, 2000

As elected representatives of the faculty of the School of Medicine, members of the faculty senate will:

- Serve as a forum for the dissemination of information, and for the discussion and expression of opinion regarding matters of interest, concern or importance to the faculty.
- Participate in the organization and governance of the faculty by naming and coordinating committees that oversee student issues such as admissions, student promotions, student curriculum, and faculty issues such as promotions and tenure and recognition of outstanding performances.
- Facilitate communication with the Dean of the School of Medicine about faculty opinions and concerns.

Committee Memberships

[Faculty Senate Executive Committee](#)

[Student Admissions Committee](#)

[Faculty Appointments, Promotions & Tenure Committee](#)

[Student Promotions Committee](#)

[Promotions Subcommittee \(Class of 2004, 2005, 2006, 2007\)](#)

[Post Tenure Review Committee](#)

[Student Affairs Committee](#)



Laurie Lane, AA, CEOE
Administrative Coordinator
Faculty Senate
Medical College of Georgia
MCG Box 8147
AF-1011
706-721-4056
pager 706-723-5436
fax 706-721-4153
email: llane@mail.mcg.edu

[Curriculum Oversight Committee](#)

[Rules & Bylaws Committee](#)

[Nominating Committee](#)

[Faculty Recognition Committee](#)

[Dean's Student Research Committee](#)

[Faculty Benefits & Retirement Committee](#)

[Committee on Committees](#)

[School of Medicine Honor Council Reps.](#)

[Advanced Standing Medical Admission Committee](#)

[School of Medicine](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to
Kenda Rindt, krindt@mail.mcg.edu

July 22, 2003



[Who Is Eligible for Membership?](#)

[2002-2003 General Meeting Schedule](#)

[Activities and Events, Special Interest Groups](#)

[Calendar of Events](#)

[FSC Highlights](#)

[Request for Membership Information](#)

[Leave a comment or update your member information](#)

[Augusta Community Links](#)

What We Are About

Friendship and Social Contact

The Faculty and Spouse Club offers opportunities to meet other faculty and spouses through our monthly programs, special interest groups, volunteer activities and social events. Our general meetings offer a variety of speakers and topics.

Volunteer Service To MCG

MCG needs volunteers. The Volunteer Office staff will match your interests and skills to various needs at the hospital. The Children's Medical Center offers new and challenging volunteer positions. We also provide volunteers for MCG's Family Day activities.

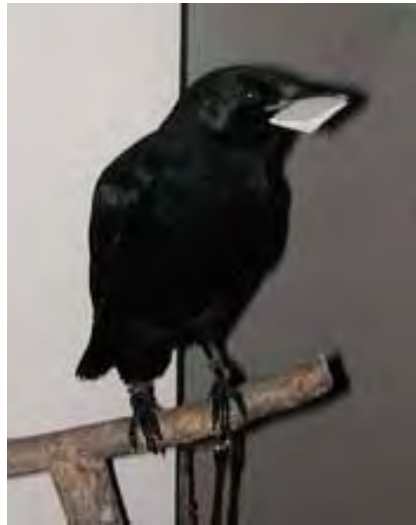


New Faculty

We invite new faculty and their spouses to attend our annual September Welcome Coffee. This is a good chance to meet FSC members and learn about the benefits of belonging to our organization. We are a friendly and informal group, and enjoy welcoming newcomers.

Faculty Spouse Club provides interesting day and evening activities. In addition to our monthly programs, we take advantage of the spectrum of activities offered in the Augusta area. Theater parties have enjoyed "Chicago" and "Blithe Spirit." Day trips have included the DeKalb Farmers Market in Decatur, the Southeastern Flower Show in Atlanta, the Riverbanks Zoo and Botanical Garden in Columbia, S.C., and the Royal Lipizzan Stallions, to name a few. We also have annual evening socials such as last year's Low Country Boil and this year's dinner and musical entertainment at the Augusta Country Club.

New faculty and spouses who join the FSC find that it offers even more than social and cultural activities. Our members are excellent sources for the "who?, what?, when? and where?" of life in Augusta. We are cheerful advisors on anything from plumbers, painters and window-washers to piano teachers, orchid growers and the city's cultural gurus. If we don't know the answer, we can "network you" to the members who do.



Scholarship Fund

Since 1980, the Faculty and Spouse Club has awarded 98 scholarships to rising seniors in each of our five schools: Allied Health, Dentistry, Medicine, Nursing and Graduate School. This activity has been a source of great pleasure and pride for our members.

The scholarship fund is currently over \$165,000. Funds have been raised by a variety of activities as well as by private donations of faculty and spouses. This is

strictly a faculty/spouse project and represents our commitment to the students we serve. We invite you to include our tax-deductible scholarship fund in your annual giving.

The following MCG students have been selected as recipients of the 2001-2002 FSC Scholarships:

- Andrew C. Aiken - School of Dentistry
- Ashley D. Beall - School of Medicine
- Donna Shambley Ebron - School of Graduate Studies
- Michael Perri - School of Allied Health
- Angela Van Ronk - School of Nursing

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Please email comments, suggestions or questions to:

Faculty and Spouse Club

May 29, 2003

Faculty Wide Organization

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The faculty members of the Medical College of Georgia have responsibilities related to students, accreditation and their own governance which are handled by the Executive Committee of the Academic Council, the Academic Council and the General Faculty Assembly.

Academic Council

[Members and Committees](#) and [Handbook](#)

[MCG Faculty Manual 2003-04](#)

[John F. Beard Award](#)

[Faculty Organization Calendar](#)

[Medical College of Georgia](#)

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Please email comments, suggestions or questions to
Jeaneanne Atkinson jatkinso@mail.mcg.edu

July 17, 2003

Department of Family Medicine



Welcome to the Department of Family Medicine in MCG's School of Medicine. The Medical College of Georgia, located in Augusta, is Georgia's Health Sciences University. We invite you to examine our programs.

[Our Mission](#)

Programs & Resources

- [Predoctoral Programs](#)
- [Research/Faculty Development](#)
- [Residency Program](#)
- [Contact Information](#)
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The primary mission of the Department of Family Medicine is to provide quality predoctoral, resident and postdoctoral Family Medicine education in order to produce an appropriate supply of well-trained physicians to support the primary care needs of the State of Georgia

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Libby Poteet, lpoteet@mail.mcg.edu.

May 07, 2003

Medical College of Georgia Office of Student Financial Aid

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Student Financial Aid Office

2013 Administration Building
Augusta, GA 30912-7320
(706) 721-4901

Director, Office of Student
Financial Aid
[John Powell](#)

Assistant Director
(Medicine and Dentistry)
[Antoinette Esposito](#)

Assistant Director
(Nursing & Graduate
Studies)
[Cynthia Parks](#)

Assistant Director
(Allied Health & Work Study)
[Carla Sullivan](#)

Student Services Specialists
(Applications)
[Tina Marable](#)
[Tonya Yates](#)

[Interest rates](#) - **NEW!**

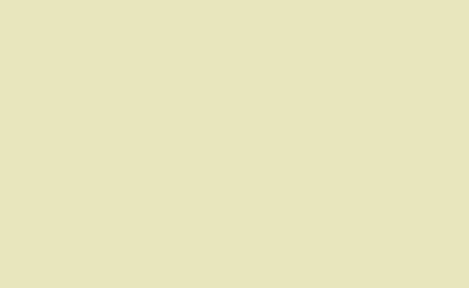
MCG Student Financial Aid



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Related Web Sites

- [Stafford Loan Entrance Counseling](#)
- [Stafford Loan Exit Counseling](#)
- [Perkins Loan Exit Counseling](#)
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- [Debt Help](#) (Education Debt Management by the Association of American Medical Colleges)
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- 
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May 29, 2003

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Forms Repository



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Choose department or form title and then enter search term(s):

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Form Title

Enter Up to Three Terms:

MCG's Forms Repository is a listing of online forms for use by MCG faculty and staff. If you cannot find the form that you are looking for, or if you would like a form link added to the repository, please contact either [Alan Pridemore](#) or [Anne Hinton](#). [To add a form link we'll need the following: form url and title, department responsible for the form, email contact and the form format i.e. pdf or rtf.]

Searching Search for a word in the form title or department or [list all](#) forms. Search results can then be sorted by form title or department.

Formats The format of a form can be a web page [htm], an Adobe Acrobat Portable Document Format file [pdf], or a Rich Text File [rtf]. Most web page forms can be submitted online. To view or print pdf files, you will need a copy of Adobe's Acrobat Reader, available free of charge from [Adobe](#). In order to save the form for later retrieval, you will need a licensed copy of Adobe Acrobat. The free reader does not allow you to save the file. Depending on your browser setup, an rtf file will prompt you to download the file or open it within the browser.

Note The department for each form is a link to the person responsible for that form. This is so you can email that person should there be any questions about the form.

MEDICAL COLLEGE OF GEORGIA FOUNDATION



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Improving the Quality of Life for Georgians

Mission

The mission of the Medical College of Georgia Foundation, Inc. is to improve the quality of life of the people of Georgia, the nation, and the world by supporting the advancement of health-related education, research and service at the Medical College of Georgia.

Vision

The Medical College of Georgia Foundation, Inc. will be considered a significant resource and advocate for Georgia's only public health sciences university. It will be viewed as an organization known for its:

- Stewardship expertise and proactive nature
- Communication and service orientation
- Outstanding leadership of volunteers
- Exceptional staff
- Strong financial management

The Medical College of Georgia Foundation, Inc. will be seen as an exemplary leader among nonprofit corporations.

Core Values

- Holding ourselves to the highest ethical and moral standards emphasizing integrity, honesty, trustworthiness, confidentiality, professionalism and stewardship
- Upholding the spirit of philanthropy and the practice of volunteerism
- Providing outstanding constituent service to donors, alumni, friends, students and the population at large
- Treating all people with the utmost respect regardless of viewpoint or status
- Promoting teamwork, helpfulness and cooperation - both within the organization and with individuals and groups outside the organization
- Producing quality, innovative work and service that is recognized by others
- Having a positive attitude, enthusiasm toward the mission and a spirit of enjoyment

The most important services we provide include:

- Scholarships and loans for students
- Research grants for faculty and students
- Stewardship on behalf of donors and management of endowments

What our constituents can expect:

- Responsiveness
- Accuracy
- Personalized attention
- Anticipation of their needs



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Please email comments, suggestions or questions to:
Ian Mercier, imercier@mail.mcg.edu.

May, 2003

Medical College of Georgia

Office of Grants & Contracts

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The Office of Grants and Contracts serves as the principal interface between the Medical College of Georgia and external agencies providing sponsored program support, including the [Medical College of Georgia Research Institute](#) (MCGRI). It is responsible for the complete range of sponsored program management, including pre-award responsibilities for coordination of routing, review, and institutional approval of proposals and applications; award receipt and account establishment; re-budgeting and institutional prior approval; and account closeout activities. The office also is responsible for the development and negotiation of the institution's federal Facilities and Administrative Cost Rate Agreement, for oversight of effort reporting, and for coordination of the routing of institutional agreements not involving funding for approval and presidential signature. It maintains files and records and produces periodic and ad hoc reports concerning funding and regulatory matters, and supports the Office of the Vice President for Research and the MCG Research Institute in regard to development of policies for the conduct of research, intramural research programs including the [Combined Intramural Grant Program](#), the [MCGRI Research Incentive Program](#), and financial transactions and other functions.

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[Research](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Terry Morrow tmorrow@mail.mcg.edu

September 15, 2003

[GCHC Staff](#)[GCHC Sites](#)
[Sites Map](#)[Regional Map](#)[Job Opportunities](#)Related Site:
[Georgia Department of
Correction](#)

Georgia Correctional HealthCare (GCHC) is the division of the Medical College of Georgia that provides high quality health care to over 80 facilities throughout the State for the Georgia Department of Corrections. GCHC began as a result of a discussion in 1996 between former Governor Zell Miller and past MCG President Francis Tedesco, M.D. This initial discussion led to the development of an Interagency Agreement between the Medical College of Georgia and The Georgia Department of Corrections. On July 1, 1997, MCG agreed to provide comprehensive healthcare services for the 42,000 inmates incarcerated by the Department of Corrections. Through this agreement, GCHC committed itself to maintaining the high level of quality healthcare while attempting to control the spiraling costs associated with inmate healthcare.

Operational Overview

GCHC currently manages the healthcare units at 40 state prisons, 1 Boot Camp, 21 Probation Detention Centers, and 6 Transition Centers. Each facility contains various medical capabilities dependent upon the size and mission of the site. Regional infirmaries provide 24 hour, 7 days per week primary healthcare services at 14 of these sites. GCHC's primary business office is located in the Annex I building, and maintains satellite offices in Atlanta, Milledgeville, Valdosta, Alto and Savannah.

[Georgia Correctional HealthCare](#) | [Medical College of Georgia](#)



Georgia Institute for the Prevention of Human Diseases and Accidents (GPI)

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BACKGROUND

The Georgia Prevention Institute (GPI) was established by the Board of Regents of the University System of Georgia in 1981 to conduct research on health promotion and disease prevention, mainly in youth. A clinical research unit of the Department of Pediatrics, its primary function is to conduct epidemiologic and interventional research on the pediatric antecedents of cardiovascular and metabolic diseases that are ordinarily manifested in the adult years.

In 1985, Drs. William Strong, Frank Treiber, and Maurice Levy received an NIH Grant, the GPI's first, to study children's lifestyle behaviors (i.e., diet, exercise and psychosocial behaviors) as they related to development of physical cardiovascular risk factors. Since that time, as a result of support from the Department of Pediatrics, the President and further extramural funding, the GPI now has 11

(GPI) Mailing Address:
Georgia Prevention Institute
HS-1640
Medical College of Georgia
Augusta, GA 30912-3710

Phone (706) 721-4534
FAX (706) 721-7150

full-time faculty members in the institute who have received 17 additional grants totaling over thirteen million dollars in direct costs. Formal research training efforts have been successful with a total of 6 faculty/post-doctoral fellows (4 current) having received NIH funded research training grants. Over 200 peer reviewed scientific publications have resulted from the research conducted by the GPI, during the past ten years. With a relatively small number of faculty, the GPI has been very successful in providing the Medical College of Georgia with recognition as a leader in cardiovascular and metabolic disease prevention research.

[Centers and Institutes](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Dr. Frank A. Treiber, Director, ftreiber@mail.mcg.edu

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December 04, 2002

Medical College of Georgia

Georgia Mental Health Network

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[Find out about ongoing psychiatric studies at the Medical College of Georgia](#)

The Georgia Mental Health Network is a compilation of information about state and national mental health resources. We work to continually improve and expand it. Please [email us](#) with your questions and suggestions. Also feel free to [send us information](#) about upcoming events you would like posted.



A Good Place to Start:

[Georgia Mental Health Sourcebook Online](#)

Mental Health News:

[News and Events in Mental Health](#)

[New Resources on GMHN](#)

Databases and Search Tools for Services and Treatment:

[Georgia Agency List](#)

[Georgia Mental Health Resource Database](#)

[Georgia Rural Health Care Database](#)

[Metro Atlanta's United Way 211](#)

[PsychBASE.com](#)

[Substance Abuse Internet Referral](#)

Statewide Services:

[Georgia Department of Human Resources \(DHR\)](#)

DHR's [Dept. of Mental Health, Developmental Disabilities and Addictive Diseases \(MHDDAD\)](#)

[MHDDAD Regional Georgia Map](#)

Group Assistance and Support:

[Georgia Mental Health Association](#)

[NAMI-Georgia](#) (Georgia affiliate, National Alliance for the Mentally Ill)

[NAMI Chapters in Georgia](#)

Search Tools for Other Mental Health Resources:

Mentalhealth.org

[Mental Health InfoSource](#)

[Mental Health Digest](#)

[Mental Help Net](#)

[National Library of Medicine Databases and Electronic Resources](#)

[On-Line Dictionary of Mental Health](#)

[General Search Engines](#)

On-line Journals and Self-Assessment Tools:

[Journals](#)

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National Mental Health Resources:

[NAMI](#) (National Alliance for the Mentally Ill)

[NIDA](#) (National Institute on Drug Abuse)

[NIMH](#) (National Institute of Mental Health)

[NMHA](#) (National Mental Health Association)

[SAMHSA](#) (Substance Abuse and Mental Health Services Admin.)

[National Library of Medicine](#)

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:

[GMHN](#)

June 10, 2003



www.mcghealthcare.org [campus](#) [children's medical center](#)

Tomorrow's Medicine, Here Today.SM

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Georgia Radiation Therapy Center



The Georgia Radiation Therapy Center in Augusta is a free-standing regional facility located on campus at the Medical College of Georgia. As part of [MCG Health System](#), the center is an open staff community cancer treatment center for the state of Georgia.

The 25,672 square foot facility houses three Varian linear accelerators, an Oldelft conventional simulator, a superficial unit, and various treatment planning computer systems. All treatments are carefully monitored and logged on a networked VARIS system. The center is also fortunate to have a Picker AcQsim CT and virtual simulator on site, which is coupled with a state-of-the-art ADAC Pinnacle³ three dimensional treatment planning system. The inauguration of this equipment in 1996 has helped place the Georgia Radiation Center at the leading edge of quality

patient care.

The patient population includes private, state, military, and Department of Veterans Affairs referrals. More than 1000 new patients are treated at the center each year.

The Georgia Radiation Therapy Center not only provides patient care but is also involved in education. Based at the center is the baccalaureate Radiation Therapy Technology Program and the only baccalaureate program in Medical Dosimetry in the country. Both of these programs are administered through the School of Allied Health Sciences at MCG.

ADDRESS:

Georgia Radiation Therapy Center
Medical College of Georgia
Building HK
Augusta, GA 30912

For appointments, referrals or more information, please contact the
MCG Health Care Referral Center at:

(706) 721-CARE (2273)
800-736-CARE (2273)

Or, click [here](#) to request an appointment online.

For comments or questions regarding this website, please contact
Brandon Gaffney at jgaffney@mail.mcg.edu.

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Medical College of Georgia

Health Care Locations in Rural Georgia

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[Georgia Mental Health Network](#)

Project Objective

Provide interdisciplinary training experiences for allied health students in collaborative action and action research.

Educational Objectives

Upon completion of the interdisciplinary learning experiences, trainees will be able to:

- Describe opportunities for interdisciplinary collaboration in the rural practice environment.
- Identify problem situations in the rural practice environment which may be resolved or managed more effectively through collaborative action.
- Demonstrate the ability to use collaborative action skills as measured by interpersonal interactions and group cohesiveness.
- Reflect feelings of competence in using new strategies for solving problems and making decisions related to management of patient care.

For More Information

Contact the Project Director:
Dr. Shelley C. Mishoe
School of Allied Health Sciences
Medical College of Georgia
Augusta, Georgia 30912-0100
(706) 721-2621
smishoe@mail.mcg.edu

- School of Allied Health Sciences
Medical College of Georgia
- U.S. Department of Health and Human Services
- Public Health Service
- Health Resources and Services Administration
- Bureau of Health Professions
- Training Grant Number:
1D 36 HP00001

[Health Care Locations in Rural Georgia](#)
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Please email comments, suggestions or questions to:
Shelley Mishoe, smishoe@mail.mcg.edu.

August 07, 2003



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Georgia Sleep Center

Ten percent of Americans have insomnia - the inability to doze off easily or to stay asleep long enough to feel rested. One or two of every hundred Americans has sleep apnea - the potentially life-threatening inability to breathe steadily throughout the night. Less common but equally dangerous are conditions such as narcolepsy (excessive daytime sleepiness), involuntary muscle-jerking during sleep and sleepwalking.

Such conditions were not well understood until recently, but great strides have been made in unraveling the mysteries and learning how to treat these disorders.

Yes, most sleep disorders are treatable. If you have a sleep disorder, the Georgia Sleep Center is here to help you.

- [About the Center](#)
- [About the Staff](#)
- [Ten Commandments of Good Sleep](#)

About the Center

The Georgia Sleep Center, located at the Medical College of Georgia in Augusta, GA offers comprehensive care for the full range of sleep disorders. Patients from Georgia, South Carolina and beyond come to MCG to benefit from the experience and expertise of one of the oldest sleep centers in the Southeast.

The Medical College of Georgia opened a sleep laboratory in 1979 under the guidance of [Dr. Bashir Chaudhary](#). The Georgia Sleep Center uses a multidisciplinary approach to patients. Adult and pediatric pulmonary medicine, adult and pediatric neurology, and otolaryngology all join forces to treat patients with sleep disorders with maximum effectiveness.

The center is located on the seventh floor of the Medical College of Georgia Hospital, a 520-bed fully accredited facility which is the leading referral center for Georgia and surrounding regions. Painless electrodes attached to the patient while he sleeps monitor brain activity, eye movement, heart rate and other physiological functions. A technician in a nearby room observes the patient via video camera and charts his nocturnal activity. After the patient is monitored, which usually is accomplished in one night, treatment begins, either by the patient's referring physician, or by a Sleep Center specialist if preferred.

The Georgia Sleep Center is now part of MCG's ambitious new Neurosciences Center and has plans for expansion in the next few years.

About the Staff

The director, [Dr. John W. Brice](#) is a board-certified pulmonologist who practices critical care medicine, in addition to sleep medicine. His interests are in adults who have obstructive sleep apnea syndrome.

[Dr. Yong Park](#), associate director, is a diplomate of the American Board of Sleep Medicine and is a child neurologist who specializes in sleep disorders relating to neurological disorders as well as sleep disorders in children.

[Dr. Edward Porubsky](#), of Otolaryngology (Ear Nose and Throat Surgery), has a vast experience in sleep apnea-related airway surgical procedures. Dr. Porubsky has been a critical part of our center since its founding.

[Dr. Amy Blanchard](#) and [Dr. Tom Dillard](#), both board certified pulmonologists are also part of the team caring for patients of the Georgia Sleep Center.

Bushra Akhtar, RPSGT, the center's Technical Director, keeps all of the center's activities moving fluidly.

For more information about the Georgia Sleep Center at the Medical College of Georgia, or to make an appointment, please call (706) 721-2273 or (800) 736-2273.

Ten Commandments of Good Sleep

Bashir A. Chaudhary, M.D. and William A. Speir, M.D.

A good night's sleep is essential for effective functioning during the day. The following general guidelines are suggested to get a restful sleep.

- 1.
1. **Thou shalt not stay in bed too long.**
(Most insomniacs spend too much time in bed waiting for sleep.)
2. **Thou shalt avoid daytime naps.**
(Daytime naps usually cause poor sleep at night.)
3. **Thou shalt maintain the circadian cycle.**
(Waking up at the same time daily helps in maintenance of circadian rhythm.)
4. **Thou shalt avoid stimulants after lunch.**
(The stimulant effect of caffeine and colas may remain for hours.)
5. **Thou shalt not take a toddy before bedtime.**
(Alcohol helps in sleep onset, but causes frequent awakenings and reduces amount of total sleep time.)
6. **Thou shalt not go to bed hungry.**
(Tryptophan-containing food like milk or tuna may be helpful.)
7. **Thou shalt not smoke.**
(Cigarette smokers and people trying to quit have poor sleep.)
8. **Thou shalt exercise regularly.**
(Vigorous exercise now and then may cause insomnia.)
9. **Thou shalt keep the bedroom at a comfortable temperature.**
(Extremes of temperature disturb sleep.)
10. **Thou shalt keep the noise down.**
(Snoring spouses and airplanes disturb sleep.)

For technical comments or questions regarding this web site, please contact the [webmaster](#).
We regret that we can't answer medical questions via e-mail. Please call (706) 721-CARE (2273) or consult
your physician for answers to your individual health questions.

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[MCG Foundation, Inc.](#)

The Medical College of Georgia was established in 1828 through the efforts of private citizens whose goal was to create an enduring institution to educate physicians.

That heritage of private support and a commitment to excellence has helped MCG develop into the state of Georgia's health sciences university, graduating over 750 health care professionals each year through its schools of [Medicine](#), [Nursing](#), [Graduate Studies](#), [Allied Health](#), and [Dentistry](#).

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The Office of University Advancement maintains and develops ongoing relationships with MCG supporters. The division coordinates and conducts MCG's fund-raising activities and communicates with external and internal constituencies.

The Office of University Advancement includes the offices of [Alumni Affairs](#), [Development](#), [Children's Medical Center](#), [Annual Giving](#), and [Planned Giving](#).

Alumni, faculty, staff, students, corporations and friends continue to provide the generous financial support necessary for MCG to maintain its position as a nationally recognized academic medical center.

If you would like to help the Medical College of Georgia accomplish its mission of education, research and patient care, please contact the Office of University Advancement at:

Office of University Advancement
Alumni Center

Medical College of Georgia
919 15th Street Augusta, Georgia 30912
(706)721-2121
(800)869-1113

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Ian Mercier, imercier@mail.mcg.edu.

June, 2003

Medical College of Georgia

Graduate Medical Education (GME)

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Contact Information:

GME Office, AE-3042
Medical College of GA
1120 15th Street
Augusta, GA 30912
706 721-3052

Statement of Commitment to Graduate Medical Education

The Medical College of Georgia is committed to excellence in graduate medical education. This commitment is demonstrated by:

- Compliance with the Institutional Requirements of the Accreditation Council for Graduate Medical Education
- Assistance to programs in reaching compliance with ACGME Program Requirements
- Creating an environment which encourages education and scholarly activity.
- Conducting regular assessments of the graduate medical education programs



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 - <http://www.2test.com>
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- Provision of appropriate resources for graduate medical education.

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Introduction

The Graduate Student Organization represents graduate students in the framework of the School of Graduate Studies and the institution at large. Officers and student representatives to the Student Government Association are elected annually from the student body to express the academic and social concerns of the graduate student body and to act as a sounding board to promote closer relations among graduate students, faculty and administration. The GSO regularly conducts social activities and community service projects for fellowship and social support among graduate students and their community. In recognition of the graduate school, faculty and students, the annual Graduate Research Day enables graduate students to present their recent research efforts and to introduce visiting undergraduate students to the broad spectrum of research interests at MCG. Participation in this organization is encouraged for all master's and doctoral degree-seeking students.

Facts & Information

What is the GSO?

The Graduate Student Organization is an organization designed to promote academic as well as social activities for graduate students

from all departments and schools within MCG. In addition, the GSO will provide a means of voicing the opinions and concerns of graduate students to the administration. We encourage input from all schools within MCG.

How can GSO help you?

Within our meetings, GSO encourages interaction with graduate students from all departments to develop contacts within and outside of your department or programs, as learning from others is your most valuable resource. Please feel free to contact us for any reason. We plan to meet twice a semester, with officers meeting approximately once a month. All meetings are open to all graduate students.

Officers Present & Past

Officers for 2003-2004

President:

Jennifer Cannon

Physiology [Department](#)

JCANNONGS@students.mcg.edu

(w) 721-1866

Vice President:

Anna Manlapat

Molecular [Medicine](#)

AMANLAPATGS@students.mcg.edu

(w) 721-8748 (h) 738-5929

Secretary

Christine Rigsby

CRIGSBYGS@students.mcg.edu

Treasurer:

Anita Smith

ASMITHGS@students.mcg.edu

Social Chair:

Rachel [Novak](#)

RNOVAKGS@students.mcg.edu

GSO Representatives:

Aisha Walker

AWALKERGS@students.mcg.edu

Craig Byron

CBYRONGS@students.mcg.edu

Officers for 2002-2003

President:

Brett Mitchell
Physiology Department
MP8566GS@students.mcg.edu
(w) 721-7820

Vice President:

Anna Manlapat
Molecular Medicine
AMANLAPATGS@students.mcg.edu
(w) 721-8748 (h) 738-5929

Officers for 2001-2002

President:

E. Dabbs Loomis
Vascular Biology Center
mp7854gs@students.mcg.edu
(w) 721-8595 (h) 495-5944

Vice President:

Jason Niehaus
Pharmacology & Toxicology
mp8304gs@students.mcg.edu
(w) 721-6346 (h) 821-7158

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Please email comments, suggestions or questions to:
Gretchen Caughman, gcaughma@mail.mcg.edu

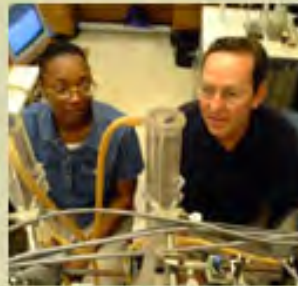


While we make every effort to keep the information on this page accurate and up to date, please remember that the MCG Catalog and our published policies and procedures are the authoritative sources of information about MCG programs and policies.



June 10, 2003

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The Medical College of Georgia can be the spring board to the career of your dreams in ...

[Biomedical Sciences](#) | [Nursing](#) | [Allied Health Sciences](#)

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It's hard to imagine a field more dynamic, challenging, lucrative and fulfilling than health care. What could be more exciting than...

- distilling a complex disease to its most basic, cellular level- then developing a drug to conquer it
- implementing state-of-the-art treatments and techniques to cure illness and maximize wellness
- using cutting-edge technology and equipment to research, diagnose and treat disease
- drawing on your expertise, experience and enthusiasm to train the next generation of health professionals
- making your mark on the overall health care environment

These are just a few of the opportunities available to those who earn graduate degrees in the health sciences. Health initiatives are unfolding at an unprecedented rate, opening doors to treatments, cures and advances previously only dreamed about. Projections for ideal career opportunities in the new millennium consistently place health care near the top of the list, and the Medical College of Georgia offers a second-to-none graduate education. We think you'll find that the Medical College of Georgia can be the springboard to the career of your dreams.

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The Medical College of Georgia School of Graduate Studies is one of the most prestigious and historic health sciences centers in the Southeast and the country. Since 1951, we have provided outstanding training and education for students enrolled in programs leading to the Doctor of Philosophy, combined Doctor of Medicine/Doctor of Philosophy, Master of Science, Master of Health Education, Master of Physical Therapy, Master of Science in Nursing and Master of Nursing degrees.

The School of Graduate Studies' approximately 190 faculty members are selected based on experience in research and education. They are drawn from the faculties of MCG's Schools of Allied Health Sciences, Dentistry, Medicine and Nursing. Class sizes are small, and our faculty excels in cultivating supportive, collegial relationships with students.

The graduate student body is drawn from accredited institutions in the United States and recognized foreign institutions. Their studies in the School of Graduate Studies involve programs encompassing the biomedical sciences, nursing and the allied health professions.

[Biomedical Sciences](#)

A Ph.D. in the biomedical sciences qualifies students for careers as independent researchers. Potential careers include professor or staff scientist at a university, research institute or private company. Ph.D. graduates also can teach at the college level. Annual salaries for Ph.D. graduates range from about \$25,000 to \$41,000 for postdoctoral fellows, depending on experience, and from \$50,000-80,000 or more for college-level faculty and researchers.



Successful applicants to the Biomedical Sciences graduate program will be admitted via a [common admissions](#) process. During the first year of graduate study, they will take core courses and perform several laboratory rotations. They then may choose a research mentor from graduate faculty holding appointments in: [Biochemistry and Molecular Biology](#), [Cellular Biology and Anatomy](#), [Molecular](#)

[Medicine](#), [Pharmacology and Toxicology](#), [Physiology](#) and [Vascular Biology](#). Applicants to the Ph.D. and M.S. programs in [Oral Biology](#) are admitted via a separate process.

Qualified Ph.D. applicants are eligible for stipend support of \$19,000.00 per year. To receive consideration for admission and stipend support, completed applications must be received in the Office of Academic Admissions by January 15. Applications received after January 15 will be considered on a space available basis.

To receive a free informational CD-ROM and/or video highlighting our biomedical sciences graduate programs and research at MCG, please e-mail Bridget Gaines at bgaines@mail.mcg.edu.

[Nursing](#)

A master's degree or Ph.D. in nursing enables a career in fields such as [Adult Nursing](#), [Parent-Child Nursing](#), [Community Nursing](#), [Mental Health/Psychiatric Nursing](#), [Nurse Practitioner](#) and [Nursing Anesthesia](#). Graduates may assume leadership roles in clinical settings including the hospital, home and community. They also may pursue an academic career, educating the next generation of nurses and researching health-related innovations. Nurses trained at this level contribute to the development and application of knowledge in the field.

Nursing -- particularly at this level of training -- has evolved into a highly competitive, autonomous and prestigious field.

[Allied Health Sciences](#)

Two master's degree programs, Master of Health Education and Master of Science, are available to allied health professionals which offer opportunities for expanded careers in education, research and practice. A master's degree in an allied health sciences enables expanded careers in fields such as [Dental Hygiene](#), [Health Information Management](#), [Medical Illustration](#), [Medicine Technology](#), [Occupational Therapy](#), [Physician Assistant](#), [Radiologic Sciences](#) and [Respiratory Therapy](#).

The master's degree programs in the Department of [Physical Therapy \(MPT\)](#) is now part of the School of Allied Health Sciences. For further information regarding the MPT program please contact:

Douglas Keskula, PhD, PT, ATC
Associate Professor and Chairman
Department of Physical Therapy, CH-100
Medical College of Georgia
Augusta, GA 30912-0800
Phone:(706)721-2141 Fax:(706)721-3209
dkeskula@mail.mcg.edu.

[Applications for Admissions to Graduate Degree Programs](#)

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Please email comments, suggestions or questions to:
Gretchen Caughman, gcaughma@mail.mcg.edu



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August 11, 2003

Robert B. Greenblatt, MD Library

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The Library, established in 1834 and named in 1988 after a prominent MCG physician, Robert B. Greenblatt, M.D., provides resources and services for the health information needs of the faculty, staff and students of the Medical College of Georgia and serves as a source of health information for the state of Georgia.



Library faculty are available for consultations and as liaisons to academic units on campus for their clinical, research and teaching needs. They also provide programs and services in collection management, reference, distance education, outreach, information literacy and educational technology, microcomputing and special collections such as history of medicine, consumer health and telemedicine.



Many electronic databases are available to provide access to the Library's collections, collections of the University System of Georgia, MEDLINE and other health related databases, as well as links to full text journal articles. The library has a comprehensive print reference collection, indexes and abstracts, a book collection and

1800 current journal titles.

The Library offers an extensive public computing area with access to electronic and internet resources, and programs for word processing, spreadsheets, graphics and others.

Other services within the Library are interlibrary loan, self-service

photocopy, library assisted photocopy, fax, typing rooms, reserve collections, lockers, individual and group study areas and conference rooms.

A barcode attached to MCG identification gives access to university system library services.

Please email comments, suggestions or questions to: ldenniso@mail.mcg.edu

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September 24, 2003

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Novell.

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Password:

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Version 6.0.2

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Grounds Maintenance

Services Provided

- Landscape services - Planting, Mowing, Fertilizing
- Parking Lot and Deck Maintenance
- Exterior Trash Removal
- Sidewalk and Step Maintenance
- Irrigation and Drainage
- Snow / Ice Removal

Access for Services

- Grounds Maintenance Office and Shops (706) 721-3661

After 5 p.m., weekends and holidays, contact Work Management Center (706) 721-2434. An answering machine may receive your call on weekends and between 4:00pm and 8:00am on weekdays. Messages on the answering machine are checked approximately every 30 minutes.

Please e-mail comments regarding Grounds Maintenance & Development to Larry Ward larryw@mail.mcg.edu, Landscaping and Grounds Manager or by calling (706) 721-3661.

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Please email comments, suggestions or questions to:
Tony Putnam, Plant Engineer, tputnam@mail.mcg.edu.

January 06, 2003

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At Your Service

Everybody knows that information, no matter how important, is useless if it isn't understood. This is particularly relevant to a health sciences university, which produces some of the world's most noteworthy--yet often most esoteric--achievements.

The Medical College of Georgia Division of Health Communication ensures that MCG's message is received. MCG, Georgia's health sciences university, is internationally renowned in fields such as telemedicine, Alzheimer's disease and genetic heart abnormalities. Its researchers, educators and clinicians break new ground in health care every day. Our division is devoted to spreading the word.

Do you want to publicize a research advancement? Help a patient visualize a surgical technique? The MCG Division of Health Communication accomplishes this--and so much more--day in and day out. We have the highly trained personnel, state-of-the-art equipment and second-to-none expertise to bring health-related information to life.

The MCG Division of Health Communication includes three production

departments that, combined, provide the full gamut of communication services. We employ certified medical illustrators, medical photographers and graphic designers. We use state-of-the-art imaging equipment in virtually every facet of operation to provide a full array of award-winning services. Select one of our service departments to learn more about their services.

**[Office of the Associate Vice President for Academic Affairs](#)
[Departments and Units](#) | [Medical College of Georgia](#)**

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Please email comments, suggestions or questions to:
Brent Burch, bburch@mcg.edu.

May 21, 2003

Medical College of Georgia Department of Health Information Management

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If you're not considering a degree
in **health information
administration**



you may be overlooking
one of this century's
best
career choices !!

Learn more about the best kept secret - the HIM profession

[About the HIM Profession](#)

[MCG HIM Program](#)

[Frequently Asked Questions](#)

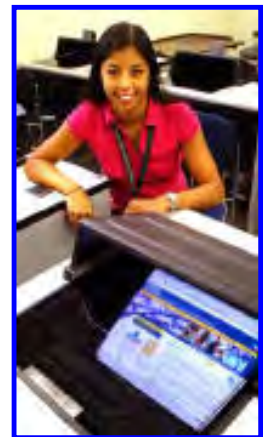
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Student Spotlight !!



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Please email comments, suggestions or questions to:
Andrea Koppelman, akoppelman@mail.mcg.edu

September 18, 2003

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For section information or patient referrals, please contact Elizabeth Jones in the section administrative office at the following numbers:

Phone:

(706) 721-2505

1-800-736-CARE

Fax:

(706) 721-8302

BAA - 5407

1120 15th Street

Augusta, GA 30912-3125

Section of HematologyOncology

As a health sciences university, the Medical College of Georgia strives for excellence in patient care, education and research advancement. The section of Hematology/Medical Oncology embraces these same values and applies them to the care of patients with cancer and blood disorders. The section has witnessed continued growth, both in the inpatient and outpatient settings. The Hematology/Medical Oncology program provides services to the community through the Comprehensive Cancer Center, Clinical Trials Development Division, Comprehensive Sickle Cell Center, Adult Hemophilia Clinic, Bone Marrow Transplant Program and Fellowship Training Program. We provide a forum for the stimulation and exchange of ideas across all medical disciplines, thereby creating an environment which nurtures teaching, research and outstanding patient care.

A multi-disciplinary approach to outpatient care is provided in the Comprehensive Cancer Center where medical, surgical and radiation oncologists are available. Clinical research is offered through continued participation in both ECOG and NSABP clinical trials. These physicians work in concert to provide optimum care in an outpatient setting. Referrals for evaluation of all cancers are welcomed. For outpatient referrals please contact the Comprehensive Cancer Center Coordinator at (706) 721-4904.

There has been renewed enthusiasm in clinical research through our Clinical Trials Development Division. The section is actively participating in many clinical protocols and is constantly adding new trials in effort to improve the treatment of all major malignancies. These efforts to evaluate drugs ensure that our patients receive cutting-edge therapy as it becomes available. This allows our faculty and staff to initiate, investigate and author its own clinical trials. With a combined, dedicated effort among community physicians and the wealth of opportunities available for patients at MCG this division is structured to make a significant difference in finding treatment and cures for cancer. For information and referrals regarding clinical trials, please contact Caroline diDonato, MSN, NP-C at (706) 721-6136 or



Dr. Abdullah Kutlar
Interim Chief

email cdidonato@mail.mcg.edu. Please see protocol list for specific trials available.

The premiere Comprehensive Sickle Cell Center in Georgia is centered at the Medical College of Georgia. Outreach clinics and telemedicine centers offer ways for physicians based at MCG to extend coverage to all parts of Georgia, allowing patients to receive care closer to home. There is an educational program available that focuses on the education of physicians, nurses, public schools and the community. For additional information, please contact the Sickle Cell Center at (706) 721-2171.

The Adult Hemophilia Center exists to improve the quality of life for all affected by hemophilia, related bleeding disorders and their complications by way of comprehensive care, counseling, educational programs, community service and research. For information about any of these services, please contact Bridget Schausten, RN, BSN at (706) 721-0870 or email bschausten@mail.mcg.edu

The autologous stem cell transplantation program is expanding rapidly and allogeneic bone marrow transplantation services should be available in the near future. This program provides more services to the community and has been expanded to treat a wider variety of malignancies. With this, our section is able to treat cancer patients near their homes and families. The allogeneic transplant program will involve many MCG departments, including Medicine, Pediatrics, Surgery, Pathology, Nursing, the Blood Bank and the Georgia Radiation Therapy Center. For further information, please contact Andrea Townsend, RN at (706) 721-8065 or email atownsend@mail.mcg.edu

The Fellowship Training Program provides a multi-faceted program of education, clinical care and research. A residency elective includes both inpatient and outpatient experience and emphasizes the diagnosis and treatment of common neoplastic and hematologic disorders.

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[Department of Medicine](#) | [Medical College of Georgia](#)

Please email questions and comments to:
Elizabeth Jones, eljones@mcg.edu

March 25, 2003



*MCG was chartered in 1828 as an academy offering a single course of lectures. Currently, the university offers more than **40** academic programs in allied health sciences, dentistry, graduate studies, medicine, and nursing at the certificate, baccalaureate, masters, doctoral and first professional levels. Additionally, MCG offers residency training in medical and dental specialty areas.*

Augusta, founded as a trading post, before the Revolutionary War, was already a cultural center for the area by 1822 when a group of physicians received a charter for the Augusta Medical Society from the State of Georgia, enabling them to receive and hold property, with the purpose of founding a medical school for the enhancement of professionalism and the suppression of charlatanism.

In 1828, the Georgia General Assembly granted a formal charter for the Medical Academy of Georgia and the school began training physicians in two borrowed rooms of the [City Hospital](#). [Dr. Milton Antony](#) and his pupil, Dr. Joseph Adams Eve, who had already been training students at the hospital, were joined by two more physicians for a faculty of four.[continued](#)

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Medical College of Georgia

Please email comments, suggestions or questions to:
oiri@mail.mcg.edu

January 08, 2003



overview



catering



feedback

Welcome...

THIS WEEK'S FEATURES

The Week of Sep. 29 - Oct. 5

Monday

Tuesday

Wednesday

Thursday

Friday

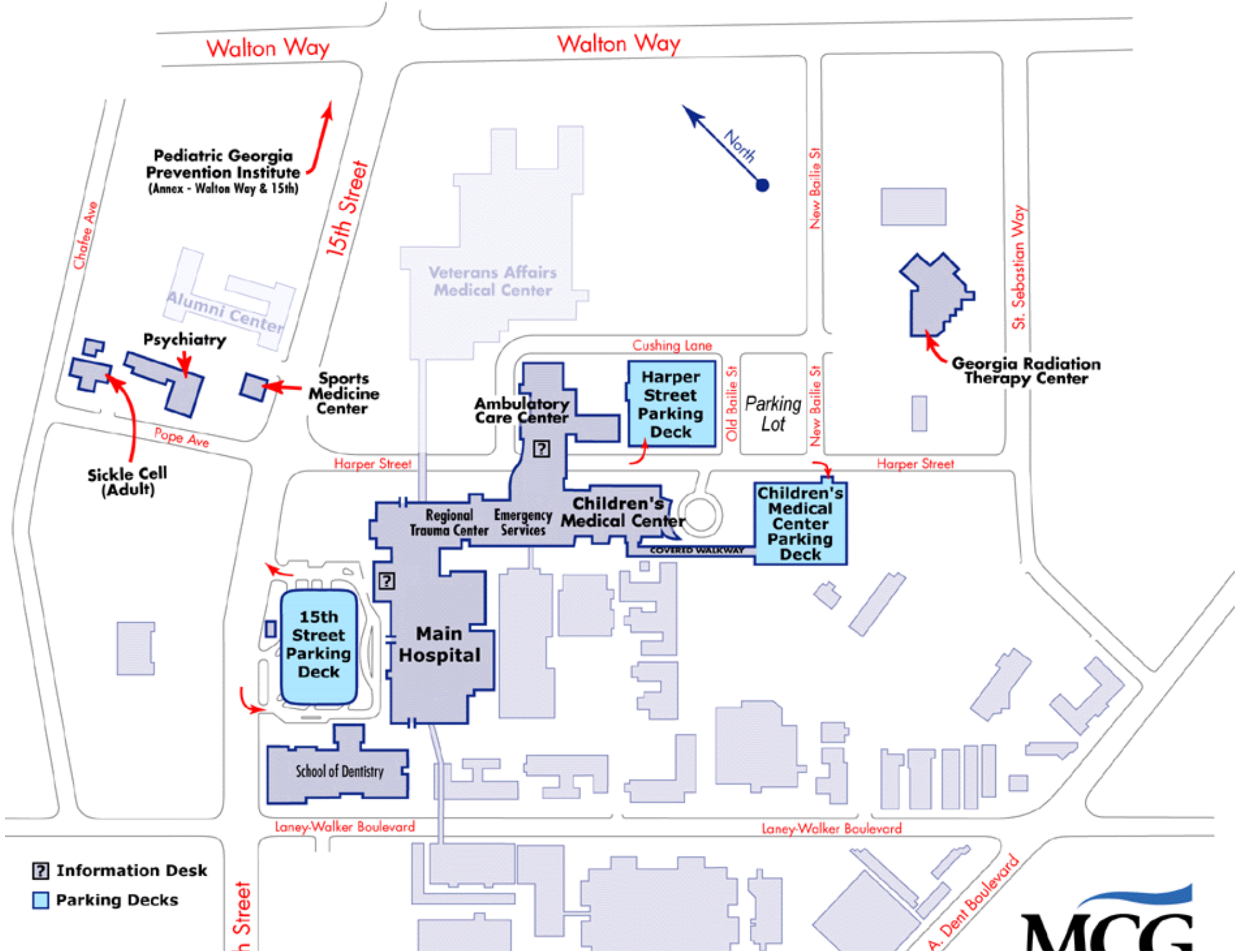
Saturday

Sunday

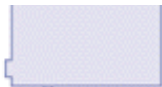
*Taste the
Excitement*



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15ft



MCU
Health System

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[Ready to Start Your Industry
Sponsored Clinical Trial?](#)**Human Assurance Committee****[Institutional Review Board]**

CJ-2103

(706) 721-3110/1482

(706) 721-1479 [FAX]

hac@mcg.edu**Purpose:**

The Human Assurance Committee [HAC] reviews **all** research studies involving [human subjects](#) including but not limited to records, surveys, tissues or other human derived materials conducted at the Medical College of Georgia [MCG] or at the Augusta Veterans Affairs Medical Center [VAMC]. Research conducted by MCG or VAMC faculty, or students at other sites, or by non-MCG personnel using MCG facilities must also be reviewed.

Meetings:

The HAC meets on the 4th Monday of each month except for May and December when it meets on the second Monday. Click [here](#) for protocol submission/meeting dates.

**Application
Process:**

Please review the [Human Assurance Committee Policies and Procedures](#) and [HAC Forms](#). Contact the HAC administrative office at the telephone numbers listed above. Research proposals submitted for full review must be received in the HAC administrative office [CJ-2103] by 5:00 p.m. on the 2nd Monday [or Tuesday if Monday is a holiday]. Incomplete applications will not be

General Information:

reviewed.

No human research activity may be started or research subjects contacted until final HAC and/or Office of Grants and Contracts (OGC) approval, and if the Veterans Administration Medical Center (VAMC) is an approved site, Research and Development Committee (R&D) approval, and if funded, Augusta Biomedical Research Corporation (ABRC) approval is granted in writing. The National Institutes of Health [NIH] generally allow 60 days from the date of application receipt to receive final HAC approval. It is the investigator's responsibility to submit an application to the HAC in adequate time for review and approval. The investigator is responsible for notifying the NIH [or other granting agencies] of final HAC approval.

Periodic Reviews:

All human research projects are required by federal law to be reviewed on at least an annual basis. Investigators will receive a Clinical Study Status Report [[HAC Form 107](#)] two months prior to the due date. If the project is not re-approved by the HAC approval of the study will be terminated and all activities must halt.

Emergency Exemptions:

The Food and Drug Administration permits the emergency use of investigational drugs, devices or biological products on one time basis for human subjects in a life-threatening situation in which no standard acceptable treatment is available, and there is insufficient time to obtain full HAC approval. Permission for such situations may be obtained by contacting the HAC

Chairman [721-2991, beeper 723-1564] and completing the HAC Form 101EMG. If the HAC Chairman is unavailable, contact the HAC staff at [721-3110 or 721-1482].

For more information, please contact:

George S. Schuster, DDS, PhD
Chairman, Human Assurance Committee
gschuste@mcg.edu

Nancy Waks, CIM
Administrative Specialist III
nwaks@mcg.edu

Lisa Rote, CIM
Administrative Specialist III
lrote@mcg.edu

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Please email comments, suggestions or questions to:
Lynette Henley, lhenley@mcg.edu

September 05, 2003

Human Resources

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The Human Resources Division is located in the Medical College of Georgia Annex I (HS) building on the corner of 15th Street and Walton Way.

Our mission is to provide a quality program of Human Resource Services to Medical College of Georgia faculty and staff, which effectively and efficiently facilitates, complements and supports institutional priorities and goals established for the areas of research, education and health care.

The Human Resource Division is committed to providing effective, efficient and responsive Human Resource Services by filling vacant positions with the best qualified candidates in a timely manner, providing staff with a competitive salary and benefits package, providing training opportunities which will help develop employees to their fullest potential and providing guidance and counseling to management and staff.

For information call: (706)721-3081



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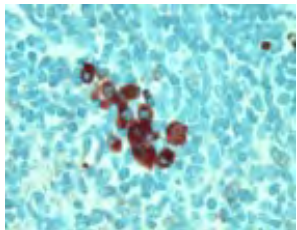
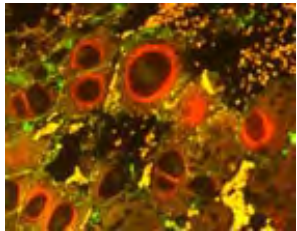
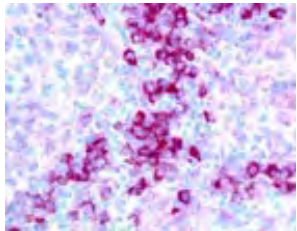
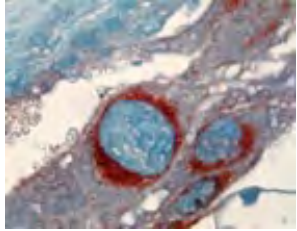
Medical College of Georgia

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Please email comments, suggestions or questions to:

Debbie Looney, dlooney@mcg.edu

August 26, 2003



IMMUNOTHERAPY CENTER

G

Immune intervention to improve patient care

The MCG Immunotherapy Center is developing new ways to prevent or treat chronic inflammatory and immunological diseases and to prevent rejection of tissue transplants. The primary role of the immune system is to prevent and control infections, by recognizing and responding to the 'foreign' structures expressed by invading pathogens, leading to destruction of pathogens and infected cells. The ability to recognize different (non-self) antigens also explains why organs transplanted between individuals are rejected, unless immunosuppressive drugs are administered to transplant recipients. Immune cells and processes also have critical roles in development of other human diseases, including autoimmune diseases (diabetes type I, rheumatoid arthritis, multiple sclerosis, lupus etc.), cancer and cardiovascular disease. The mission of this new research center is to discover fundamental molecular mechanisms and cellular processes that control immune responses and translate this new knowledge into innovative approaches to prevent and treat disease. To achieve this goal, scientists using cell and animal model systems are working with clinical investigators and clinical faculty to increase understanding of immune system function and to apply this knowledge to treat disease.

ITC Research Programs

Three interactive and synergistic research programs currently constitute the MCG Immunotherapy Center. The Center Director, [Andrew Mellor Ph.D.](#) leads the Inflammatory Diseases Program. Investigators in this research program are studying how to inhibit immune responses that cause autoimmune diseases and tissue transplant rejection. [David Munn M.D.](#), leads the program in Cancer and HIV Immunotherapy. The goal of this research program is to develop more reliable and effective methods to enhance immune responses that target tumors or HIV infected cells with exquisite specificity. [Stephen Peiper M.D.](#) leads the Chemokine Biology Program, which focuses on interfering with chemokine-receptor interactions that allow tumors and HIV to evade immune responses.

Links:

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[Tour](#)



[Andrew Mellor, Ph.D.](#)

amellor@mcg.edu
Immunotherapy Center Director and Georgia Research Alliance Eminent Scholar in Immunogenetics



[David Munn, M.D.](#)
dmunn@mcg.edu

Immunotherapy Center Director of Clinical Development and Professor of Pediatrics

[About Augusta, Georgia](#)
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ITC Leadership and Administration

The MCG Immunotherapy Center is lead by Drs. Mellor and Munn who founded the Center in 2002. As the ITC Director, Dr. Mellor reports to [David Stern M.D.](#), Dean of the School of Medicine and is responsible for development of ITC research programs. The ITC Clinical Director, Dr. Munn is responsible for developing clinical research programs. Drs. Mellor, Munn, and Peiper, and [Anthony Mulloy, D.O.](#) form the ITC Executive Committee which is responsible for advising the Director on program development. The ITC Departmental Administrator, [Ms. Phyllis McKie](#) assists the Director and Clinical Director.

Contact Information:
Immunotherapy Center
Medical College of Georgia
1120 15th Street, CA-2006
Augusta, GA 30912-2600
(706) 721-8735
(706) 721-8732, fax

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Please email comments, suggestions or questions to:
Andrew Mellor, Ph.D., [Immunotherapy Center](#)

August 26, 2003

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Administrative Office

Infectious Diseases
1120 15th Street, BA-5300
Augusta, GA 30912-3130
721-2236 Fax: 721-2000

Patient Calls

Return Patients:(706) 721-8888

New Patients: (706) 721-1450



Dr. Peter Rissing, Chief

Section of Infectious Diseases

The Section of Infectious Diseases of the Department of Medicine strives to provide optimal care to adult patients affected by a wide variety of infectious diseases.

Inpatient Consultations

Fellows and faculty are available at all times to assist in the evaluation and management of patients at MCG or the Augusta VAMC with known or suspected infectious diseases. Please contact the ID attending or fellow on call through the Infectious Diseases office (x1-2236), or through the paging operator after hours.

Infectious Diseases Clinic

The Infectious Diseases Clinic provides outpatient consultation to assist primary care physicians in the diagnosis and management of known or suspected infectious diseases. Patients seeking an appointment should obtain a referral through their primary care physician.

The MCG ID clinic also provides both primary care and consultation services for patients infected with the HIV virus.

The Travel Clinic at MCG is a source for travel related vaccinations and health advice. More information can be found on the [Travel Clinic Page](#).

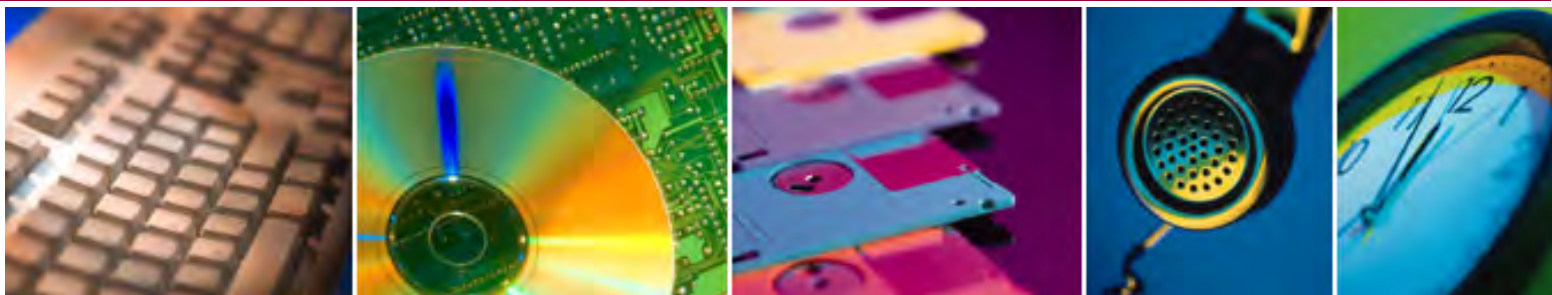
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Please email questions and comments to:
Holli Stevenson, jstevenson@mcg.edu

June 13, 2003

Information Technology Division



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Site Map

Information Technology Division...Working to achieve the Medical College of Georgia's institutional goals, the mission of the Information Technology Division is to deliver, as an equal partner, requested information to authorized individuals (our customers) in the best possible manner.

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Questions?

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Angela J. Long, [Web Technology Group](#)

September 16, 2003

Medical College of Georgia

Georgia's Health Sciences University

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Welcome to IRIS, MCG's Institutional Research Information System. IRIS is designed to disseminate comprehensive institutional data and information to MCG leadership, the University System of Georgia, accrediting bodies and other higher education organizations.

IRIS is also a tool to help understand the climate and personality of the Medical College of Georgia. It provides current and historical information on:

- the fundamental institutional functions of planning and assessment
- printable versions of institutional annual reports and our pocket guide, *Scope*
- facts and figures on the MCG community including students and faculty
- student and alumni statistics by Georgia county, city or region in MCG's Impact

Quick Links

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Planning

MCG Strategic Plan

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Strategic Initiatives and Goals (2003-2004)

I - Enhance Institutional Communications

- Finalize branding recommendations
- Develop plan for enhanced campus publications
- Develop plan for capital campaign support
- Implement a Public Relations Council
- Develop resources for communicating diversity-related activities

II - Increase the Diversity of Campus Community

- Increase the recruitment of underrepresented minority faculty and staff
- Develop programs to increase underrepresented minority student enrollment
- Develop diversity/race relations training program
- Hire chief diversity officer
- Form external Diversity Advisory Board

III - Continuously Enhance the Quality of Faculty and Staff

- Enhance competitiveness of classified employee salaries
- Establish Staff Advisory Council
- Institute new system of non-faculty performance evaluation
- Develop policy for academic leave
- Streamline/institutionalize faculty enrichment resources
- Enhance satisfaction of clinicians and clinical staff
- Recruit Director of Research in physical therapy and fill four vacancies in occupational therapy (Allied Health Sciences)
- Recruit faculty to build program in oral cancer (Dentistry)
- Recruit Chair of Radiology, cardiology section chief, head of cardiothoracic surgery, and section chief of hematology/oncology (Medicine)
- Recruit four nurse researchers (Nursing)
- Recruit two allied health researchers (Allied Health Sciences)

IV - Enhance Educational Environment and Update Educational Programs

- Initiate implementation of Banner
- Complete review of business practices related to enrollment process
- Fully implement online programs in Medical Technology and Radiologic Sciences
- Transition Occupational Therapy program to graduate level
- Develop master's degree in biostatistics
- Develop master's degree in biotechnology
- Develop master's program in public health
- Develop doctoral degree in neurosciences
- Develop doctoral degree in oncology as joint program with University of Georgia
- Create thematically focused instructional teams
- Develop information technology plan for academic enterprise
- Construct Health Sciences Building

V - Enhance the Research Enterprise

- Expand Office of Biostatistics

- Develop information technology plan for research enterprise
- Install new generator to support Gracewood Animal Facility
- Renovate pharmacology block in Sanders Research and Education building
- Renovate Cell Biology and Anatomy block in Sanders Research and Education building
- Renovate block of research space in School of Dentistry
- Complete Huron consultation to improve institutional infrastructure and business processes related to financial reporting
- Fully develop Center of Operational Medicine
- Create Cancer Center of Excellence
- Construct Cancer Research Facility
- Complete construction of Interdisciplinary Research Building, phase II

VI - Improve Access to Clinical Services

- Market dental services to MCG community
- Include dental services in scope of MCG Health System marketing plan
- Complete benchmarking project to ensure individual department productivity
- Enhance cardiovascular services, including development of a facility plan
- Implement practice plans in schools of Allied Health Sciences and Nursing
- Increase visibility of non-physician providers such as advanced practice nurses and physician assistants
- Enhance operative services
- Complete implementation of IDX centralized scheduling system
- Complete implementation of Cerner clinical information system

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[IMMAG Newsletter](#) (pdf)

Contact Information:
Institute of Molecular Medicine
and Genetics
1120 15th Street, CB-2803
Augusta, Georgia 30912
706 721-0682



Institute of Molecular Medicine and Genetics

History

Founded in 1993 by MCG President Francis Tedesco, the purpose of the Institute of Molecular Medicine and Genetics (IMMAG) is to promote research excellence in the basic biomedical and clinical sciences at MCG. Nurtured initially with the vision and support of Dr. John Hardin, (then Chair, Department of Medicine), Dr. Howard Rasmussen was recruited from Yale University as the first Institute Director and led the Institute until his retirement in 1998.



Robert K. Yu, Ph.D., Med.Sc.D., became the second Director of IMMAG in April, 2000. He was formerly chairman of the Department of Biochemistry and Molecular Biophysics at the Medical College of Virginia at Virginia Commonwealth University, and has served on the faculty of Albert Einstein College of Medicine and Yale University School of Medicine. In addition to a long list of other accomplishments in the fields of glycolipid biology and neuropathology, Dr. Yu is currently President of the American Society for Neurochemistry.

The Institute is divided into four research programs: Developmental Neurobiology, Gene Regulation, Molecular Immunology, and Synapses & Cell Signaling. Each Program is led by a world-renowned scientist (Dr. Robert Yu, Dr. William Dynan, Dr. Andrew Mellor and Dr. Kristen Harris, respectively). Open doors and interdisciplinary collaboration are at the heart of IMMAG research. An annual retreat, held off-site at such venues as the north Georgia mountains, promotes the exchange of ideas between faculty, postdoctoral

fellows, and graduate students. A vibrant weekly seminar program includes speakers from throughout the United States, as well as from the international scientific community. Laboratory groups meet regularly on an individual basis or with collaborating laboratories to discuss their latest research or recent journal articles. Informal lunch gatherings occur daily in the common areas on each floor of the Interdisciplinary Research Building.

Through selective emphasis on focused research activities to allow for the most efficient use of funds and facilities, IMMAG faculty have succeeded in establishing IMMAG as a renowned center of scientific excellence.

Faculty

Faculty appointed to the IMMAG research programs originate from many nationally known research institutions, including Yale University, Harvard University, Massachusetts Institute of Technology, the National Institutes of Health, and the Universities of Utah, Colorado, and California (San Francisco). Additional faculty were attracted to IMMAG from foreign research institutes, including the National Institutes for Medical Research and Child Health in London, England, and Mitsubishi Chemical Corporation in Tokyo, Japan.



Senior faculty recruitment to IMMAG was facilitated by the support of the Georgia Research Alliance (GRA) through its Eminent Scholar Program, designed to attract the most talented scientists to the State of Georgia. Current GRA Eminent Scholars at IMMAG are Andrew Mellor Ph.D., William Dynan Ph.D., Kristen Harris, Ph.D., and Robert Yu, Ph.D., Med.Sc.D.

Over fifty MCG faculty, from clinical departments such as

Medicine, Pediatrics, Surgery, Radiology, Obstetrics & Gynecology, and Neurology, and from the basic science departments, hold joint appointments in IMMAG. This approach ensures that research faculty contribute to the educational and clinical missions administered through other MCG departments. Many IMMAG faculty are based in the \$21 million Interdisciplinary Research Building on Laney-Walker Boulevard. Additional IMMAG faculty are located in recently renovated laboratories in the Sanders Research and Education Building adjacent to the Interdisciplinary Research Building or in the Veterans Administration Medical Center adjacent to the MCG Hospital and Clinics.

Funding

Funding for IMMAG research activities come from sources such as the National Institutes of Health, National Science Foundation, Department of Energy, Department of Veterans' Affairs, and biotechnology sources. Additional funds to support research activities originate from private foundations and charitable trusts. The current extramural funding for IMMAG faculty for FY 2003, from sources other than the State of Georgia, is \$10.3 million.

Facilities

Facilities to support research activities have been an important feature of IMMAG from the outset. Key funding to purchase equipment located in research core facilities was obtained through the GRA, whose primary mission is to help universities in Georgia build and modernize research infrastructure through capital investments in new equipment. Several IMMAG faculty hold appointments as Core Facility directors to ensure that MCG investigators have access to state-of-the-art technologies essential for biomedical research in the modern world. Core facilities administered through IMMAG include:

- Cell Imaging: fluorescence, confocal, and multiphoton microscopy
- Embryonic Stem Cell
- Transgenic Mouse and Zebrafish
- Molecular Biology: DNA and protein sequencing, nucleotide and peptide synthesis

- Genomic Medicine Gene Chip, Proteomics, and Bioinformatics
- Flow Cytometry
- Laser Dissection, Electron Microscopy, & Histopathology
- Mass Spectrometry
- Cell and Protein Production



Research

...Synapse & Cell Signaling Program

- Structure and function of synapses
- Synaptic signaling
- the regulation of intracellular vesicle trafficking
- the role of gastrointestinal hormones in bone growth and osteoporosis
- the use of transgenic mice as models of human disease
- the molecular and cellular basis of stomach and colon cancer
- the role of the adrenal hormone, aldosterone, in the development of hypertension
- the cellular and molecular mechanisms by which cells recover from injury
- the cell biology of polarized epithelia
- scaffolding of second messenger systems
- regulation of cytoskeletal proteins

...in the Gene Regulation Program

- the mechanisms involved in repairing DNA molecules from damage caused by ionizing radiation and other stresses
- the identification of biomarkers of cancer progression
- the role of tumor suppressors and stress proteins in the regulation of programmed cell death
- how human autoantibodies recognize DNA repair proteins and other nuclear antigens
- the regulation of gene expression in human retroviruses
- the identification of genes and pathways that control development of the inner ear

...in the Molecular Immunology Program

- discovery and analysis of processes that regulate tissue inflammation and elicit or suppress immune responses
- development of improved therapies to prevent and cure autoimmune diseases, clear chronic infectious diseases (e.g. AIDS), and improve the chances that tissue transplantation and pregnancy are successful
- development and maintenance of a functional immune system
- discovery and analysis of processes that regulate T cell activation and function
- lymphocyte trafficking during immune responses
- mechanisms that allow infectious agents, such as influenza virus, to escape immune surveillance

...in the Developmental Neurobiology Program

- development of the nervous system
- the mechanism by which cardiac structural abnormalities arise during early development
- neuronal development and migration in the central nervous system
- stem cell technologies to prevent and cure chronic neurological diseases
- the role of astrocytes in brain function and development

- neuronal and glial development
- the role of glycolipids in inflammatory demyelination in the nervous system
- mechanisms of neurodegenerative diseases

- the development of methods to deliver recombinant DNA reagents into neoplastic tissue
- neurogenetics
- neural stem cell research
- neuro-oncology

Training

Molecular Medicine Graduate Program

IMMAG began a new Ph.D. program in Molecular Medicine in 1997. The major goal of this program is to train students for leadership positions in biomedical research. The program seeks to provide a strong emphasis on the molecular processes underlying human disease. The program has grown very rapidly and now includes about half of all newly enrolled biomedical science Ph.D.



students on campus. Students can be on the regular Ph.D. track or an M.D./Ph.D. track. Students on the regular Ph.D. track enter the program through the common admissions process administered by the School of Graduate Studies. Students spend their first year taking a common core course covering molecular, cell, and systems biology and carry out rotation projects in any three research laboratories on the MCG campus. At the end of the first year, students can elect to enter the Molecular Medicine program or one of five other Ph.D. programs in the biomedical sciences. Students receive a generous, competitive stipend, currently at \$19,000 per year. Application forms should be submitted by January 15 of each year for admission for the following fall. Further information about the application process can be found at the [School of Graduate Studies web site](#),



Combined M.D./Ph.D.

The [M.D./Ph.D. program](#) is a training program for the University System of Georgia that combines medical school at MCG with graduate studies within IMMAG, MCG, or any other degree-granting, biomedical science department within the state university system. The program is designed to train physician-scientists to be both excellent clinicians and critically trained biomedical investigators. The M.D./Ph.D. program normally requires seven years of training. A three year post-M.D. track is also available for students who have previously completed the M.D. degree. Students receive a full tuition and stipend package. Further information about the application process can be found at the program's web site.

Post-doctoral

IMMAG offers excellent opportunities for post-doctoral training for both Ph.D. and M.D. investigators. Our multi-disciplinary approach and state-of-the-art technology provide unique resources. Interested applicants should consult the [IMMAG web site](#), and directly contact prospective mentors. The [International and Postdoctoral Services Office](#) serves as a central resource to enhance and support the work experiences of postdoctoral appointees, their faculty mentors, and staff engaged in research and research training. The office assists

international students, postdoctoral fellows and faculty in issues such as procurement of visas, travel to the U.S., and English language study opportunities

Undergraduate Research Programs

IMMAG laboratories participate in the **Student Training And Research (STAR)** program, which is designed to provide research experiences for undergraduate students with a desire to pursue a graduate education in biomedical sciences. The summer STAR program provides opportunities for highly motivated and talented undergraduate students to develop skills as young scientists and to explore further their interest in biomedical research. During the course of the ten-week program, students actively participate in a biomedical research project under the guidance of a MCG faculty member. In addition, students attend workshops, discussion groups and laboratory demonstrations that expose them to a broad range of biomedical research techniques, approaches and laboratory experiences available at the Medical College of Georgia. The STAR program provides excellent preparation for students planning to pursue a PhD or MD/PhD in the biomedical sciences. Students are awarded a stipend for their participation in the program. A similar STAR program is offered during the academic year.

See

<http://www.mcg.edu/GradStudies/UndergraduateProgram.htm>

for more details.

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Please email comments, suggestions or questions to:

Ann Gambill, agambill@mail.mcg.edu

August 11, 2003

Medical College of Georgia

International and Postdoctoral Services

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MCG International and Postdoctoral Services is a dynamic office serving two populations vital to the mission of the Medical College of Georgia.

International Services

Provides information and assistance to departments and personnel on:

- employer-sponsored nonimmigrant visas
- recruiting international medical graduates for faculty positions
- travel to the U.S. for short-term scholars
- sponsoring current personnel for permanent residence status
- English Language study opportunities available to non-native English-speaking personnel

Links to U.S. government sites such as the Department

Postdoctoral Services

Acts as a central resource to enhance and support the work experiences of postdoctoral appointees, their faculty mentors on:

- Recruitment
- Appointment and Re-appointment
- Salary expectations
- Evaluations
- Career development

of State, U.S. embassies and consulates, and the INS.

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*Medical College of Georgia
International and Postdoctoral Services
Office (IPSO)
CJ-2211, 1120 15th Street
Augusta, Georgia 30912
Phone 706-721-0670
Fax 706-721-9517*

Office Staff

L. D. Newman
Director/Immigration Counsel
International & Postdoctoral
Services

Adriana Miranda
Coordinator
International Services

Mari Gorda
Administrative Specialist
International & Postdoctoral Services

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Please email comments, suggestions or questions to:
L. D. Newman, IPSO@mail.mcg.edu

October 01, 2003

Medical College of Georgia

Legal Office

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[We](#) are located in room AA-211 of the Administration Building. Our normal business hours are from 8:00am until 5:00pm, Monday through Friday. In emergencies, an attorney is always available by calling the MCG paging operator at (706) 721-3893.

Mailing address:

Legal Office

Medical College of Georgia

1120 Fifteenth Street, AA-211

Augusta, GA 30912-7615

Telephone: (706) 721-4018

Facsimile: (706) 721-8014



The Medical College of Georgia Legal Office provides advice on a variety of topics including contracts, employment and discretionary issues, inventions, copyrights and other intellectual property, and risk management. We cannot provide advice on matters which do not concern the Medical College of Georgia's official business. We are available to all administrative officers, supervisors and faculty at MCG by phone or appointment. Employees and students should generally consult with their supervisor or faculty member before contacting the Legal Office.

[Departments and Units](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Andrew Newton, J. D., anewton@mail.mcg.edu.

September 06, 2001

Greenblatt Library Electronic Resources

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- [PDA Resources](#)
- [PubMed](#)

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[AHEC Subscribed Resources](#)

Available to all on-campus users and all off campus students, faculty and staff currently affiliated with MCG / MCGHI.

Ovid

MEDLINE, CINAHL, Cochrane, EBM, ACP, & Journals@Ovid full text

MD Consult

Web of Knowledge

ScienceDirect

Health Reference Center

Wiley InterScience

Harrison's Online

ePublications full texts links if off campus

Educational Applications

Available to AHEC preceptors and students in Georgia.

Ovid

MEDLINE

CINAHL

Journals@Ovid full text

Please email comments, suggestions or questions to: ldenniso@mail.mcg.edu

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September 24, 2003



www.mcghealthcare.org [campus](#) [children's medical center](#)

Tomorrow's Medicine, Here Today.SM

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MCG Health System

MCG Health System is comprised of MCG Health, Inc. and the clinical services offered by the faculty of the School of Medicine and the members of the Physicians Practice Group. MCG Health, Inc. is a non-profit corporation operating the MCG Hospitals and Clinics, Children's Medical Center, the Georgia Radiation Therapy Center and related clinical facilities and services. MCG Health, Inc. was formed to support the research and education mission of the Medical College of Georgia and to build the economic growth of the CSRA, the state of Georgia and the Southeast by offering the highest level of primary and specialty health care.

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Health Services

MCG Health System offers the most comprehensive primary and specialty care in the region. Our medical professionals are leaders in their field and one hundred percent of our physicians are board-certified or board-eligible. This expert health care team and our state-of-the-art facilities combine to provide residents of Georgia, South Carolina and the Southeast with the most advanced medical care available.



The MCG Medical Center complex forms the core of MCG Health System's facilities and includes a 520-bed hospital, an Ambulatory Care Center with over 80 outpatient clinics in one convenient setting, a Specialized Care Center housing a 13-county regional trauma center and a 149-bed [Children's Medical Center](#). The Health System also includes a variety of dedicated centers and units, such as the off-site Sports Medicine Center and Senior Health Center.

In addition to providing care in the Augusta area, MCG Health System's physicians travel to over 90 satellite clinics, illustrating MCG Health System's commitment to care for people across the state and region. We work closely with our patient's primary physician via the MCG Telemedicine Center, which allows patients and their hometown doctors to interact directly with MCG physicians using cameras, voice systems and electronic diagnostic devices.

For technical comments or questions regarding this web site, please contact the [webmaster](#). We regret that we can't answer medical questions via e-mail. Please call (706) 721-CARE (2273) or consult your physician for answers to your individual health questions.

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MCG President: Daniel W. Rahn, M.D.
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Medical College of Georgia Today is sponsored by grants from MCG Foundation, Inc. and MCG Health, Inc. It is produced by the Office of External Affairs and Government Relations and the Division of Health Communication; Medical College of Georgia; Augusta, Georgia 30912. Published quarterly, MCG Today is furnished to alumni and friends of MCG without charge.

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Please email comments, suggestions or questions to:
Christine Deriso, cderiso@mail.mcg.edu

April 03, 2003

2002

Yesterday Today

Research to the Interdisciplinary Research Building

MCG TOMORROW

MEDICAL COLLEGE OF GEORGIA

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Please email comments, suggestions or questions to:
Dr. Matthew Kluger, mkluger@mail.mcg.edu

October 16, 2002

Medical College of Georgia

University System of Georgia M.D./Ph.D. Program

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[Frequently Asked Questions](#)[M.D./Ph.D. Application](#)

The Medical College of Georgia (MCG), in conjunction with the University of Georgia at Athens (UGA), Georgia Institute of Technology, and Georgia State University, offers a program leading to a combined M.D./Ph.D. degree. Applicants are not required to be Georgia residents and applications from non-residents are encouraged. **Out of state applicants should send their applications and references to the address on the bottom of the M.D./Ph.D. application.** This will ensure follow-up with the School of Medicine. The program is designed to train physician-scientist as both excellent clinicians and critically trained scientists. This program is directed toward those select individuals focused on preparation for careers as biomedical investigators. Students complete all of the normal requirements of the Medical College of Georgia for the M.D. degree. The Ph.D. degree can be earned in any of the degree-granting biomedical science departments of the Medical College of Georgia, Georgia Institute of Technology, the University of Georgia, or Georgia State University.

The M.D./Ph.D. program normally requires seven years of study. Students entering the program complete the standard two-year preclinical program at the Medical College of Georgia. Many of the preclinical medical school courses also earn graduate credit for the M.D./Ph.D. students. During the summer between the first and second years, students perform laboratory rotations at one of the four research campuses. Choices for laboratory rotations are made by students in consultation with program advisers. Following the preclinical years, students enter graduate training at one of the four graduate campus sites. Students are required to complete all of the normal Ph.D. requirements, including preliminary exams, thesis, and defense. Continued mentored clinical experiences are arranged for students during their Ph.D. years

on an individualized basis according to the specific interests. Following the completion of graduate studies, students complete the clinical requirements for their M.D. degree. Throughout the program years, students participate in special M.D./Ph.D. seminars, including a series of bimonthly sessions with graduates of dual-degree programs from around the country.

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Becky Click, rclick@mail.mcg.edu.

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April 25, 2002

Production Departments:

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Medical Illustration and Photography

Auditoria Center, BC-129

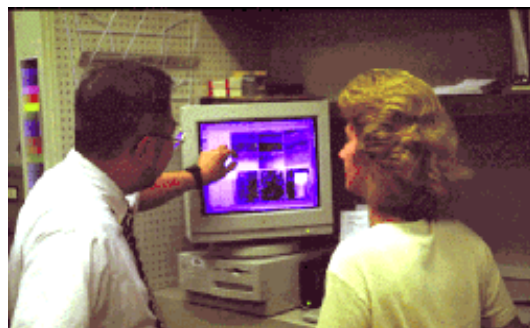
(706) 721-3351

Fax: (706) 721-8518

Hours: 8:30 a.m. to 5 p.m.

After-hours work by appointment.

Although many people think that what medical illustrators do is photo realistic, in reality, they draw what *can't* be seen--either by the naked eye or from a common perspective. Our medical illustrators can help you visually present your medical and health related information. We can produce conventional artwork, computer-generated two-dimensional images--even three-dimensional animation.



Technical artists on our staff can create scatter graphs for journal articles, labeled gels for grant proposals, 35mm lecture slides, even 8-foot-long scientific poster exhibits. We print and laminate the mural-sized posters right in the department.



Our graphic designers produce virtually any printed material--and do so in style, as reflected in its many projects, including MCG's quarterly magazine, [Medical College of Georgia Today](#). Brochures, pamphlets, visual reports, full-color magazines, posters, books--all of these and more are available. Simply give us an idea of the information you wish to convey, and we'll take it from there--producing a printed product for an audience of one or thousands.

As medical procedures become more and more complicated,

photography becomes ever more important to convey highly esoteric information at a glance. You might find our talented photographers in an operating room, helping doctors visually chronicle information to pass along to their peers and students. Or you might find them in the playroom at the MCG Children's Medical Center, capturing a child's smile to remind the public of the reason MCG exists in the first place.

Our many photographic services include:



- black and white or color prints from slides
- slides from prints
- overhead transparencies from prints or slides
- prints or slides from X-rays, magnetic resonance imaging, etc.
- prints or slides of equipment, personnel, groups or procedures
- clinical and operating room photography
- lecture slides from any medium (books, magazines, etc.)
- custom-color prints
- public relations photography
- prints or overhead transparencies from digital files
- custom black and white printing
- identification, portraits, application photography in black and white or color
- slide duplication services
- color slide (E-6) processing and mounting
- digital scanning of slides
- black and white or color photomicrography
- tips/assistance for better photography
- miscellaneous photographic services at customer request

[Office of the Associate Vice President for Academic Affairs](#)
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Please email comments, suggestions or questions to:
Brent Burch, bburch@mcg.edu.

May 21, 2003

Medical College of Georgia
Department of Medical Illustration

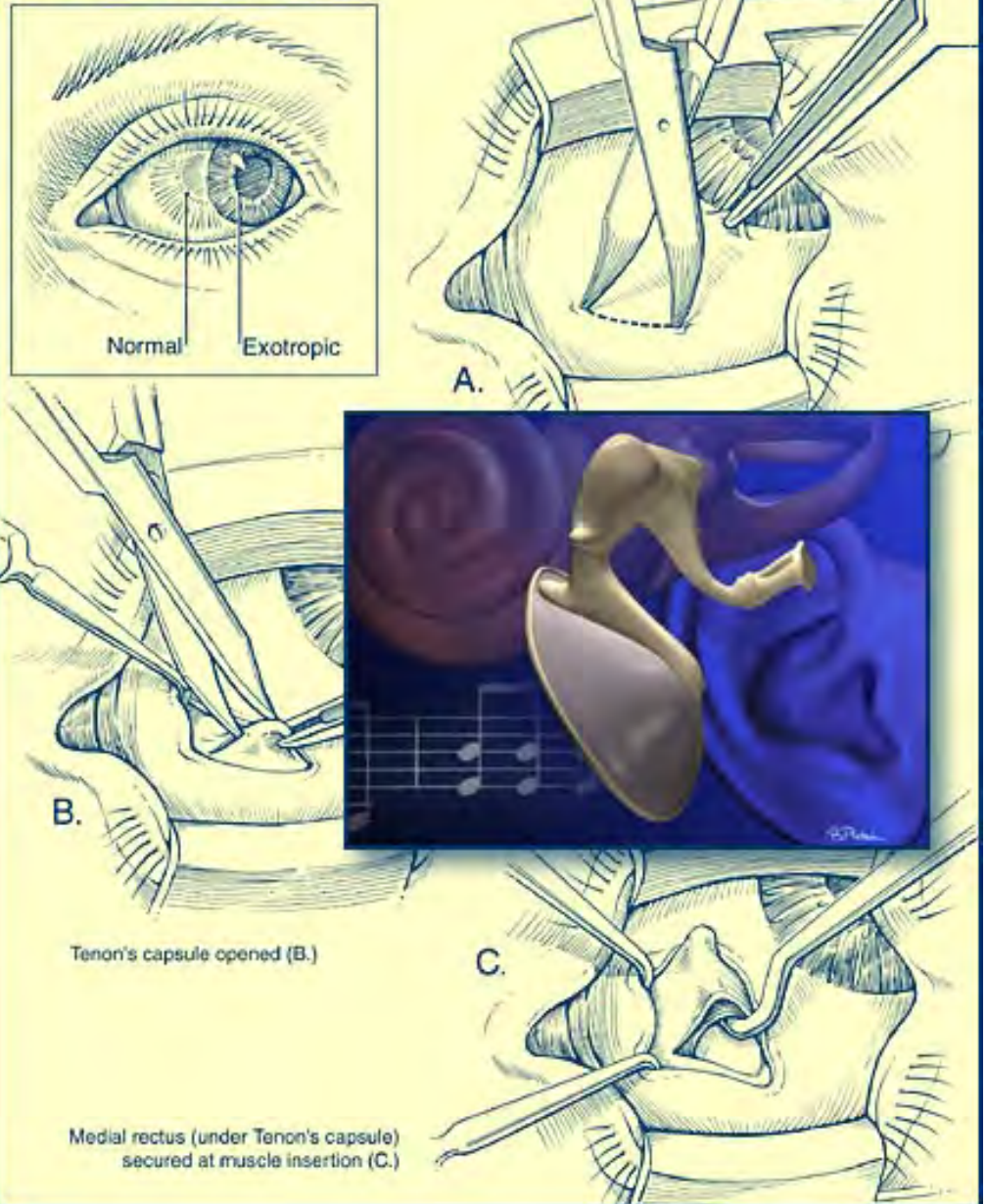
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MEDICAL ILLUSTRATION

Strabismus: Medial rectus resection



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Admissions Coordinator
and
Assistant Professor
Andrew Swift
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Assistant Professor
John Foerster
jfoerster@mcg.edu

Administration Specialist
Joyce Mentel
jmentel@mcg.edu

Illustration Credits

"Strabismus, Medial
Rectus Resection,"
vignette of surgical
illustration series by
Andy Rekito, Class of
2002, rendered in pen
and ink.

"Auditory Transduction,"
still image of the stapes
from 3D animation by
Brandon Pletsch, Class
of 2003, rendered in 3D
Studio Max. This piece
received the 2002
Orville Parkes Award
from the Association of
Medical Illustrators

This website presents information about the MCG Medical Illustration Graduate Program and the profession of medical illustration. This site is filled with fascinating images and artwork by our students and faculty. Between image quality and download speed, we have chosen quality. Please be patient while individual pages load into your internet browser – we believe it will be worth the wait.

This is an educational site, featuring images reflecting our profound respect and reverence for the beauty and diversity of the human form, in sickness and in health.

All images and text within this site are protected under United States copyright law and international convention.

The Profession of Medical Illustration

Medical Illustrators are specially trained artists who communicate complex medical and scientific ideas in a meaningful, aesthetic and understandable manner. This fascinating and unique profession requires not only a love of art but an affinity for science as well.

The demands placed upon the contemporary medical illustrator are varied and numerous. Medical illustrators may illustrate innovative surgical procedures for medical journals, design multimedia web sites, produce 3D animated films of cellular processes, or hand craft prosthetic appliances for patients. Many medical illustrators are employed by medical schools, urban medical centers, large hospitals, and specialty clinics. They may work in single-artist studios or in large production departments. Advertising agencies and publishers as well as pharmaceutical and medical product companies often use the services of private-practice medical illustrators. Attorneys may commission medical illustrators to produce art to be admitted as demonstrative evidence in complex legal cases.

More information about medical illustration and related fields may be found by contacting the organizations listed on the [Links](#) page.

The Medical Illustration Program at MCG

The Master's Degree Program within the [School of Allied Health Sciences](#) at the [Medical College of Georgia](#) (MCG) is one of only five such programs in the country. MCG is part of the University System of Georgia. Completion of the two-year curriculum in Medical Illustration results in a Master of Science degree granted through the [School of Graduate Studies](#).

Accreditation

The program is accredited by the [Association of Medical Illustrators](#) and the Committee on Accreditation of Allied Health Education Programs (CAAHEP). The program was the very first to be granted accreditation, in 1967, and has maintained continuous accreditation since then. For some 35 years, the program has been meeting or exceeding the high standards for graduate education in medical illustration and biomedical communications. Use this link to review our [program credentials](#).

In addition to being skilled artists, medical illustrators must be knowledgeable in anatomy and the health sciences. This is because an illustrator's work, unlike a photograph, must often show what cannot be directly observed in order to best communicate an idea or complex concept. Therefore, an understanding of basic medical subjects is essential. In addition to studying communication theory and illustration techniques, [our students](#) also take graduate-level science courses, such as gross anatomy and cell biology, with the medical students.

The program emphasizes anatomical and surgical illustration for print and electronic publication, as well as for projection and broadcast distribution. During the first year, students learn a variety of traditional illustration techniques. Computer technologies and digital techniques, used to prepare both vector and raster images for print and motion media, are well and extensively integrated into [the curriculum](#).

During the second year, students refine their illustration skills and are introduced to the various media, rendering styles and illustration techniques used by contemporary professional medical illustrators. They also learn professional production techniques for interactive communication media. In addition, they spend time each week in the operating room observing and sketching. Assignments are based on their observations, and are developed with the guidance of our internationally renowned [faculty](#).

Visual problem-solving is a crucial skill for the professional medical illustrator. Throughout the curriculum, the faculty work with the students to develop their problem-solving abilities.

In addition to formal classes, seminars and lectures, our students learn by hands-on performance, by participating in project critiques and by cultivating creative thinking. To better prepare our students to be productive in the rapidly evolving world of communications, class assignments are designed to give them not only theoretical knowledge but practical experience as well.

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Please e-mail comments, suggestions or questions to:
Steve Harrison at sharriso@mcg.edu

Please e-mail information requests or questions about the program to:
medart@mcg.edu

September 17, 2003

Medical College of Georgia Department of **Medical Technology**

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Medical Technology Awards

[Awards](#) (you will need a copy of

Adobe Acrobat Reader,

CLINICAL LABORATORY SCIENCE

Professional Tasks and Working Environment

Medical Technologists/Clinical Laboratory Scientists are medical professionals who work with physicians and other members of the health care team to perform laboratory tests used for diagnosis and treatment of disease and maintenance of health. They are trained in the five major disciplines of blood banking, chemistry, hematology, immunology and microbiology. In the hospital and clinical settings, they are responsible for analyzing blood, body fluids and tissues to detect disease. Computerized, automated instruments and analyzers are utilized in this process and the Medical Technologists are responsible for assuring that test results are accurate and reliable. They also develop and evaluate new test procedures, perform quality control, educate other laboratory professionals, and manage the laboratory.



Types of Skills and Related Interests Most Suited to a Career in Medical Technology/Clinical Laboratory Science

Accuracy, dependability, a strong sense of responsibility, the ability to communicate effectively, consistently meet deadlines, as well as manual dexterity and good eyesight are essential.

Related career interests may include research scientist,

which can be downloaded free of charge from [Adobe](#).)

NOTE: In order to save a copy of the filled out form you must have a licensed version of Adobe Acrobat installed on your computer. The free reader only allows you to fill out and print.

Photo Gallery

[Class of 2003](#)

[Family Day 2002](#)

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Augusta, Georgia
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FAX (706) 721-7631
E-mail: ekenimer@mail.mcg.edu

physician, technical specialist, computer analyst, forensic serologist, toxicologist, pharmacist and veterinarian.

Employment and Career Opportunities

Medical Technologists/Clinical Laboratory Scientists are employed in a wide variety of settings such as hospital laboratories, medical clinics, physicians' offices or private laboratories, mission fields, armed forces, Peace Corps, Project HOPE, public health settings, research programs, pharmaceutical laboratories, veterinary clinics, and many types of industrial and educational settings.

Salary Information

Beginning salaries for recent graduates with baccalaureate degrees start at \$23,000 and range upward to \$70,000 for experienced laboratory managers.

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Please email comments, suggestions or questions to:
Annette Carter, acarter@mail.mcg.edu.

03/12/03

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Faculty Resources

[Career Development & Education Center \(CDEC\)](#)

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- [Resources](#)

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The physician occupies a vital and honored position in today's increasingly sophisticated and complex society. Opportunities for employment include clinical practice, teaching and work in the research arena. Successful completion of the requirements of the School of Medicine leads to the MD degree and a career dedicated to maintaining health and alleviating and curing disease.



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Microbiology and Biodefense

Research interests of our Microbiology and Biodefense faculty:

Christopher Burns, Ph.D. - Molecular mechanisms of post-transcriptional gene control and their implications for biodefense. Combinatorial action of enzymes in the disassembly of messenger RNA and integration with transcription termination, polyadenylation and other cellular processes.

Andreas Seyfang, Ph.D. - Molecular parasitology: Membrane proteins and transporters in parasitic protozoa and mycobacteria; myo-Inositol transporters in Leishmania and trypanosomes.

[Stuart A. Thompson, Ph.D.](#) - Pathogenesis of bacterial infections: *Campylobacter fetus*, *Campylobacter jejuni*, *Helicobacter pylori*, *Neisseria meningitidis*; bacterial surface layers; protein secretion; antibiotic resistance.

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[School of Medicine](#) | [School of Graduate Studies](#)
[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Stuart A. Thompson, Ph.D., stthomps@mail.mcg.edu

October 23, 2002



Planning

MCG Strategic Plan

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MCG Mission Statement

[PDF version](#)

As a unit of the University System of Georgia . . .

The Medical College of Georgia is a unit of the University System of Georgia and as such is committed to the following:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic and global society
- technology to advance educational purposes, including instructional technology, student support services, and distance learning
- collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia

As a University System research university . . .

As a University System Research University with a statewide scope of influence, the Medical College of Georgia shares a commitment to:

- excellence and responsiveness in academic achievements that impart national or international status
- a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, provides academic assistance, and promotes high levels of student achievement
- wide-ranging research, scholarship, and creative endeavors that are consistent with the highest standards of academic excellence, that are focused on organized programs to create, maintain, and apply new knowledge and theories, and that promote instructional effectiveness and enhance institutionally relevant faculty qualifications
- public service, economic development, and technical assistance activities designed to address the strategic needs of the State of Georgia along with a comprehensive offering of continuing education programs, including continuing professional education to meet the needs of Georgia's citizens for life-long learning
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate, masters, and doctoral levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate level, including the doctoral level

As the Medical College of Georgia . . .

The Medical College of Georgia, chartered in 1828 as a single academy to provide instruction in

"several branches of the healing art," is a major academic health center and a health sciences research university. The institution, consisting of the schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine, and Nursing and the Hospital and Clinics, serves a highly focused and specialized student body. As an academic health center and research university, the Medical College of Georgia is committed to:

- Excellence in academic achievement, which will bring to it national and international recognition
- Development of a fully-integrated and cost efficient health care system that provides leading edge clinical innovation and technology
- A shared responsibility for meeting the health care needs of a widely dispersed and highly diverse population
- broadly-based research, scholarship, and creative endeavors consistent with the highest standards of academic excellence

In view of these commitments, the Medical College of Georgia affirms the following major purposes:

- to provide outstanding educational programs for health professionals, biomedical scientists, and educators at the undergraduate, graduate, and postgraduate levels and for lifelong learning through excellence in teaching and the total development of students in response to the health needs of the state of Georgia
- to provide a high quality, state-of-the art health care system, which includes health promotion and disease prevention, and to encourage, test, and improve access through the use of innovations in health care delivery responsive to the changing demographics and needs of the people of the state and nation
- to be a leading center of excellence in research through the generation and application of biomedical knowledge and technology to human health and disease and to play an expanding role in the transfer of technology to the health care delivery system

The Medical College of Georgia is committed to being one of the nation's premier academic health centers for outstanding education, committed public service, and leading-edge research and scholarship. As it pursues this goal, the institution is determined to embody the concept of interactive, ongoing partnerships embracing faculty, students, patients, staff, and the public across the state and nation in order to effectively serve those who seek a career, those who seek knowledge, and those who seek care.

Approved and adopted by the Board of Regents, January 12, 1999

SOURCE: Office of the President

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Neurology



Ongoing NIH Studies

- [STOP](#) (Stroke Prevention Trial in Sickle Cell Anemia:
PI: Robert J. Adams, M.D.)
- [NEAD](#) (Neurodevelopmental Effects of Antiepileptic
Drugs;
PI: K. J. Meador, M.D.)

Discussion Lists

The Neurology Department runs [Neurolist](#) a discussion list server that runs several major discussion lists. See www.neurolist.com for home page. Featured list include:

- [Neuro](#): Neurologist Discussion List
Michael Rivner, M.D.--List Owner
[Neurolist Home Page](#)
- [Npsych](#): Neuropsychology List
David Loring, PhD.--List Owner
- [EEGT](#): Electrodiagnostic Tech List
Kim Bunch--List Owner
- [Neuradm](#): Neuroscience Admin List
William Hamilton--List Owner

Employees can access eMail and Schedules via [WebMail](#)

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Michael H. Rivner, M.D., MRivner@neuro.mcg.edu.

September 02, 2003

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Tomorrow's Medicine, Here Today.™

MCG Neuroscience Center

[MCG Neuroscience Center](#)

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[Center of Excellence/ Parkinson's Disease](#)

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[Neurovascular](#) (under construction)

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[Southeast Gamma Knife Center at MCG](#)

[Georgia Sleep Center](#)

[Center for Senior Health](#)

[Department of Neurology](#)

[Department of Neurosurgery](#)

[IMMAG](#) (Institute of Molecular Medicine and Genetics at MCG)

[NEAD](#) (Neurodevelopmental Effects of Antiepileptic Drugs)



MCG Health System's Neuroscience Center is the only comprehensive program in the area treating adults and children for stroke, epilepsy, movement disorders and brain tumors. The Neuroscience Center's programs and services are second to none serving patients with difficult-to-treat brain, spine and nerve disorders such as epilepsy, acute stroke, Parkinson's disease, neurooncology, neuromuscular disease, pediatric neurological problems and other rare disorders. MCG is home to the [Southeast Gamma Knife Center](#) offering brain surgery with no incision.

News of Excellence:

- [Augusta MS Center](#)
- [#1 in The Country for Stroke Care](#)
- [Top 15 for NIH Funding](#)
- [More Articles](#)

Neuroscience Center Vision Statement

The MCG Neuroscience Center, in its role as an academic medical center of excellence, provides cutting-edge patient care, conducts world-class clinical and basic research, and offers the highest quality undergraduate and graduate medical educational experiences. The MCG Neuroscience Center provides state-of-the-art neurodiagnostic and treatment facilities to Georgia, the Southeast, and the nation. The MCG Neuroscience Center is recognized as the leader for Neuroscience in the CSRA and in the Southeast.

Clinical Trials

- [PARKINSON DISEASE NEUROPROTECTION CLINICAL TRIAL:](#)
NIH grant awarded, funding to start 9/16/02



[STOP](#) (Stroke Prevention Trial)

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- Electromyography Lab
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- [Child Neuropsychology Services](#)
- Neurosonology Lab
- [Sleep Lab](#)
- Pain Program



Click [here](#) to see more pictures of the Neurovascular Suite

America's Top Doctors

In the most recent edition of the patient resource guide, *America's Top Doctors*, 10 MCG physicians, the only ones in the Augusta area, were recognized as part of an elite national group of outstanding physicians. Three of the top 10 physicians are MCG neurologists: Dr. David Hess, Dr. Robert Adams and Dr. Kapil Sethi. These doctors were nominated by their peers as superior physicians in patient care, education and academic achievements. Nationally, only one percent of all practicing physicians are honored with inclusion in the directory.

The [MCG Movement Disorders Clinic](#) is a nationally designated *Center of Excellence* by the National Parkinson's Foundation. It is the only program in Georgia or South Carolina to receive this honor. The Movement Disorders Clinic received this designation for outstanding clinical and basic science research as well as physical, speech and occupational therapy programs for patients with this neurodegenerative disease. This designation means our Movement Disorders Clinic is one of the best in the country.

For appointments, referrals or more information, please contact the MCG Health Care Referral Center at:

(706) 721-CARE (2273)
800-736-CARE (2273)

Or, click [here](#) to request an appointment online.

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Medical College of Georgia

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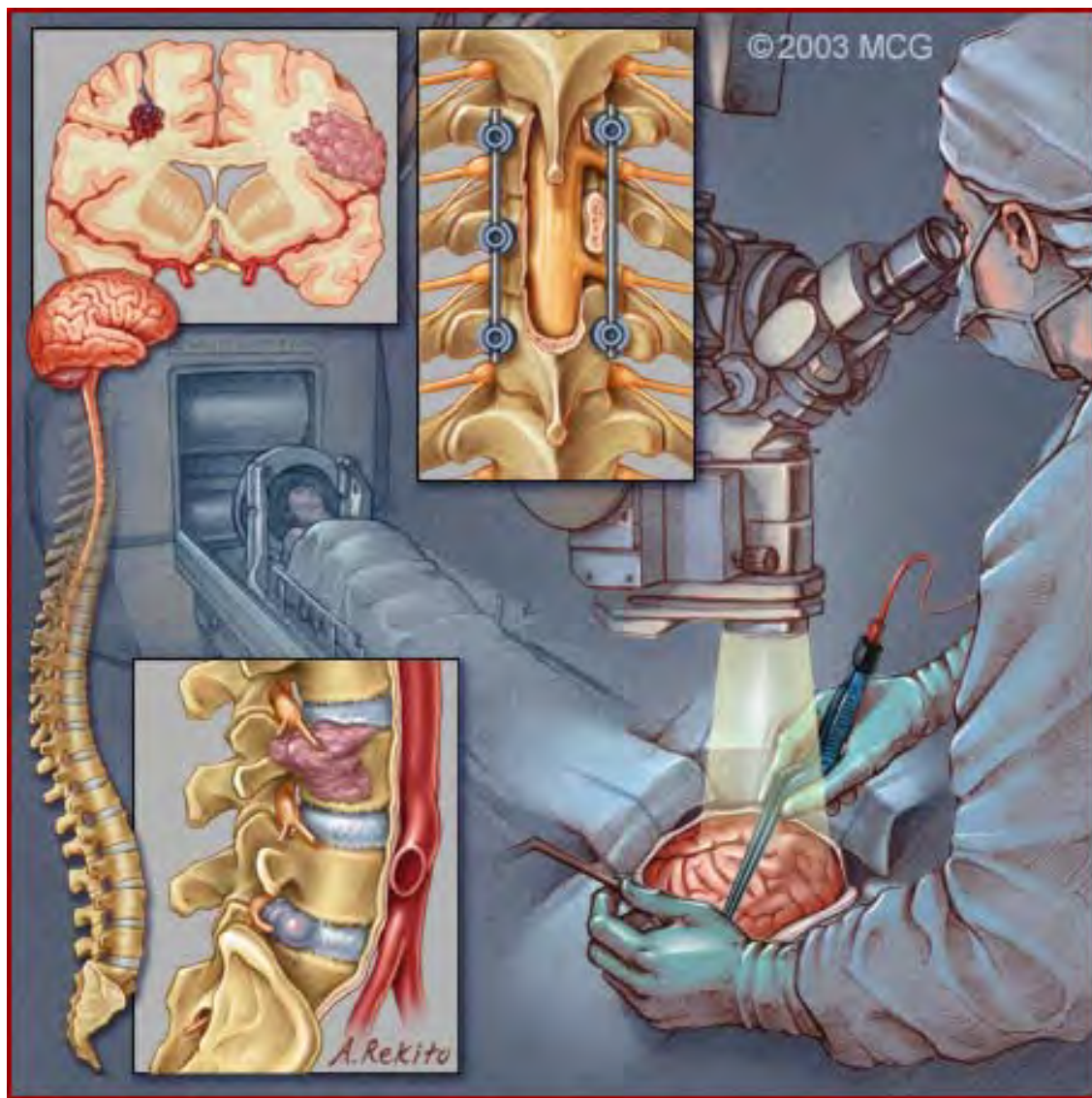
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June 13, 2003

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Public Relations

Contacts:

Toni Baker

(706) 721-4421

Ellen Gladden

(706) 721-4410

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Christine Deriso
(706) 721-2124
Schools of Allied Health
Sciences, Dentistry
and Nursing

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Please email comments, suggestions or questions to:

Toni Baker tbaker@mail.mcg.edu

October 01, 2003

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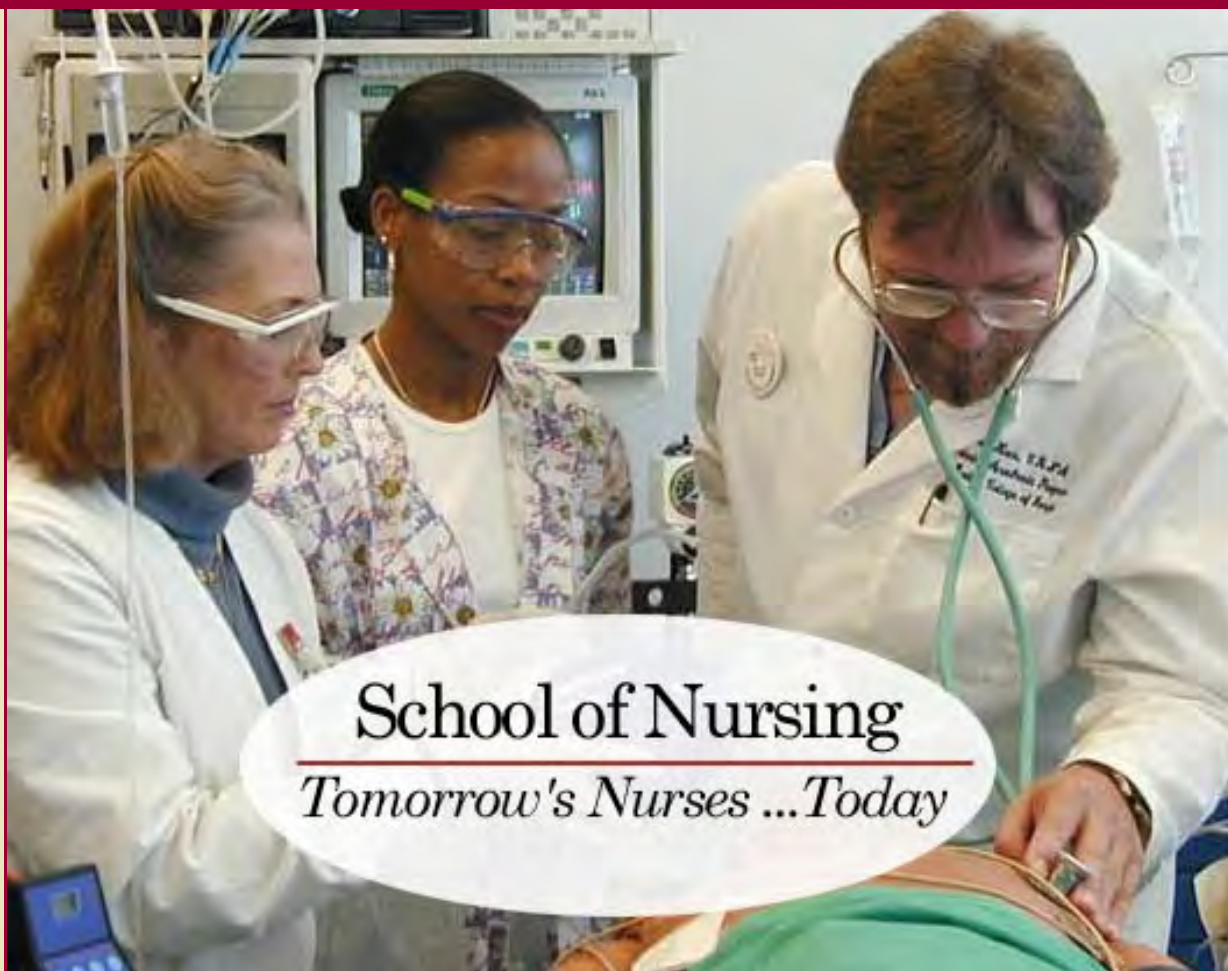
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Medical College of Georgia

Please email comments or suggestions:

Maureen Dever-Bumba, mdeverbu@mcg.edu

For Information about:

Undergraduate BSN Programs contact underadm@mcg.edu:

Graduate Programs contact specific program coordinators

June 23, 2003

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Medical College of Georgia

Obstetrics and Gynecology

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*Lawrence D. Devoe, M.D.
Brooks Professor and Chairman
Clinical Service Chief*

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The Department of Obstetrics and Gynecology at the Medical College of Georgia is a comprehensive clinical service and educational department, specializing in the health care of women both on a primary and referral basis. The clinical services offered by the department include:



[General Obstetrics and Gynecology](#) provides a full range of general obstetrical and gynecological services ranging from outpatient care to surgery, and from routine visits to complicated consultations. In addition to normal obstetrical and gynecological services, specialized research or interest areas include: urodynamics, dysmenorrhea, menorrhagia, pelvic pain, menopause, and others.

[Gynecologic Oncology](#) provides counseling, medical and surgical services to patients requiring special treatment of benign and malignant diseases and tumors of the female reproductive tract.

[Maternal-Fetal Medicine](#) cares for women with both normal pregnancies and those requiring high risk care. The services of combined labor, delivery and recovery room with special postpartum rooms make family-centered care and early discharge realities for patients desiring those services.

[Reproductive Endocrinology, Infertility and Genetics](#) specializes in a wide range of clinical problems ranging from aberrations of puberty through infertility and menopause. Specific programs related to in vitro fertilization, PMS,

[Resources](#)

menopause and pediatric gynecology are part of this broad-based clinical service. The clinical effort is supported by laboratories in reproductive biology and cytogenetics. A major component of these services involves preconceptional and prenatal genetic diagnosis.

[Nurse Midwives of Augusta](#) provides an alternative to many of our traditional obstetrical and gynecological services. Our midwives are focused on the needs of the individual and family for physical care, emotional and social support and active involvement of significant others according to cultural values and personal preferences. They encourage continuity of care; emphasize safe, competent clinical management; advocate non-intervention in normal processes; and promote health education for women throughout the childbearing cycle and beyond. Some of the health care services they provide include: prenatal care, intrapartum care, delivery for low-risk patients, breast feeding counseling, postpartum care, massage therapy for newborns, breast examinations, menopausal care, annual well-woman exams, pap smears and cancer screening.

Mailing Address

*Medical College of Georgia
Dept of Obstetrics & Gynecology
1120 Fifteenth Street, BA-7300
Augusta, GA 30912-3300*

We regret that we are unable to answer medical questions via e-mail. Please call (706) 721-CARE or consult your physician for answers to your individual health questions.

[Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Patricia Goodwin, pgoodwin@mail.mcg.edu.

August 06, 2003

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Undergraduate Professional Program

Notice: OT Department is no longer accepting students for the Undergraduate program.

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Occupational Therapy

Occupational therapy is an allied health profession that contributes to the function and performance of the individual after illness or an injury. The O.T. promotes independence and to promotion wellness and adaptation by using meaningful functional tasks. A few examples of O.T. services include:

1. Training a paralyzed homemaker to clean house and cook.
2. Working with an emotionally disturbed young adult to develop daily living skills, e.g., balancing a checkbook, cooking, shopping, and basic work habits.
3. Working with a group of school children with learning problems in their school work.
4. Teaching an elder who has sustained a stroke to dress and bathe using adaptive techniques.
5. Helping Injured workers to perform work related tasks safely.



Skills and Interests Suited to a Career in Occupational Therapy

An ability to work with impaired and disabled people, manual skills, maturity, patience, and imagination are needed. The occupational therapist also needs to be skilled and resourceful in teaching, since patients may present unusual and difficult learning problems. The profession presents an excellent opportunity to combine teaching with helping people learn to function to the maximum of their ability.

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Contact Information

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OTR/L
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Medical College of Georgia
Dept. of Occupational
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Augusta, Ga. 30912
Phone: (706)721-3641
Fax: (706)721-9718
email:
studyot@mail.mcg.edu



Employment and Career Opportunities

Occupational therapists are employed in hospitals, out-patient clinics, rehabilitation centers, long-term care setting, mental retardation and mental health facilities, public school systems, home health agencies, community programs, industry, and private practice.

The field offers rapid advancement into supervisory and administrative positions for therapists with further experience and education. Employment opportunities exist in private practice, consultation, research, and higher education.

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[School of Allied Health Sciences](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Kathy P. Bradley, Ed.D, ORT/L, studyot@mail.mcg.edu

March 19, 2003

Medical College of Georgia

Office of Technology Transfer and Economic Development

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The MCG Office of Technology Transfer and Economic Development was created in the Spring of 2001 in order to have an efficient and effective mechanism for converting scientific discoveries into improved health care. As a division of the Office of the Vice President for Research, our function is to identify and protect intellectual property generated from the rapidly growing research enterprise at MCG.

The intellectual property (inventions which might be patented or otherwise protected in order to secure commercial interest) can be licensed to able and interested firms, or it can serve as the focal point for creating a New Entrepreneurial Venture.

We view the new office of having the following purpose:

VISION: Establish the Medical College of Georgia as a leader in the movement of discoveries, data, and technologies out of the research laboratory and into the commercial sector.

GOAL: Transform inventions into protected intellectual property that can become new products and services destined to improve health care and the quality of life for people of the state and for society in general, while fostering teaching, research and service at MCG.



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[Research Home Page](#)

The Office of Technology Transfer and Economic Development (OTTED) is a resource for the inventive faculty, staff and students who choose to participate in the system. It also satisfies the obligation that the institution has as being a recipient of federal funding in light of the Bayh-Dole Act of 1980.

The MCG Technology Transfer and Economic Development Office works closely with the MCG Office of Grants and Contracts, the Medical College of Georgia Research Institute, and the Georgia Medical Center Authority because of our mutual interests.

MCG personnel should consider this office as their resource for matters involving inventions and intellectual property. In a similar fashion, corporations and members of the business community should consider us as an easily identifiable entry point for accessing the talent and resources of the Medical College of Georgia.

**Office of Technology Transfer and Economic Development
Building CJ (Pavilion III), Room 3301**

Medical College of Georgia

Augusta, Georgia 30912

Phone: (706) 721-9822

Fax: (706) 721-2917

Email: mgabridge@mail.mcg.edu

Web: www.mcg.edu/research/techtransfer/

[Research](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Michael G. Gabridge, Ph.D., Associate Vice President

mgabridge@mail.mcg.edu

(706) 721-9822

April 07, 2003

Office of the President



To teach. To heal. To discover. The shared purpose of the nation's academic medical centers. Since 1828, the Medical College of Georgia has responded to the needs of the citizens of the state by educating health care providers and biomedical scientists, by unraveling the mysteries of human disease, and by providing compassionate care. Every

office on this campus works to support this institution's primary purpose, which is to reduce the burden of illness in society. I hope the information presented on these pages provides you with a greater understanding of the role and good works of MCG, the state's health sciences university.

Daniel W. Rahn, M.D.
President, Medical College of Georgia

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Medical College of Georgia
Office of the Registrar

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Information for:

[Enrolled Students](#)

[Prospective MCG Students](#)

Contact Information:

Office of the Registrar
Medical College of Georgia
1120 15th Street, AA 171
Augusta GA 30912-7315
Office #: (706) 721-2201
Office Fax#: (706) 721-0186
Office Hours 8-5 M-F

Office of the Registrar

Academic regulations and calendars are maintained by the Office of the Registrar at the Medical College of Georgia. The office is located in room 171 in the [Kelly Administration Building](#) on Laney-Walker Boulevard. Office hours are 8:00 a.m. until 5:00 p.m. Monday through Friday. The telephone number (706) 721-2201; the fax number is (706) 721-0186.

Quick Links

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**Office of
Special Academic Programs**
Research & Education Bldg.
Room CB-1801
Medical College of Georgia
Augusta, GA 30912-1900
706-721-2522

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Office of Special Academic Programs



The Office of Special Academic Programs serves as the office of multicultural affairs in the School of Medicine and plays a key role in student recruitment and retention. Programs sponsored by the Office of Special Academic Programs represent the [educational pipeline](#) established by the School of Medicine at the Medical College of Georgia (MCG) to encourage talented students, who are underrepresented in the health sciences as well as other disadvantaged students, to pursue careers in the health professions, to promote their recruitment to MCG, and to contribute to their retention after they have been admitted into one of MCG's health professional schools. These programs represent a broad spectrum of educational opportunities for students ranging from ninth-grade in high school through professional studies in the allied health sciences, dentistry, graduate studies, medicine and nursing. Moreover, they have a long tradition of success based upon the efforts of the many dedicated students, administrators and faculty who have participated in them for nearly three decades. As you learn more about our programs, perhaps at some future time you will become directly involved as a participant and/or a supporter of the goals that they attempt to achieve.

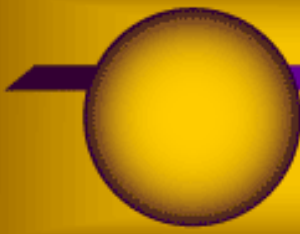
For more information on Special Academic Programs, please contact the office at School of Medicine, CB-1801, Augusta GA 30912-1900 or by phone at (706) 721-2522.

School of Medicine | Medical College of Georgia

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Please email comments, suggestions or questions to:
Rosie Allen-Noble, Ed.D., rnoble@mail.mcg.edu.

September 18, 2003



Department of OPHTHALMOLOGY

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Welcome - Department Home

Dept. of Ophthalmology
1120 15th Street
Augusta, Georgia 30912

Front desk:
(706) 721-2020
Administration:
(706) 721-1148



Welcome to the Medical College of Georgia's Department of Ophthalmology. As a department one of our top priorities is the provision of thorough and compassionate patient care. Within our department you will find doctors who are interested in matching your concerns with accurate diagnoses and treatments. We seek not only to provide the right treatment, but also to educate you in regard to your condition so that you too may be involved in its management.

Our educational mission is broadly focused. Upon completion of the 3 year course of instruction our residents are able to enter comprehensive ophthalmic practice or pursue fellowship training. Through [continuing medical education](#) activities the local ophthalmic and optometric community as well as our team of eye care providers are given opportunity to discuss and implement recent advances in the medical and surgical care of the eye.

A third initiative within our department is active clinical and basic science research. Through this initiative our teams are advancing surgical techniques, verifying the efficacy of new medical treatments, and improving access to routine diabetic eye screening throughout our state.

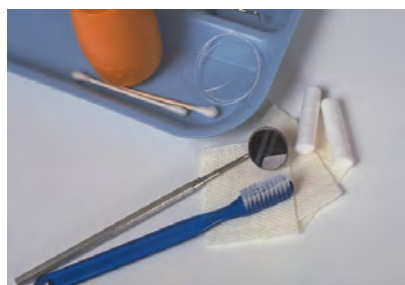
March 31, 2003

Medical College of Georgia

Oral Diagnosis and Patient Services

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Oral Diagnosis & Patient Services

Medical College of Georgia
School of Dentistry
1459 Laney Walker Blvd.
Augusta, Georgia 30912-1241
Phone: (706) 721-2607
Fax: (706) 721-6276

School of Dentistry

Department of Oral Diagnosis and Patient Services

We are pleased that you're interested in receiving dental care in our school. The Medical College of Georgia School of Dentistry is a teaching institution. Our goals are to teach dental students, provide quality dental care for our patients and research health issues that will keep our profession in the forefront of scientific knowledge.

If your needs can be resolved in a student teaching program and if your schedule will allow you to be here for extended appointments, we would like to accept you for treatment. If you are interested in a screening appointment, please click on "[Becoming a Patient](#)" for more information.

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Please email comments, suggestions or questions to:
Tracy Townsend, ttownsen@mail.mcg.edu.

September 12, 2003

Medical College of Georgia

Department of Oral Rehabilitation

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Department of Oral Rehabilitation

Student Working in the Simulation Laboratory



As an integral unit of the School of Dentistry at the Medical College of Georgia, the Department of Oral Rehabilitation is committed to achieving academic excellence, providing optimal oral health care and actively engaging in research, scholarship and creative endeavors to meet the needs of the widely-dispersed and highly-diverse population of Georgia, the region and the nation.



Simulation Laboratory (above)

Medical College of Georgia
School of Dentistry
Augusta, Georgia 30912
Phone: (706) 721-2881
FAX: (706) 721-8349

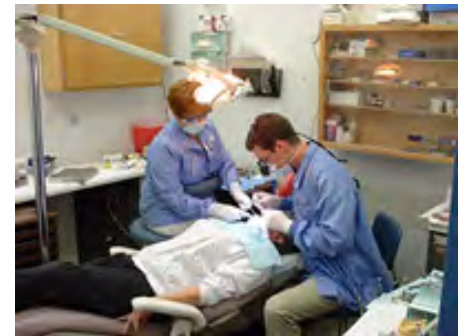
Chairman:

[Michael L. Myers, DMD](#)

The Oral Rehabilitation Department is comprised of the specialty areas in dentistry which concentrate primarily on rebuilding the oral structures into a healthy state by a combination of treatment planning and then the execution of the art and science of restorative dentistry.

Department Sections

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- [Dental Materials](#)
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Mission Statement

The Department of Oral Rehabilitation is committed to delivering the finest oral health care possible by preparing tomorrow's providers, continuing to train today's practitioners, and participating in state-of-the-art research projects.

As the largest department in the School of Dentistry, the Oral Rehabilitation faculty is constantly improving didactic and clinical education for the dental students enrolled at the school. These students are the professionals of tomorrow and receive the most current and up-to-date education available. At both the pre-doctoral and post-doctoral levels of dental education, the department is striving to produce the consummate dental health care provider for tomorrow's health care needs.

The extensive background and expertise of the faculty and staff also provides excellence in continuing education to keep current dental practitioners on the cutting edge of dentistry.



Placing a restoration in a manikin

The Oral Rehabilitation Department blends a strong program of [bio-materials research](#) from the Dental Materials Section with an outstanding clinical research program in the General Practice Residency. This partnership insures the Department of Oral Rehabilitation leads the way in innovation, technology, and education.

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Please email comments, suggestions or questions to:

Teresa Toelle, ttoelle@mail.mcg.edu

August 26, 2003

MCG Organizational Charts

The following files are in PDF format and require [Adobe Acrobat Reader](#)

Expanded Organizational Charts

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[Institutional Organization, showing *Academic Units Only*](#)

[Institutional Organization, showing *Administrative Units Only*](#)

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[Provost](#)

[Vice President for Research](#) and [Dean, School of Graduate Studies](#)

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[Comptroller and Director, Financial Services](#)

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[Vice President for University Advancement](#)

Keep checking this page. Organizational charts for other major units are coming soon.

[Medical College of Georgia](#)

Please email comments or suggestions to: [Institutional Research](#)

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September 05, 2003

Medical College of Georgia

Department of Orthopaedic Surgery

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Department of Orthopaedic
Surgery
[Walton W. Curl, MD Chairman](#)

Spine Surgery
[Norman Chutkan, MD](#)
[Jacob Goodrich, MD](#)

Sports Medicine
[D. Monte Hunter, MD](#)
[Walton W. Curl, MD](#)
[Joel S. Brenner, MD](#)
[Verle Valentine, MD](#)

Hand & Upper Extremity
[Marcus Fulcher, MD](#)

Pediatric Orthopaedic Surgery
[Styles Bertrand, MD](#)
[Jonathan Pellett, MD](#)

Orthopaedic Trauma
[Michael Tucker, MD](#)
[Robert Zura, MD](#)

Total Joint Replacement
[Timothy Young, MD](#)
[Scott Corpe, MD](#)

Podiatry
[Anthony Cresci, MD](#)

[Orthopaedic Residency Program](#)

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The Department of Orthopaedic Surgery provides comprehensive care for all aspects of orthopaedic surgery. Faculty members provide general orthopaedic care and are fellowship trained to provide expertise in total joint arthroplasty, hand and upper extremity surgery, spine surgery, pediatric orthopaedics, orthopaedic trauma, [sports medicine](#) and podiatry.

Surgeons in the Department of Orthopaedic Surgery maintain expertise in the following areas: treatment for disorders of the hand and upper extremity including arthroscopic carpal tunnel release, all aspects of sports medicine including arthroscopic shoulder decompression and reconstruction, treatment of complex spinal disorders, care for musculoskeletal trauma, adult reconstruction to include complex primary and revision total hip and knee arthroplasty and all aspects of pediatric orthopaedics. In conjunction with the pediatric neurosurgery, the pediatric orthopaedic service offers specialty clinics for cerebral palsy and myelomeningocele.

Activities in the Department focus on providing clinical services for

patients seeking care for orthopaedic problems while maintaining quality educational programs for students and residents. The Department also fosters and supports both laboratory and clinical research efforts.

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Comments or suggestions: email [John Rezen](#)

April 03, 2003

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**Georgia
Sinus and
Allergy
Center**

Medical College of Georgia

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Medical College of Georgia

Department of

Otolaryngology

ENT / Head and Neck Surgery



The Department of Otolaryngology / Head and Neck Surgery at the Medical College of Georgia provides surgical care of adult and pediatric ear, nose and throat disorders, with emphasis on thyroid and parathyroid surgery, head & neck cancer, neck masses, endoscopic sinus surgery, otology and neuro-otology, plastic surgery, and sleep surgery.

[Medical College of Georgia](#)

Please send comments, questions and suggestions to
otolaryngology@mail.mcg.edu.

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[PSD Administration](#)

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Parking Services Bureau

- [Parking Office](#) (MCG Campus)
- [Parking / Vehicle Registration Form](#) (.pdf)
- [FY04 Parking Plan](#) (.pdf) - Last Update: March 04, 2003
- Memorandums dated March 14, 2003 to:
 - [All MCG Parking Program Participants](#) (.pdf)
 - [All MCG Students](#) (.pdf)
- [User Group Priorities](#) (.pdf)
- [Parking Map - Zones/Shuttle Route](#) (.pdf) - Last Update: Aug 14, 2003
- [Construction Map](#) (pdf) - Last Update: March 14, 2003
- [FAQs](#) - Last Update: June 23, 2003
- Traffic and Parking Regulations (.pdf) - **Currently Under Revision**
- [Appeals](#)
- [HCCU Debit of MCG Parking Fees](#) - **Starting October 1, 2003**



Mission

The Parking Services Bureau is responsible for managing all parking activities for the Medical College of Georgia, by ensuring a safe campus parking environment for pedestrians and vehicle operations.

Profile

The Parking Services Bureau, providing a broad range of parking services. These services include: vehicle registration, issuing parking decals and temporary parking permits, enforcing parking regulations, maintaining parking

facilities, providing information and motorists assistance.

The Bureau operates the "[Parking Office](#)" that functions as the general business office for parking services, located in the Annex II (HT Building) facing 15th Street between Walton Way Blvd. and Telfair Street.

Currently the Bureau manages and operates two multi-story parking decks and twenty-five flat parking lots, accounting for approximately 3,500 parking spaces at MCG.

Organization

The Parking Services Bureau is a unit of the Public Safety Division. Public Safety is responsible for the operational management of Parking Services, while [Auxiliary Services](#) is responsible for the financial operations.

The Bureau is staffed with a workforce consisting of: six contracted Parking Control Officers, two Administrative Clerks, a Parking Office Supervisor, and a Bureau Manager.

For More Information...

...about Parking Services provided by the Bureau at the Medical College of Georgia, visit the Bureau's Associated Links located at the [TOP](#) of this page.

The parking service web site supports Acrobat Reader (PDF files).
[Download information about this plug-in](#)



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Please email comments, suggestions or questions to:
Ernest Black, eblack@mail.mcg.edu.

September 24, 2003

Medical College of Georgia

Department of Pathology

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Chairman

Stephen C. Peiper, MD

Dept. Manager

Mark Lewis

Assistant to Chairman

Carol Johnson

Chief, Section of Clinical Pathology

John C.H. Steele, Jr., MD, PhD

Chief, Section of Anatomic Pathology

Richard B. Hessler, MD

[Pathology Faculty](#)

Contact Us

Medical College of Georgia
Department of Pathology

1120 15th Street

BF-110

Augusta, GA 30912

Phone: 706-721-2923

Fax: 706- 721-2358

Email: cjohnson@mcg.edu

[Chairman's Office](#)



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Clinical Service Program

[Anatomic Pathology](#)

[Clinical Pathology](#)

[VA Pathology](#)

[School of Medicine](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Stephen Scott, sscott@mail.mcg.edu

July 10, 2003

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[Vision Statement](#)

[Predoctoral Program](#)

[Faculty](#)

[Advanced Education Program](#)

Contact Information:

Office of Advanced Education

School of Dentistry

AD-2935

Phone: (706) 721-7190

Fax: (706) 721-6276

Department of Pediatric Dentistry



Pediatric dentistry is an age-defined specialty that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs (American Dental Association, adopted 1995).

The Department of Pediatric Dentistry is responsible for teaching dental students the fundamentals of oral health care for children. We do this through a series of didactic courses and a clinical course given during the senior year. Seniors provide comprehensive care for their assigned child patients. They also provide care for children in outreach clinics.

The department also conducts a two-year residency program in the specialty. Two dentists are chosen each year to join the program. They provide care for children in a variety of settings, including the operating room at the MCG Children's Medical Center. At the conclusion of the program, they receive a certificate in pediatric dentistry and become specialists in the discipline. A Master of

Science degree is an optional component of the program. The advanced education program is accredited by the Commission on Dental Accreditation.

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Please email comments, suggestions or questions to:
Steven M. Adair, DDS, MS / sadair@mcg.edu

August 28, 2003

CHILDREN'S MEDICAL CENTER (CMC) EPILEPSY PROGRAM

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["Saving Greg",](#)

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[Main Epilepsy Surgery
Page](#)

Video Clip from 2002
Patient Reunion

Introduction: The Medical College of Georgia CMC Epilepsy Program seeks to serve the needs of children with epilepsy and their families. For many children with epilepsy, seizures are completely controlled with drug therapy. For others, however, uncontrolled or poorly controlled seizures persist with the usual treatment. For these children, epilepsy presents a significant obstacle. Our aim is to help these children and families overcome this obstacle and to achieve their God-given potential.

If your child with epilepsy does not have satisfactory control of seizures, then our program may be able to help. Our goals are to reduce the number of seizures to the lowest level possible and to minimize the complications of treatment. Often, these goals can be achieved by a combination of various types of treatment, which are described below.

The following faculty and staff seek to help the children in this program:

[Dr. Yong Park](#), director of pediatric epilepsy, coordinates the activities of the program. Dr. Park has extensive training and experience in epilepsy. He is assisted by the other child neurologists in the group, [Dr. James Carroll](#), [Dr. Patricia Hartlage](#) and [Dr. Elizabeth Sekul](#). [Dr. Morris Cohen](#), neuropsychologist, is responsible for evaluating the child with particular attention to the effects of the seizures on learning abilities. [Dr. Mark Lee](#), Chief of Pediatric Neurosurgery, is expert in the surgical evaluation and treatment of epilepsy. [Ms. Carmen Cook](#), child neurology nurse, assists with family education. Along with these professionals, other expert staff work with the child and parents.

No single treatment is suited to all patients with epilepsy. Therefore, we make available all of the methods useful in the treatment of seizures, including therapy with all medications presently available in the US, new experimental drugs, the ketogenic diet, vagal nerve stimulation, and epilepsy surgery.

Drug Therapy: Many new medications have been developed over the last few years for the treatment of epilepsy. These medications must be utilized in a methodical, careful manner, often requiring months to determine the best single drug or combination of drugs. The goal is to control seizures completely with a minimum of side effects. We have experience using all the approved medications for epilepsy.

We are also involved in ongoing trials utilizing newly developed drugs for

epilepsy. Particular patients may meet the criteria for these new medications.

Ketogenic Diet: This dietary form of therapy has been known for most of this century, and its effectiveness has long been recognized. In the past 10-15 years, certain aspects of the diet have been improved and the importance of rigid adherence to the diet better understood. The diet can be extremely effective in children who have not responded to drugs and are not candidates for epilepsy surgery. Ms. Lisa Meyer, certified dietician, is well-trained in the use of the diet and works closely with families who choose this form of therapy.

Vagal Nerve Stimulation: This method of treatment may also be useful for the treatment of patients who have poorly controlled seizures, which have not responded to medication. Although we do not understand why stimulation of the vagus nerve helps epilepsy, this method has proven effective in a number of children.

An electrode is surgically implanted around the vagus nerve in the neck during a minor surgical procedure. Our pediatric epilepsy surgeon, Dr. Mark Lee, does the procedure. A small box controlling the electrode is implanted under the skin of the chest and connected to the electrode. The electrode transmits an electrical current for stimulation of the nerve. The optimum treatment for the seizures is accomplished by adjusting the electrical characteristics of the stimulation. The period of adjustment may require eight to ten months to achieve the best results for the seizures.

Surgical Treatment for

Epilepsy: When seizures do not adequately respond to the above measures, we help families consider the option of surgical therapy. In general, a child who is a candidate for surgical treatment of seizures usually has the seizures arising from one part of the brain. In order to determine if the child is a candidate for epilepsy surgery, he or she first

undergoes a "Phase I" evaluation in our Pediatric Epilepsy Monitoring Unit (PEMU), which is under the direction of Dr. Yong Park. The PEMU is a two-bed unit where the child is connected to continuous EEG monitoring with video camera recording. The purpose of this procedure is to capture a seizure in progress and to determine the specific portion of the brain which is causing the



cmc.jpg (51718 bytes)

seizure. A test called an ictal SPECT scan may also be performed along with an MRI to determine the exact area of the brain involved. Our neuropsychologist, Dr. Cohen, may administer tests to determine the impact of the epilepsy on learning abilities, according to the specific area of the brain found to be affected.

If the "Phase I" evaluation is positive, but the results are not sufficient in order to plan surgery, a "Phase II" evaluation is performed. Here, Dr. Mark Lee surgically implants a grid for electrical monitoring over the surface of the brain. This is done to assess even more carefully the area of the brain involved.

After all the information is collected, the patient's problem is discussed at a joint conference among the physicians, neurosurgeon, and neuropsychologist. In this conference, the best possible surgical approach is developed.

After the recommendations are decided upon, the plan is presented to the family. We want to make certain that the patient and family fully understand the possible benefits and risks involved with the surgery.

Summary: Our goal is to reduce the number of seizures to the lowest level possible with a minimum of side effects. We understand the importance of family involvement in the choice of therapy.

FOR EVALUATION, PLEASE CALL 706-721-3371. OUR PHYSICIANS WOULD ALSO BE GLAD TO DISCUSS YOUR CHILD WITH YOUR FAMILY DOCTOR.

[MS. CARMEN COOK](#), CHILD NEUROLOGY NURSE, IS AVAILABLE AT THE SAME NUMBER TO ANSWER YOUR QUESTIONS.

[Dept of Neurology](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

your name, MRivner@neuro.mcg.edu.

May 1999

Medical College of Georgia
Department of **Pediatrics**

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Welcome to the Department of Pediatrics



Medical College of Georgia
Department of Pediatrics
Augusta GA, 30912
(706) 721-3466

Web site under construction!

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Bill Dolen, bdolen@mail.mcg.edu.

July 24, 2003

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Calendars:

[-PeopleSoft](#)[Training](#)[-Business](#)[Operations](#)[Related Links](#)

Medical College of Georgia PeopleSoft Site

This site is to provide you information on the implementation and continued support of PeopleSoft. This project affected faculty and staff at the Medical College of Georgia.

MCG used the [GeorgiaFIRST](#) Board of Regents' model for the implementation. The GeorgiaFIRST project involved replacing both the legacy payroll and accounting systems. The implementation of the PeopleSoft Human Resources and Payroll system went live on January 2, 2002. The Human Resources system includes modules such as Human Resources Management, Benefits, and Payroll. The system maintains information on all MCG past and present employees. Human Resources and Payroll employees maintain and update information daily. The system continues to be updated through releases from the Board of Regents as well as updates and fixes from PeopleSoft.

The implementation of the PeopleSoft Financials system also went live on January 2, 2002. The Financials system includes modules such as Accounts Payable, Accounts Receivable, General Ledger, Purchasing, and Asset Management. The system maintains information on all financial aspects of MCG including grants. There are over 400 employees using different modules ranging from entering requisitions to maintaining departmental budgets. The system continues to be updated through releases from the Board of Regents as well as updates and fixes from PeopleSoft.

Quick Links:

[Research Systems Enhancement Project Kickoff Presentation](#) (pdf, 02/20/03)

[Huron Research Enhancement Project Status Update](#) (pdf, 05/29/03)

**to view PDF files**

[Comptroller's Division](#) | [Human Resources](#) | [Information Technology](#)
[Division](#)
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Please email comments, suggestions or questions about this website to:
www@mail.mcg.edu.

June 12, 2003

Department of Periodontics



As an integral unit of the School of Dentistry at the Medical College of Georgia, the Department of Periodontics is committed to achieving academic excellence, providing optimal oral health care and actively engaging in research, scholarship and creative endeavors to meet the needs of the widely-dispersed and highly-diverse population of Georgia, the region and the nation.

Department of Periodontics
School of Dentistry
Medical College of Georgia
Augusta, GA 30912
(706) 721-2442
FAX (706) 721-9579

About the Department:

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- [Goals & Outcomes](#)
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Medical College of Georgia

Department of Pharmacology & Toxicology

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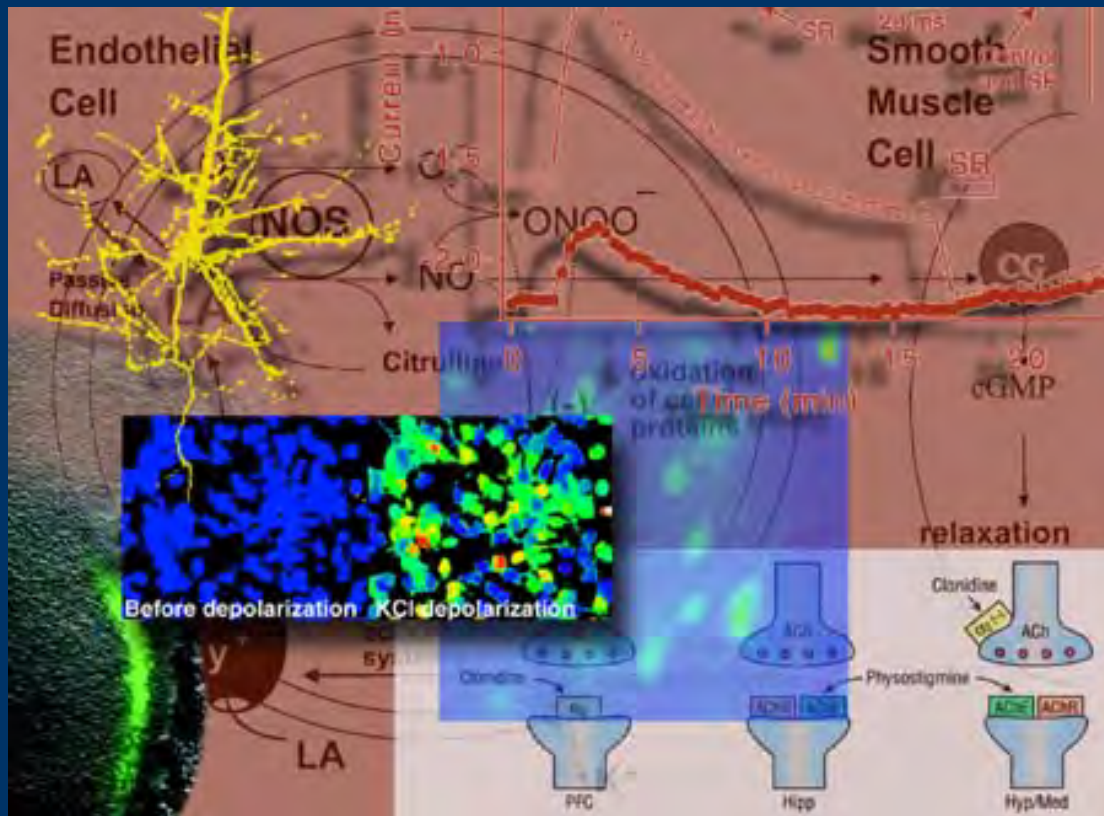
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[2003-2004 Seminar Series](#)

Pharmacology & Toxicology

**Dr. William Caldwell,
Chair**

**1459 Laney Walker Blvd.
CB-3530
(706) 721-2345**



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[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Dora Walden, dwalden@mail.mcg.edu.

September 22, 2003

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Facilities Operation

Facilities Operation maintains and repairs facilities-related engineering and building systems in 72 buildings covering 2.7 million square feet. Typical repair and maintenance services include:

- Electrical/Lighting
- Plumbing and Mechanical Work
- Heating/Ventilation/Air Conditioning
- Refrigeration Maintenance
- Energy Management System
- Central Energy Plant
- Utility Services (Water, Electricity, Gas)
- Emergency Services (Emergency Power, Medical Gases)
- Elevator Maintenance
- Carpentry and Cabinet Work (Campus)
- Paint and Masonry Work (Campus)
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Access for Services

- Request for Services contact the Work Management Center at (706) 721-2434
- Plant Engineering Office and Shops, (706) 721-4611

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Please email comments, suggestions or questions to:
Tony Putnam, Plant Engineer, tputnam@mail.mcg.edu.

January 06, 2003



Welcome ... to the School of Allied Health Sciences Physical Therapy Program

FROM THE CHAIRMAN OF PHYSICAL THERAPY:

It is my pleasure to welcome you to the Medical College of Georgia Physical Therapy Homepage. Physical therapy is an exciting, dynamic and essential health profession devoted to optimizing physical function. I hope that you find this web page to be useful in your search for information about our educational programs and the physical therapy profession. We are always happy to answer any questions, and encourage you to contact any of our faculty for information or assistance. I wish you the very best as you learn about this challenging and rewarding profession.

Douglas Keskula, PhD, PT, ATC
Associate Professor and Chairman

ABOUT US:

The Medical College of Georgia is the state's health sciences university with the tripartite mission of teaching, advancing knowledge, and providing patient care. Located within the School of Allied Health Sciences, the Physical Therapy department is committed to an educational philosophy of student centered learning. Twelve full time faculty actively participate in the teaching and learning process in a collegial atmosphere. Faculty members strive to provide students with role models of scholarly practitioners, nationally recognized researchers, and skillful educators. The Commission of

[Educational Philosophy](#)
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[Meet Our Students](#)

[Department Research](#)
[Available Positions](#)

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For additional information about Physical Therapy visit the following:





Accreditation in Physical Therapy Education has continuously accredited our educational program since it began in 1970. Historically, our graduates score above the state and national averages on licensing examinations and enjoy a variety of job placement opportunities upon graduation.

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[School of Allied Health Sciences](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Douglas Keskula, Chairman, dkeskula@mail.mcg.edu.

April 18, 2003

Meet Our Faculty
and Staff

Bonnie Dadig
Ed.D., PA-C
Associate Professor
Chair & Program
Director



Ben Taylor
MPAS, PA-C
Associate Professor
Associate Director



Judith Stallings
PA-C
Instructor
Director of Admissions



Laura Lee
PA-C
Instructor
Educational Director



Sara H. Reffet
MSA
Instructor
Director of Admissions



Donald Maner
PharmD, PA-C
Associate Professor
Clinical Director

The physician assistant is a skilled professional qualified by academic and clinical training to provide medical and health-care services under the supervision of a licensed physician. In most settings physician assistants obtain medical histories, perform physical examinations, order and interpret laboratory and other diagnostic studies and assess and manage common illnesses. Disease prevention and health-promotion activities, counseling and patient education are other important services provided by physician assistants.

Practice options for the certified physician assistant are as varied as the many disciplines within the field of medicine. The Medical College of Georgia physician assistant program offers a comprehensive (generalist) education which allows graduates to become employed in many specialty areas. Individually negotiated roles are determined by the needs of the medical practice and community, interests and training of the supervising physician and the physician assistant and state regulations.

The Physician Assistant Program is fully accredited by the Commission on Accreditation of Allied Health

Graduate
Programs[Undergrad Program](#)[Technical Standards](#)[Faculty List](#)[FAQ](#)[Accreditation](#)**Contact Us:**

Medical College of
Georgia
Physician Assistant
Department

Room AE-1032
Phone:(706)721-3246
Fax:(706)721-3990

Photo Not Available

Shawn Gunder
MPAS, PA-C
Instructor
Clinical Director



Darcy Stribling
Adm. Spec 3



Peggy Jeffcoat
Adm. Spec 1



Ginger McGahee
Senior Adm. Secty

Education Programs.

Physician assistants in the state of Georgia practice under the provisions of the Physician Assistant Act, the Rules of the Composite State Board of Medical Examiners and an approved job description. Successful completion of the National Certifying Examination for Physician Assistants is required.

For general information regarding admission to the Physician Assistant Program or to receive an application, contact the Office of Academic Admissions:
underadm@mail.mcg.edu.

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[School of Allied Health Sciences](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Judith Stallings, jstallin@mail.mcg.edu

March 19, 2003

Medical College of Georgia

Department of Physiology

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Facility](#)

Contact Information

1120 15th St., CL-3167

Augusta, GA 30912

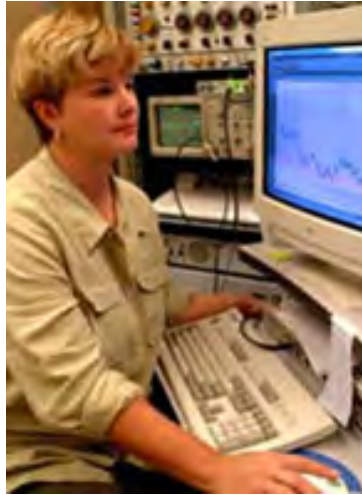
Phone: 706 721-7741

Chair: Dr. R.Clinton

Webb

Graduate Program

Dr. Michael W. Brands,

mbrands@mcg.edu


The Department of Physiology's goal is to train independent, creative, productive scholars in the physiological sciences. The department offers programs leading to the M.S. or Ph.D. degrees. A combined M.D./Ph.D. or D.M.D./Ph.D. degree program is available for students who obtain prior or concurrent admission to the Schools of Medicine or Dentistry respectively.

In all programs, extensive experience in the philosophy and performance of basic and biomedical research is stressed. By virtue of their interdisciplinary training, the department's graduates compete successfully for positions in medical schools, universities, government and industry.

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[School of Graduate Studies](#) | [Medical College of Georgia](#)
Please email comments about the homepage to [Valerie E. Smith](#).

October 24, 2002



Planned Giving

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The government encourages philanthropy through state and federal tax advantages for gifts, and MCG's Planned Giving Office can show you how to maximize the benefits of these laws.

Often these tax advantages can allow you to make a greater gift than you thought possible while benefiting your family and heirs. Many Medical College of Georgia alumni and friends have chosen planned giving as a way to perpetuate their loyal support of the university beyond their lifetimes, while realizing benefits for themselves today.

The type of asset and the way it is given to MCG determines its actual tax and financial benefits. Certain planned gift arrangements provide an opportunity to diversify holdings, turn highly appreciated assets into a gift that provides you income, and maximize tax savings.

By planning today, you may reduce or eliminate estate, inheritance, or gift taxes, providing your family the full benefits of your life's work. Certain gift plans actually increase the amount of wealth passed on to your family.

As with all financial decisions, a planned gift should be designed with care. MCG's planned giving professionals will work closely, and confidentially with you to ensure that your gift to Medical College of Georgia Foundation, Inc. achieves your individual goals and expresses your personal vision for the Medical College of Georgia.

Philanthropy Links

These web sites can help you find important information about making gifts. We encourage you to take a look at them.

[The Careful Donor](#)

[The Chronicle of Philanthropy](#)

[The Donor Bill of Rights](#)



Planned Giving Office

MCG Foundation, Inc.

Augusta, Georgia 30912

Tax ID # 58-0706796

(706)721-2121

(800)869-1113

Troy Breitmann

Director, Planned Giving

(706)721-1817

tbreitma@mail.mcg.edu

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Please email comments, suggestions or questions to:
Ian Mercier, imercier@mail.mcg.edu.

June, 2003



Position Vacancies

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- [School of Graduate Studies/Research Affairs](#)
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- [Office of the President](#)
- [Staff Position Vacancies](#)

This fiscal year, the health sciences university employed 780 faculty. More than 1,200 volunteer faculty served as clinical and adjunct faculty.

[Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Donna Hutchinson, donna@mail.mcg.edu.

January 28, 2003

Staff Position Vacancies

[Human Resources](#) | [A-Z Index](#) | [MCG Home](#)



Resumes are accepted by U.S. mail, email (ASCII text) or in person. Please send a resume (no italics, shading, bullets, underlines or graphics) and a cover letter telling us how you learned of employment opportunities at MCG and informing us of the specific position(s) you would like to apply for to:

Medical College of Georgia

[Human Resources Division](#)

Augusta, GA 30912-8100

Monday-Friday,

8:00 a.m. - 5:00 p.m.

(706)721-3081

email:

[**resume@mail.mcg.edu**](mailto:resume@mail.mcg.edu)

As required by the Immigration Reform and Control Act of 1986, ALL employees must initiate federal Form I-9 on your first day of employment.

Position vacancies are posted on Monday, Wednesday and Friday of each week.

[Administrative / Clerical](#)

[Child Care / Child Development](#)

[Computer IS / IT](#)

[Nursing / Allied Health / Other Medical](#)

[Physical Plant / Public Safety](#)

[Professional / Management](#)

[Research](#)

[Service](#)

[QIC List](#) (Qualified Internal Candidate)

[Bid Sheet](#)

see also:

[Faculty Position Vacancies](#)

[Postdoc Vacancies](#)

[MCG Georgia Correctional Health Care Job Opportunities](#)

[MCG Health, Inc. Employment](#)

MCG employees interested in a posted position have 5 working days from the date a position is posted to submit a bid form and a resume to the employment section of Human Resources. Five working days after posting, hiring departments begin considering external applicants. Bids submitted after the first 5 days may be considered along with external applicants.

Pay listed is the minimum of the pay grade. The specific amount of pay is determined when the final candidate is selected and an offer is made. Please do not contact the department about the status of your bid or application. The Medical College of Georgia offers competitive salaries and excellent fringe benefits, including 15 days paid vacation, 12 paid holidays and a modern child care facility. The Medical College of Georgia, Georgia's health

You are required to complete the upper portion of this form, in the presence of an authorized deputy of the MCG Division of Human Resources, and present proof of your identity and proof of your eligibility to work in the United States at that time.

sciences university, has Schools of Allied Health, Dentistry, Graduate Studies, Medicine and Nursing. It includes a 520-bed teaching hospital with a regional trauma center, a five-story Ambulatory Care Center and a new Children's Medical Center. MCG is a leader in the field of telemedicine, conducting consults across rural county locations; and our research facilities are among the best. MCG is an equal-opportunity employer. Women, minorities and the disabled are encouraged to apply.

In accordance with the **Clery Act of 1990**, the Medical College of Georgia makes available, upon request, its annual security report which provides campus security information concerning crime statistics, crime reporting procedures, building security, campus police, crime prevention information, policies regarding the illegal use of alcohol or drugs, alcohol and drug education programs and sexual assault programs. If you desire a copy of this report, please contact MCG Public Safety @ 721-2914.

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[Departments and Units](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Carolyn Burns caburns@mail.mcg.edu

October 02, 2003

[Student Center](#)

[Bookstore](#)

[Child Care Center](#)

[Copying Services](#)

[Vending](#)

[Express Card](#)

[Printing Services](#)

[Parking](#)

[Student Health](#)

Printing Services

The Print Shop, located in the Annex II building is open Monday through Friday from 8:00 a.m. to 5:00 p.m. and offers a full line of printing services to MCG users.

A full line of printing needs can be obtained through MCG Printing Services. Equipment in the Print Shop includes six offset presses, folding, cutting, and drilling equipment. A camera capable of reducing and enlarging original documents is also available. Color work is also performed.

Print Shop personnel are available to assist and advise departmental personnel regarding methods, preparation time requirements, paper qualities, and cost factors. Forms, brochures, books and other types of special jobs can be phototypeset. Binding of books by stitching, plastic spiral binding or perfect binding is also available.

Services are available to MCG/MCGHI campus users and authorized state agencies.

For more information, call Printing Services at (706) 721-3575.

Medical College of Georgia

Department of Psychiatry and Health Behavior

[A-Z Index](#) | [MCG Home](#) | [Site Search](#)



Peter F. Buckley, M.D.
Professor and Chairman
Department of Psychiatry
and Health Behavior

Mission: We are a team of professionals committed to discovering and providing innovative solutions to mental health problems by: educating health professionals, providing compassionate service, advancing science and inspiring a love of learning

Psychiatry and Health Behavior

- [Psychiatry Faculty](#)
- [Highlights and Achievements](#)
- [General Psychiatry Residency Program](#)
- [Child Psychiatry Residency Program](#)
- [Psychiatry Clerkship](#)
- [Psychiatry Research Program](#)
- [Psychology Residency Program](#)
- [2002-2003 Annual Report](#) (51 page PDF file)

Additional MCG links

- [Eating Disorders Program](#)
- [Employee/Faculty Assistance](#)
- [Georgia Mental Health Network](#)
- [Ongoing MCG Psychiatric Studies](#)
- [About Augusta](#)

Other Resources

- [American Psychiatric Association](#)
- [American Psychological Association](#)

[School of Medicine](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Angie Kelley, apkelley@mail.mcg.edu

September 18, 2003

Public Safety Division



[PSD Administration](#)

PSD Bureaus:

- [MCG Police](#)
- [Parking Services](#)
- [Vehicle Services](#)

[MCG Crime Statistical Information](#)

[Public Safety Updates](#)

[PSD Forms](#)

[Feedback](#)

Welcome!

The Public Safety Division would like to extend to you our greetings. We hope the information presented on our Website will be informative and helpful.

Mission

The men and women of the Public Safety Division are dedicated to service excellence through partnerships designed to reduce crime, and create a safe and secure community environment in which the Medical College of Georgia may achieve its mission of education, research, and patient care. The Division is committed to delivering quality services to our community in an effective, responsive and professional manner.

Profile

The Public Safety Division was organized in 1973, to provide professional law enforcement and occupational safety programs for the Institution. Today, the division is a multi-functional organization consisting of an administrative section and three service bureaus that provide **Parking, Police, and Vehicle Services** for the Medical College of Georgia.

The Public Safety Division operates under the auspices of the Vice President of Administration.

Contact Information

If you have any questions or comments about the Public

Safety Division or the services we provide at the Medical College of Georgia please let us know.

Telephone: (706) 721-2914

Fax: (706) 721-1255

Postal Address: Medical College of Georgia
Public Safety Division
Attn: ([Name, Title or Section](#))
HT-2321
524 15th Street
Augusta, Georgia 30912-7500

Business Hours: 8:00 AM - 5:00 PM, Monday - Friday,
except holidays (EST).

Additional contact information may be obtained from our [PSD Staff Directory](#) page.

Thank you for visiting ...

Public Safety's Website!

[Departments and Units](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Ernest Black, eblack@mail.mcg.edu.

September 24, 2003

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Listing](#)[Frequently Asked
Questions](#)[Vendor Diversity Initiative](#)[Minority Supplier Directory](#)[Forms / Procedures](#)[MCG Administrative
Policies and Procedures](#)[State Purchasing
Website:](#)[State Contracts](#)[Vendor Manual](#)[Vendor Registration](#)[Vendor Bid](#)[Opportunities](#)

Medical College of Georgia
Purchasing Department
Augusta GA 30912
Help Desk (706) 721-2424
Main Fax (706) 721-9164

Purchasing

WE ARE A TEAM! The Purchasing Department is dedicated to providing quality value-added service to our customers. We provide this service by developing an understanding of our customers' needs and forming business partnerships with our customers.

Our mission is to purchase supplies, equipment and services at the lowest total life cycle cost to the institution. While obligated to work within applicable state purchasing laws and the Board of Regents policies and procedures, we remain flexible and innovative in our approach to purchasing.

We hope you will find our web site to be a useful and valuable tool in your business relationship with the Medical College of Georgia and the Purchasing Department. Enjoy your visit!

[Linda Schaffer](#), Procurement Manager

Location: Building/Room HSB-328 A (706) 721-2213

[Supply Administration](#)

[Departments and Units](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Sharon Gay, sgay@mail.mcg.edu

August 13, 2003

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Radiation Safety Office

Research

[Application For Non-Human Use of Radioactive Material \(PDF File\)](#) [Radiation Registration Form/ Pregnant Worker's Guide \(PDF File\)](#)

Douglas L. Watson
Assistant Director EH&S

[Radiation Safety Guide](#)

[Laboratory Spill Procedure](#)

[Laboratory Safety Rules](#)

[Receipt of Packages](#)

[Commonly Used Isotopes](#)

[Instructional Guide to Weekly Laboratory Surveys](#)



[Biological Safety](#)



[Chemical Safety](#)



[EHOS](#)

Clinical

[Therapy Safety Guide](#)

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[I-131 Patient Guide](#)

[Cs-137 Patient Guide](#)



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Radioactive Waste

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[Radiation Safety](#)

[Radioactive Waste Minimization Techniques](#)

[Waste Minimization Plan](#)

[EH&S Training](#)

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Training

[Current Newsletter](#)

[Radiation Safety Training](#)

[Past Newsletters](#)

Radiation Safety Staff

[Feedback](#)

[Staff](#)

The Radiation Safety Office is open Monday - Friday, 8AM - 5PM. We are located behind the Hamilton building next to the parking deck on RA Dent Blvd., CI-1002. Telephone: (706)721-9826, Fax: (706)721-9844. After hours we have an answering machine that will take your message or you may try to contact the on call Radiation Safety Technologist at (706)723-7095. In case of emergency after hours, call MCG campus police at (706)721-2911

Links of Interest

[ICN Pharmaceuticals](#)

[U.S. Nuclear Regulatory Commission](#)

[NEN Dupont Life Sciences](#)

[Radiation and Health Physics](#)

[Amersham Life Sciences](#)

Download [Adobe® Acrobat® Reader®](#) to access PDF files.

**Mailing Address:
Environmental Health
and Safety Division
1405 Goss Lane
Bldg. CI-1002
Augusta, Georgia 30912**

**Main Office Phone
Number:
706.721.9826**

[Biological Safety](#) | [Chemical Safety](#) | [EHOS](#) | [Fire Safety](#) | [Radiation Safety](#) | [EH&S Training](#)

[Environmental Health and Safety](#)
[Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Byron C. Brown, byronb@mail.mcg.edu.

September 26, 2003

Medical College of Georgia

Department of Radiologic Sciences

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[Introduction to the Radiologic Sciences](#)

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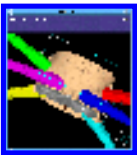
[Mission and Goals Statement](#)

[Program Information and Majors Offered](#)

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[Radiation Therapy](#)

[Student Guidelines](#) (download [Acrobat Reader 5](#) to view this file)

[Student Financial Aid Guide](#)

[Frequently Asked Questions](#)



[Dosimetry](#)

[Faculty and Staff](#)

[RadScape](#)



[Diagnostic Medical Sonography](#)

[Contact Information](#)



[Links 2Go Medical Institutions](#)

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[School of Allied Health Sciences](#) | [Medical College of Georgia](#)
Please email comments, suggestions or questions to:
Debbie Percival, dpercival@mail.mcg.edu
August 01, 2003



RadScape

***A collaborative venture between students, faculty, and clinical staff
in the Department of Radiologic Sciences***

- [Nuclear Medicine](#)
- [Sonography](#)
- [Radiation Therapy](#)
- [Department of Radiologic Sciences](#)
- [Admissions](#)
- [Application](#)
- [Mission](#)
- [Patient Links](#)
- [HIPAA at MCG](#)

[Enrolled Students Bulletin Board](#)

[Job Board](#)

[Update Alumni Database](#)

COLLABORATIVE NM/PET TEACHING CASES

[Tips for Applicants for 2004](#)

[Scholarships](#)

[RADIOGRAPHY PROGRAM TO BE SUSPENDED MAY 2004](#)

(Nuclear Medicine Technology, Sonography, Radiation Therapy, and Dosimetry still to be offered)



[Radiologic Sciences Grad Angela Moon Wins 2003 John Beard Award](#)

[C.A.R.E. BILL INTRODUCED](#)

[Occupational Outlook](#)

[International Students](#)

[Discipline Technical Standards](#)

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[RADIATION DISASTER PREPAREDNESS](#)

[Internet Resources](#)

[Hospitals in Georgia](#)



[Becca's Legacy](#)

Professional Organizations

[School of Allied Health Sciences](#) | [Medical College of Georgia](#)

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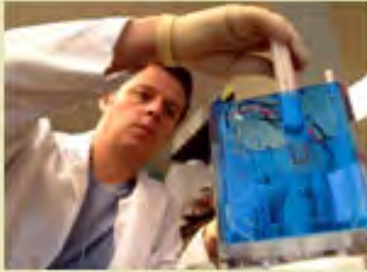
Please email comments, suggestions or questions to:

Mimi Owen, mowen@mcg.edu

September 05, 2003

Research at the Medical College of Georgia

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[Animal Care
& Use](#)

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Bioinformatics](#)

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Programs](#)

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Research... The Medical College of Georgia (located in Augusta, Georgia's [second largest city](#)) has a strong commitment to providing an environment to foster research growth in the health sciences. Our [Biomedical Research Council](#) is working to develop strategies to promote research throughout our health sciences university ([Growing Research at MCG](#)).

MCG is creating copyright and technology transfer initiatives to increase intellectual property and patent activity ([Technology Transfer and Economic Development](#)). MCG provides research opportunities for [undergraduate students](#), has a wide array of [masters](#) and [doctoral](#) programs, and has a well-staffed [International and Postdoctoral Services Office](#).

The [Institutional Faculty List Online](#) cites faculty members' research interests and provides a direct link to PubMed for easy access to publications of our faculty. Information can also be found on core [facilities](#) and [services](#), details about MCG [research institutes and centers](#), research-related policies, funding opportunities for [extramural](#) and [intramural](#) grants, and other research support.

The [Office of Clinical Investigative Services](#) is the initial point of contact for corporate sponsored research at the Medical College of Georgia and MCG Health Systems. The Office assists physicians, faculty and staff pursue clinical investigation, improve the overall quality of research, and facilitate new clinical investigation at MCG and MCG Health Systems.

To learn more about the types of research at MCG, see our latest edition of [MCG Tomorrow](#).

Matthew J. Kluger, PhD, MBA
Vice President for Research
& Dean of the School of Graduate Studies

[Medical College of Georgia](#)

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Please call or email comments, suggestions or questions to
Dr. Matthew Kluger, (706) 721-6900, mkluger@mail.mcg.edu.
September 09, 2003

Medical College of Georgia

Research & Education Services

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R & E Services

- [Laboratory Equipment](#)

- [Central Supply](#)



R & E Services' Administrative Staff:
Terry R. Good, Lorain S. Jarrett



Laboratory Equipment Services



Central Supply Services

Research & Education Services (R & E Services) is a department of the School of Medicine's Dean's Office. R & E Services consists of facilities management within the School of Medicine, Laboratory Equipment Services and Central Supply Services. Laboratory Equipment Services and Central Supply Services are available to campus, hospital and other state authorized institutions.

The mission of R & E Services is to provide continuity, maintenance and management of the School of Medicine's facilities, laboratory equipment and central supply services. Through this mission, R & E Services assists researchers, faculty, students and staff in developing valuable research, fulfilling educational goals and achieving professional excellence.

R & E Services' administrative staff consists of a Facilities Coordinator and an Administrative Coordinator. In conjunction with the short-term and long-term goals of the School of Medicine, the administrative staff assists the Dean of the School of Medicine and the Director of Operations, with the development of space plans, and proposed renovations for research and educational facilities. R & E Services also ensures teaching facilities and equipment are current with the latest technology.

Laboratory Equipment Services (LES) provides prompt, reliable maintenance and repair service for various types, makes and models of equipment and instrumentations required for research. The LES section can also provide advisement for proper usage of modern laboratory equipment and technical devices.

Central Supply Services (CSS) is readily available to assure, proficient care and distribution of essential items needed for testing and scientific experimentation. The CSS maintains an adequate supply of liquid nitrogen, chemicals and other materials for distribution and utilization as required for various projects and procedures.

R & E Services is located on the 2nd floor of the Carl T. Sanders Research & Education Building, Room 2340 (CB-2340).

For assistance and additional information, please contact:

- Terry Good, Facilities Coordinator, tgood@mail.mcg.edu
- Lorain Jarrett, Administrative Coordinator, ljarrett@mail.mcg.edu (706)721-3938

[School of Medicine](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

Lorain S. Jarrett, ljarrett@mail.mcg.edu

Coordinator, Research & Education Service

August 27, 2001

Contact Information

GME Office, AE-3042
Medical College of GA
1120 15th Street
Augusta, GA 30912
706 721-3052

Holly Walp

hwalp@mcg.edu

Lynette Brege

lynette@mcg.edu

Elizabeth Forney

eforney@mcg.edu

General Information

- ▶ [Residency Programs](#)
- ▶ [Application for Graduate Medical Education](#)
(3 page PDF file)
- ▶ [ERAS, Electronic Residency Application Service](#)
- ▶ [General Residency Information](#)
- ▶ [Benefit Plan Summary](#) (17 page PDF file)
- ▶ [General Teaching Sites](#)
(VA & University Hospital)
- ▶ Composite State Board of Medical Examiners:
 - [Georgia Medical License](#)
 - [Georgia License Reimbursement Form](#) (1 page interactive PDF form)
 - [Waiver letter](#) (1 page RTF file, download and open with a word processor)
 - [Transcript Request:](#)

Residency Programs

Medical College of Georgia
Augusta, Georgia 30912

[Anesthesiology and Perioperative Medicine](#)

Susan Dawkins, sdawkins@mcg.edu

[Emergency Medicine](#)

Yvonne Booker, ybooker@mcg.edu

[Family Medicine](#)

Julie Hammond Hixon, residency@mcg.edu

[Internal Medicine](#)

Diana Duva, medresident@mcg.edu

Medicine - Subspeciality

[Allergy/Immunology](#)

Joanie Fichtel, jfichtel@mcg.edu

[Cardiology](#)

Brenda Floyd, bfloyd@mcg.edu

[Dermatology](#)

Kim Monroe, kmonroe@mcg.edu

[Endocrinology/Nutrition](#)

Lynnette Ellison, lellison@mcg.edu

[Gastroenterology/Hepatology](#)

Jann Leverett jannl@mcg.edu

[General Internal Medicine](#)

Liz Jones, lizjones@mcg.edu

[Hematology/Oncology](#)

Elizabeth Jones, eljones@mcg.edu

[Infectious Diseases](#)

USMLE

- Transcript Request:

Federation of State

Medical Boards

- National Board Medical

Examinations

- National Osteopathic

Boards Examination

- USMLE:

<http://www.usmle.org>

- Prepare for USMLE

- USMLE Test Sites:

<http://www.prometric.com>

<http://www.2test.com>

- ECFMG Verification

Service for State Medical

Boards

▶ Housestaff Manual

▶ Policies & Procedures:

- Housestaff

- MCG Administrative

- MCGHI Policies

- Information Confidentiality and

Systems Usage Agreement

▶ Program Coordinator

Information and Forms

▶ Office of Recruitment and

Retention

▶ International and

Postdoctoral Services

Office (IPSO)

WWW Resources

▶ Educational Commission

on Foreign Medical

Graduates (ECFMG)

▶ Request for Permanent

Validation of ECFMG

Certificate (2 page PDF

file)

Jennifer Carmichael, jcarmichael@mcg.edu

Nephrology

Amanda Schwehofer, aschwehofer@mcg.edu

Pulmonary and Critical Care Medicine

Carol Poston, carolp@mcg.edu

Rheumatology

Shawnda Claxton, sclaxton@mcg.edu

Neurology

Barbara Barton, bbarton@neuro.mcg.edu

Neurosurgery

Ashley Davis, asdavis@mcg.edu

Obstetrics and Gynecology

Kathy Kline, kkline@mcg.edu

Ophthalmology

Mary Crowley, macrowle@mcg.edu

Otolaryngology

Nancy Edenfield, nedenfie@mcg.edu

Pathology

Shannon Williford, swillifo@mcg.edu

Pediatrics

Sheryll Maddox, smaddox@mcg.edu

Pediatrics - Subspeciality

Allergy/Immunology

Joanie Fichtel, jfichtel@mcg.edu

Cardiology

Elizabeth Haynes, ehaynes@mcg.edu

Critical Care

Lucinda Smith, lsmith@mcg.edu

- ▶ [ECFMG® Certification Verification Service \(CVS\)](#)
- ▶ [ECFMG Change of Address Form](#) (2 page PDF file)
- ▶ [INS Change of Address form](#) (1 page Interactive PDF form)
- ▶ [Accreditation Council for Graduate Medical Education \(ACGME\)](#)
- ▶ [TOEFL](#)
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Directories and Maps

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- ▶ [Campus Map](#) and [Virtual Campus Tour](#)
- ▶ [About Augusta, Georgia](#)
- ▶ [Augusta Community Links](#)

Neonatology

Karen McGraw, kmcgraw@mcg.edu

Psychiatry

Angie Kelley, apkelley@mcg.edu

Psychiatry - Subspeciality

[Child & Adolescent Psychiatry](#)

Angie Kelley, apkelley@mcg.edu

Radiology

Diagnostic Radiology

Miriam Bockhold, mbockhol@mcg.edu

Surgery - General

Suzanne Moon smoon@mcg.edu

Surgery - Subspeciality

[Orthopaedic](#)

Ruby Parker, rparker@mcg.edu

[Plastic](#)

Kathy Bowman, kbowman@mcg.edu

Thoracic

Debra Clark, declark@mcg.edu

[Urology](#)

Olivia Mitchell, omitchel@mcg.edu

Dentistry - [Advanced Education](#) (Residency Programs)

Paula Harwell, paulahar@mcg.edu

Goodbye ...
to our Class of
2002



We'll Miss You !!

Anthony Massey, Shawnte Crawford, Clarence Godfrey, John Stewart, Stephen Leatherwood, Benjamin Hamby, Erica Mitchell, Vanessa O'neal, Alyssa Paetau, Torre Northcutt, Patience Dradick, and Abenet Sileshi

For more information link to the [Respiratory Therapy Program](#).

Welcome!!
Class of 2004



Back – Front, Left – Right: Ginger Maddox, Dee Ely, Douglas Pawlowsky, Andrew Lowery, Wanda Oates, Mitzi Cardona, Nicole Sistrunk, Dianna Quinn, and Moronica Jackson

**Continuing Education
Activities
and Information:**

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[Policies and Procedures](#)

[Privacy Statement](#)

[Registration Forms](#)

[Special Events](#)

Contact Us:

(706) 721-3967

(800) 221-6437

Fax: (706) 721-4642

squick@mail.mcg.edu

Continuing Education Allied Health Professions 2003

[Oral Manifestations of HIV Infection](#)

Internet/web Course

[Current Views in Allergy and Immunology, 2002-2003](#)

Correspondence course

Series of six presentations by nationally known speakers.

[Current Views in Allergy and Immunology, 2003-2004](#)

Correspondence course

Series of six presentations by nationally known speakers.

Do you want to conveniently learn about future continuing educational activities? Visit the [Additional Information page](#).

[Continuing Education Homepage](#) | [Medical College of Georgia](#)

**Continuing Education
Activities
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- [Privacy Statement](#)
- [Registration Forms](#)
- [Special Events](#)

Contact Us:

(706) 721-3967
(800) 221-6437
Fax: (706) 721-4642
squick@mail.mcg.edu

**Continuing Dental Education
2003-2004**

[17th MCG/AAID® Maxi-Course #101](#)

February-December, 2003

Course Directors: Dr. Roman Cibirka and Dr. Edward Mills
Medical College of Georgia, Augusta, GA and Westin Atlanta
North,
Atlanta, GA

[Pedo at the Beach](#)

October 17-19, 2003

Course Director: Steven M. Adair, D.D.S., M.S.
Crowne Plaza Resort, Hilton Head, SC

[Dental Update For the General Practitioner #111](#)

October 24-26, 2003

Course Director: Dr. Roman Cibirka
Brasstown Valley Resort, Brasstown Bald, GA

[10th Annual Wilmer B. Eames Lecture Series #112](#)

November 15-16, 2003

Course Director: Dr. Roman Cibirka
Westin Atlanta North, Atlanta, GA

[Last Chance Continuing Dental Education #113](#)

December 11-12, 2003

Course Director: Dr. Roman Cibirka
Medical College of Georgia, Augusta, GA

[School of Dentistry Implant Fellowship](#)

July 2003 - May 2004

Medical College of Georgia, Augusta, GA

[Warm Gutta-Percha](#)

February 27-28, 2003

MCG

[MCG/AAID Maxi Course in Implant Dentistry](#)

March 2004

MCG

[MCG/AAID Maxi Course in Implant Dentistry](#)

April 2004

MCG

[Goldstein Lecture Series](#)

April 23, 2004

Radisson Riverfront Hotel, Augusta

[MCG/AAID Maxi Course in Implant Dentistry](#)

May 2004

MCG

[MCG/AAID Maxi Course in Implant Dentistry](#)

July 2004

Atlanta Westin

[19th Annual Symposium on General Dentistry](#)

July 2-8, 2004

King & Prince, St. Simon's Island, GA

[Clinical Anatomy of the Head and Neck](#)

July 9-12, 2004

Augusta, GA

[MCG/AAID Maxi Course in Implant Dentistry](#)

August 2004

Atlanta Westin

[MCG/AAID Maxi Course in Implant Dentistry](#)

September 2004

Atlanta Westin

[MCG/AAID Maxi Course in Implant Dentistry](#)

October 2004

Atlanta Westin

[Dental Update](#)

October 22-24, 2004

Brasstown Valley, Young Harris, GA

[MCG/AAID Maxi Course in Implant Dentistry](#)

November 2004

Atlanta Westin

[MCG/AAID Maxi Course in Implant Dentistry](#)

December 2004

Atlanta Westin

[Oral Manifestations of HIV Infection](#)

Online Continuing Education Course

Course Director: Dr. Joseph Konzelman

CREDIT



The Medical College of Georgia School of Dentistry is an ADA CERP Recognized Provider. ACDE Approved, AGD Accepted National Sponsor; FAGD/MAGD Credit, 01/01/1993-12/31/2002.

Do you want to conveniently learn about future continuing educational activities? Visit the [Additional Information page.](#)

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Richard Woodring, rwoodrin@mail.mcg.edu

September 08, 2003

**Continuing Education
Activities
and Information:**

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[Correspondence](#)

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Contact Us:

(706) 721-3967

(800) 221-6437

Fax: (706) 721-4642

squick@mail.mcg.edu

**Continuing Medical Education
2003-2004**

- [Current Views in Allergy and Immunology, 2003-2004](#)
July 2003 -June 2004
Correspondence course
- [Physician's Guide to Practice Management](#)
Correspondence Course
Westin, Savannah, GA
- [Transcranial Doppler
Ultrasound and Imaging in Children with Sickle Cell
Disease](#)
September 18-20, 2003
Kiawah Island Resort, SC
- [Consequence Management 2003 \(CM03\)](#)
September 20-26, 2003
Fort Gordon, Augusts, GA
- [Neonatology - The Sick Newborn](#)
October 1-3, 2003
Hyatt Regency Hotel, Savannah, GA
- [Neurology for the Non-Neurologist](#)
October 4, 2003
Athens, GA
- [The Masters of Otolaryngology Annual Symposium:
Advances in Rhinology-Sinus Surgery](#)
October 10-11, 2003
MCG Auditoria Center
- [Mini-Medical School - Semester I](#)
October 14, 21, 28 and Nov. 4, 11, 18, 2003
Augusta, GA
- [Pediatric Advanced Life Support \(PALS\) Instructor](#)
October 15-17, 2003

- [Pediatric Advanced Life Support \(PALS\) Provider](#)
October 16-17, 2003
- [Special Needs Child](#)
October 23-24, 2003
Sheraton Augusta Hotel
- [Primary Care Issues in Endocrine, Renal & Metabolic Disease](#)
October 23-26, 2003
Brasstown Valley Resort, Young Harris, GA
- [Mini-Medical School - Semester II](#)
Dates To Be Announced
Augusta, GA
- [Augusta Brain Injury Seminar on Stroke](#)
November 7, 2003
Radisson, Augusta, GA
- [Daily Anesthetic Challenges](#)
June 9-13, 2004
Kiawah Island, SC
- [Internal Medicine](#)
June 27-July 3, 2004
Cloister/Sea Island, GA
- [Obstetrics and Gynecology \(OB/GYN\)](#)
July 11-15, 2004
Cloister/Sea island, GA
- [Neurology for the Non-Neurologist](#)
July 21-25, 2004
Cloister/Sea Island, GA
- [GI Disorders](#)
July 25-30, 2004
Cloister/Sea Island, GA
- [Critical Care Medicine](#)
August 1-6, 2004
Cloister/Sea Island, GA
- [General Surgery](#)
August 8-13, 2004
Cloister/Sea Island, GA
- [Sleep Disorders](#)
August 18-22, 2004
Cloister/Sea Island, GA

- [Oral Manifestations of HIV Infection](#)
Internet/web Course

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Lynn Thigpen, lbthigpen@mail.mcg.edu

September 24, 2003

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- [Correspondence](#)
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- [Privacy Statement](#)
- [Registration Forms](#)
- [Special Events](#)

Contact Us:

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squick@mail.mcg.edu

**Continuing Education
Nursing Professions
2002**

[Oral Manifestations of HIV Infection](#)

Internet/web Course

[Pediatric Advanced Life Support \(PALS\) Provider](#)

August 21-22, 2003
October 16-17, 2003
MCG, Augusta

[Consequence Management 2003 \(CM03\)](#)

September 20-26, 2003
Augusta and Atlanta

[Pediatric Advanced Life Support \(PALS\) Instructor](#)

October 15-17, 2003
MCG, Augusta

[Orthopaedic Nursing](#)

October 1-3, 2003
Savannah, GA

[Neonatology - The Sick Newborn](#)

October 1-3, 2003
Hyatt Regency Hotel, Savannah

[Special Needs Child](#)

October 23-24, 2003
Sheraton, Augusta

Beta Omicron

March 11-12, 2004
Sheraton, Augusta

[Current Views in Allergy and Immunology, 2003-2004](#)

Correspondence course
Series of six presentations by nationally known speakers.

Do you want to conveniently learn about future continuing educational activities? Visit the [Additional Information page](#).

[Continuing Education Homepage](#) | [Medical College of Georgia](#)

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Richard Woodring, rwoodrin@mail.mcg.edu

September 17, 2003



2004 State Charitable Contributions Program

The Medical College of Georgia is proud to continue its annual support of the State Charitable Contributions Campaign.

This 2004 campaign, "Help Build A Better Tomorrow -- By Reaching Out Today," will be held Sept. 11- Nov. 14. A campaign kick-off celebration will be held Sept. 11 at 11 a.m. in the Large Auditorium of the MCG Auditoria Center.

The goal for MCG's campaign is \$100,000. All employees and retirees will be mailed an information packet, which includes a list of charities involved.

For more information, contact Director of Supply Administration James Harris, chair of this year's campaign, at (706) 721-2619.

- [About the Campaign](#)
- [Frequently Asked Questions](#)
- [Participating Charities](#)
- [Local 2004 Agencies](#)
- [University Pledge Form](#)
1 page PDF form



[State of Georgia
Purchasing Contracts](#)

[Managed Software
Distribution \(MSD\)](#)

[Dell Quotes](#)

Welcome to the ITD State Computer Resources Page

MCG maintains several contracts with various companies. These, in turn allow you to benefit from great resources at discounted contract prices.

The links on this page provide valuable information such as what is on state contract, vendor names, and other pertinent contract information. Some of the links will also take you to the home pages of companies and vendors.

Before ordering equipment or products, you may want to take a look at the Technology Standards to make sure the system, equipment or software that you order will be supported.

[Information Technology Division](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Caroline Cox ccox@mcg.edu
July 11, 2003

Medical College of Georgia

Division of Student Affairs

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[Tuition/Fees](#)
[Student
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[Student Health](#)
[Housing](#)


Student Affairs

- [Career Services](#)
- [Student Diversity](#)
- [Student Housing](#)
- [Wellness Center](#)

The responsibilities of health professionals in our society make it imperative that students learn to work with people and develop leadership skills, as well as learn factual material. The Division of Student Affairs attempts to provide opportunities for students' professional growth in human relationships and leadership development through its many services. From this premise, the following purpose of the Division of Student Affairs has been developed:

Provide students with services that facilitate pursuit of their formal professional education and assist them in their professional growth.

The purpose of the division is achieved through these commitments:

- Provide opportunities for the personal and professional development of students. The many changes facing health professionals and our society make it imperative that students of these professions develop themselves totally and learn to work with people in all human relationships, as well as learn factual material.
- Provide students with services that will help them pursue their formal professional educations. Well-developed services for students enhance the probability that the students using these services will have more time and energy to spend on the formal academic and clinical aspects of their education.
- Perform those student affairs functions necessary to promote and strengthen a sense of community among the students, faculty and administrative staff of the Medical College of

[Student Affairs Staff](#)
[Student Handbook](#)
[Student Pictorial
Directory](#)
[Student Health
Insurance
Certification
Requirement](#)

Georgia. The university is a community composed of thousands of people. A dynamic, growing academic community requires a broad base of community participation in policy development, effective communication among all groups, realistic standards of behavior and mutual respect among everyone at the university.

The Division of Student Affairs, in fulfilling these purposes, administers a variety of student services and programs.

Division of Student
Affairs
Medical College of
Georgia
1120 Fifteenth St.,
DA-206
Augusta, GA 30912-
7325
Tel: 706.721.3356
Fax: 706.721.2134

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
David Wardlaw, dwardlaw@mail.mcg.edu

August 22, 2003

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Medical College of Georgia

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On-Line Student Billing / Calendar

School	Web Bill Available	Registration	Classes Begin	Late Fees Begin
Fall Semester 2003				
Allied Health (new/cont.)	August 15	Aug 21/Aug 20,22	August 25	August 23
Nursing (continuing)	August 15	Aug 20,22	August 25	August 23
New RN/BSN	August 15	August 19	August 25	August 23
New Nursing (BSN)	August 15	August 20	August 25	August 23
Graduate Studies (new/cont.)	August 15	Aug 20/Aug 20,22	August 25	August 23
Medicine (Phase I)	August 1	August 7	August 11	August 11
Medicine (Phase II)	August 1	August 8	August 11	August 11
Medicine (Phase III)	August 1	August 8	August 4	August 11
Dentistry (new/cont.)	August 15	Aug 20/Aug 20,22	August 25	August 23

Student Bills on the Web

Students can access their most recent billing information on the Internet by clicking the link below "Access Student Billing System", entering their SSN and a pin number. If you do not currently have a PIN number, you may create one on the billing system page.

[ACCESS STUDENT BILLING SYSTEM](#)

If you are a continuing student, you may then either call the Cashier's office to pay by credit card (we do not accept American Express), or you may come by and pay in person from 8AM-5PM Monday through Friday. If you come by the Cashier's office outside of those hours, or do not want to stand in line, there is a payment form with a secure drop box just outside the Cashier's office allowing you to make your payment by cash, check, or charge.

Students with Financial Aid

If you are supposed to receive a financial aid check at registration, it will be mailed to your MCG box by the afternoon of registration day. Financial aid checks are not released until registration day. Even if you are due to get a check back, you should always check the web or call the cashier's office to make sure your fees have been paid. If you wish to have your check mailed elsewhere, please notify the Cashier's office in advance.

Students Off Campus and Internet Students

Anyone who is enrolled as a student at MCG can access his or her bill online.

New Students

New students may review their bills online, but must register in person on registration day, including being cleared by the registrar's office.

(**Important Telephone Numbers**)

Fees	Cashier's Office	706-721-2926
Course Schedule	Registrar's Office	706-721-2201
Financial Aid	Financial Aid Office	706-721-4901
Student Health Insurance	Student Health	706-721-3448

[Information for Current Students](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Beth Welsh, bwelsh@mail.mcg.edu
August 12, 2003

[Information For
Prospective Students](#)

[Information for Enrolled
Students](#)

[Division of Student
Affairs](#)

Student Complaint Procedure

Any student wishing to make a formal complaint at the institution is asked to do so by putting the complaint in writing. The written complaint should be submitted to the Director of Student Affairs (Student Center, DA-211). The director will then forward the complaint to the appropriate administrator for response.

[Student Affairs](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
David Wardlaw, dwardlaw@mail.mcg.edu.

May 30, 2003

Office of Student Diversity

Services and Programs

[International Student and Scholar Advisement](#)

[Minority Academic Advisement Program \(MAAP\)](#)

[Fort Valley State University - MCG Pipeline Initiative](#)

[Useful Links](#)



The Office of Student Diversity provides a range of services in support of MCG's commitment to:

- Cultural, ethnic, racial and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic and global society.
- A teaching/learning environment that leads to a diverse and well prepared student body.
- A shared responsibility for meeting the health care needs of a widely dispersed and highly diverse population.

Office Staff

[Beverly Y.M. Tarver](#)

Director of Student Diversity

Yvonne C. Livingston

Senior Administrative Secretary

Contact Us

Office of Student Diversity
Medical College of Georgia
1120 Fifteenth St., DA-237
Augusta, GA 30912-7303
USA

diversity@mcg.edu

706.721.2821, office
706.721.2134, fax



News You Need To Know...

SEVIS Form DS-2019 and Form I-20

Effective August 1, 2003, all J-1, J-2, F-1 and F-2 international visitors must have the new Student Exchange Visitor Information System (SEVIS) form appropriate for their program. Available since February 2003, a bar code and identification number unique to each international visitor distinguish new forms. Dependents now have their own forms with a unique SEVIS identification number.

Each visitor employed by MCG should provide a copy of their new form to MCG Human Resources as soon as possible. Each visitor enrolled at MCG as a student should provide a copy of the new document to the registrar. As of August 1, 2003, non-SEVIS DS-2019, IAP-66, and I-20 are invalid. The visitor should maintain a file for all of the old form(s). Do not discard the old forms.

If you are an employee, student or dependent in status as a J-1 Exchange Visitor, a J-2 dependent, a F-1 student, or an F-2 dependent and do not have the SEVIS form please contact the Office of Student Diversity as soon as possible.

[Student Affairs](#) | [Medical College of Georgia](#)

Please email comments or suggestions to diversity@mcg.edu

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August 29, 2003



Student Government Association of the Medical College of Georgia

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Constitution and Bylaws

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Board of Regents Statement on
Student Conduct



Daniel McKinney
President

MP8364MD@students.mcg.edu



Brett Langston
Vice President

blangstonDE@students.mcg.edu



Kyle Shaddix
Secretary

kshaddixMD@students.mcg.edu



Philip Jones
Comptroller

pjonesMD@students.mcg.edu

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Sexual Harassment Policy

[Appendix D](#)

Student Procedures for Filing
Discrimination and Harassment
Complaints

[Appendix E](#)

Sexual Assault Policy

[2003-2004 Academic Calendar](#)

[Staying Well](#)

Welcome to the Medical College of Georgia.

As your elected student government officers, we'd like to say hello and invite you to call on us with any questions, concerns, thoughts or suggestions you have about the 2003-2004 academic year.

The tension and stress that students at MCG undergo is legendary. However, the Student Government Association (SGA) provides diversion and relief by sponsoring various athletic and social events. In addition to flag football, basketball, softball, volleyball and soccer, we have recently expanded our intramural sports program to include some non-traditional sports such as wiffleball, dodge ball, racquetball and 3-on-3 basketball. TGIF, one of our more popular social events, is held once a month and provides the opportunity for all students at MCG to meet outside of the classroom. Food and beverages are provided free of charge at TGIF parties. We look forward to providing a wide array of entertainment at TGIF's including live music, DJ's and the potential of including hypnotists, karaoke and trivia.

We are excited about the recent opening of our multi-faceted Wellness Center. Located here at MCG, it includes an indoor basketball court, a running/walking track, weight machines, free weight areas and aerobic exercise equipment. Aerobics classes are offered free of charge. Additionally other instructional classes such as dance, pilates, yoga and martial arts will be offered.

Please don't sit idly by and watch things happen. Get involved and become a part of the future of MCG. The SGA provides many opportunities for leadership. Your opinions are important to us. With your help, the year promises to be exciting and rewarding. If you would like more information on how to get involved or would like to speak with any of the SGA officers, please contact the SGA office at 721-3357.

Sincerely,

A handwritten signature in black ink, appearing to be a stylized name, possibly "D. [unclear]".

Daniel C. McKinney
President

[Information For Current Students](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
David Wardlaw, dwardlaw@mail.mcg.edu

August 14, 2003

[Grade Policies](#)

[School of Medicine
Evaluations](#)

On-line Grade Report

To access your grades, you will need your **nine-digit student number** (usually your Social Security Number) and a **Personal Identification Number (PIN)**. Grades available on-line are updated each day at approximately 6:00 p.m.

The grade reporting system has been tested with numerous browsers and works most consistently with Microsoft Internet Explorer and with Netscape through version 4.7. We suggest that you use one of these browsers to access your grade report.

If you already have a PIN for student billing or clerkship evaluation systems, enter your student number and PIN below. Date of birth is not necessary.

If you do not have a PIN, you may establish a PIN here for grade reporting and other reporting systems. Enter your student number, a four-digit PIN and the date of birth in MMDDYYYY format. After you click "Submit," additional instructions will follow.

In order to print your grade report, you will need to set the printer to landscape mode after your grades appear.

Student Number

PIN

Birth Date

ONLY if establishing a PIN

(Format = MMDDYYYY)

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2003-2004

MCG Student Handbook

UPDATE IN PROGRESS

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Board of Regents Statement on
Student Conduct

Dear Students:



I am pleased to welcome you to the Medical College of Georgia, a freestanding, public academic medical center with a rich past and a promising future. Over the past 175 years, the faculty of the Medical College of Georgia have educated more than 27,000 health care professionals. From our first class of four students to a current enrollment of more than 2,000,

MCG's mission has remained constant - to improve health and reduce the burden of illness in society by discovering, disseminating, and applying knowledge of human health and disease.

You begin your education at the Medical College of Georgia at a time of extraordinary scientific opportunity. Private and public funding for basic and clinical research has reached unprecedented levels. Advances in the biomedical sciences are transforming our society.

You also begin your education at a time of extraordinary societal need. While the health status of Americans has increased dramatically in recent years, alarming disparities exist among rural populations and among racial and ethnic minorities. As health care practitioners, we must make improvements in health care access and service delivery to

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improve the health status of all Americans. The Medical College of Georgia has made significant strides to improve access to care for Georgia's under represented and disadvantaged populations. We're still not where we want to be, but we will continue our efforts in this important area.

Georgia, indeed many states, is experiencing a serious shortage of nursing and allied health professionals. Physical therapists, occupational therapists, respiratory therapists, health information administrators, and physician assistants are among the health care fields projected to experience the highest percentage of growth in Georgia over the next five years. Of the 20 fastest growing occupations in the state, half are in the health services industry. The Medical College of Georgia is also doing its part to address these demands by increasing enrollment every year and adding a number of new academic programs.

This really is an exciting time to embark upon a career in health care or biomedical research. When you graduate, you will be expert practitioners - ready to tackle complex medical problems and biomedical mysteries. You also will be prepared for lifelong learning. To keep pace with the rapid advances in biomedical sciences, you must always be a student at heart.

The Medical College of Georgia is a community of healers, of teachers, of discoverers. You - our students - are the important members of that community. I wish you the best of luck in your studies. Thank you for entrusting your professional education to the Medical College of Georgia.

Sincerely,

A handwritten signature in black ink that reads "Daniel W Rahn". The signature is written in a cursive, flowing style.

President

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[Information For Current Students](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
David Wardlaw, dwardlaw@mail.mcg.edu

August 14, 2003

Student Health Service (SHS)

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Take a look around to learn more about SHS and what we have to offer our students. We are currently located in Pavilion II. Our address is AF-1040; Augusta, GA 30912-9070.

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[Student Health](#)

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[Certification](#)

The clinic is open
Monday through Friday,
8:30 a.m. to 5:00 p.m.
Phone: 706.721.3448
Fax: 706.721.7468

Injections are given, by Nurse Sheppard, Monday through Friday, from 8:30 a.m. to 10:30 a.m. and 1:00 p.m. to 4:00 p.m.

For your convenience, labs are drawn in the clinic on Wednesday and Friday afternoons, from 1:00 p.m. to 5:00 p.m.



Oral contraceptives are for sale during regular business hours. It is not necessary to make an appointment to pick them up. However, we are required to have a current pap smear on file for distribution of birth control pills. Condoms are distributed at no charge to our students.

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Medical College of Georgia Student Housing

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[Academic Regulations and Calendars](#)

Making lifelong friends... Studying together till the wee hours... hall parties and study breaks—just a few of the ways you will be making memories when you live on campus at the Medical College of Georgia....

Convenience is the reason

Living on campus means a lot when you value convenience. Consider having a five minute walk to class and a three minute walk to the Student Center , with its food court and bookstore - not to mention the social events and activities sponsored by the Student Government Association. Attached to the Student Center is the new 40,000 square foot Wellness Center with over 100 pieces of cardiovascular exercise equipment, free weight systems and selectorized strength machines, two basketball courts, aerobic exercise and game rooms and a 1/11th mile running track. Augusta's major shopping districts, including Augusta Mall, are within a 15 minute drive of campus. Students are welcome to bring a car to campus; MCG's parking decks offer adequate parking near the residence halls.

In addition to convenience, MCG residence halls offer a quiet place to relax and study. Higher education research has shown that resident students are more easily integrated into campus life, have better grades and find more enjoyment in their college experiences than other students.

Cost is an advantage

Living in residence halls is a good way to lower the cost of higher education. For instance, in Residence IV and the Alumni Center, your rental payment covers local telephone line charges, cable television, electricity, air-conditioning, heating, water, sewerage and pest control. Rental rates are listed in your housing application.

Opportunities for leadership

In residence halls, students have the opportunity to participate in a

student community and help carry out various activities.

Student involvement and self-governance through the Student Government Association (SGA) is a vital part of the residence hall program. The SGA offers residents the opportunity to assist in determining area improvements and to plan and implement social and educational activities. Resident Assistants (RAs) are students who are chosen for their maturity and academic ability, live in each residence hall to coordinate activities and encourage a feeling of community among resident students. RAs serve as peer advisors to students and refer them to the many resources available in the university and community.

Living arrangements to choose from:

Alumni Center

Students live on the second floor of this modern two-story complex, which consists of 70 rooms for single occupancy. Each room is carpeted, air-conditioned and has a private bath.

Furnishings include a bed, chest, desk, wardrobe and desk chair. The complex has a community laundry and kitchen area. Rent for a room in the Alumni Center is paid on a semester basis. The single occupancy rate for the 2003-04 academic year is \$1,167.00 per semester. Rates are subject to the approval by the Board of Regents and may change.



Residence IV

This modern, three-story building consists of 50 carpeted rooms designed for single and double occupancy.

Furnishings include a bed, chest, desk, wardrobe and desk chair. Each room is carpeted, air-conditioned and has a private bath. The residence hall has a community laundry and kitchen. Rent for a room in Residence IV is paid on a semester basis. The single occupancy rate for the 2003-04 academic year is \$1,167.00 per semester, and the double occupancy rate is \$701.00 per semester. Rates are subject to the approval by the Board of Regents and may change.



Residence V Apartments

This modern apartment complex provides spacious, unfurnished one and two bedroom apartments for married students and their immediate families. The buildings are clustered around large green courtyards with plenty of room for outdoor activities such as cookouts in the barbecue area. Each apartment has a glass door opening onto a patio or porch area with an external storage closet for small items. The kitchen in each apartment has an electric stove and a frost-free refrigerator. Rent for an apartment in Residence V is paid on a semester basis. The rate for a one-bedroom apartment is \$1,756.00 per semester, and the rate for a two-bedroom apartment is \$1,914.00 per semester for the 2003-04 academic year. Rates are subject to the approval by the Board of Regents and may change.



Residence VI Apartments

Located across the street from the dental school are 12 one-bedroom and 24 two-bedroom apartments for singles and/or families. Each apartment is air-conditioned and has a complete kitchen and bath. The complex also has a laundry room area. Rent for an apartment in Residence VI is paid on a semester basis. The rate for a one-bedroom apartment is \$1,333.00 per semester, and the rate for a two-bedroom apartment is \$1,452.00 per semester for the 2003-04 academic year. Rates are subject to the approval by the Board of Regents and may change.



What to Bring

Students provide their own linens, pillows, blankets, shower curtains, wastebaskets, refrigerators, and perhaps cooking and eating utensils.

How to Reserve a Room

You will receive an MCG Housing Application along with your letter of acceptance to MCG. You may apply for campus housing by completing the appropriate application (family housing or single student housing) and returning it to the Office of Student Housing. You will be assigned your first choice if at all possible. If not, you may be offered your second choice, provided space is available.

Housing Agreements

You will be asked to sign a housing agreement covering the academic year which means that you agree to pay rent for fall and spring semesters. If you wish to reside on campus during the summer semester you may also sign a separate agreement.

Off-Campus Housing

As a service to students, the Off-Campus Housing Office provides current listings of the prices, locations and availability of commercial apartment complexes and privately owned apartments in the Augusta area. The Off-Campus Housing Office is located in Room 229 on the second floor of the Student Center.

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Please email comments, suggestions or questions to:
Ophelia Wright, owright@mail.mcg.edu.

June 02, 2003



Student Organizations

Student Government Association

The SGA was formed in 1967 to unify and better serve the MCG student body. This governmental body has initial authority to administer student activity fees within the general guidelines for the use of state funds. The association consists of elected representatives from each of the schools and departments of the university. The SGA Constitution is printed in Appendix A of this handbook.

The SGA sponsors intramural athletic programs and funds, promotes social and entertainment events and provides feedback regarding student health, student housing, parking and other student services. Hence, the SGA is responsible for many of the benefits and privileges each MCG student enjoys.

Most importantly, the SGA serves as a primary link between students, administration and faculty. In fact, through the years much progress has been brought about through meaningful discussion with MCG faculty and administrators.

Meetings are held almost monthly during the regular academic year and are open to all students. Meeting times are posted around campus and may be obtained by calling the Student Center at (706) 721-3357.

For additional information or assistance, contact the [SGA officers](#).

American Medical Association/Medical Student Section

As a member of the Medical Student Section of the American Medical Association, you begin your involvement in organized medicine. The AMA represents the interests of all U.S. physicians through Congressional lobbying. This representation includes medical students, residents and new physicians as well as established physicians. New medical information is regularly dispersed to AMA members through the weekly publications, The Journal of the American Medical Association and the AMA News. Two conventions are held annually for the AMA/MSS chapters to allow medical students nationwide to exchange ideas and to let their ideas be expressed to the AMA House of Delegates. The local AMA/MSS chapter is involved in the student section of the Medical Association of Georgia as well as the Richmond County Medical Society. The chapter is also responsible for yearly fund-raising events for selected charity organizations.

American Medical Student Association

AMSA is the largest medical student organization in the United States. It is totally student-run, and represents the interests of medical students and residents through congressional lobbying, its magazine The New Physician and other

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Other organizations on campus open to students include a wide array of special- interest clubs.

means. The yearly national convention and regional conferences allow medical students nationwide to gather and exchange new ideas. The local AMSA chapter has been very active in projects for the homeless and has represented MCG in various regional and national projects through task forces such as International Health Studies, Heart-to-Heart (stethoscope drive for medical students in Third World countries) and legislative lobbying involving health issues.

American Student Dental Association

The local ASDA chapter at MCG was organized in 1970. The ASDA councils form the student government in the dental school and organize student events such as Clinic Day, Sports Day and guest speakers. ASDA also informs students of events, benefits and responsibilities in organized dentistry on the local, state and national level. ASDA is the recognized student affiliate of the American Dental Association. Membership is open to all dental students and recent dental school graduates involved in dental specialty programs at MCG. ASDA membership allows students concurrent acceptance into the Georgia Dental Association on a non-dues-paying basis.

Committee for Medical Student Well-Being

Medical school is stressful for most students. Pressures from all aspects of a student's life can, at times, be substantial. Some students experience serious stress and manifest significant impairment.

Impairment does not mean the occasional use of alcohol or other drugs, nor does it mean the occasional moodiness we all experience. Rather, impairment is a more serious state in which the ability to function is adversely affected, or a persistent behavior pattern concerns the student or those who know him.

The earliest signs of impairment are behavioral and may include the inability to perceive events accurately, a combative defensiveness about, and preoccupation with, alcohol or other drug use and/or alienation and isolation from close associates. Outright impairment may include substance abuse, severe depression or other disturbances manifested by disruptive behavior. The definition does not preclude serious physical impairments that may interfere substantially with medical education.

The Committee for Medical Student Well-Being was established because impaired medical students have a responsibility to themselves, the medical profession and society to recognize their problem and seek help in recovering. If they are unwilling or unable to seek assistance, fellow medical students, faculty and loved ones have a responsibility to recognize their impairment and help them obtain the most competent and effective treatment available. An institution responsible for training physicians should encourage and facilitate recognizing, treating and rehabilitating impaired medical students.

The committee will attempt in a compassionate and understanding way to confidentially advise, guide and support impaired students before they are irreversibly harmed. Committee members may also advise medical students, faculty, house-staff and family members concerned that an MCG medical student may have a problem with impairment. The committee attempts to provide help in a way that allows impaired students to receive treatment in confidence.

Committee members help recovered students continue their medical education without stigma or penalty.

The ultimate success of the Committee for Medical Student Well-Being depends on student trust and confidence. With this in mind, the program is designed to protect both the impaired student and those who share their concerns about a possibly impaired student. Information about a medical student's impairment is confidential to the extent allowed by law.

Family Medicine Interest Group

This student-led organization promotes interest in primary care, particularly family medicine. Periodic lunch or dinner meetings feature speakers on a wide range of topics, from practice scope to selection of a practice site. The group also sponsors an annual Southeastern Family Medicine Residency Fair. FMIG is supported by the Department of Family Medicine, the Georgia Academy of Family Physicians, the American Academy of Family Physicians and Hoechst-Marion-Roussel, Inc. Membership for first-year medical students is free and includes a year's subscription to American Family Physician, a peer-reviewed monthly journal covering family practice issues.

Graduate Student Organization

The Graduate Student Organization represents graduate students in the framework of the School of Graduate Studies and the institution at large. Officers and student representatives to the Student Government Association are elected annually from the student body to express the academic and social concerns of the graduate student body and to act as a sounding board to promote closer relations among graduate students, faculty and administration. The GSO regularly conducts social activities and community service projects for fellowship and social support among graduate students and their community. In recognition of the graduate school, faculty and students, the annual Graduate Research Day enables graduate students to present their recent research efforts and to introduce visiting undergraduate students to the broad spectrum of research interests at MCG. Participation in this organization is encouraged for all master's and doctoral degree-seeking students.

Habitat for Humanity Campus Chapter

MCG Habitat for Humanity Campus Chapter is an unincorporated student-run, student-led organization that performs three main functions: building or rehabilitating houses in partnership with Habitat affiliates and homeowners; educating the campus and local community about affordable housing issues and the work of Habitat for Humanity; and raising funds for the work of Habitat. Participation in campus chapters enables students to put their love into action and to build partnership with people sharing a common goal. Participants gain greater awareness of the need for decent and affordable housing, encourages a deeper commitment to social action.

International Club

The International Club was started in 1988 by a group of students to promote international friendship and cultural awareness. In addition, the organization acts as a resource to international visitors. Its members are students, research fellows, interns and faculty from more than 35 countries. Membership is open to all, regardless of country of origin. The International Club hosts the monthly

international lunch hour, potluck dinners, country presentations, picnics and other cultural events.

Medical Campus Outreach

Medical Campus Outreach is an interdenominational ministry on campus that helps students grow spiritually. Through the ministry students have various opportunities to grow in their knowledge of God, and develop character and leadership potential through Bible studies, campus meetings, retreats, conferences, summer training projects and international medical mission projects.

Medical Students Auxiliary (MSA) - Medical Student Wives Club

The MSA-Medical Student Wives Club's membership consists of wives and fiancées of medical students. Since 1910, the club's primary objective has been social interaction and support of its members. However, the club is playing an ever-larger role in projects benefiting MCG and the community as a whole. For example, the club publishes the Student Directory each year and donates profits from advertising to the MCG Children's Medical Center and Golden Harvest Food Bank. The membership also volunteers in a variety of other projects such as ushering at the MCG White Coat ceremony, caroling at the Georgia War Veteran's Home, sorting food at the Golden Harvest Food Bank, and decorating holiday stockings for the Children's Medical Center. For more information, please contact Melissa McDougal 706-210-1353 or Julia Trygstad 706-738-2269.

Student National Dental Association

The Student National Dental Association (SNDA) was incorporated in 1972. The purpose of the organization was to encourage minority dental students in their endeavors of a dental career. Today the organization has grown to include over 1100 dental students of African-American, African, West Indian, Hispanic, and Native American descent. The mission remains the same, to promote minority enrollment, to deliver improved healthcare to the underserved, to help sustain mentally healthy environments for dental students, and to educate students of their social, moral, and ethical obligations.

The SNDA is a student chapter of the National Dental Association (NDA). The NDA is an organization comprised of dentists of the same backgrounds. Their organization promotes the philosophy that healthcare is a right and not a privilege. The two organizations have a strong relationship that greatly benefits the members of the SNDA.

At MCG, the SNDA's main concern is making sure that the adjustments needed to thrive in the dental school environment are made to foster the successful matriculation of our members through the four year program. Through study/help groups, open discussions, and social events, the members of SNDA support each other in maintaining good mental health and achieving academic success. The group also recognizes the need for awareness of good oral healthcare in the community. Through our "Impressions" recruitment program, Paine College mentorship programs and other volunteer services, the SNDA at MCG serves the mission of the national association and MCG's dental community.

Student National Medical Association

SNMA, founded and organized in 1964, is a non-profit corporate association of

minority medical students with chapters throughout the United States. The MCG chapter was chartered to serve the fraternal needs of minority medical students; help produce high-quality health care team members armed with the knowledge and professional insight needed to practice medicine; and help produce medical professionals with the skills needed to provide quality health care, particularly to minority and disadvantaged people. In addition, the MCG chapter has broadened its commitment to develop leaders who will impact health care nationally and internationally; stimulate an active awareness of social ills; and serve humanity by starting right here in Augusta.

Student Nurses Association

Members of the Student Nurses Association, a chapter of the Georgia Association of Nursing Students and the National Student Nurses Association, enhance career development and maximize their leadership potential at chapter, state and national levels through attendance at state and national conventions, involvement in community health projects, winning scholarships and awards, engaging in political and legislative advocacy and networking with professional nursing associations. Members enjoy many benefits of membership, including free SNA publications, special rates and discounts on products and services, NCLEX Reviews and information on developments in the nursing profession. By joining the SNA and becoming involved in SNA activities, members have a head start on their professional nursing careers.

Student Occupational Therapy Association

The MCG Student Occupational Therapy Association is affiliated with the Student Committee of the American Occupational Therapy Association, Inc. The association promotes interest in and knowledge of occupational therapy on the MCG campus and the community by engaging in a variety of activities. It also maintains communication with other occupational therapy students, faculty and organizations.

Student Union for Diversity

The Student Union for Diversity, formerly the Black Student Medical Alliance, is a campus wide student organization to support and encourage diversity among MCG students and to provide sources of academic, social and community service involvement for MCG students. Membership is open to any current MCG student who ascribes to the organization's ideals. SUD promotes diversity in educating health care professionals and delivering health care to serve the diverse needs of Georgia. SUD serves as a support system to its members to assure successful matriculation and graduation from MCG. Members participate in community outreach activities such as area health fairs and college and career day fairs.

Surgery Interest Group

The surgery interest group aims to increase the student's knowledge and understanding of surgery. At each monthly meeting, we invite a surgeon from a surgical specialty to lecture about his practice. During the hour-long meeting, the speaker shows slides, demonstrates procedures, discusses relevant cases and answers questions concerning matching, residency and what to expect as a surgeon. The meetings are open to all medical school students, especially freshmen and sophomores. Past topics have included plastics, trauma, pediatrics, GI, transplant, surgery oncology, a hands-on guide to suturing and

basic concepts about operating room procedures and scrubbing. Membership is free and most communication is done via e-mail and posters. Feel free to drop by and attend any of our lectures.

[Information For Current Students](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
David Wardlaw, dwardlaw@mail.mcg.edu

July 03, 2003

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Student Pictorial Composites

Report Title:

NOTE: When viewing the actual composite pictures, clicking on the **Title** of the page will return you to this HTML. Clicking on the **Page # of #** will take you to the next page in the series. You *cannot* use your back button of your browser to return to this page, so make sure you put a title before *Viewing Search Results* or *Viewing Composite Pictures*.

Either view composites by individual course...

Course:

Or by a combination of name, school, department, and/or graduation date.

Last Name:

Select All

School

Select All

Department

Graduation Date

(MM/YY):

This is the Student Composite Pictures Directory. The photographs were downloaded from MCG's new digital ID system which has been in place for only one and a half years. Upper-class students who have not yet gotten their IDs made on this system do not appear.

The database is searchable by either a specified class or a combination of last name and school/department/year. On the combination search, only **check the checkbox to the left** of the field(s) you want to search, otherwise the system will ignore the data in the field(s). Check the **Select All** checkbox if you are **Viewing Search Results** and want everything that matches that criteria to be automatically selected for you.

For example, if you want to find all students with the last name

Smith, click the checkbox to the left of **Last Name:** and type the name **Smith** in the **Last Name** field and leave the other fields blank.

[Information for Students](#) | [Medical College of Georgia](#)

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David Durand, ddurand@mail.mcg.edu.
September 25, 2001

Supply Administration Division

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[James T. Harris](#), Director

[Sharon Gay](#), Admin Asst

Medical College of Georgia
Supply Administration, HSB-305
Augusta GA 30912
(706) 721-2619



Supply Administration is continually improving products and services to meet and exceed our customers' needs, allowing us to succeed as a "business enterprise" within the Medical College, University System, State of Georgia, community, and industry.

We will accomplish this by becoming experts in our respective jobs and functions, taking pride in our work, providing a safe and friendly work environment, being innovative in dealing with change, being helpful to all we come in contact with and assuming responsibility for the 5 R's of supply management (The right item, in the right amount, in the right place, at the right time, at the right price).



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Medical College of Georgia
— Department of —

Surgery



The Department of Surgery provides inpatient, ambulatory and emergency care for patients from throughout Georgia and the Southeast. The department has expertise in all surgical specialties and is interested in patients with any surgical disease.

[School of Medicine](#) | [Medical College of Georgia](#)

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Please email comments, suggestions or questions concerning this web page to: Valinsa Gainey, vgainey@mail.mcg.edu

August 28, 2003

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Technology Standards and Recommendations

How To Use This Document

Customers (MCG staff, faculty and students) should use this document as a guide in selecting:

- microcomputers
- software,
- telecommunications devices
- departmental systems

to conduct official business.

It defines the standard suite of:

- equipment
- software
- architectures
- and protocols

supported by the Information Technology Division, and recommends equipment and software that best fit these standards.

These recommendations apply to academic, administrative, research computing, and are updated on an ongoing basis. EDP guidelines are also covered in this document.

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Please email comments, suggestions or questions about this website to:
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December 04, 2002

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Contact Information:

Office of the Registrar
Medical College of Georgia
1120 15th Street, AA
171
Augusta GA 30912-7315
Office #: (706) 721-2201
Office Fax#: (706) 721-0186
Office Hours 8-5 M-F



How to Request a Transcript

A transcript documenting your enrollment and academic performance at the Medical College of Georgia may be requested from the Office of the Registrar by submitting a written request which contains your signature. Requests cannot be accepted over the telephone or by e-mail.

You may complete a request for a transcript in the Registrar's Office in room 171 of the Kelly Administration Building on Laney-Walker Boulevard. Office hours at 8:00 a.m. until 5:00 p.m. Monday through Friday.

You also may mail or fax a written request to the Registrar's Office at AA-171 Administration Building, Medical College of Georgia, Augusta GA 30912-7315.



For your convenience, a [Request for Transcript or Letter of Certification](#) is available as a file (Adobe PDF file) and can be printed on your printer.
([About Adobe PDF \(Portable Document Format\) files](#))

When you have printed the blank form, complete it and fax it to:
(706) 721-0186

or
send it by mail to:
Registrar's Office
AA-171, Administration Building
Augusta, Georgia 30912-7315

There presently is no charge for a transcript. **However, no transcripts will be furnished for anyone whose financial obligations to the Medical College have not been met.**

Transcripts will be sent in turn as requests are received. When possible, requests should be made well in advance of the date when

the transcript is needed. Transcripts will be sent out the day after a request is received; however, allow additional time during peak periods.

Transcripts without the seal of the Medical College of Georgia are not valid for transfer of credit or admission to other colleges or universities. All transcripts issued to the student will so indicate.

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Please email comments, suggestions or questions to:
Rita Garner, Associate Registrar, registrar@mail.mcg.edu.

May 30, 2003

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The University System of Georgia offers students higher education options at 34 institutions throughout the state providing a wide range of academic programming, including certificates, associate, baccalaureate, master's, doctoral and professional degrees.

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Medical College of Georgia

Vascular Biology Center

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The Vascular Biology Center (VBC) at the Medical College of Georgia (MCG) was founded in 1995. Since that time, the Center has been under the direction of [Dr. John D. Catravas](#), Regents Professor and Director. The purpose for formation of the VBC was to provide a mechanism for focusing MCG research on the investigation of cellular and integrated vascular function under both normal and pathological conditions. This area of research is of vital importance to human health because cardiovascular disease is the leading cause of morbidity and mortality in the United States. The VBC is comprised of twelve [Core Faculty members](#) with diverse but complementary expertise.

**WHAT'S NEW**[Annual Report FY2001](#)[New Postdoctoral Training Grant](#)[Retreat 2002](#)

In addition, the VBC has [26 Associate Faculty members](#) that are involved in many collaborative studies with the Core Faculty.

The goal of the VBC since its inception has been to bring together a group of expert cardiovascular researchers who have similar interests. Due to their common interests and the convenience of physically adjoining laboratory space, many productive collaborative research projects have developed among the VBC faculty. A comprehensive range of expertise that exists among current VBC faculty includes:

- Expertise in five vascular systems (coronary, pulmonary, cerebral, retinal, and renal),
- Numerous models of clinical vascular pathologies (ARDS, vasospasm, cardiomyopathy, atherosclerosis, shock, diabetic retinopathy and nephropathy, stroke, hypertension, edema, thromboembolism, acute and chronic renal failure, and more, and

 The use of a wide variety of state-of-the-art techniques including molecular, genetic, cellular, organ/tissue, and whole animal models.

In addition to its research goals, the VBC also has educational goals. The Center sponsors a [weekly seminar program](#) featuring nationally and internationally recognized speakers. A graduate program in Vascular Biology leading to the Ph.D. degree is administered by the VBC. The Center currently also provides Post-doctoral training to 20 Fellows and has recently received a [National Institutes of Health](#) Post-doctoral Training Grant in Integrative Cardiovascular Biology. In addition, the VBC houses the Editorial Office of the journal, "[General Pharmacology: The Vascular System](#)". VBC Core Faculty also organize and participate in a biennial international conference on "Vascular Endothelium".

[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Richard Venema, rvenema@mail.mcg.edu

March 09, 2003

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Vending

Over one hundred fifteen (115) vending machines are located on the MCG campus. The Hospital, Research and Education Building, Kelly Building (Administration), Vending Hut (adjacent to MCG Hospital), Dental Building and Library have full-service vending areas. Auxiliary Services Administration, located in the Annex Building (HSB-124) is responsible for all vending services on campus and may be contacted at (706) 721-4102 for assistance or to report vending problems.

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Please email comments, suggestions or questions to:
Lynn Johnson, lyjohnson@mail.mcg.edu.



Video and Interactive Media Production Services

formerly Television Services

Research and Education Building
CB-1901
(706) 721-3811
Fax: (706) 721-8504
Hours: 8:30 a.m. to 5 p.m.

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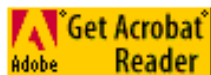
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(1 page PDF file)

To view or print PDF files, you will need a copy of Adobe Acrobat Reader, which can be downloaded free of charge from Adobe here:



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Introduction

As a production section of the Medical College of Georgia, we provide a full spectrum service in professional video program production for educational, recruitment, and publicity



media. We can also provide video tape duplication, satellite conferencing, and audio media, including the design, creation, digitization and duplication of media assets for DVD, CD, Web and interactive video/computer.

Do you need to help teach a medical procedure to students or fellow health care providers? Create an advertisement or public service announcement? Provide public relations and recruitment materials for your school or division? Then the staff in Video and Interactive Media Production are at your service.

We can handle all aspects of program and interactive production, from inception, creation, and project design, to scripting, production, post production, completed program or media masters and their duplication to various formats. Our professional digital video and editing equipment, including two fully digitized AVID non linear editing suites, provides us with the most advanced technology available to produce powerfully effective video or interactive media productions for you.

Our services are as follows:

Video Production

Video production, including acquisition of video on DVCAM format, is easy with our truly high end professional Ikegami production camera or our two



Sony 250 E.N.G., Cameras. We can provide onsite single or two camera acquisition of lectures or presentations, with our portable vision mixing suite, including picture in picture and powerpoint inputs. We can also record Super VHS for that one-off recording when you don't need an archive or duplication copy.

Studio Production

We can also record your program or presentation in our fully equipped digital studio, where under controlled conditions, lighting, sound, and visual content can



be crafted with either blue screen or even a fully constructed studio set to meet your particular needs. We can also provide a teleprompter for those clients who want to work from a carefully drafted script.

Editing and Duplication

Whether it's from a remote recording or the studio we can edit your production in one of our two AVID Express digital nonlinear editing suites, creation and animation of graphics, digital image



acquisition and transfer to video and video duplication from DVCAM, Beta-SP, 3/4 inch U-Matic and 3/4 U-Matic SP, HI-8 mm and 8 mm, VHS and S-VHS, all to VHS, compact disc and web format video.

Audio Production Satellite Teleconference

If you need just audio production, we have a recording booth, fully digitized sound editing system, and a 6,000-plus library of licensed



music (other music must be copyright released in writing).
Masters are made to computer, CD, and/or digital audio tape.
Digital editing and sweetening are available.

Price List

VIDEO PRODUCTION

Our charge of \$50.00 per hour, plus master tape costs, includes camera, cameraman, lighting and sound equipment.

STUDIO PRODUCTION

Studio costs start at \$75 per hour

EDITING

Editing, graphic, and animation charges can range from \$35 - \$50 per hour depending on complexity of the program content

DUPLICATION

Duplication to VHS Video tape

1 - 25 \$17.50 includes VHS tape and labeling

26 - 50 \$15.50 includes VHS tape and labeling

50 - 100 \$13.50 includes VHS tape and labeling

Over 100 \$11.50 includes VHS tape and labeling

WEB DESIGN AND DIGITIZATION

Design of material for web format \$30 per hour

Digitization of video material for web format \$30 per hour

INTERACTIVE MEDIA DESIGN AND DIGITIZATION

Creation and programming of interactive media for CD or the web \$30 per hour

Digitization of video material for interactive media \$30 per hour

AUDIO PRODUCTION

Audio costs start at \$30 per hour plus to cost of materials

SATELLITE TELECONFERENCING

Satellite teleconferencing cost \$30 per hour, there may also be a charge from classroom services for room and equipment services. Please download the [PDF Satellite request form](#) file and either e-mail or fax it to 1-8504.

Production Staff :

- [James Worth](#)

- [Pete Theriault](#)
- [Troy E. Lyle](#)

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**[Office of the Associate Vice President for Academic Affairs](#)
[Departments and Units](#) | [Medical College of Georgia](#)**

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Please email comments, suggestions or questions to:
James Worth, jworth@mcg.edu.

July 31, 2003



This website has moved to

<http://www.webcthub.mcg.edu:8900/Hub/NEWHUB/index.htm>

You will be redirected automatically.

Please update your bookmarks.

Office of Educational Design and Development

The Office of Educational Design and Development (OEDD) supports faculty integrating teaching and technology.

We offer interactive course design, hands-on workshops, rich media integration, online testing services, and professional support.

OEDD should be your first contact for exploring and implementing innovative means for delivering and enhancing instruction.

PDA Users! Get support information and phone numbers through AvantGo.

Check out the video with PowerPoint using Agility. You must use Internet Explorer or you will get a file not found error. You will need windows media player 9.

---demo 1 High speed connection (236 K bits/second)

--- demo 1 medium (99K bits/second)

--- demo 2 medium (99K bits/second)

--- demo 1 56 K modem connection

---demo 2 56 K modem connection

Wow! See EyeSpy; pictures that fly.



Enter MyWebCT

Daily Reserved Time: WebCT Administration reserves **5:00 PM - 5:30 PM, Sunday - Saturday**, as needed for server upkeep. If you would like to check if the server will be down during this time, please call 721-8172 during regular hours.

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Office of Web Technology

About the Office

The Web Technology Group supports the development and design of the primary Web site for the Medical College of Georgia. The Office provides an array of Web support with technologies, programming and minor database integration. Other services also offered are the Testing Office and Campus Announcements.

Office Staff:

Becky Rogers

721-3668, HS
3237

Manager

Web Page/FrontPage Support

Anne Hinton

721-0952, HS
3234

Multimedia Specialist

Web Page Design and Development
Service
Web Page/FrontPage Support

Angela J. Long

721-2801, HS
3232

Web Server Administrator

Web Page Design and Development
Service
Web Page/FrontPage Support

Alan Pridemore

721-9913, HS
3233

Application Programmer

Web Page/FrontPage Support
Database Development

Ed Hendrix

721-9994, HS
3230

Information Systems Specialist

Testing Office Support

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[Web Technology Group](#)
[Academic and Research Computing Services](#)
[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Becky Rogers, [Web Technology Group](#)
September 10, 2003

Wellness Center

Special Membership Offer!

[Hours of Operation](#)

Monday-Friday	5:30 am - 10 pm
Saturday	9 am - 5 pm
Sunday	1 pm - 9 pm

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Contact Us

wellness@mcg.edu

(706) 721-6800



News – October 2003

New Additions

We are proud to announce that we have recently added three new Life Fitness Elliptical Cross-Trainers and a new table tennis table. In October, we will be adding several new Cybex Eagle selectorized weight machines, including a rotary abdominal machine. Also coming in October are several new pieces of Cybex free weight equipment. These additions are made possible by the generous support of the Student Government Association. If you haven't already, stop by and experience some of the finest fitness equipment in the area.

Alumni Rate Reduced

We have lowered our alumni rate to \$30 a month. For approximately the cost of a daily cup of coffee, alumni can now meet their fitness goals in a second-to-none wellness facility.

We are currently offering a **FREE** fitness assessment and initial consultation (a \$50 value) to new members with the purchase of a 12-month or perpetual membership during the month of October. Existing members may qualify for a free fitness assessment by referring a new member during the promotion.

Special!!

Each fitness assessment is a personal analysis of health and exercise habits including a health risk appraisal. Using the Tri-FIT computerized measurement tool, readings will be taken on flexibility, muscle strength and endurance, cardiovascular endurance and body fat. Upon completion of the assessment, members will receive consultation of test results and a detailed report with recommendations for their fitness training. All fitness assessments are conducted by the professional staff of the Sports Medicine Center.

All membership categories are eligible for the promotion. The free fitness assessments are not transferable and limited to one per member. Appointment times are scheduled on a first come, first served basis and must be completed by November 21, 2003. The free assessment for an existing members is only offered on referrals of paid 12-month or perpetual memberships.

[Medical College of Georgia](#)

Please email comments or suggestions to wellness@mcg.edu.

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October 01, 2003

Education at the Medical College of Georgia

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Education... MCG's clinical service, research and economic impact all make impressive marks on the state of Georgia, But perhaps its most tangible contribution to the state is its student body. Today's students are tomorrow's alumni. Those alumni, the vast majority of whom practice in Georgia, are the physicians, dentists, nurses, scientists, technologists and administrators who serve every community in the state.

Education has been the university's highest priority throughout its 175-year history. Every faculty member, every laboratory, every clinical facility ... every facet of the university ... is designed to enhance the education of MCG students.

The result? Graduates with second-to-none skills, expertise, dedication and compassion.

[Medical College of Georgia](#)

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March 26, 2003



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The Region's Only Academic Medical Center



As the region's only academic medical center, MCG Health System provides the most advanced medical care in the region. We attract top physicians who are national leaders in their specialties and who bring research-driven medical care to their patients. With more than 350 physicians in over 80 specialties conducting pioneering research to improve medical diagnoses, treatments and technology, MCG brings the medicine of tomorrow to patient care today.

But that's not all. Seeking care at an academic medical center means you will receive model medical care complemented by outstanding service, advanced technology

and care that centers around the entire family. Our physicians' clinical expertise and research, supported by a team of exceptional medical professionals, result in the best care with the best outcomes for our patients. At MCG, we are committed to being at the forefront of medicine and providing you with the region's best health care.

**MCG Health System
named one of Solucient
100 Top Hospitals**



**Thank you
for choosing us.**
2003 Consumer Choice Award



America's Top Doctors

More Reasons Why
MCG Leads The Region

For technical comments or questions regarding this web site, please contact the [webmaster](#). We regret that we can't answer medical questions via e-mail. Please call (706) 721-CARE (2273) or consult your physician for answers to your individual health questions.

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Medical College of Georgia

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The Medical College of Georgia's top priority is a second-to-none education for those who choose to devote their lives to health care. The university's Schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine and Nursing offer an exceptional and cost-effective education in virtually every health-related field.

[MCG Catalog](#)

Quick Links:[WebCT](#)[Academic Calendars](#)[Career Services](#)[Counseling](#) (Academic and Personal)[Grades](#)[Clerkship Grades/Evaluations](#)[International Students and Scholars](#)[MCG Catalog](#)[Student Billing](#)[Student Diversity](#)[Student Email](#)[Student Health Insurance Certification](#)[Study Abroad Opportunities](#)[Student Government Association](#)[Student Organizations](#)[Beard Award](#)**Campus Resources**[Bookstore](#)[Child Care Center](#)[MCG Express Card](#)[Library](#)[Wellness Center](#)**Directories and Maps****Electronic Curriculum****News and Publications**[MCG Beeper](#)[MCG Today Magazine](#)[MCG Tomorrow Magazine](#)[News Releases](#)**Student News...**[12 Named to Nurse Scholars Program](#)[Ceremony Marks](#)[Dental Students'](#)[Initiation Into Patient Care](#)[New Student Loan Interest Rates](#)[MCG Radiography Program](#)[Suspended](#)[SARS Prompts Student Travel Advisory](#)[Hinman Scholarships Awarded](#)

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September 07, 2003

Medical College of Georgia

Information For Alumni and Friends

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Alumni of the academic programs of the Medical College of Georgia reside in 155 of Georgia's 159 counties, 54 states and U.S. territories, and more than 20 foreign countries. The Alumni Office (721-4416) has the responsibility for establishing and maintaining the commitment and involvement of all graduates, residents, interns, and faculty to the institution through programs of the alumni associations of the schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine and Nursing.

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Medical College of Georgia

Information For Patients and Visitors

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The Medical College of Georgia, the state's health sciences university, offers resources and services for those throughout Georgia and beyond. In addition to second-to-none health care services offered through MCG Health, Inc., the university offers continuing education courses; community seminars, workshops and health fairs; tours for the community and prospective students; organizations to strengthen MCG's bond with the community; and many other resources.

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Medical College of Georgia

Information About Schools and Programs

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The Medical College of Georgia Schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine and Nursing provide the full gamut of biomedical instruction to health sciences students. MCG also houses several institutes and centers that consolidate a wealth of interdisciplinary resources committed to enhancing a specific field of study, such as molecular medicine or telemedicine.

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May 23, 2003

Medical College of Georgia

Information About Service and Outreach

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MCG offers many free or reduced-cost services to those in the Augusta area and beyond. Its Telemedicine Center and satellite clinics ensure that every Georgian has access to high-quality health care. MCG's health fairs, presentations to schoolchildren, Closer Look tours and many other outreach efforts ensure that the university's benefits extend to every member of the community

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MCG Researchers Target Interplay of Genes and Socioeconomic Status in Childhood Obesity

*Ellen Gladden
September 2003*

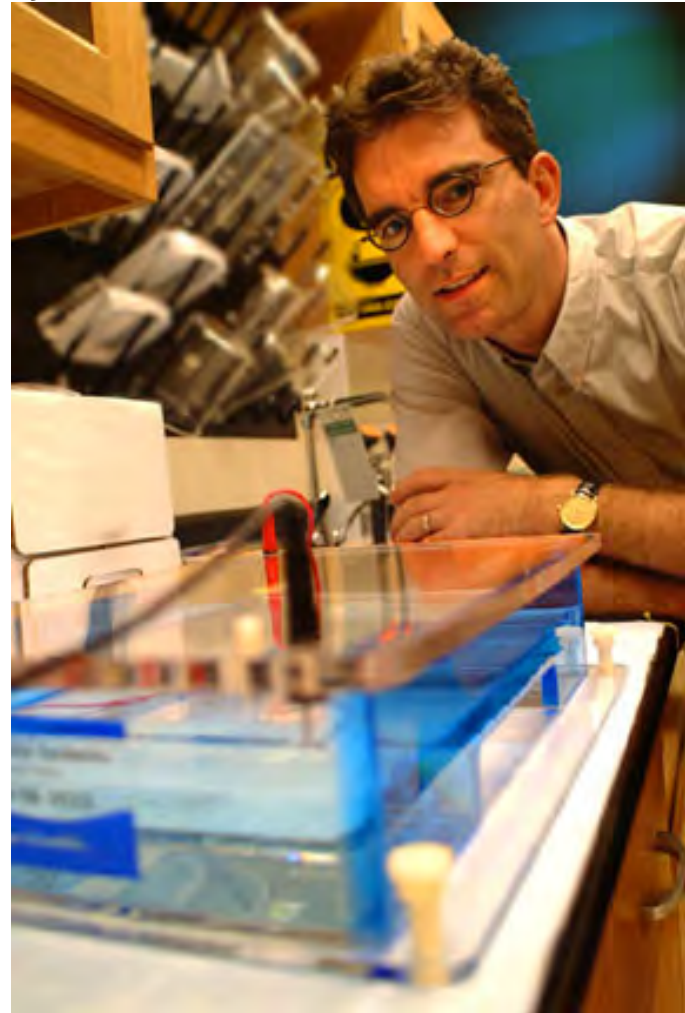
Socioeconomic status may affect the expression of genetic susceptibility to obesity, according to researchers at the Medical College of Georgia.

During the American Physiological Society Conference, Oct. 1-4 in Augusta, Ga., researchers in MCG's Georgia Prevention Institute are presenting data indicating socioeconomic status plays a direct role in whether genetic indicators of obesity are controlled or expressed. Their study of obesity in nearly 500

African-American and European-American children indicates that children from lower socioeconomic backgrounds are more likely to show the negative effects of genes known to be involved in obesity.

"Some gene effects were dependent on socioeconomic status," said Dr. Harold Snieder, genetic epidemiologist at MCG. "If you are a carrier of the 'bad gene,' so to say, and you are also in a lower socioeconomic class, then you will show the effect of the gene and are obese. If you are in a middle or higher socioeconomic class, you don't show any effects of the gene. So that means only in a (poorer) environment do the effects of these genes come out."

Dr. Snieder and his colleagues studied the genotypes of children in a 12-year study of risk factors of heart disease in African-American and European-American children, ages 5-25, at the GPI initiated by its director, Dr. Frank Treiber.



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[Medical Illustrators Win
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[School of Dentistry
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President for Finance](#)

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[Department of
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[Dr. Ellis Named Interim
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“We don’t know which part of the socioeconomic status is responsible for children being obese, but physical activity and diet are likely to play a role,” said Dr. Snieder. “We want to use cohorts (from other studies at the GPI) to get a better understanding of the environmental factors that might be responsible for obesity in children from lower socioeconomic backgrounds.”

Height, weight, body mass index (a measure of weight taking height into account), waist circumference and skinfold thickness were annually charted to analyze the development of obesity.

“We can calculate the sum of the skinfolds to get a general measure of obesity which is very similar to the BMI,” said Dr. Snieder. “Skinfold data were taken at three places: triceps, subscapula (below the shoulder blades) and above the ilium (the pelvic bone). Initially we just looked at the development of those measurements over time, then we focused on the measurements within different socioeconomic classes.”

The researchers used the education level of the children’s fathers as a measure of socioeconomic status, because typically a father’s education influences the family’s breadwinning capacity, said Dr. Snieder. Children’s measurement statistics were grouped according to socioeconomic class. The average growth curve for all subjects revealed a steady increase in BMI, waist circumference and skinfold measurements in all social classes. However, children in lower classes had a greater increase in BMI and were more obese than children in higher classes.

Dr. Snieder and his colleagues then investigated the role of genetics in these statistics.

“A meta analysis of genes, something like an obesity gene map, is published each year listing all the research on the genetics of obesity. At least 60 genes are believed to be involved in this very complex disease,” said Dr. Snieder. “For our study we looked at the 10 most plausible genes that had been related to obesity in a variety studies. For some of these genes, socioeconomic status was a strong determinant of whether or not subjects expressed the effects of the gene and were obese. There is a genetic susceptibility to obesity which is having the opportunity to be expressed because of the child’s environment.”

Dr. Snieder cautioned that neither genes nor environment are solely responsible for obesity. The specific combination of genetic make-up and behavioral environment predict conditions such as obesity, heart

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Public Relations

Contacts:

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Ellen Gladden
(706) 721-4410
Schools of Graduate Studies and Medicine

Christine Deriso
(706) 721-2124
Schools of Allied Health Sciences, Dentistry and Nursing

Material found on the MCG Web is for informational purposes only, not medical advice. We regret that we cannot respond to personal or general health questions. If information presented here seems pertinent to your situation, please seek help from a qualified health care professional near you.

[Media Professionals: Join Our Media List](#)

disease and hypertension.

“You can be born with a genetic predisposition to die of a heart attack at a young age because multiple members of your family died of heart attacks before 50. However, the genes might not express themselves if you live very healthily all your life. If you decided to take up running or exercise daily, you might never really develop a heart attack.”

Dr. Snieder also examined his subjects’ familial medical histories because other studies indicate that young people from families with high risk of heart attacks or high blood pressure are more obese.

“We looked at all the children who had grandparents or parents who developed a heart attack before age 55 to get another impression of whether these family history measures might be related to development of obesity in these young people,” said Dr. Snieder. “These are more general measures than the specific gene analysis but there was a clear pattern across the entire age range. Children with family history had more rapid increases in skinfold thickness and waist circumference.”

The researchers also found that children from families with a history of hypertension showed higher levels of BMI and waist measurements. “When there was at least one parent with high blood pressure (greater than 140/ 90) or one parent taking medication for high blood pressure, children were more obese than children without a family history. These findings may indicate that obesity genes are part of the reason these families have a higher risk of high blood pressure and heart attacks,” said Dr. Snieder.

Dr. Snieder is planning follow-up studies with his peers at the GPI and Dr. Rick Lewis professor of food and nutrition at the University of Georgia.

Collaborators in the study were Drs. Robert Podolsky, Paul Barbeau, Frank Treiber and Hyun Sik Kang. The research was funded by the National Heart, Lung and Blood Institute and a State of Georgia Biomedical Initiative grant to the Georgia Center for the Prevention of Obesity and Related Disorders (GCORD), a joint initiative of MCG and UGA.

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Please email comments, suggestions or questions to:
Toni Baker, tbaker@mail.mcg.edu.

September 30, 2003

Student News

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[Respiratory Therapy Career Information](#)

Respiratory Therapy Student Enjoys Challenges and Flexibility of Field



*Christine Hurley Deriso
September 2003*

It doesn't bother Doug Pawlowski that he stumbled, rather than strode, onto the perfect career track. What matters is that he's on firm footing now.

After earning a bachelor's degree in sociology and working for four years in telecommunications, "I was looking for a career change that would be rewarding and enable me to help people," said Mr. Pawlowski, a native of Marietta,

Ga., and a senior in the Medical College of Georgia Department of Respiratory Therapy. "I did some research and realized the opportunities and growth available in the respiratory therapy field."

Respiratory therapists provide direct care for patients of all ages with breathing disorders, including cardiopulmonary disease, cystic fibrosis, asthma and lung immaturity resulting from premature birth. The work is both high-tech and high-touch, according to Dr. Randy Baker, chair of the MCG Department of Respiratory Therapy. Respiratory therapists must master the specialized equipment to evaluate and promote lung function while having the interpersonal skills to treat, educate and motivate patients, Dr. Baker said.

Work environments include hospitals, homes, rehabilitation centers, industry, research laboratories and academia. Mr. Pawlowski was particularly attracted to the field's wide range of career opportunities. "You can branch out into so many different areas," he said.

He hopes to begin his career working with neonates but plans to eventually move into fields such as management, research or academia. His MCG education, he said, is preparing him for whatever direction his career might take. "I wanted to come to MCG because of its reputation as a research institution," he said. "When I go to conferences or job fairs, people's ears immediately go up when they hear I'm at MCG. I know my degree will help me accomplish my goals, and I know I'm getting the best education possible."

Further enhancing his education, Mr. Pawlowski participated last year in the MCG School of Allied Health Sciences' Health Resources and Services Administration Grant. The grant places allied health students in medically underserved areas for clinical training. Mr. Pawlowski spent a semester at Crisp County Regional Hospital in Cordele, Ga.

"It was a great experience," he said. "It really helped me understand what it's like to practice in a rural area. I worked with all kinds of different specialists, and I got to know everyone on a first-name basis."

The demand for respiratory therapists is high because of a current shortage in the field. Salaries generally range from \$35,000 to \$60,000, depending on experience, location and the employer. MCG students earn a bachelor's degree in the field after completing their first two years of coursework at an accredited college or university. MCG also offers a bachelor's degree program for credentialed respiratory therapists.

For more information, contact the department at (706) 721-3553 or schedule a Closer Look Tour by calling (706) 721-2725 or visit: www.mcg.edu/careers/respt.htm.

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National Physiology Meeting Set for Oct. 1-4 in Augusta



*Toni Baker
September 2003*

About 200 scientists worldwide will gather in Augusta Oct. 1-4 for the 2003 American Physiological Society Conference on how recent advances in scientific technology can be used to study the function of living organisms.

The conference will focus on how physiologists, who typically study complex organ systems, can use the latest technologies such as proteomics that enables study of the expression of functional proteins and DNA microarray analysis that provides information about the expression of specific genes, said Dr. David Pollock, physiologist in the Medical College of Georgia Vascular Biology Center and chair of the meeting's organizing committee.

"The different areas of science are not talking all that well because they speak different languages. They use different tools and techniques," Dr. Pollock said. "The main thing I hope this meeting will accomplish is it will allow the physiologists to understand what the emerging field of genomics can do for them, how they can learn to use it," said Dr. Pollock, who helped develop the meeting's theme, "Understanding Renal and Cardiovascular Function through Physiological Genomics."

Key presenters and their topics include Dr. Elizabeth G. Nabel, scientific director for clinical research at the National Heart, Lung and Blood Institute, "Cell Cycle Regulation and Vascular Diseases"; Dr. Josephine P. Briggs, scientific director of the National Institute of Diabetes & Digestive & Kidney Diseases, "Including Kidney Disease in the Genomic Revolution"; and Dr. Allen C. Cowley Jr., professor and chair of the Department of Physiology, Medical College of Wisconsin, and former president of the American Physiological Society, "Genetically Designed Rats for the Study of Complex Cardiovascular and Renal Function."

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MCG faculty members on the conference organizing committee include Dr. Pollock; Dr. Jennifer Pollock, biochemist, Vascular Biology Center; Dr. Richard McIndoe, associate director, Center for Biotechnology and Genomic Medicine; Dr. Jin-Xiong She, director, Center for Biotechnology and Genomic Medicine; and Dr. R. Clinton Webb, chair, Department of Physiology.

MCG presenters include Drs. She, McIndoe and Harold Snieder, genetic epidemiologist at the Georgia Prevention Institute. The meeting is at the Radisson Riverfront Hotel and Convention Center.

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Information Infrastructure Under Renovation

*Ellen Gladden
September 2003*

To better serve its many publics, the Medical College of Georgia is transforming its information infrastructure.

MCGPrime (Project to Renovate the Infrastructure for Medical Excellence) is funded by MCG and MCG Health, Inc, to establish a single, cohesive up-to-date network for campus and clinical activities. Representatives from MCG, MCG Health, Inc., Computerland and CISCO Systems are assessing communication networks, planning network infrastructure renovation, implementing the plan and communicating progress of the project.

“MCG Prime will allow us to add more user-friendly applications to the network,” said Chris Zeigler, MCG manager of network operations. “On the hospital side, upgrades will increase the efficiency of patient records and registration systems. For example, right now X-ray and heart catheterization images are not stored on a shared network, so a physician or radiologist can only view images from a specific computer. After the renovations, we will have enough memory and bandwidth (electronic transmission capacity) to allow a secured connection from the doctor’s office or from the pathologist’s laboratory.”

Students, faculty and employees will notice increased speed in registering for classes and accessing library resources, fewer unscheduled network outages and an increased ability to collaborate with other institutions for research or academic purposes when the MCGPrime renovations are complete in 2004.

“These changes will be extremely beneficial for online teaching and videoconferencing,” said Mr. Zeigler. “Currently these applications are not available because of the bandwidth restrictions we have on our network. We’ll be increasing bandwidth so that more distance-teaching and conferencing will be possible.”

For prospective students, alumni and other visitors to the MCG Web site, network upgrades will improve access to streaming videos. “When Web users access bandwidth consuming applications, such as streaming videos, they may experience choppy pictures. After we

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upgrade the network, these distorted images will be alleviated and videos will be closer to movie or television quality.”

The first step of the project – to assess and renovate over 130 communications closets, or secured closet-like locations that house data and voice communications traffic within hospital and campus phone and computer networks – began in September and should be complete November.

After the assessment, the Closet Assessment and Renovations Team will prepare the closet for the upgrade equipment, addressing environmental, power and cabling issues. A design team will configure the layout of new infrastructure and a remediation process will install new equipment needed.

“After assessment and design is completed, we will move into the implementation phase, which will require some downtime of the network,” said Mr. Zeigler. “However, most of this will be done overnight to minimize outages. Support teams will be onsite to address any issues that arise from the implementation. In the end, every user of the MCG and MCG Health, Inc. networks will have access to a consistent, reliable, high-speed network service.”

For more information about MCGPrime, visit www.mcg.edu/mcgprime.

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MCG President Honors Longtime Supporter

*Toni Baker
September 2003*

Dr. Byron H. Dunn, a retired obstetrician/gynecologist from Jersey, Ga., who is a 1955 graduate of the Medical College of Georgia School of Medicine, has been honored for his commitment to MCG by the university's president.



"Dr. Dunn has honored this university by his work as a physician and through his ongoing commitment to its excellence. It is fitting that we now honor him," said Dr. Daniel W. Rahn, MCG president, who presented Dr. Dunn with the Vessel of Life Award during the annual MCG President's Dinner Sept. 20.

Dr. Dunn is an emeritus member of the Board of Directors of the MCG Foundation, Inc., and a lifetime member of the Alumni Association of the School of Medicine of the Medical College of Georgia, Inc.

He and his wife have established the \$1 million Byron H. Dunn, M.D., and Betty Janes Dunn Chair in the Department of Obstetrics and Gynecology to help support a clinician-educator.

The couple has three sons and six grandchildren.

The Vessel of Life Award was sculpted by Kathleen Ann Girdler-Engler, a 1980 graduate of the MCG School of Nursing.

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Alumni Rate Reduced for Wellness Center

*Christine Hurley Deriso
September 2003*

The MCG Wellness Center has lowed its alumni rate to \$30 a month. For approximately the cost of a daily cup of coffee, MCG alumni can now meet their fitness goals in a second-to-none wellness center while supporting their alma mater. To join, call (706) 721-6800 or e-mail wellness@mail.mcg.edu. Applications are also available online: www.mcg.edu/wellness/.

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MCG Mini-Medical School Gears up for Fall Enrollment

Ellen Gladden
September 2003

You don't have to be accepted to the Medical College of Georgia to expand your knowledge about medicine. Anyone with an interest in science and health care can take classes from MCG faculty.

Dr. Alan Roberts, associate professor of medicine, initiated the concept of an MCG mini-medical school last spring to help the public learn more about science and medicine. About 35 states now have the programs in one or more medical schools.

The only prerequisite for entry is an interest in science, medicine, health and the body. "It's open to anyone who wants to do it. You do not need a science background to attend," Dr. Roberts said.

MCG faculty members and guests from the Centers for Disease Control and Prevention will teach the six courses of the program's inaugural semester, which begins Oct. 14. Fall semester courses are free, funded by a grant from pharmaceutical giant Pfizer Inc. Spring semester tuition will be approximately \$50. Classes will be held on Tuesday evenings Oct. 14-Nov. 18, from 7-9 p.m. in the MCG School of Dentistry auditorium, room 1020.

Advance registration is required by Oct. 13. A registration form is available [online](#).

For more information, contact the Division of Continuing Education at (706) 721-3967 or (800) 221-6437.

PROGRAM SCHEDULE

A question-and-answer session will be held after each presentation. Light refreshments will be served.

Oct. 14 -- Human sexuality, Drs. Murray A. Freedman and Barry M. Wolk

Dr. Freedman will relate the importance of human sexuality

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throughout life. He will explain the effects of stress on human sexual function.

Dr. Wolk will give a brief overview of normal human reproduction followed by a discussion of the causes of impaired reproduction and techniques to overcome infertility.

Oct. 21 -- Bugs and Drugs: Infection, antibiotics and antibiotic resistance, Drs. John F. Fisher and Michael Felz

Dr. Fisher will discuss the specialty of infectious disease; infections common in the area; and serious infections, including recent developments in AIDS, bioterrorism and SARS.

Dr. Felz will draw on his extensive research background to present real cases, along with current diagnosis and treatment principles for seven serious diseases, including Lyme disease, transmitted by ticks. He will also share data from a recent study on optimal methods for tick removal from human skin.

Oct. 28 -- Research: From the laboratory to healing the patient, Drs. David M. Stern and David H. Munn

The lecturers will discuss transporting research from the laboratory to the bedside; examples of projects with great potential for further development; and the hurdles and satisfactions of moving from research discovery to development.

Nov. 4 -- Journey to the inside of the brain: Acute stroke care delivery in Georgia. Drs. David Hess and Elizabeth A. Sekul

Dr. Hess will discuss methods developed at MCG to improve acute stroke care delivery at rural hospitals and review the causes of stroke and drug development at MCG to protect the brain during a stroke.

Dr. Sekul will discuss the developing brain and relate structure to function. She will describe age-dependent neurological syndromes and their impact on functional capacity.

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Nov. 11 -- The why and wherefore of genes, gene therapy and genetic disorders: From the Human Genome Project to cloning and cystic fibrosis, Drs. Karen K. Steinberg, Alan Roberts and Margaret F. Guill

Dr. Steinberg will discuss genomics; how our genes and the environment interact to cause common diseases; individual susceptibility to diseases such as heart disease or cancer; new therapies, including gene therapy and related obstacles; differences in therapeutic and reproductive cloning and the scientific reasons for doing one and not the other.

Drs. Guill and Roberts will discuss genetic testing for cystic fibrosis and gene therapy or pharmacological manipulation of the dysfunctional gene will also be discussed for a possible treatment in the near future.

Nov. 18 -- To sleep, perchance to dream: The physiology of sleep and disordered sleep, Drs. Bashir A. Chaudhary and Amy R. Blanchard

Dr. Chaudhary will explain normal sleep processes and how disruption of these processes can have serious consequences.

Dr. Blanchard will focus on common and uncommon sleep disorders in adults and children, symptoms, diagnostic workup, treatment and the rules of good sleep hygiene.

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Click here for Comprehensive Cancer Center Clinical Trials Contact: Caroline diDonato, MSN, NP-C at (706) 721-6136 or (706) 721-6951.

NEAD (Neurodevelopmental Effects of Antiepileptic Drugs) Study

The Medical College of Georgia Department of Neurology is recruiting expectant mothers with epilepsy in any trimester of pregnancy to participate in a study comparing the effects of antiepileptic medications on child development. Participants should already be on only one of these antiepileptic drugs: Tegretol (carbamazepine), Dilantin (phenytoin) or Depakote (Valproate). Visits will occur during each trimester until birth and then annually for three years. Families will be compensated for participation. For more information, call Kit Guinan at (706) 721-6758 or (706) 723-5232 (pager)..

Tick Removal Study

A study at the Medical College of Georgia comparing two methods of removing ticks from humans is continuing. The study is comparing removal with tweezers to use of a device designed for tick removal. If you get a tick on you and would like to participate, please call the office of Dr. Mike Felz, in the MCG Department of Family Medicine, before removing the tick at (706) 721-2855 Monday through Friday from 8 a.m. to 5 p.m. and he will arrange to see you as quickly as possible. To date, 39 people have participated; a total of 100 are needed.

Diabetics with a Moderate to Severe Diabetic Retinopathy

Diabetics with a moderate to severe diabetic retinopathy who have not yet experienced the excessive blood vessel growth that may occur, may qualify for a study at the Medical College of Georgia that may help prevent further eye damage.

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Participants may have type 1 or 2 diabetes and cannot be pregnant. Half the participants will receive an investigational drug designed to inhibit progression of the eye disease and the remainder will get a placebo. Participants will be followed for four years, get free study-related care and be compensated for their time. For more information, call June Benson, study coordinator, at (706) 721-1172.

Pulmonary Embolus Study

Dr. James Gossage of Pulmonary Medicine is studying the use of a low molecular weight form of heparin to treat pulmonary embolus. Call 706-721-2617 for information.

The Salt Study

Teen-age volunteers are needed for a study at the Georgia Prevention Institute of the Medical College of Georgia to examine the biochemical links to changes in blood pressure during and after stress. Healthy subjects ages 15 to 18 will participate in four days of testing and be compensated for their time. For more information, contact Martha Wilson, Lynne Mackey, or Dr. Gregory Harshfield for more details at (706) 721-1755; parents should call for teens under age 18.

Tooth-Colored Fillings

The Department of Oral Rehabilitation needs patients who want tooth-colored fillings to treat new cavities or to replace fillings that are no longer acceptable. These subjects will participate in the clinical evaluation of two commercially available filling materials marketed to the dental profession as Single Bond and Bacon. Patients must be 21 or older, in good health and in need of moderate fillings on back teeth. Patients must have at least two fillings that need to be placed. The Human Assurance Committee of the Medical College of Georgia has approved this study. Patients may benefit by having an improved smile. The study will last two (2) years. The restorations will be placed without charge to the subjects. Principal Investigator is Dr. Bill Browning, Department of Oral Rehabilitation. For further information, please contact Barbara Cliett, (706) 721-0868, Monday - Friday 8 a.m. - 5 p.m.

Whiter Teeth

The Department of Oral Rehabilitation needs patients who

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would like to have whiter teeth. The Medical College of Georgia, School of Dentistry, Department of Oral Rehabilitation needs patients who want whiter teeth, to participate in the evaluation of a tooth whitening system administered by a dentist. Patients must be 21 or older and in good general health.

The study has been approved by the Human Assurance Committee of the Medical College of Georgia. Patients may benefit by improved esthetic appearance. The study will last six months. The material will be supplied free to the subjects. Principal Investigator is Dr. Bill Browning, Department of Oral Rehabilitation. For further information, please contact Barbara Cliett, (706) 721-0868, Monday - Friday 8 a.m. - 5 p.m.

Oxidative Cell Injury in First Episode Psychotic Patients

The Department of Psychiatry is conducting a research study designed to investigate the connection between certain chemicals in the blood and the ability of a person to learn, remember, and think clearly. If you are between the ages of 9-40, have been diagnosed with a psychotic disorder within the last two years, and have not been treated with antipsychotic medications for more than one month, you may be eligible for participation. Interested persons or those that would like additional information should call Edna Stirewalt at (706) 721-6586. All participants will be paid for travel expenses to and from the psychiatry clinic.

North American Study Aims to Optimize Stroke Prevention In Children with Sickle Cell Disease

How long blood transfusions are needed to optimize stroke reduction and minimize transfusion-related problems in children with sickle cell disease is the focus of a federally funded study of 100 children at 26 sites across North America that is coordinated by the Medical College of Georgia.

"We know that regular blood transfusions decrease these children's stroke risk by 90 percent," said Dr. Robert J. Adams, neurologist at the MCG and principal investigator on the \$11 million study funded by the National Heart, Lung and Blood Institute of the National Institutes of Health. "Now we need to determine the optimal amount of time these children need transfusions."

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Participants in the Optimizing Primary Stroke Prevention in Children with Sickle Cell Anemia, or STOP II, study have been receiving monthly transfusions for several years and many have moved into a low-risk category based on regular blood flow studies of their brains.

Half of these children will continue to receive transfusions over the next two to four years; the remainder will no longer get transfusions but will be monitored closely with transcranial Doppler, which uses ultrasound to measure blood flow in the brain.

About 1 in 10 children with sickle cell disease are at risk for stroke; the peak risk period is the formative years when developing brains experience a peak demand for blood and oxygen, Dr. Adams said. Blood transfusions have been used for years to avoid a second stroke in children with sickle cell disease and for sickle cell patients of all ages who experiences pain crises, low hemoglobin counts and other manifestations of the disease. STOP II will help determine how to maximize the use of transfusions to avoid the first stroke.

For more information about the study, contact Betsy Carl, project manager, (706) 721-6948.

Do You Suffer From Low-Back Pain?

If you are 18 to 65 years old and have not undergone back surgery, you may be eligible to participate in a clinical investigation at the Medical College of Georgia for a potential treatment for chronic low-back pain caused by muscle spasms in the lower back. If you qualify, you will receive medical treatment related to the study, medication and compensation for time and travel. Specific inclusion criteria must be met. Contact Dr. Michael Rivner, (706) 721-2681.

Pediatric Seizure Study

If your child is age 1-24 months and suffers from seizures, he or she may be eligible to participate in a clinical research study of an investigational use of a marketed drug for epilepsy. For more informaton please call Dr. Yong Park, (706) 721-3371.

PEG Study

The Medical College of Georgia Surgical Research Service is seeking patients for a study comparing different Bolster designs to secure Percutaneous Endoscopic Gastrostomy (PEG) tubes. Patients will be assessed at one, seven, and 14 days post-insertion either while hospitalized or over the telephone, if an outpatient. Referrals may be made to Dr. Naren Gupta at 706-721-PAGE beeper 8554, or by calling the MCG Surgical Research Service Office at 706-721-0193.

Surgical Specimen Study

The Medical College of Georgia Surgical Research Service is seeking tissue samples from patients undergoing surgery for various intestinal disorders. These specimens will be used to study how different amino acids get into the cells of the intestine. All studies will be performed on surgically removed specimens that would normally be discarded after review by the Pathologist. Referrals may be made to Dr. Naren Gupta at 1-PAGE-8554 or (706) 721-PAGE beeper 8554, or by calling the Surgical Research Service at (706) 721-0193.

Sickle Cell Trait and Exercise in the Heat

Collegiate and former-collegiate male African-American athletes may be eligible for a study at the Georgia Prevention Institute of the Medical College of Georgia to examine the effects of heat and exercise on individuals with sickle-cell trait. Eligible subjects (ages 18 to 26 years) will participate in four testing sessions on separate days. Each participant will gain valuable insight to his health risk and potential associated problems during training and competition in the heat. Additionally, each participant will receive information regarding: (1) maximum aerobic power and fitness level; (2) sweat rate; (3) hydration status; (4) exercise recovery; and (5) personal insight about his responses, capacity, and limitations are when working out in the heat. For more information, contact Dr. Buddy Sirikul at (706) 721-4534.

Twin Cardiovascular Study

The Georgia Prevention Institute of the Medical College of Georgia is seeking African-American and Caucasian twins to participate in a longitudinal cardiovascular study. If you are a twin or parent of twins, ages 12-25, and are interested in participating please call the research team of Dr. Frank Treiber

at 1(706) 721-7697 or 1-800-GPI-TWIN (1-800-474-8946) for more information. Heart rate and blood pressure will be monitored while you play videogames and are interviewed. You will also have an echocardiogram (similar to a sonogram) to look at your heart. If you qualify, each twin will receive compensation for the 4 hour visit and travel. You will be invited to come for another visit approximately every 2 years.

Vaginal Volume Study

The Medical College of Georgia is conducting a study, where doctors are trying to gather more information about the vagina and tests that women can do by themselves to detect vaginal infections that are not caused by yeast. The general purpose of this study is to determine the average size of a woman's vagina. The doctors will try to measure: The size of the vagina using a salt-water-filled balloon, 3D-ultrasound and by filling the vagina with cream; how long a cream will stay in the vagina; and, the pH (acidity) of the vagina.

Healthy adult women who are not pregnant, breast-feeding, allergic to latex or Monistat-7 and who do not currently have a vaginal infection can participate. Participants will be compensated for their time and travel. The participants will either have one or three visits.

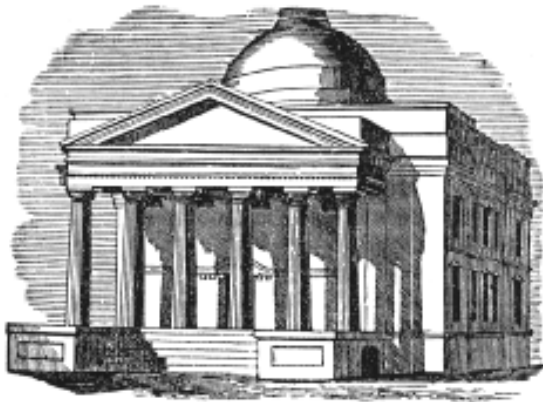
For more information or to schedule an appointment please contact: Kelly Smith at 706-4335 or Toll Free 1-877-643-1414, Nora McClendon at 706-721-5557, or Eileen Dickman, Ph.D. at 706-721-2269

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Please email comments, suggestions or questions to:
Lynette Henley, lhenny@mail.mcg.edu.

September 24, 2003



175 years
of Teaching, Discovering, Caring

175 Years at a Glance

1826 - Drs. Milton Antony and Joseph Adams Eve begin teaching apprentices in several rooms of Augusta's City Hospital.

1828 - Georgia Gov. John Forsyth signs a charter of a state medical academy awarding the bachelor of medicine degree.

1829 - The Medical Academy of Georgia opens with seven students; the name is changed to the Medical Institute of Georgia and empowered in December to confer the M.D. degree.

1833 - The school awards its first medical degree to four graduates and the name of the school is changed to the Medical College of Georgia.

1835 - The school moves from its City Hospital classrooms into its

GLIMPSES OF THE PAST

ELLEN GLADDEN

Editor's note: As the Medical College of Georgia begins a yearlong celebration of its 175th anniversary, several key players reflect on pivotal points in the university's history. MCG Today acknowledges with gratitude the assistance of Medical Historian in Residence Lois T. Ellison, M.D. in compiling this material.



ILLUSTRATIONS BY BRENT BURCH

"I enrolled as a medical student in 1946, when the school was located in the old Tuttle-Newton building (right)," recalls Dr. Harold Engler, an Augusta physician who served as a full-time faculty member in the School of Medicine for 17 years. After graduating in 1950, Dr. Engler completed a surgery residency at University Hospital, then joined the faculty soon before MCG opened Eugene Talmadge Memorial Hospital.

"It was really nice having the new hospital," says Dr. Engler. "It was a new day for us. Patients were referred to that hospital from all over the state, which expanded our clinical cases for the students. I admitted the first patient. It was an elderly woman and we pushed the stretcher [from University Hospital] across to the new building and sent her up to the fourth floor for admission."

home on Telfair Street.

1873 - The school becomes the Medical Department of the University of Georgia.

1913 - MCG moves into the Tuttle-Newton building, formerly the Augusta Orphan Asylum.

1915 - City-owned University Hospital is dedicated.

1933 - The school's name changes to the University of Georgia School of Medicine.

1950 - Upon becoming an autonomous unit of the University System of Georgia, the school reverts to its original name: the Medical College of Georgia.

1950 - Dr. G. Lombard Kelly is named MCG's first president.

1956 - Eugene Talmadge Memorial Hospital opens.

1956 - The nursing school moves from Athens to Augusta.

1965 - MCG opens its Schools of Dentistry and Graduate Studies.

1968 - MCG opens its School of Allied Health Sciences.

1976 - The Virgil P. Sydenstricker Building of the hospital opens.

1992-93 - The MCG Specialized Care Center/Ambulatory Care Center opens.

He notes that the students weren't the only ones learning; there was a learning curve for the faculty and administration as well in the early days of the hospital.

"It was a unique time. We learned a lot in emergency care. Talmadge was not a hospital designed for emergency care. It was designed for treating patients from all over the state, and at first that hindered the education of medical students and residents. But later, with a lot of help from across the state, we got an emergency room and a trauma center. Today the trauma unit created by Dr. Arlie Mansberger is noted as the best in the state. He really did a wonderful job."

When Dr. Mary Conway became the School of Nursing dean in 1980, she saw potential for the school to receive national recognition.

"I saw a school that had a strong baccalaureate program, but had a wider mission than had been defined at the state level at the time. The school needed to strengthen graduate programs and graduate faculty to become a nationally recognized school. One of my biggest priorities was to get us out in front and recruit more faculty with graduate degrees. There were three when I came and probably 12 or so when I left," she says.

In expanding the nursing school's focus, Dr. Conway defined its tripartite mission: caring, scholarship and research.

Expanding nursing research was also on Dr. Conway's agenda. "We did develop a research center while I was there. We began to get federal funding. Some of our doctoral students did get [National Institutes of Health] funding. We did get a large grant to go to rural areas to assess health care and children's health needs," she says.

A great challenge she faced as dean was aligning the expanding roles of nurses with the state's needs in a nursing school. "I don't believe the Board of Regents and others in the state felt where we were going was what they wanted at the time," she said. "They wanted a school that was putting nurses in the hospitals, and we did that. But the profession is more than that. The biggest challenge was to interpret nursing to the bigger community around us--even to our colleagues at the medical college. It was difficult getting others to see nurses in different roles--not just in the hospital, but nurses being

1998 - The MCG Children's Medical Center opens.

2000 - MCG Health, Inc. is formed to manage the university's clinical facilities.

2001 - Dr. Daniel W. Rahn is named the seventh president of the Medical College of Georgia.

In Anticipation of 2003 and the 175th anniversary of the founding of the Medical College of Georgia, the Beeper will feature a series of historical articles to present the rich heritage of our institution. The goal of these stories submitted by MCG Medical Historian in Residence Dr. Lois T. Ellison is to bring to life the indomitable spirit, courage, commitment and leadership of those who have come before us and the human frailties of us all.

To read the articles see [Moments in MCG History](#)

teachers, working on administrative health policy, doing assessments in the community.

"I tried very hard to enlist the collegueship of some of the other [MCG] schools. They just weren't used to that from nurses, but it eventually worked and we began to participate and work with several schools," she says.

Noting the accomplishments of her predecessor, Dean Louise Grant, Dr. Conway said, "Dr. Grant did a really fine job in getting the baccalaureate program established. It is always nice to have a strong predecessor."

After 10 years as dean, Dr. Conway notes, "I felt that we came a long way toward [expanding the school's national prestige]. We did get good public review in Georgia. Applications were always more than we could take."

When Dr. Sam Singal was offered a research assistant position with Dr. Virgil Sydenstricker at MCG in 1940, he found a small school with a promising future. "MCG was a small school at the time; during the summer we had almost no operation under way in the basic sciences because most of the people were gone. There was no air-conditioned animal room, which was very difficult in the summer heat, so there were limited resources and facilities here."

Upon his arrival from the University of Michigan, the Augusta school was known as the University of Georgia School of Medicine and offered a very limited number of graduate programs. "At that time, I believe there was a master's program in physiology through the University of Georgia, but we had no organized graduate program."

The School of Graduate Studies was formed in 1965 to centralize and expand the school's graduate programs. Dr. Singal served as dean of the school from 1974 to 1984.

"The whole purpose of the School of Graduate Studies is that a student can learn to act as an independent researcher to plan and execute experiments. A graduate student operates as an independent individual whereas a technician can only operate under the direction of a scientist. Another advantage [of the school] is that you can bring people together in different disciplines who can impact on a single research project--to be actively involved in the same project as teams," he says.

A graduate committee chaired by Dr. Knowlton Hall and representatives of each basic science department designed the school to reflect the needs and preferences of different segments of the university. For instance, "the faculty of physical therapy and occupational therapy decided they wanted master's programs to offer students in some departments of allied health.



"The committee worked in conjunction with the graduate school in Athens to develop Ph.D. programs in the basic sciences-- biochemistry, anatomy, physiology, pharmacology, endocrinology. Orville Parks came from the medical illustration program at Johns Hopkins to start a program here. That was a stellar program from the start and I think it still is," he says.

Additionally, the school provided a new foundation for research and individual learning.

"A graduate program is a splendid opportunity for a mentor-scientist and the student," says Dr. Singal. "It is training someone to be better than you are. This is a certain kind of life that we didn't have on campus before. That doesn't mean there was no research going on separate from the School of Graduate Studies. It just created a new type of relationship between researchers and students in the basic medical and dental sciences."

The MCG School of Dentistry was built with dental research in the blueprints, notes Dr. Thomas R. Dirksen, former associate dean and one of school's original faculty members.

Recruited by founding Dean Judson C. Hickey in 1967, two years before the school accepted its first students, Dr. Dirksen noted he and his colleagues were chosen for their Ph.D. degrees as well as their dental training.

"[Dr. Hickey] wanted all professors of the biological sciences to be dentists, so [students] would have instructors well-grounded in both dentistry and the particular science...anatomy, biochemistry, physiology and pharmacology," says Dr. Dirksen. "We were successful in recruiting some 20 to 24 dentists with Ph.D. degrees and we felt it provided our students with a better grasp of the subjects."

Dr. Dirksen recalls that finding a permanent home for dental instruction was a priority. "We were working on details of our new dental clinical building. When I first viewed the campus on my initial recruitment visit, the three faculty on board were housed in a small trailer. It was a little skinny thing sitting across from the Administration Building where the Research and Education Building now stands. As a joke, Dr. [Harry B.] O'Rear [then MCG president] had a sign put on that building, 'The O'Kelly School of Dentistry.' [W. Robert O'Kelley Jr., director of purchasing at the time] was in charge of getting the building."

Four trailers joined together later housed 24 dental chairs used for clinical training. "Early on, we had virtually no allied health faculty in dental hygiene. The dental faculty was committed to that teaching endeavor, so a congenial working relationship formed between the schools which has endured the test of time."

In 1970, after considerable number-crunching, the dental faculty celebrated the opening of the School of Dentistry building. "It came in way over budget, so we held a pretty frantic meeting over a weekend to decide what to drop out of the plans. Could we live without this elevator, and so forth," says Dr. Dirksen.

The school's inception coincided with a relaxed new attitude among young people that Dr. Dirksen observed with bemusement. "We went through a lot of hairy times," he says of students during the 1970s. "[The students had] long hair and beards, and not bathing or shaving frequently were viewed as a

student right."

A father of six, Dr. Dirksen noted his own children "all had long hair. For a while, my wife had the shortest hair in family."

The School of Allied Health Sciences was formed, according to its first dean, to consolidate existing training programs and expand new studies in the health care supportive professions.

"There are many gaps that have been patched up in the last 20 years," said Dr. Raymond Bard, dean of the School of Allied Health Sciences 1968 to 1988. "The rudiments of the allied health programs were already in the other schools and I helped develop them. When I came in 1967 there were four or five programs in various stages."

Dr. Bard notes that three elements used to form the school all begin with the letter 'p.' "The first thing you get are the right people. You need knowledgeable people to generate programs, and then you need the physical facilities to teach them in," he says, noting the latter was perhaps the most difficult to acquire. "We had the equivalent of trailers for most of our space. We just made do. If you have the right people, they can inspire the students and get them in the right."

"Everything was a challenge; there wasn't a lot here. The medical schools in these kinds of environments tend to take the leadership role. They have certain needs to get their jobs done, and in some cases we had to tell them what they needed."

"When we started the [physician assistant] program, it wasn't so much a medical college need as it was a community need. Georgia couldn't afford as many full-time physicians as [citizens] needed, so we had to establish the physician assistant program. Then we went to Washington and ended up getting the biggest [related] grant they gave in the entire country. Physicians need the help of allied health professionals...which are all physician assistants to some degree," says Dr. Bard.

Grateful to those who followed in his footsteps, Dr. Bard acknowledges the success of Dr. Biagio J. Vericella, who assumed the deanship in 1988. "Knowing how to teach is important. Dr. Vericella did a splendid job of raising the quality of our teachers--helping them in the classroom and encouraging them to get their Ph.D.s."

"Success takes all types and you have to weave them into a working team. The emphasis was always on selecting the best faculty. We couldn't do it with money because there wasn't any available. We had to beg, borrow and promise. We ended up with people dedicated to their profession and to students."

I Remember When...

Editor's note: The following recollections from various members of the MCG community offer a sometimes lighthearted, sometimes lofty peek at the past.

When MCG Medical Historian in Residence Lois T. Ellison enrolled in MCG as a medical student in 1943, experimental dog surgery was performed on the third floor of University Hospital. "The dogs were brought in by the city pound, and the building didn't have any elevators," she recalls. "I remember them carrying those dogs up three flights of stairs."

Lamar Peacock Sr., or "Strut," had a long and distinguished medical career at MCG that was almost forestalled when he contracted polio as a young man. His recovery defied all odds, and once he earned his medical degree from MCG in 1946, he never looked back. "When I was growing up, he would leave the house at 7:30 a.m. and come home at 9 at night," says his son, Lamar Peacock Jr., assistant clinical professor of medicine at MCG. "Work was number one for him, and his illness allowed him an insight I think a lot of physicians don't have. He has a very unique perspective of what it means to be a doctor because he's been on the other end."

Dr. Gerald Loft, a Professor Emeritus in the School of Dentistry who earned his dental degree from Emory University in 1948, notes that dental education has changed considerably during his lifetime. "In my day, they just taught you to look in the mouth and see how many holes you could see," he says with a laugh. "I hope we've moved beyond that."

The most vivid medical school recollections of Dr. Allen Stocks (School of Medicine class of 1967) are of a class taught by Dr. Corbett H. Thigpen, a now-deceased psychiatrist and co-author of *The Three Faces of Eve*. The class was taught at 8 a.m. Saturday mornings--typically not an optimal time for class attendance. But Dr. Thigpen's class "was standing-room only," Dr. Stocks said, sometimes punctuated with his magic tricks for

a touch of levity. "He was the most educational, entertaining, spellbinding professor it was ever my privilege to sit at the feet of."

Dr. Douglas P. Clepper, an Augusta dentist and member of the School of Dentistry's first graduating class, remembers that his alma mater was never afraid to take chances. "One thing I appreciate about MCG is that some of the things we did were fairly experimental. We were encouraged to challenge the faculty and think."

School of Medicine alumnus John Savage found inspiration in his grandfather, Dr. Carl P. Savage, a 1925 graduate of the MCG School of Medicine. "He had a general practice, and he did a little bit of everything," his grandson says. "I helped out with lab work, in the operating room ... wherever I was needed. It was a good way to spend the summers. My grandfather encouraged me all through those years. Without him, I'd never have become a doctor."

The Dec. 3, 1909 edition of The Augusta Chronicle offered a dismal prognosis for MCG's fledgling football team, the Medicos (left), formed in 1907: "During the 1909 season the Medicos had a team that was not scored upon, and would compare favorably with Georgia, Clemson, and Tech," the Chronicle reported, "and yet the medical students need to take money from their pockets to meet the expenses. Augusta has failed to patronize the games and the medical students are disgusted." The team sputtered to its demise in 1912 but reformed in 1920. Soon after a 20-0 loss to Richmond Academy that season, the Medicos retired their cleats for good.

[Medical College of Georgia](#)

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Please email comments, suggestions or questions to:
Christine Deriso, cderiso@mail.mcg.edu

February 13, 2003

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October 15, 2002

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Office of Academic and Research Computing

MCG Web Page Guidelines

Overview

The Medical College of Georgia Web Server provides easy access to health sciences resources both on campus and worldwide. Information is provided to support research, teaching and patient care missions of MCG. Items are included based on their currency, authority, stability and interest for the MCG community. Medical College of Georgia faculty, staff and students are the primary audience. The secondary audience includes other health care providers in Georgia and other University System faculty, staff and students. Information provided is also accessible to the worldwide Internet community.

The MCG Web Home Page www.mcg.edu is the primary point of entry to official MCG Web pages. The main MCG Web Server is maintained and supported by the Office of Academic Computing Services. The server's function is to provide a centralized electronic information resource for official university web pages. The MCG Web Server houses the MCG Home Page and level-two pages (pages presenting mission critical and institutionally essential information).

All MCG Web publications must comply with the [MCG Home Page Policy](#) <<http://www.mcg.edu/Policies/2204.html>>.

Contact Information

To discuss setting up your section's homepage and an overview of creating documents for the MCG Web Server, Contact: [Anne Hinton](#), [Angela Jessee](#) or [Becky Rogers](#), from the Web Technology Group.

If you would like a Home Page but do not have the time to convert your documents, the Web Technology Group provides this service for a fee. Contact: Anne Hinton, ext 1-0952, ahinton@mail.mcg.edu.

[top of page](#)**Web Page Support**

- The MCG Web Technology Group will assist level-two developers by
- Providing a consultation with potential MCG Web publishers
 - Providing initial instruction for Home Page development on the MCG Web server
 - Providing a template for both Home Pages and secondary pages
 - Supporting FrontPage 2002 as HTML editor
 - Publishing new or revised template-based, web ready files to the web server

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Page Design Guidelines

Format:

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<http://www.mcg.edu/templates/>
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All Documents:

- Indicate contact person with email address or other contact information. (Gives "authority" of the document)
- Include date of publication, revision date or reviewed date and when appropriate include source.
- Include navigational links back to specific Home Page menu from each page within and a link back to the Medical College of Georgia Home Page

Providers must commit to maintaining accurate and up-to-date information. Documents over a year old are subject to removal.

Use of MCG Logo:

- Refer to the [Regulations for MCG Design Elements](#)
<<http://www.mcg.edu/Services/Healthcom/Guides/elements.htm>>
from the [Graphics Policy for Medical College of Georgia Publications](#)
<<http://www.mcg.edu/Services/Healthcom/Guides/guide.htm>>

Uses of Images:

- Should be informative
- Use GIF or JPEG format
- Some will only view your pages using text-based browsers. Images will not be displayed.
- Should use <ALT> tag to provide name in place of "image".
- Large images files will slow response time. Impatient users may move on without viewing your page. Smaller is better

Suggestions:

- Check spelling
- Check links
- View your documents with different browsers and on different platforms
- Make top-level document short and to the point; try to keep Home Page links to one page
- Don't use "click here", be specific about your links, ex: "Home"
- Don't use "under construction"; web users know sites are always under construction
- Try to keep size of page under 30k.
- Avoid flashing text, animated gifs, and other design elements which are distracting to the eye and may slow down pages.

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Online Resources

HTML Overviews:

[Beginner's Guide to HTML](#)

<<http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html>>

[Introduction to HTML](#)

<<http://www.cwru.edu/help/introHTML/toc.html>>

[Bare Bones Guide to HTML](#)

<<http://werbach.com/barebones/>>

[Composing Good HTML](#)

<<http://www.cs.cmu.edu/~tilt/cgh/>>

[HTML Quick Reference Guide](#)

<http://www.cc.ukans.edu/~acs/docs/other/HTML_quick.shtml>

[HTML specifications \(W3C\)](#)

<<http://www.w3.org/MarkUp/>>

[HTML Station](#)

<<http://www.december.com/html/>>

[Writing HTML: A Tutorial for Creating WWW Pages](#)

<<http://www.mcli.dist.maricopa.edu/tut/lessons.html>>

Browser Safe Color Palette:

[hex](#) <<http://www.lynda.com/hexh.html>>

[value](#) <<http://www.lynda.com/hexv.html>>

Style Manual:

[Yale C/AIM WWW Style Manual](#)

Software to Check Your Web Pages:

[NetMechanic Link Check](http://netmechanic.com/) <http://netmechanic.com/>

- Online verification and validation tool that can help you find the broken links on your pages, checks html, checks load time and will reduce the size of your images.

[HTML Validation Service](http://validator.w3.org/). <http://validator.w3.org/>

- A free service from W3C that checks documents like HTML and XHTML for conformance to W3C Recommendations and other standards.

Note: The page you want to validate must have the following tag at the very top of the page above the <html> tag:

```
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01  
Transitional//EN">
```

This identifies the version of HTML that you want the page to be run against.

<http://www.freetranslation.com/>

Site to translate pages into other languages.

Site to Announce Your Web Pages to Search Engines:

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- [University System of Georgia, Regents Guide to Understanding Copyright and Fair Use](#)
- [Additional Resources for Copyright and Scholarly Communication](#)

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January 28, 2002

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General Information

The *Medical College of Georgia Catalog 2002-2003* provides essential information about Georgia's health sciences university. Designed for those who already are a part of the MCG academic community as well as for new and prospective students and faculty, the descriptive material will help the inquirer learn more about MCG--its character, heritage, objectives, academic programs, admissions and degree requirements and procedures.

- [Profile of the Medical College of Georgia](#)
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January 08, 2003

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MCG Facts

Students

- 2,001 students enrolled at MCG in Fall 2002
- 92% of MCG students are residents of Georgia
- Minority enrollment totaled 23%; 11% are African American
- Females comprise nearly 60% of total enrollment

2002-03 Graduates

- 623 degrees were conferred
- 319 degrees (51%) were at the master's, doctoral and first professional level

Alumni

- 65% of MCG's living located alumni live in Georgia

Faculty

- 741 full and part-time instructional faculty as of June 30, 2003
- 86% of full-time instructional faculty have earned a PhD and/or first professional degree

Medical and Dental Residents

- Over 430 are training during Fiscal Year 2004
- 73% are from out of state (26% are from foreign countries)
- Nearly 142 completed their training in Fiscal Year 2003

Research

- \$48.2 million was awarded for research in fiscal year 2002

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Statement of Non-discrimination

The Medical College of Georgia is an affirmative action/equal opportunity educational institution that prohibits discrimination on the basis of age, disability, gender, national origin, race, religion, sexual orientation, or status as a Vietnam War Era veteran.

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Accreditation

Institutional Accreditation

The Medical College of Georgia is accredited by the Commission on Colleges of the [Southern Association of Colleges and Schools](#) (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award one-year and advanced certificates and degrees at the baccalaureate, master's, first professional, and doctoral levels.

The institution was last visited by the [Southern Association of Colleges and Schools](#) (SACS) on February 28-March 2, 2000. More information about the self-study and the site visit can be found at the [1998-2000 Institutional Self-Study Web site](#).

Programmatic Accreditation

All eligible academic programs maintain accreditation by the appropriate specialized accrediting bodies. Program-specific information is available below.

- [Doctor of Dental Medicine](#)
- [Doctor of Medicine](#)
- [Master's of Nursing in Nursing Anesthesia](#)
- [Master's of Nursing as Nurse Practitioner \(Family, Neonatal, Pediatric\)](#)
- [Master's of Physical Therapy](#)
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- [Bachelor's of Science in Radiologic Sciences-Radiation Therapy Technology](#)
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Admission to the Medical College of Georgia

Admission requirements and application procedures, including information pertaining to application forms, personal interviews and pre-entrance testing are available on-line for programs in [Allied Health Sciences, Dentistry, Graduate Studies, Medicine, and Nursing](#).

The Medical College of Georgia is an affirmative action/equal opportunity educational institution in that no person shall on the grounds of sex, race, color, creed, religion, age, national origin, sexual orientation, veteran's status or handicap be excluded from participation in or be otherwise subjected to discrimination in any educational program, activity, or facility.

The Medical College of Georgia is committed to an effective affirmative action policy. MCG strives to recruit, admit and educate a cross-section of qualified men and women representing the socio-economic, racial and cultural diversity of Georgia. This commitment is in keeping with our moral, legal and social responsibility and with the highest ideals and principles of American higher education.

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Core Curriculum for Bachelors Degrees

The foundation for baccalaureate degrees in the University System of Georgia is a six-area core curriculum which guides students' coursework during their freshman and sophomore years. The first five areas of the core (A-E) are applicable, for the most part, to any bachelors degree program in the System. The sixth area (F) is determined by the student's choice of major. Since MCG does not teach core curriculum courses, all courses in the following charts must be transferred to MCG from another college or university. Students are encouraged to follow the MCG core curriculum guidelines as closely as possible when selecting freshman and sophomore courses.

[Core Curriculum for the School of Nursing](#)

[Core Curriculum for the School of Allied Health Sciences](#)

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Board of Regents Policy Manual

The University System of Georgia

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SECTION 400

STUDENT AFFAIRS

401 GENERAL POLICY

401.01 INSTITUTIONAL RESPONSIBILITY

Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of institutions of the University System are matters to be handled by the institutions within the framework of regulations of the Board of Regents. Students violating rules and regulations of an institution may be punished, suspended, excluded, or expelled as may be determined by the institution.

401.02 NON-DISCRIMINATION

The Board of Regents stipulates that no student of the University System, on the ground of race, color, sex, religion, creed, national origin, age or handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established (BR Minutes, October, 1969, p. 154; 1979-80, p. 15).

401.03 STUDENT VOTING PRIVILEGES

Students are encouraged to vote in all federal, state and local elections. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting (BR Minutes, 1977-78, p. 245).

401.04 FRATERNITIES AND SORORITIES

Each institution of the University System shall be authorized to decide for itself whether social fraternities and/or sororities shall be established and whether they shall be local only or affiliated with national groups. Each institution also shall be authorized to promulgate rules and regulations concerning the establishment, organization, governance, and discipline of social fraternities and sororities (BR Minutes, 1964-65, p. 651).

402 UNDERGRADUATE ADMISSIONS

Every student admitted as an undergraduate in any University System institution must meet the requirements for one of the categories listed below and must meet any additional requirements that may be prescribed by the institution. Applicants should be advised that meeting minimum requirements will not guarantee admission at any institution. Institutions may set additional and/or higher requirements than listed here. Except as explicitly permitted in this policy manual, any exceptions to these admissions policies may be made only with written approval of the Chancellor. Students must submit transcripts of all secondary and college work and must follow the application procedures specified by the institution to which they are applying.

402.01 ADMISSION REQUIREMENTS FOR PROGRAMS LEADING TO THE BACCALAUREATE DEGREE

These policies apply to first time freshmen as well as to those who have not earned the equivalent of 30 semester hours of transferable college credit.

402.0101 FRESHMEN REQUIREMENTS

Students applying for freshmen admissions to a University System institution must meet the following criteria:

College Preparatory Curriculum. Completion of the University System of Georgia's College Preparatory Curriculum (CPC) requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education. Students applying to any institution must present credit for 16 specified CPC units.

The 16 specified University System CPC courses are:

- a. **MATHEMATICS:** 4 college preparatory Carnegie units of Mathematics, including Algebra I, Algebra II, and Geometry.
- b. **ENGLISH:** 4 college preparatory Carnegie units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
- c. **SCIENCE:** 3 college preparatory Carnegie units of Science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences.
- d. **SOCIAL SCIENCE:** 3 college preparatory Carnegie units of Social Science, with at least one course focusing on United States studies and one course focusing on world studies.
- e. **FOREIGN LANGUAGE:** 2 college preparatory Carnegie units in the same foreign language emphasizing speaking, listening, reading, and writing.

In addition to these minimum requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

Freshman Index. A designated score on the Freshman Index, which is based on a combination of a student's Scholastic Assessment Test (SAT I) or American College Testing (ACT) assessment scores and high school grade point average (HSGPA). The Freshman Index is:

$$FI = 500 \times (\text{HSGPA}) + \text{SAT I Verbal} + \text{SAT I Math}$$

OR

$$FI = 500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$$

The minimum Freshman Index required for admission to a research university is 2500; regional university--2040; state university--1940; and a state or associate degree college--1830.

In addition to the Freshman Index, students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students without these minimum scores but with SAT I scores of at least 330 Verbal and 310 Mathematics may be considered for admission to an associate degree college

but will be required to exempt or exit LS in the areas of deficiency.

Institutions may set higher requirements for admission. Students meeting the minimum FI requirements are not guaranteed admission.

a. **EXCEPTIONS TO FRESHMAN ADMISSION REQUIREMENTS FOR SPECIAL GROUPS OF STUDENTS**

Students may also be admitted as freshmen based on alternative evidence of college readiness. Following are modified or additional requirements for specific groups of applicants:

1. **LIMITED ADMISSIONS CATEGORY**

In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission. The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with associate-degree colleges allowed the highest percentage for Limited Admissions. The FI required for Limited Admission to a research university is 2020; regional university--1830; state university--1790; and a state or associate degree college--1640.

Non-traditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.

In addition to the FI, Limited Admission students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students with SAT I scores of at least 330 Verbal and 310 Math may be considered for Limited Admission to an associate degree college but will be required to exempt or exit LS in the areas of deficiency.

At research, regional, and state universities, students granted Limited Admission must also have completed the 16-unit CPC. At state and associate degree colleges, students may be considered for Limited Admission with 13 CPC units or completion of the technology/career preparatory diploma of the Georgia Department of Education in addition to other minimum requirements.

PRESIDENTIAL EXCEPTIONS: Presidents of University System institutions may grant exceptions to the CPC and FI requirements for Limited Admissions if the student shows promise for academic success in college. Institutions will be required to report to the Senior Vice Chancellor for Academics and Fiscal Affairs on those students granted presidential exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.

Students who enter under the Limited Admissions category (including Presidential Exceptions) must make up any CPC deficiencies in accordance with University System procedures. They must also be screened, as applicable, for placement in learning support courses using the CPE or COMPASS administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. (For students transferring from a Commission on Colleges (COC)-accredited DTAE college, comparable scores from the DTAE college may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.)

2. ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NONACCREDITED HIGH SCHOOLS

Applicants from home schools or graduates of nonaccredited high schools may validate the CPC in an alternative way. SAT I scores and satisfactory documentation of equivalent competence in each of the CPC areas at the college preparatory level may be used in lieu of the Freshman Index and Carnegie unit requirements of the CPC.

A student whose SAT I Composite (Verbal plus Mathematics) score is at or above the average SAT I score of the previous year's fall semester first-time freshmen admitted to the University System institution to which he or she is applying and who has completed the equivalent of each of the CPC areas as documented by a portfolio of work and/or other evidence that substantiates CPC completion qualifies for consideration for admission. Students in this category must also meet the minimum SAT I Verbal requirement and the minimum SAT I Mathematics requirement for the sector to which they apply.

Applicants who achieve designated scores on each of the following

SAT II Subject Tests in a CPC area will be considered to have demonstrated equivalent CPC competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or Physics.

Students admitted in this category with satisfactory documentation of CPC competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT I scores and documentation of partial CPC completion may be admitted on the same basis and with the same conditions as other students with CPC deficiencies.

3. ADMISSION OF STUDENTS WITH OUTSTANDING SCORES

Students who demonstrate very high academic ability by achieving a composite SAT I-Composite (Verbal + Math) score in the upper five percent of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. (An ACT score which is equivalent to this SAT I score may also be used.) Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students must satisfy any CPC deficiencies in areas other than English or mathematics through college coursework.

Students admitted in this section will not count in an institution's Limited Admissions exceptions.

4. ADMISSION OF INTERNATIONAL STUDENTS

Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under procedures established by the University System of Georgia. If these students do not meet the alternative admission procedures established under the University System of Georgia, they might be considered as Presidential Exceptions.

5. ADMISSION OF STUDENTS WITH DISABILITIES

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the high school

CPC in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this CPC requirement according to procedures established by the System. Students with disabilities are expected to meet the sector's minimum SAT I or ACT score requirements but should request the appropriate testing accommodations from the agencies administering the SAT I or ACT.

6. JOINT ENROLLMENT/EARLY ADMISSION OF HIGH SCHOOL STUDENTS/ POSTSECONDARY OPTIONS

The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit; and (2) an early admission program in which the student enrolls as a full-time college student following completion of the junior year in high school. The minimum admission standards for both the joint enrollment and early admission programs have been developed to allow certain advanced students to receive both high school and college credit for some courses. Students enrolled in Georgia's public high schools who are interested in either of these program may be eligible for tuition reimbursement under the State's Postsecondary Options (PSO) program. Further information is available from the student's high school.

402.0102 UNDERGRADUATE ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

Students with fewer than 30 transferable semester credit hours must meet the freshman admission requirements at the institution to which they are transferring. Students who have earned 30 or more semester hours must have completed any learning support and CPC deficiency requirements if transferring from a System institution. Depending on the sector of the institution to which students transfer, students must meet the transfer grade point average, as indicated in the following table:

MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS		
SECTOR	30-59 *SEMESTER CREDITS	60 OR MORE SEMESTER CREDITS

Research Universities	At least 2.3 GPA** and have met all LS and CPC requirements	At least 2.3 GPA
Regional and State Universities	At least 2.0 GPA** and have met all LS and CPC requirements	At least 2.0 GPA
State and Associate Degree Colleges	Eligible to continue or return to sending institution	Eligible to continue or return to sending institution

* Transferable Hours are defined as hours which would be acceptable by the receiving institution according to the University System's and the receiving institution's prevailing policies. Excluded are institutional credit courses, CPC deficiency makeup courses, and vocational courses. These hours should include transferable hours earned at all postsecondary institutions attended.

**Transfer GPA is defined as the GPA calculated on all transferable hours (see previous definition) plus all attempted but unearned hours at regionally accredited institutions in courses applicable to transfer programs at the receiving institution.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.

Priority Consideration. In addition to the minimum transfer standards listed above, students must meet higher System and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another University System institution who meet these established standards. Students meeting these higher standards would be ensured of receiving priority consideration for admission. In addition, transfer students must be given the same consideration as native students in determining program admissibility.

402.0103 NON-TRADITIONAL FRESHMEN

In order to make the University more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students. The number of non-traditional students an institution enrolls will not be

counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.

A. Non-Traditional Freshmen

Non-traditional freshmen are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years and whose high school class graduated at least five years ago.
2. Hold a high school diploma from an accredited or approved high school as specified in Section 402.0101 or have satisfactorily completed the GED.
3. Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be screened for placement in learning support courses using the CPE or COMPASS administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. (For students transferring from a Commission on Colleges (COC)-accredited DTAE college, comparable scores from the DTAE college may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.) As an alternative, an institution may allow non-traditional freshmen who have within the past seven years posted SAT scores of at least 500 in both Verbal and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the CPE/COMPASS placement test.

B. Non-Traditional Transfers

Non-traditional transfer students are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years or whose high school class graduated at least five years ago.
2. Have earned 30 or more transferable hours of college credit (as defined in section 402.0101).

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement criteria as appropriate.

402.0104 PERSONS AGED 62 OR OVER

Pursuant to the provisions of the Georgia Constitution, the University System of Georgia establishes the following rules with respect to enrollment of persons 62 years of age or older in programs of the University System. To be eligible for enrollment under this provision such persons:

- a. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
- b. May enroll as a regular or auditing student in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees.
- c. Shall meet all System and institution undergraduate or graduate admission requirements; however, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
- d. Shall have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
- e. Must meet all System, institution, and legislated degree requirements if they are degree-seeking students.
- f. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

402.02 ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMS NOT LEADING TO THE BACCALAUREATE DEGREE

402.0201 ADMISSION TO CAREER PROGRAMS

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses. There are two sets of admissions requirements (specified in Academic Affairs Handbook, Section 3.02.01): 1) for programs with a Core-based general education component (allowing more than 12 semester hours of Core curriculum course work) and 2) for programs with

non-Core general education components (allowing 12 or fewer semester hours of Core Curriculum coursework).

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can be admitted into a program leading to a baccalaureate only if a) on admission to the institution they would have met the requirements for regular or Limited Admission or b) they show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and CPC requirements.

402.0202 ADMISSION OF STUDENTS TO CERTIFICATE PROGRAMS AT DESIGNATED VOCATIONAL DIVISIONS

Students admitted to vocational divisions at Bainbridge College, Clayton College & State University, Coastal Georgia Community College, and Dalton State College are not required to meet the CPC and FI standards for regular or Limited Admissions; however, they are required to meet the admissions standards established by the Department of Technical and Adult Education for the same or similar programs, and they must meet prerequisite requirements for Core Curriculum courses. A student seeking admission to a transfer program must meet the requirements for freshman or transfer admissions.

402.0203 ADMISSION OF NON-DEGREE STUDENTS

- a. Institutions may permit students to enroll as non-degree students for a maximum of 10 semester credit hours (including institutional credit). Students may not enroll in any course for which there is a learning support prerequisite unless they have been screened for and have exempted the relevant learning support course.
- b. Institutions may permit students who have earned the baccalaureate degree from a regionally accredited institution to enroll as non-degree students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

402.0204 ADMISSION OF TRANSIENT STUDENTS

An applicant who is enrolled in one college or university and who wishes to take courses temporarily in another college or university shall submit the documents outlined in the Academic Affairs Handbook.

402.0205 ADMISSION OF AUDITORS

Students who submit evidence of graduation from a high school as specified in Section 402.0101 or a GED certificate may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.

402.03 ADDITIONAL ADMISSIONS POLICIES

402.0301 IN GENERAL

In addition to the general admissions policies described above, each unit of the University System may increase the requirements, entry levels, and/or testing procedures for general admission to the institution or to special programs at the undergraduate or graduate levels provided they do not conflict with University System of Georgia policies. Institutions should make available appropriate admissions information to students.

402.0302 REFERRAL OF STUDENTS TO OTHER INSTITUTIONS

Institutions should actively assist Georgia applicants who have been denied admission to find another institution which more appropriately matches their academic credentials.

402.0303 RIGHT TO REFUSE ADMISSION

An applicant may be declared eligible for admission, registration, enrollment or re-enrollment at a University System institution only after satisfying all requirements established by the University System of Georgia and the institution concerned. The institution shall have the right to examine and appraise the character, personality and qualifications of the applicant. In order that this examination and appraisal may be made, the applicant shall furnish to the institution such biographical and other information, including references, as may be required.

Each unit of the University System reserves the right to refuse admission to a non-resident of Georgia, to an applicant whose admission would cause the institution to exceed its maximum capacity, to an applicant whose request for admission is only to a program that is already filled, to an applicant whose transcript(s) are from an unaccredited institution or who is otherwise ineligible for admission.

402.0304 RIGHT TO LIMIT ADMISSIONS

The Chancellor may limit the number of students admitted to an institution.

402.0305 SOCIAL SECURITY NUMBERS

The social security number shall be required from all entering students for a permanent and lasting record. When possible, an alternative number will be assigned and used by institutions for all purposes which do not require the social security number. In no event shall grades be posted by using the social security number. The University System of Georgia is dedicated to insuring the privacy and proper handling of confidential information pertaining to students and employees.

403 STUDENT RESIDENCY

403.01 OUT-OF-STATE ENROLLMENT

Each University System institution is required to file an annual report detailing the number of out-of-state students enrolled during the previous academic year (BR Minutes, April, 1995, p. 21).

403.02 CLASSIFICATION OF STUDENTS FOR TUITION PURPOSES

- A. (1) If a person is 18 years of age or older, he or she may register as an in-state student only upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.

Exceptions:

- i. A student whose parent, spouse, or court-appointed guardian is a legal resident of the State of Georgia may register as a resident providing the parent, spouse, or guardian can provide proof of legal residency in the State of Georgia for at least 12 consecutive months immediately preceding the date of registration.
- ii. A student who previously held residency status in the State of Georgia but moved from the state then returned to the state in 12 or fewer months.
- iii. Students who are transferred to Georgia by an employer are not subject to the durational residency requirement.

- (2) No emancipated minor or other person 18 years of age or older shall

be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.

- B. If a parent or legal guardian of a student changes his or her legal residence to another state following a period of legal residence in Georgia, the student may retain his or her classification as an in-state student as long as he or she remains continuously enrolled in the University System of Georgia, regardless of the status of his or her parent or legal guardian.
- C. In the event that a legal resident of Georgia is appointed by a court as guardian of a nonresident minor, such minor will be permitted to register as in-state student providing the guardian can provide proof that he or she has been a resident of Georgia for the period of 12 months immediately preceding the date of the court appointment.
- D. Aliens shall be classified as nonresident students, provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.

403.03 TUITION DIFFERENTIAL WAIVERS

See [section 704.04](#) for instances in which an institution may waive the differential between in state and out-of-state tuition.

404 REGENTS' FINANCIAL ASSISTANCE

404.01 REGENTS' OPPORTUNITY GRANTS PROGRAM

The 1978 General Assembly (H.B. 1463) amended the law creating the Georgia Higher Education Assistance Authority so as to authorize the Board of Regents to award grants, scholarships, or cancelable loans to economically disadvantaged students who are residents of Georgia enrolled in a graduate or professional degree program in a university of the University System.

In compliance with provisions of this Act, the Board adopted the following criteria for the award of such scholarships:

- A. Each institution shall submit an annual request to the Chancellor for a

specific number of scholarships and grants based upon estimated numbers of eligible candidates in the following year. The Board of Regents shall annually allocate the available positions to the Institutions based on the objectives and needs of the institutions of the University System. The Board of Regents will notify the Higher Education Assistance Authority of the total amount of funds they are to disburse to each institution.

- B. To attract the most talented students from the target groups to programs within the University System, 100 scholarships and grants in the amount of \$5,000 each per academic year shall be offered. These scholarships and grants may be utilized as part of a total student financial aid package.
- C. Each institution awarding the scholarships and grants shall be responsible for determining compliance with the intent and the terms of the law establishing the scholarships and shall maintain adequate records of students receiving scholarships and grants. A recipient does not have the right to transfer this scholarship to another University System institution. Each institution will make an annual report to the Chancellor on the utilization of these funds.
- D. To remain eligible to receive funds under this program, the recipient must maintain good standing and minimum status of effective full-time graduate study, as defined by the institution in which enrolled.
- E. The scholarships are renewable and priority will be given to prior recipients who continue to meet eligibility criteria as defined by the awarding institution.
- F. Each institution will determine the timing and amount of payments on the scholarship and grant award (BR Minutes, April 12, 1978, p. 210-211).

404.02 FINANCIAL NEEDS ANALYSIS

Applicants for Student Financial Aid Programs which are based on need must file an acceptable needs analysis which has been approved by the United States Department of Education.

All member institutions will accept and process the Free Application for Federal Student Aid (FAFSA) for Federal and State student aid programs. In addition, institutions may elect to accept and process other needs analysis systems approved by the United States Department of Education (BR Minutes, 1986-87, p. 135).

405 ATHLETICS

405.01 MANAGEMENT OF ATHLETIC AFFAIRS

Management and control of intercollegiate and intramural athletic affairs shall be the responsibility of the respective institutional authorities. Each institution participating in a program of intercollegiate athletics is expected to take the necessary steps to ensure that its management of the program is in compliance with the provisions of applicable federal laws and the regulations of any athletic conference with which it is affiliated. There shall be an annual audit of any separately incorporated athletic association, with a copy of the audit to be filed with the Assistant Vice Chancellor for Internal Audit (BR Minutes, 1983-84, p. 170).

405.02 ATHLETIC PROGRAMS IN ASSOCIATE DEGREE COLLEGES

The associate degree colleges in the University System are authorized to establish and participate in a program of intercollegiate and intramural athletics. Intercollegiate football programs may be established only with prior approval of the Board (BR Minutes, 1993-94, p. 185).

406 DISCIPLINE OF STUDENTS

406.01 WITHDRAWAL OF RECOGNITION OF STUDENT ORGANIZATIONS

The Board of Regents has determined that the use of marijuana, controlled substances or other illegal or dangerous drugs constitutes a serious threat to the public health, welfare, and academic achievement of students enrolled in the University System of Georgia. Therefore, all student organizations, including but not limited to societies, fraternities, sororities, clubs, and similar groups of students which are affiliated with, recognized by, or which use the facilities under the jurisdiction of institutions of the University System, are hereby charged with the responsibility of enforcing compliance with local, state and federal laws by all persons attending or participating in their respective functions and affairs, social or otherwise.

As provided by the Student Organization Responsibility for Drug Abuse Act, any such student organization which, through its officers, agents or responsible members, knowingly permits, authorizes or condones the manufacture, sale,

distribution, possession, serving, consumption or use of marijuana, controlled substances, or other illegal or dangerous drugs at any affair, function, or activity of such student organization, social or otherwise, is hereby declared to be in violation of the laws of this state and shall have its recognition as a student organization withdrawn and, after complying with the constitutional requirements of due process, shall be expelled from the campus for a minimum of one calendar year from the date of determination of guilt. Such organization shall also be prohibited from using any property or facilities of the institution for a period of at least one year. Any lease, rental agreement or other document between the Board of Regents or the institution and the student organization which relates to the use of the property leased, rented or occupied shall be terminated for knowingly having permitted or authorized the unlawful actions described above. All sanctions imposed by this policy shall be subject to review procedures authorized by the Board of Regents (Article VIII of the Bylaws).

An appeal to the Board of Regents shall not defer the effective date of the adverse action against the student organization pending the Board's review unless the Board so directs. Any such stay or suspension by the Board shall expire as of the date of the Board's final decision on the matter (BR Minutes, 1989-90, p. 384).

This Policy amendment is intended to implement The Student Organization Responsibility for Drug Abuse Act of 1990 (Ga. Laws, 1990, p. 2033).

406.02 VIOLATIONS OF STATE OR FEDERAL LAW

A student in any institution of the University System of Georgia who is charged with or indicted for a felony or crime involving moral turpitude, may be suspended pending the disposition of the criminal charges against him. Upon request, the student shall be accorded a hearing as provided in Section 407.01 of this manual. At such hearing, the student shall have the burden of establishing that his or her continued presence as a member of the student body will not be detrimental to the health, safety, welfare or property of other students or members of the campus community or to the orderly operation of the institution. Upon final conviction, the student shall be subject to appropriate disciplinary action (BR Minutes, 1959-60, p. 306; 1983-84, p. 168).

406.03 DISRUPTIVE BEHAVIOR

See [section 1902](#).

406.04 ALCOHOL AND DRUGS ON CAMPUS

The Board of Regents recognizes and supports Georgia laws with respect to the sale, use, distribution and possession of alcoholic beverages and illegal drugs, as well as the Drug-free Postsecondary Education Act of 1990 with respect to the manufacture, distribution, sale, possession or use of marijuana, controlled substances or dangerous drugs on college campuses and elsewhere. To this end, the Board has encouraged its institutions to adopt programs designed to increase awareness of the dangers involved in the use of alcoholic beverages, marijuana or other illegal or dangerous drugs by students and employees of the University System. Such programs shall stress individual responsibility related to the use of alcohol and drugs on and off the campus.

To assist in the implementation of such awareness programs, and to enhance the enforcement of state laws on the campuses of the University System, each institution shall adopt and disseminate comprehensive rules and regulations consistent with local, state and federal laws, concerning the manufacture, distribution, sale, possession or use of alcoholic beverages, marijuana, controlled substances or dangerous drugs on the campus and at institutionally approved events off campus. Disciplinary sanctions for the violation of such rules and regulations shall be included as a part of each institution's disciplinary code of student conduct.

Disciplinary sanctions for students convicted of a felony offense involving the manufacture, distribution, sale, possession or use of marijuana, controlled substances or other illegal or dangerous drugs, shall include the forfeiture of academic credit and the temporary or permanent suspension or expulsion from the institution. All sanctions imposed by the institution shall be subject to review procedures authorized by the Board of Regents (Article VIII of the Bylaws).

The rules and regulations adopted by each institution shall also provide for relief from disciplinary sanctions previously imposed against one whose convictions are subsequently overturned on appeal or otherwise.

An appeal to the Board of Regents shall not defer the effective date of the adverse action against the student pending the Board's review unless the Board so directs. Any such stay or suspension by the Board shall expire as of the date of the Board's final decision on the matter.

A copy of the rules and regulations adopted by each institution shall be filed with and approved by the office of the Associate Vice Chancellor for Student Services of the Board of Regents and shall be reviewed and approved by said

office annually thereafter (BR Minutes, 1989-90, p. 383).

This policy amendment is intended to implement The Drug-Free Postsecondary Education Act of 1990 (Ga. Laws, 1990, p 2037).

407 APPEALS

407.01 GRADE, PARKING, AND RESIDENCY APPEALS

Final judgment on all appeals regarding residency, student grades, or traffic citations rests with the president of the institution at which the appeal is heard (BR Minutes, April 1995).

407.02 APPEALS ON OTHER MATTERS

Appeals by or on behalf of students on other matters or applicants for admission shall be made according to Article VIII of the Bylaws of the Board of Regents.

408 IMMUNIZATIONS

408.01 IMMUNIZATION AGAINST DISEASE DURING AN OUTBREAK/EPIDEMIC

During an epidemic or a threatened epidemic of any disease preventable by immunization on a campus of the University System, and when an emergency has been declared by appropriate health authorities of this state, the president of that institution is authorized, in conjunction with the Chancellor and appropriate health authorities, to promulgate rules and regulations specifying those diseases against which immunizations may be required.

Any individual who cannot show proof of immunity or adequate immunization and refuses to be immunized shall be excluded from any institution or facility of the University System until such time as he/she presents valid evidence that he/she is immunized against the disease or the epidemic or threat no longer constitutes a significant public health danger (BR Minutes, 1989-90, p. 406).

408.02 IMMUNIZATION REQUIREMENTS

STUDENTS - All new students (first-year, transfers, and others) attending regularly scheduled classes or receiving resident credit will be required to submit a Certificate of Immunization (measles, mumps, rubella) prior to

attending such classes. The certificate will be kept on file at the institution and will be valid throughout the tenure of the student. Persons covered by this policy who were born prior to January 1, 1957, must show evidence of immunity for rubella (date must be after June 6, 1969). For all other students, evidence must be provided of MMR immunity (date must be after 1970) or separate immunizations for measles (after March 4, 1963), mumps (after April 22, 1971) and rubella (after June 9, 1969).

Except for students who have religious objections and students whose physicians have certified that they cannot be immunized because of medical reasons, students who have not presented evidence of immunization as set forth above, will be denied admission to an institution or other facility of the University System until such time as they present the required immunization certification.

Institutions may exempt from this policy students who receive instruction solely via a medium that does not require physical attendance on a University System campus or off campus site (i.e., students who receive instruction via electronic media, correspondence).

This exemption would become void were a student to register for or attend classes on a University System campus or off campus site.

For exceptional and unusual circumstances, an institution may defer the immunization requirements for a period not to exceed thirty (30) calendar days from the first day of classes. Upon the expiration of a thirty-day period, no person will be permitted to attend classes until the required immunization record is on file.

The certification must be on a form provided by the University System of Georgia and signed by a physician or an official of a county health department. The specific requirements will be set forth on the University System of Georgia form/certificate. Requirements will be reviewed periodically and the form/certificate will be revised appropriately with regard to prevailing health risks and available vaccines. Institutions are authorized to impose additional immunization requirements for students when, in the opinion of the president of the institution and with concurrence of the Chancellor, there is a substantial risk of exposure to other communicable diseases preventable by vaccination (BR Minutes, 1990-91, p. 114).

409 UNIVERSITY SYSTEM STUDENT ADVISORY COUNCIL

There shall be a University System of Georgia Student Advisory Council which shall provide a forum for communication and recommendation between the students of the University System and the Chancellor, the Board of Regents, the state government, and the public, concerning problems and issues which are important in providing information and assistance in programs and activities of the member institutions.

This Council shall meet at least once annually with the Chancellor (or the Chancellor's designee) and her or his staff for the purpose of discussing plans and growth of the University System of Georgia and various problems connected therewith. The Council shall also meet at least once annually with the Board of Regents of the University System of Georgia.

Membership of the University System Student Advisory Council shall be composed of duly elected student body presidents, or equivalent elected officers, of institutions in the University System of Georgia. The organization and governance shall be according to a constitution and bylaws. The Student Advisory Council shall create bylaws that will be reported to the Board of Regents for information purposes.

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Accessibility to Disabled Persons

The Medical College of Georgia's physical facilities and institutional programs have been modified in accordance with federal law and regulations to allow equally effective access by disabled persons. Structural changes, such as adaptations to public restrooms and construction of ramps and curb cuts, have been made to improve accessibility. Special services may be made available on a reasonable basis in accordance with reported needs of individual disabled students.

In accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans With Disabilities Act, it is the policy of the Medical College of Georgia to insure that all students with disabilities are afforded equal opportunity and access to programs and facilities. Students are encouraged to identify their disability so that the medical college can determine what reasonable accommodation may be made.

Please contact Dr. Randy Butterbaugh, Director of Student Affairs, to self-identify.

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Limitation on Institutional Liability

In the event that an administrative hearing officer or a court of record determines that "publications" issued by the institution create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment or other service rendered by the institution to such person. As used herein, the term "publications" (without limiting the generality of the normal meaning of the term) shall be deemed to include any and all written or electronic forms or other documents issued by the institution concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment, dormitory occupancy and any and all other written forms, documents, letters or other materials issued by the university in furtherance of its educational mission.

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Changes in Catalog Requirements

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

While the provisions of the catalog will ordinarily be applied as stated, the Medical College of Georgia reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Reasonable effort will be made to keep students advised of any such changes. Information on changes will be available in the offices of the president, academic deans, registrar and student affairs. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

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Medical College of Georgia
1120 15th Street, AA
171
Augusta GA 30912-7315
Office #: (706) 721-2201
Office Fax#: (706) 721-0186
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Legislative Exams

Examinations on the History and Constitutions of the United States and Georgia. Examinations on these subjects are required of all baccalaureate degree students unless exempted by presentation of course credit dealing with these constitutions and histories. The examination will be given by the Registrar's office. Students are advised to meet this requirement early in their academic career.

The Bookstore has study guides for these exams. To schedule exams please call (706) 721-2201.

Author	Title	Cost
Digby	Government Of Georgia	\$12.00
Cullop	Constitution of US	\$5.99
Coleman	Georgia History in Outline	\$15.50
Nevins	Pocket History of US	\$7.99



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How to Request Enrollment Certification

A Letter of Certification is a document which confirms your enrollment at the Medical College of Georgia, your program of study, your anticipated degree and your expected date of graduation. The letter also can include confirmation of your full-time student status if you specifically request this information. The letter may be requested from the Office of the Registrar preferably by submitting a written request. Requests also can be accepted over the telephone or by e-mail.

You may complete a request for a Letter of Certification in the Registrar's Office in room 171 of the Kelly Administration Building on Laney-Walker Boulevard. Office hours at 8:00 a.m. until 5:00 p.m. Monday through Friday.

You also may mail or fax a written request to the Registrar's Office at AA-171 Administration Building, Medical College of Georgia, Augusta GA 20912-7315.



For your convenience, a [Request for Transcript or Letter of Certification](#) is available as a file (Adobe PDF file) and can be printed on your printer. ([About Adobe PDF \(Portable Document Format\) files](#))

When you have printed the blank form, complete it and fax it to: (706) 721-0186 or send it by mail to:
Registrar's Office
AA-171, Administration Building
Augusta, Georgia 30912-7315

There presently is no charge for a Letter of Certification. **However, no Letter of Certification will be furnished for anyone whose financial obligations to the Medical College have not been met.**

Certification letters will be sent in turn as requests are received.

When possible, requests should be made well in advance of the date when the letter is needed. Letters will be sent out in approximately one week; however, allow additional time during peak periods.

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Student Withdrawal Policy

1. For purposes of this policy, any termination of a student's enrollment other than graduation will be considered a withdrawal from the institution in keeping with federal Title IV guidelines. Short-term leaves of absence granted by school officials that do not prevent the student from completing the academic term are not considered withdrawals.
2. Types of withdrawals:
 - a) Voluntary withdrawal from the institution by a student will be considered a student initiated withdrawal.
 - b) Any withdrawal initiated by the institution will be considered an administrative withdrawal.
3. A student may initiate their own withdrawal by providing official notice to the designated office in their school. The designated offices for each school are: Allied Health Sciences – Dean or Associate Dean; Dentistry – Associate Dean for Admissions, Student Affairs & Alumni; Graduate Studies – Associate Dean; Medicine – Associate Dean for Admissions and Student Affairs; Nursing – Vice Dean. Graduate nursing students should provide official notice to the Vice Dean in the School of Nursing. Faculty and staff in all other areas must refer any student who expresses an unequivocal intent to withdraw to the designated office in their school. While students may be encouraged to discuss their withdrawal with faculty and others, the only step a student must take to initiate a withdrawal is to provide official notice to the designated office within their school.
4. The authority to withdraw a student for disciplinary, academic, or other appropriate reasons rests with the dean of the school in which the student is enrolled. The dean may delegate this authority to one or more individuals within the school. Any withdrawal initiated by the dean or her or his designee shall be considered an administrative withdrawal. Students who are withdrawn as the result of disciplinary, academic, or other reasons may appeal the withdrawal. During the appeal process, students may or may not be allowed to attend courses at the discretion of the dean or his or her designee. In the case of an appeal, the student's withdrawal date will be the last date of participation in academic activities.
5. The authority to withdraw a student for failure to comply with selected administrative policies and procedures rests with the Registrar. The Registrar may administratively withdraw a student for failure to pay tuition and fees, failure to meet the conditions of a provisional acceptance, failure to meet institutional requirements for immunizations, or failure to comply with other administrative requirements for admission or continued enrollment. Any withdrawal initiated by the Registrar shall be considered an administrative withdrawal. Students who are withdrawn by the Registrar may only be re-admitted when they provide documentation that they have complied with the administrative policy in question. Students may be readmitted by the Registrar as soon as the student demonstrates compliance with the policy or regulation in question.
6. When any faculty or staff member determines that a student has withdrawn without giving official notice, they should notify the designated office (see item #3, above) in the student's school within two business days. In all cases, faculty and staff must identify any student who has withdrawn without notice no later than thirty days after (1) the end of the student's enrollment period; (2) the end of the student's academic year; or, (3) the end of the student's educational program; whichever comes first. The school's designated office must then provide a completed Withdrawal Form to the Office of the Registrar within two business days of the date they received notice that a student has withdrawn without giving official notice.

7. All withdrawing students must complete the checkout steps required by the Office of the Registrar or other MCG offices.
8. Students who wish to rescind their official notice of withdrawal may do so only with the permission of the appropriate school official (see item #3, above). The designated school official will provide written notice to the Office of the Registrar to reinstate the student as soon as possible, but within two business days, and the Registrar will notify all other appropriate campus offices.
9. A completed Withdrawal Form must be submitted to the Office of the Registrar for any student withdrawal including administrative withdrawals for academic, disciplinary, or other appropriate reasons. For administrative withdrawals, the Withdrawal Form must be submitted to the Registrar within two business days of the time the student ceases participation in the academic activities of the institution.
10. Withdrawn students are not eligible to participate in educational or co-curricular activities of the institution and are not eligible to use services including but not limited to Student Health, Student Housing, the Wellness Center, or campus parking.
11. There is no institution-wide leave of absence policy. Individual schools may develop and implement leave of absence policies that meet the educational needs of students and the demands of the curriculum. Any student granted a leave of absence by a school must also withdraw from the Medical College of Georgia in order to comply with Title IV guidelines. Students who withdraw from the Medical College of Georgia without being granted a leave of absence are not eligible for readmission to the degree program from which they withdrew. Students who withdraw without being granted a leave of absence may apply for admission by submitting the appropriate application for admission as a first time student and following standard admissions procedures. Exceptions to this requirement may be made by the dean of the school in which the student was enrolled. No withdrawn student will be allowed to re-enroll in the program from which he or she withdrew unless the dean or his or her designee provides written permission for the student to re-enroll.
12. The Medical College of Georgia will comply with all stipulations and requirements for the awarding of Title IV student financial aid funds to students at MCG. Upon the withdrawal of a student, MCG practices and procedures for the return of Title IV funds will be initiated in order to insure complete and total compliance with federal regulations. In the event that a student is a recipient of Title IV funds and an unearned portion of those Title IV funds must be returned to a lender or other entity upon the student's withdrawal, all offices involved in the withdrawal, the evaluation of the student's Title IV status, and the return of Title IV funds will take timely and immediate actions to ensure institutional compliance with federal regulations. The authority to determine a student's withdrawal date, and the date of the institution's determination that the student withdrew, rests with the Office of the Registrar.
13. With the approval of the appropriate school or departmental officials, students may drop individual courses. Students may not, however, drop all of their courses. Any student who wishes to drop all of his or her courses must withdraw from the institution.

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Contact Information:

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 171
 Augusta GA 30912-7315
 Office #: (706) 721-2201
 Office Fax#: (706) 721-0186
 Office Hours 8-5 M-F



School of Allied Health Sciences

Academic Calendar

Fall Semester 2003

Orientation for new students is online at

<http://www.oacs.mcg.edu/Students/>

August 20 and 22	Registration for returning students
August 21	Registration for New Students <ul style="list-style-type: none"> • Dental Hygiene • Radiologic Sciences • Respiratory Therapy • Health Information Management • Occupational Therapy • Medical Technology • Physical Therapy
August 25	Classes begin
August 25 – 28	Drop/Add
September 1	Labor Day holiday
October 15	Midterm: last day to withdraw from a course without a penalty
November 3	Regents' Exam
November 26 – 28	Thanksgiving recess
December 11	Last day of classes
December 12, 15 – 18	Examinations

Spring Semester 2004

January 2 & 5	Registration
---------------	--------------

January 5	Classes begin
January 5 – 8	Drop/Add
January 19	Martin Luther King, Jr. Holiday
February 25	Midterm: last day to withdraw from a course without a penalty
March 22	Regents' Exam
April 5 – 9	Spring Break
April 26	Last day of classes
April 27 - 30 May 3	Examinations
May 7	Graduation

Summer Semester 2004

May 17	Registration for all students
May 18	Classes begin for all students
May 18 – 21	Drop/Add
May 31	Memorial Day Holiday
June 25	Midterm: last day to withdraw from a course without a penalty
July 5	Independence Day holiday
July 12	Regents' Exam
August 4	Last day of classes
August 5, 6 & 9 – 11	Examinations

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August 05, 2003

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School of Allied Health Sciences

Academic Calendar

Fall Semester 2004**Orientation for new students is online at (TBA)**

August 16 - 20	Registration for returning students
August 19	Registration for New Students <ul style="list-style-type: none"> • Dental Hygiene • Radiologic Sciences • Respiratory Therapy • Health Information Management • Occupational Therapy • Medical Technology • Physical Therapy
August 23	Classes begin
August 23 – 26	Drop/Add
September 6	Labor Day holiday
October 13	Midterm: last day to withdraw from a course without a penalty
November 1 (tentative)	Regents' Exam
November 24 – 26	Thanksgiving recess
December 09	Last day of classes
December 10, 13 – 16	Examinations

Spring Semester 2005

January 6 & 7	Registration
January 10	Classes begin

January 10 – 13	Drop/Add
January 17	Martin Luther King, Jr. Holiday
March 2	Midterm: last day to withdraw from a course without a penalty
March 21 (tentative)	Regents' Exam
April 4 – 8	Spring Break
May 2	Last day of classes
May 3 – 6, 9	Examinations
May 13	Graduation

Summer Semester 2005

May 16	Registration for all students
May 17	Classes begin for all students
May 17 – 20	Drop/Add
May 30	Memorial Day Holiday
June 24	Midterm: last day to withdraw from a course without a penalty
July 4	Independence Day holiday
July 11(tentative)	Regents' Exam
August 3	Last day of classes
August 4 – 5, 8 - 10	Examinations

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School of Allied Health Sciences

Academic Calendar

Fall Semester 2005**Orientation for new students is online at (TBA)**

August 17 and 19	Registration for returning students
August 18	Registration for New Students <ul style="list-style-type: none"> • Dental Hygiene • Radiologic Sciences • Respiratory Therapy • Health Information Management • Occupational Therapy • Medical Technology • Physical Therapy
August 22	Classes begin
August 22 – 25	Drop/Add
September 5	Labor Day holiday
October 12	Midterm: last day to withdraw from a course without a penalty
November 7 (tentative)	Regents' Exam
November 23 – 25	Thanksgiving recess
December 8	Last day of classes
December 9, 12 – 15	Examinations

Spring Semester 2006

January 5 & 6	Registration
January 9	Classes begin

January 9 – 12	Drop/Add
January 16	Martin Luther King, Jr. Holiday
March 1	Midterm: last day to withdraw from a course without a penalty
March 20 (tentative)	Regents' Exam
April 3 – 7	Spring Break
May 1	Last day of classes
May 2 – 5, 8	Examinations
May 12	Graduation

Summer Semester 2006

May 15	Registration for all students
May 16	Classes begin for all students
May 16 – 19	Drop/Add
May 29	Memorial Day holiday
June 23	Midterm: last day to withdraw from a course without a penalty
July 4	Independence Day Holiday
July 10 (tentative)	Regents' Exam
August 2	Last day of classes
August 3, 4, 7 - 9	Examinations

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School of Dentistry Academic Calendar

Fall Semester 2003

August 20 & 22	Orientation for new students
August 21	Registration for new students
August 20 & 22	Registration for returning students
August 25	Classes begin
August 25 – 28	Drop/Add
September 1	Labor Day holiday
October 15	Midterm: last day to withdraw from a course without a penalty
November 26 – 28	Thanksgiving recess
December 11	Last day of classes
December 12, 15 – 18	Examinations

Spring Semester 2004

January 2 & 5	Registration
January 5	Classes begin
January 5 – 8	Drop/Add

January 19	Martin Luther King, Jr. Holiday
February 25	Midterm: last day to withdraw from a course without a penalty
April 5 – 9	Spring Break
April 26	Last day of classes
April 27- 30 May 3	Examinations
May 7	Graduation

Summer Semester 2004

May 17	Registration
May 18	Classes begin
May 18 – 21	Drop/Add
May 31	Memorial Day Holiday
June 25	Midterm: last day to withdraw from a course without a penalty
July 4	Independence Day holiday
August 3	Last day of classes
August 5,6, 9 -10	Examinations

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School of Dentistry Academic Calendar

Fall Semester 2004

August 19	Orientation for new students
August 19	Registration for new students
August 18 & 20	Registration for returning students
August 23	Classes begin
August 23 – 26	Drop/Add
September 6	Labor Day holiday
October 13	Midterm: last day to withdraw from a course without a penalty
November 24 – 26	Thanksgiving recess
December 9	Last day of classes
December 10, 13 – 16	Examinations

Spring Semester 2005

January 6 & 7	Registration
January 10	Classes begin
January 10 – 13	Drop/Add

January 17	Martin Luther King, Jr. Holiday
March 2	Midterm: last day to withdraw from a course without a penalty
April 4 – 8	Spring Break
May 2	Last day of classes
May 3 – 6, 9	Examinations
May 13	Graduation

Summer Semester 2005

May 16	Registration
May 17	Classes begin
May 17 – 20	Drop/Add
May 30	Memorial Day Holiday
June 24	Midterm: last day to withdraw from a course without a penalty
July 4	Independence Day holiday
August 3	Last day of classes
August 4,5, 8 - 10	Examinations

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School of Graduate Studies

Academic Calendar

Fall Semester 2003

Orientation for new students is online at

<http://www.oacs.mcg.edu/Students/>

August 20 - 22	Registration for returning students
August 20	Registration for new students
August 25	Classes begin
August 25 – 28	Drop/Add
September 1	Labor Day holiday
October 15	Midterm: last day to withdraw from a course without a penalty
November 26 – 28	Thanksgiving recess
December 11	Last day of classes
December 12, 15 – 18	Examinations

Spring Semester 2004

January 2 & 5	Registration
January 5	Classes begin
January 5 – 8	Drop/Add
January 19	Martin Luther King, Jr. Holiday
February 25	Midterm: last day to withdraw from a course without a penalty
April 5 – 9	Spring Break
April 26	Last day of classes
April 27 - 30 May 3	Examinations
May 7	Graduation

Summer Semester 2004

May 17	Registration for returning students
May 18	Classes begin for returning students
May 18 – 21	Drop/Add
June 25	Midterm: last day to withdraw from a course without a penalty
July 5	Independence Day holiday
August 4	Last day of classes
August 5, 6, 9-11	Examinations

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Office #: (706) 721-2201

Office Fax#: (706) 721-
0186

Office Hours 8-5 M-F



School of Graduate Studies

Academic Calendar

Fall Semester 2004

Orientation for new students is online at www.oacs.mcg.edu/students/

August 18 & 20	Registration for returning students
August 18	Registration for new students
August 23	Classes begin
August 23 – 26	Drop/Add
September 6	Labor Day holiday
October 13	Midterm: last day to withdraw from a course without a penalty
November 24 – 26	Thanksgiving recess
December 9	Last day of classes
December 10, 13 – 16	Examinations

Spring Semester 2005

January 6 & 7	Registration
January 10	Classes begin
January 10 – 13	Drop/Add
January 17	Martin Luther King, Jr. Holiday
March 2	Midterm: last day to withdraw from a course without a penalty
April 4 – 8	Spring Break
May 2	Last day of classes
May 3 – 6, 9	Examinations
May 13	Graduation

Summer Semester 2005

May 16	Registration for returning students
--------	-------------------------------------

May 17	Classes begin for returning students
May 17 – 20	Drop/Add
June 23	Midterm: last day to withdraw from a course without a penalty
July 4	Independence Day holiday
August 2	Last day of classes
August 3 – 5, 8, 9	Examinations

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School of Nursing Academic Calendar

Fall Semester 2003

Orientation for new students is online at

<http://www.oacs.mcg.edu/Students/>

August 20 & 22	Registration for returning students
August 19	New student registration
August 25	Classes begin
August 25 – 28	Drop/Add
September 1	Labor Day holiday
October 15	Midterm: last day to withdraw from a course without a penalty
November 3	Regents' exam
November 26 – 28	Thanksgiving recess
December 11	Last day of classes
December 12, 15 – 18	Examinations

Spring Semester 2004

January 2 & 5	Registration
---------------	--------------

January 5	Classes begin
January 5 – 8	Drop/Add
January 19	Martin Luther King, Jr. Holiday
February 25	Midterm: last day to withdraw from a course without a penalty
March 22	Regents' Exam
April 5 – 9	Spring break
April 26	Last day of classes
April 27 - 30 May 3	Examinations
May 7	Graduation

Summer Semester 2004

June 23	Registration for new students
June 24	Classes begin for new students
May 17	Registration for returning students
May 18	Classes begin for returning students
May 18 – 21	Drop/Add
May 31	
June 25	Midterm: last day to withdraw from a course without a penalty
July 16 (new students)	

July 5	Independence Day holiday
July 12	Regents' exam
August 4	Last day of classes
August 5,6, 9 - 10	Examinations

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School of Nursing Academic Calendar

Fall Semester 2004

Orientation for new students is online at (TBA)

August 18 and 20	Registration for returning students
August 17	New student registration
August 23	Classes begin
August 23 – 26	Drop/Add
September 6	Labor Day holiday
October 13	Midterm: last day to withdraw from a course without a penalty
November 1 (tentative)	Regents' exam
November 24 – 26	Thanksgiving recess
December 9	Last day of classes
December 10, 13 – 16	Examinations

Spring Semester 2005

January 6 & 7	Registration
---------------	--------------

January 10	Classes begin
January 10 – 13	Drop/Add
January 17	Martin Luther King, Jr. Holiday
March 2	Midterm: last day to withdraw from a course without a penalty
March 21 (tentative)	Regents' Exam
April 4 – 8	Spring break
May 2	Last day of classes
May 3 – 6, 9	Examinations
May 13	Graduation

Summer Semester 2005

June 22	Registration for new students
June 23	Classes begin for new students
May 16	Registration for returning students
May 17	Classes begin for returning students
May 17 – 20	Drop/Add
May 30	Memorial Day Holiday
June 24	Midterm: last day to withdraw from a course without a penalty
July 15 (new students)	

July 4	Independence Day holiday
July 11 (tentative)	Regents' exam
August 3	Last day of classes
August 4,5 8-10	Examinations

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School of Medicine

Academic Calendar 2003-2004

Phase I— Fall Semester 2003

August 7-8, 2003	Registration
August 11, 2003	First Day of Classes
September 1, 2003	Labor Day
November 26–30, 2003	Thanksgiving Vacation
December 11, 2003	Last Day of Classes
December 12–19, 2003	Test Days

Phase I—Spring Semester 2004

January 2, 2004	First Day of Classes
January 19, 2004	MLK Holiday
April 5–11, 2004	Spring Break (Masters)
May 7, 2004	Last Day of Classes
May 10–14, 2004	Test Days

Phase II—Fall Semester 2003

August 8, 2003	Registration Deadline
August 11, 2003	First Day of Classes
September 2, 2003	Labor Day
November 26–30, 2003	Thanksgiving Vacation
December 19, 2003	Last Day of Classes

Phase II—Spring Semester 2004

January 2, 2004	First Day of Classes
-----------------	----------------------

January 19, 2004	MLK Holiday
April 5–11, 2004	Spring Break (Masters)
May 4, 2004	Last Day of Classes
May 5–7, 2004	Test Days

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June 03, 2003

Medical College of Georgia

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Contact Information:

Office of the Registrar
Medical College of Georgia

1120 15th Street, AA
171

Augusta GA 30912-
7315

Office #: (706) 721-2201

Office Fax#: (706) 721-
0186

Office Hours 8-5 M-F



School of Medicine

Academic Calendar 2004-2005

Phase I— Fall Semester 2004

August 5 & 6, 2004	Registration
August 9, 2004	First Day of Classes
September 6, 2002	Labor Day
November 24–28, 2004	Thanksgiving Vacation
December 9, 2004	Last Day of Classes
December 10–17, 2004	Test Days

Phase I—Spring Semester 2005

January 4, 2005	First Day of Classes
January 17, 2005	MLK Holiday
April 4–10, 2005	Spring Break (Masters)
May 13, 2005	Last Day of Classes
May 16–20, 2005	Test Days

Phase II—Fall Semester 2004

August 6, 2004	Registration Deadline
August 9, 2004	First Day of Classes
September 6, 2004	Labor Day
November 24–28, 2004	Thanksgiving Vacation
December 17, 2004	Last Day of Classes

Phase II—Spring Semester 2005

January 4, 2005	First Day of Classes
-----------------	----------------------

January 17, 2005	MLK Holiday
April 4–10, 2005	Spring Break (Masters)
May 10, 2005	Last Day of Classes
May 11–13, 2005	Test Days

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September 30, 2003



School of Allied Health Sciences

Administration

Dean Allied Health Sciences

Associate Dean Academic Affairs

Associate Dean Business Operations

Associate Dean Research

Assistant Dean Clinical Affairs

Dr. Leona C. Mishoe

Dr. W. Kent Guion

Dr. Carol A. Campbell

Dr. Joseph G. Cannon

Mrs. Patricia F. Sodomka

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Application Procedures

Application forms with instructions may be obtained from the [Office of Academic Admissions](#). Early application is recommended. An application fee of \$30 is required.

Admission Criteria

All applicants for undergraduate degree programs in the School of Allied Health Sciences must satisfy the requirements of the University System Core Curriculum for University System students. Applicants from non-System schools must satisfy the requirements of the Medical College of Georgia core curriculum for non-System students.

CPR certification and completion of a first aid course are required prior to enrolling in the School of Allied Health Sciences. Computer literacy is expected of all students, especially for word processing.

General selection criteria include:

- Cumulative grade point average
- Grade point average in math and sciences
- References
- Knowledge of the field
- Completion of prerequisite general education coursework

Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with over-all grade point average. The importance of previous health-care experiences varies from program to program. Some departments require a personal interview.

Complete information pertaining to application, admission, fees and expenses, loans and scholarships can be found in the [General Information](#) section of the Catalog. Any additional requirements or financial resources specific to programs will be found in [each Department's section](#) of the Catalog.

Academic Policies

Technical Standards

Admission to and graduation from the School of Allied Health Sciences requires satisfaction of the [university's technical standards](#) and any specific programmatic standards.

Professional Liability Insurance

Insurance is required of all students enrolled in the School of Allied Health Sciences. Costs of this insurance are included as part of tuition and fees. Specific information may be obtained from the Office of the Dean.

Academic Probation, Dismissal and Suspension

The University's general policies for undergraduate students are contained in the [General Information Section](#) of the Catalog. Please refer to that section for the Academic Dismissal policy. Where more stringent department dismissal standards apply, the faculty recommends dismissal to the Dean.

Academic Probation

Any student in the School of Allied Health Sciences, whose GPA for any semester is below 2.0 (on a 4.0 scale) or whose cumulative grade point average is below 2.0 at the end of the semester, will be on academic probation and may be subject to a department recommendation to the Dean for dismissal.

Non-Academic (Administrative) Dismissal

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if, in the opinion of the faculty, the student's knowledge, character, or mental or physical fitness cast grave doubts upon his potential capabilities as a practitioner in the field of training. The student is subject to a department recommendation to the Dean for dismissal.

A student may be administratively withdrawn from the Medical College of Georgia when in the judgment of the Dean it is determined that the student exhibits behavior which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others, or (b) causes the student to interfere with the rights of other members of the university

community or with the exercise of any proper activities or functions of the university or its personnel, or (c) causes the student to be unable to meet institutional academic, disciplinary or other requirements for admission and continued enrollment, as defined in the student conduct code, MCG Catalog, Student Handbook and other publications of the university, or (d) casts doubts upon a student's character and/or on the potential capabilities as a health science or basic science professional.

School dismissal decisions may be appealed following established School procedures.

Graduation

Information on graduation requirements is located in the [General Information](#) section of the Catalog.

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May 23, 2002

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Department of Dental Hygiene

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September 24, 2003

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Health Information Management

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Occupational Therapy

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Physician Assistant

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Radiologic Sciences

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Guide to Course Descriptions

School of Allied Health Sciences

Discipline	Prefix
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Biochemistry	BCM
Dental Hygiene	DHY
Dental Hygiene, Microbiology	MIBD
Dental Hygiene, Nutrition	OBI
Dental Hygiene, Oral Medicine	OMD
Dental Hygiene, Pathology	PATH
Dental Hygiene, Periodontics	PER
Dental Hygiene, Pharmacology	PHM
Dental Hygiene, Radiology Techniques	RADD
Diagnostic Medical Sonography	DMS
Health Information Management	HIM
Health Information Technology	HIT
Master's of Physical Therapy	MPT
Medical Technology for Certified CLTs and MLTs	MTCM
Medical Technology, 2+2 Transfer Program	MTCC
Medical Technology, 4+1 Program	MTCP
Medical Technology, Distance Program	MTCD
Medical Technology, Flow Cytometry	MTCF
Medical Technology, Independent Study	MTCI
Nuclear Medicine Technology	NMT
Occupational Therapy	OCC
Occupational Therapy Assistant	OTA
Oral Health	ANMD
Physician Assistant	PAD
Radiologic Sciences	RSC
Radiologic Sciences	RTR
Radiologic Sciences	RTT
Radiologic Sciences, Management	RSM

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PCS

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School of Allied Health Sciences

Two master's degree programs are available to allied health professionals which offer opportunities for expanded careers in education, research and practice. In addition, a Master of Science in [Medical Illustration](#).

[MHE \(Master of Health Education\)](#) This program prepares individuals for careers as academic or clinical educators and more highly skilled practitioners. The curriculum has a core in higher education curriculum, instruction and evaluation.

[MS \(Master of Science\)](#) This is an interdisciplinary research degree program. The curriculum has a core in science and research tools and methods and requires the completion of a thesis.

[Physical Therapy \(MPT\)](#)

The master's degree program in the Department of Physical Therapy is now part of the School of Allied Health Sciences. For further information regarding the MPT program please contact:

Douglas Keskula, PhD, PT, ATC
Associate Professor and Chairman
Department of Physical Therapy, CH-100
Medical College of Georgia
Augusta, GA 30912-0800
Phone:(706)721-2141 Fax:(706)721-3209
dkeskula@mail.mcg.edu

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Medical Illustration

Master of Science

The Master of Science in Medical Illustration Program is one of only five such programs in the nation. The two-year program is accredited by the Association of Medical Illustrators and the American Medical Association's Commission on Accreditation of Allied Health Education Programs.

Intensive illustration courses are supplemented with graduate science courses with medical students. Illustration courses cover pen and ink, monochromatic tone media, water color, air-brush and mixed media. The use of the computer in medical illustration is taught in the first and second year. An elective course in three-dimensional models and prosthetics is available during the second year.

Anatomical and surgical illustration for publication and projection is emphasized. Second-year students spend two semesters observing and sketching in the operating room. Student assignments offer practical experience with traditional media for print applications as well as motion and electronic media.

Program Goals

- To refine students' expertise in various artistic media
- To provide the scientific foundation necessary to prepare illustrations in a medical setting
- To teach students to visually problem-solve and to establish and meet objectives
- To offer extensive practical experience in medical illustration

Career Opportunities

- Medical illustration for medical schools, large medical centers, hospitals and specialty clinics in

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- single-artist departments or large production units
- Medical illustration for advertising agencies, medical publishers and pharmaceutical companies
- Medical illustration for attorneys who need art to demonstrate evidence in legal cases
- Entrepreneurship in medical illustration

Admission Requirements

- Baccalaureate degree from an accredited college or university
- Advanced ability in drawing the human figure from observation
- Sound draftsmanship in rendering from direct observation, including expression of contour, proportion, perspective, form, light and shadow, tonal values and surface textural detail
- Accurate interpretation of color in realistic still-life studies
- A combined GRE score of 1000 (sum of verbal and quantitative)
- Personal interview and portfolio review with the department faculty (by invitation after approval of preliminary application)
- Completion of the following prerequisite courses:
 1. Comparative vertebrate anatomy or vertebrate morphology with student dissections of a mammal
 2. Human physiology
 3. Life drawing from the nude model through advanced-level courses
 4. Advanced courses in realistic drawing and/or painting from observation
 5. Basic photography (including camera and darkroom experience)
 6. Introduction to computers and computer graphics, or demonstrated proficiency through work experience. Computer graphic experience should include knowledge of both raster and vector programs (i.e., Adobe Photoshop, Adobe Illustrator).
- **Also strongly recommended:**
 1. Science: Histology, embryology, invertebrate anatomy, cell biology
 2. Art: Basic design, color theory, graphic design, sculpture, perspective
- Personal interview and portfolio review with the

department faculty (by invitation after approval of preliminary application)

- GRE score of 1000 or higher (sum of verbal and quantitative)
- TOEFL score of at least 550 paper-based or 213 computer-based, if applicable.

For more information, contact Steven J. Harrison, Chairman of the Department of Medical Illustration, at (706) 721-3266 or email: medart@mail.mcg.edu.

Each year the senior class of Medical Illustration students create a [departmental web site](#) to promote the graduate program and showcase some of their finest artwork. This site contains further information about the admission requirements and the application process.

[Applications for Admission to Graduate Degree Programs](#)

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January 16, 2003

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Master of Physical Therapy

Physical therapy, one of the fastest-growing allied health professions, involves rehabilitating handicapped individuals with a movement disorder. As a member of the health team, the physical therapist evaluates a patient's functional loss, then develops a therapy program to help him regain maximum function within the limits of his disability. The physical therapist works with people injured in accidents, crippled children, adults with neurological and orthopedic problems, disabled elderly patients, people with cardiac problems, patients who have been burned and people with many other problems. Physical therapists must have problem-solving skills, resourcefulness, patience, manual dexterity, physical stamina and the ability to work with people. Average salaries are excellent and the demand is high for physical therapists, particularly in rural areas.

The Medical College of Georgia master of physical therapy program is an entry-level degree program that prepares students for general physical therapy practice. Also available are post-professional programs offering the master of science and master of health education degrees for those with an entry-level physical therapy degree.

The physical therapy program is offered on MCG's main campus in Augusta and on the Albany State University campus, where traditional instruction is supplemented with distance-learning technology.

Career Opportunities

- Physical therapy in large and small general hospitals and hospitals for special conditions (i.e. burns, cardiology, neurology, orthopedics, respiratory care)
- Physical therapy in rehabilitation centers, extended-care facilities, wellness centers, public health centers, public and private schools for the

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- handicapped and outpatient facilities
- Private practice
- Administration, research, consultant work or education

Admission Requirements

- Baccalaureate degree with no grade lower than a C in all prerequisite course work (one course in each of the following: human anatomy/physiology with lab*; biology with lab; chemistry with lab; one additional course with lab in biology, chemistry or human anatomy/physiology*; one academic year of physics with lab; six courses in the humanities and social sciences including at least one psychology course) * If the anatomy course you take does not include physiology, then you will need to take a separate course in human physiology.
- Overall minimum GPA of 2.8 or 3.4 in last 40 semester hours
- Minimum GRE score of 1000 (sum of verbal and quantitative)
- At least 100 hours of observational experience in various physical therapy settings
- Minimum TOEFL score of 550 paper-based or 213 computer-based, if applicable

Frequently Asked Questions

What is the application deadline?

The Physical Therapy program has a rolling admissions process that begins September 1 and ends May 1. Applications for early admissions will be processed until January 15, after which time the full class for both campuses will be selected. Any applications received from January 15 through May 1 will be considered for inclusion on the alternate list. All applications must be received by the deadline listed before admissions decisions can be made and interviews scheduled. Applicants should apply during their senior year of college or after completing a baccalaureate degree.

When will I know if I have been accepted?

If you are considered for early admission you will receive a letter indicating the decision shortly after your

interview. After January 15, the Admissions committee will finalize the selection of the class from those interviewed. The Graduate Admissions Office will send you a letter notifying you of the committee's decision. If accepted, you must respond by a specified date.

What is an alternate list?

We usually have more qualified applicants than we can accept. Some qualified applicants may be placed on an alternate list. If and when an accepted applicant withdraws, an alternate may be contacted to fill that position. Alternates may be contacted up to the first week of class. We realize such short notice is burdensome, but we do not know how many applicants from the alternate list will be admitted to the program until classes begin in August. If you are not accepted into the program, you must fully re-apply in subsequent years to be considered.

What counts in admission?

We use a weighted formula based on overall grade point average, math/science grade point average, last 40 semester hours of course work attempted, prerequisite courses, GRE scores and work experience to determine who is qualified for a personal interview. At that point, considerations include the interview, the quality of references, writing ability and the Admissions Committee's overall assessment of the application.

Are out-of-state residents accepted?

Yes. A limited number of our out-of-state students will be admitted in Fall 2001. To determine if you qualify as an in-state resident, contact the Admissions Office at (706) 721-2725. Preference is given to residents of southwest Georgia for admission to the Albany State University program.

What about my references?

You must have at least three references. You will also need to have two references complete a longer reference form that evaluates specific categories related to clinical success. These two references need to be completed by individuals who have observed you in a clinical or work situation. We strongly recommend that at least one be provided by a physical therapist who has observed you in a patient-care setting. References must have had enough experience interacting with you to adequately

judge your qualifications. Reference forms from previous instructors and friends generally carry little weight.

Will poor grades early in my undergraduate education hurt my chances?

It will be a disadvantage because it will affect your GPA, but it will not eliminate you from consideration provided you have successfully completed all prerequisite courses with at least a C. We include all college courses in calculating your overall and math/science GPA.

I didn't know what I wanted to do when I went to school 10 years ago and got poor grades. After working for five years, I now know that I want to be a physical therapist. I've earned good grades since returning to school. Can you "forgive" my old grades?

We do look at the overall trend of grades and definitely take that into consideration, especially if you have returned to school and done well with a significant course load. However, your overall GPA will still reflect your entire academic career, so you must be more competitive in other areas such as experience and references.

Should I take more science courses than the minimum required?

While it is not necessary and usually will not increase your chances of admission (unless your previous grades were poor), it may still benefit you to have taken several other science courses.

It's been more than 10 years since I took some of my science courses. Will I have to retake all of them?

No, but we advise reviewing areas appropriate for our program such as physics and anatomy/physiology.

What type of undergraduate degree do I need?

The master of physical therapy is a graduate degree, so you need a bachelor's degree before entering our program. As long as you have completed the prerequisite courses, it doesn't matter which area the degree is in. We recommend that you complete a degree in an area that you enjoy rather than worrying about whether it will help you enter our program.

Must I complete all my prerequisites before I can be

accepted?

No. We can consider your application before you have completed all the prerequisites. You will be more competitive for admission if you have completed most of the science prerequisites, especially physics and anatomy/physiology, before the admissions process in the fall. It also helps to indicate where and when you plan to take each course. Be sure to confirm that the courses you need will be offered the semester you plan to take them. You must have documentation of completing all prerequisite courses before registration, so be sure to allow enough time for official transcripts to reach the Office of Academic Admissions.

Why do you require volunteer/work experience?

We want to be assured that you have adequately explored the field of physical therapy and are certain of your career choice. We also have found it helpful for our students to have experience in physical therapy. This helps us to determine your ability to work in a patient care area and your potential for success in a clinical setting. We require at least 100 hours of experience encompassing various physical therapy clinical settings. More hours than the minimum may strengthen your references but will not be ranked as part of the admission process.

What type of experience is needed?

We prefer direct patient contact in various physical therapy or patient care settings. If most of your experience has been in another type of health care such as nursing, you still must spend 100 hours directly involved with physical therapy to demonstrate that you have adequately explored the field. We prefer that you spend time in various therapy settings such as rehabilitation, acute care, sports medicine or pediatrics rather than observing just one type of practice setting.

Can I attend your program part time?

No. Our program is full time.

Can I work full time while attending your program?

We strongly advise against it. Our program is very demanding. Classes generally meet all day Monday through Friday with homework that fills evening and weekend hours. We cannot prohibit you from working

while in school, but most students find it extremely difficult. The Office of Financial Aid is very helpful in finding alternative financial resources. Also, many companies provide financial assistance in return for a specified amount of time spent working at that facility. You must identify these resources and treat them as you would any employment contract by determining your willingness to work at the facility, assessing the terms involved and comparing the offer to other opportunities.

How can I obtain more information about your program?

The Office of Academic Admissions regularly schedules [Closer Look Tours](#) of all departments, including physical therapy. The tours provide information and faculty interaction. For more admissions information, call (706) 721-2725 or (706) 721-2141 or visit [our web site](#).

[Applications for Admission to Graduate Degree Programs](#)

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[Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Gretchen Caughman, gcaughma@mail.mcg.edu



While we make every effort to keep the information on this page accurate and up to date, please remember that the MCG Catalog and our published policies and procedures are the authoritative sources of information about MCG programs and policies.



December 05, 2002



**School of Dentistry
Admissions Bulletin**

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School of Dentistry Admissions Bulletin Careers in Dentistry

A career in dentistry can provide many exciting and rewarding opportunities. Some of the advantages of a career in dentistry include:

- the independence of owning and operating your own business
- the challenge of a variety of tasks as health care provider
- the opportunity for service to others in need of health care
- the security of a comfortable lifestyle

If these advantages are attractive to you, a career in dentistry may be right for you.

Employment Opportunities

Most dentists are self-employed and establish a private practice alone or in partnership with other dentists. Employment opportunities also exist in the public health service, as teachers and researchers in dental education, commissioned officers in the armed services and researchers or practitioners in industry. In addition, some dentists enter advanced education programs for training in a dental specialty.

Accreditation

The Doctor of Dental Medicine (D.M.D.) program offered by the School of Dentistry is accredited by the Commission on Dental Accreditation of the American Dental Association.

Curriculum

The D.M.D. curriculum requires at least 11 academic semesters over four calendar years. The curriculum initially emphasizes the basic sciences with an expanding emphasis on the clinical sciences. The student's knowledge and familiarity with the basic sciences is reinforced with applied courses in each discipline.

After completing the D.M.D. program, the new dentist is expected

to:

- Recognize and provide for the oral health needs of the people of Georgia, the region and the nation.
- Deliver contemporary and efficient high-quality oral health care.
- Conduct themselves in an ethical manner and appreciate the need for life-long learning.

Extramural (Off-Campus) Clinics

As part of the total educational experience, students participate in a variety of ambulatory dental clinics remote from the School of Dentistry. This course occurs in the summer between the 3rd and 4th years.

The Student and Research

The dental student may participate in research projects supervised by faculty in both basic science and clinical areas.

Curriculum Overview

The School of Dentistry curriculum consists of: oral biology courses (anatomy, biochemistry, microbiology, pharmacology, and physiology); clinical sciences (dental materials, endodontics, occlusion, oral medicine, oral pathology, oral surgery, orthodontics, pediatric dentistry, prosthodontics, radiology, and restorative dentistry); and behavioral sciences/management courses. The curriculum consists of approximately 5,050 hours of instruction over four years.

Licensure Examination

Graduates of the Medical College of Georgia School of Dentistry are eligible for examination by all U.S. dental licensing boards.

For Further Information

. . .related to the School of Dentistry at the Medical College of Georgia, please contact:

Office of Students, Admissions and Alumni
School of Dentistry
Medical College of Georgia
Augusta, Georgia 30912-1020
Phone: 706/721-3587
FAX: 706/721-6276
Email: osaas@mail.mcg.edu

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Please email comments, suggestions or questions to:
Carole Hanes, chanes@mail.mcg.edu

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June 01, 2003



**School of Dentistry
Admissions Bulletin**

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Office of Students, Admissions and Alumni, School of Dentistry

Financial Information

Financial Aid

The Medical College of Georgia [Office of Student Financial Aid](#) helps students secure needed financial aid. Assistance includes loans, limited scholarships and/or part-time employment.

Information and applications for financial aid are provided to all applicants invited to interview. Correspondence regarding financial aid should be sent to:

Office of Student Financial Aid
Medical College of Georgia
1120 Fifteenth Street, AA-2013
Augusta, Georgia 30912-7320

Applications for funds from MCG are separate from admissions applications, i.e., one need not wait for acceptance to MCG before applying for aid. It is recommended that financial aid application material be submitted between January 1 and February 15 prior to the anticipated enrollment regardless of acceptance status. Applications will be processed according to the date of receipt, so early application after January 1 is encouraged. Applications completed by March 31 will receive priority consideration.

Estimated Academic Expenses for 2002-2003

	First Year (3 semesters)	Second Year (3 semesters)	Third Year (3 semesters)	Fourth Year (2 semesters)
Matriculation Fee	\$ 9,603	\$ 9,603	\$ 9,060603	\$ 6,402
Student Health Fee	320	320	320	240
Student Activity Fee	101	101	101	76
Technology Fee	225	225	225	150

Health Center Fee	150	150	150	50
Books and Supplies	1,207	482	486	225
Instruments and Equipment	1,854	1,854	1,854	1,236
Student Health Insurance	1,152	1,152	1,152	864
Other Fees and Services	704	709	759	649
Totals	\$14,781	\$13,909	\$13,965	\$9,449

Non-resident tuition is \$9,603 per semester in addition to the matriculation fee, i.e. \$38,412 for a 3 semester academic year.

All tuition charges, board, room rent, or charges are subject to change at the end of any academic term.

During the off-site clerkship experience, the student may incur some added expenses, depending on the location selected for these experiences. After the fourth year, most students elect to take one or more state board examinations for licensing purposes. At the time of this writing, the Southern Region Testing Agency board costs \$850 plus a \$150 facility fee.

All students at MCG are required to carry health insurance, and certification of health insurance is required of each student annually. A student health insurance plan is available through the MCG Student Government Association. Students can subscribe to this or another plan of their choice as long as the plan obtained outside of MCG meets minimal institutional benefit standards. The cost of student health insurance included in the estimated academic expenses listed above is the annual (12-month) cost for a single student. Cost of coverage for spouses and children is higher.

Estimated Other Expenses 2002-2003
Graduate/Professional Students
Monthly allowances

	Rent/Utilities Phone	Food	Personal Expenses	Transportation	Total Per Month
On-Campus	\$248	500	180	185	\$1,113
Off-Campus	\$385	500	180	210	\$1,275

Notes:

1. The following explanation of terms may be helpful. Personal expenses include allowances for medical expenses, clothing, laundry, recreation, toiletries and miscellaneous expenses. Transportation includes an allowance for public transportation or car pooling and/or maintenance of a vehicle, gasoline and insurance.
2. To calculate annual costs, multiply the total per month times the number of months of enrollment. These are shown in the chart for Estimated Academic Expenses.

Refund Policy

In accordance with federal government requirements, the MCG refund policy is presented below:

Unless otherwise required by state or federal law, students who officially withdraw from MCG will receive a refund of tuition and other mandatory fees at the end of the semester in which the withdrawal is made. Students who officially withdraw with a clean record within the time specified after the scheduled registration date may receive refunds of tuition and other mandatory fees as listed:

Time of Formal Withdrawal	Percent Refunded
On or before the first day of class	100
Withdrawal after the first day of class but before the end of the first 10% (in time) of the period of enrollment	90
Withdrawal after the first 10% (in time) of the period of enrollment but before the end of the first 25% (in time) of the period of enrollment	50
Withdrawal after the first 25% (in time) of the period of enrollment but before the end of the first 50% (in time) of the period of enrollment	25
Withdrawal after the first 50% (in time) of the period of enrollment	0

The refund of tuition and other mandatory fees is limited to withdrawal from the institution and not for dropping of individual courses.

Acceptance Deposits

The School of Dentistry at the Medical College of Georgia requires a \$100 acceptance deposit which will be credited toward first semester matriculation fees. Those accepted applicants who fail to appear for registration, and fail to notify the Office of Students, Admissions and Alumni of their withdrawal 90 days prior to enrollment, shall forfeit their acceptance deposit.

[School of Dentistry](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:
Carole Hanes, chanes@mail.mcg.edu

March 12, 2003

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School of Dentistry Academic Progress Policies

[School of Dentistry](#)

[Print School of Dentistry
Academic Progress Policies](#)

(10 page PDF file)

A. Review of Academic Progress

Academic progress of students is monitored by the Student Academic Review Committee. At the end of each semester, and at any other time deemed appropriate, the Student Academic Review Committee reviews and evaluates each student's performance and recommends one of the following to the Dean:

1. continue enrollment as a regular student;
2. continue enrollment as a student on academic probation;
3. continue enrollment as a special student;
4. repeating of coursework in any deficient areas, as appropriate;
5. repeating of a portion of the curriculum;
6. administrative withdrawal from clinical courses if a National Board Exam is failed;
7. dismissal; or
8. promotion to the next year of the curriculum (effective the end of Spring Semester of each year), as appropriate.

B. Dean's List

Students who exhibit acceptable professional behavior and whose grade point average (GPA) while carrying at least 12 hours in any semester is 3.25 (on a 4.00 scale) or higher and who have not received any unsatisfactory or failing grades for the semester are named to the Dean's List. Dean's List qualifications for students receiving grades of Incomplete (I) will not be determined until the I is replaced by an earned grade.

C. Failing Grades and Incompletes

1. Failing grades

Students must pass all courses within the curriculum to be eligible for graduation. When a failing grade is received, an F is recorded. The student must be re-registered in the course before a passing grade can be earned. Each course syllabus will state the criteria for satisfactorily repeating a course that has been failed. Students must participate in additional learning experiences under the supervision of the course director prior to receiving a final grade for the second attempt of a course that was previously failed. Promotion to the next year of the curriculum is precluded until all courses in the preceding year have been completed with a passing grade.

2. Incompletes

If a student receives an Incomplete (grade of I), the course director will notify the student in writing of the time limitations and requirements to remove the I, subject to approval by the Student Academic Review Committee and the Dean. When the student completes the

course, the course director is responsible for submitting the grade earned by the student to replace the I. Grade changes should be submitted within 3 days of course completion. Any I grade not replaced by an earned grade within the next two semesters in residence following the assignment of the I will be changed to a grade of F. Promotion to the next year of the curriculum is precluded until all Incomplete grades have been removed. Responsibility for monitoring resolution of I grades rests with the Chair of the Student Academic Review Committee.

D. Definitions

1. Special Students

Any student who, as a result of academic deficiencies, is required to study in an altered curriculum (e.g., more courses, fewer courses, or different courses than the student's class would normally be taking) will be considered a special student. Special students would normally not be expected to graduate on time.

2. Time Limitations

In all policies of the Student Academic Review Committee regarding time limitations, working days shall include the five days of the work week (Monday through Friday) regardless of whether classes are in session, and shall exclude all official holidays of the Medical College of Georgia. Exceptions to this definition will be listed as calendar days.

E. Administrative Withdrawal from Clinical Courses

1. Part I of the National Dental Board Examination is given in July following completion of the second year of the curriculum. If a student receives a total score of below 75 on Part I the SARC will meet to consider making the following recommendation to the Dean. The student will be immediately withdrawn from the clinical courses of the 7th semester in order to provide time for remedial efforts to retake the examination in December. The student will be required to retake the Part I Examination the next time it is offered. After the student retakes Part I in December the student may be enrolled in clinical courses beginning in the Spring semester. If the student is reported to have not passed all sections of Part I the student will again be immediately withdrawn from all clinical courses to provide time for a final attempt at National Board Part I which must be taken the following July. A third failure to pass all sections of the Part I Examination will require a Dismissal Hearing for the student.

2. A student receiving partial credit on Part I of the National Board (75 or higher average score but failing one or more sections) may proceed in clinical courses but must retake Part I in December. After the student retakes Part I in December the student may be enrolled in clinical courses beginning in the Spring semester. If the student is reported to have not passed all sections of Part I the student will be immediately withdrawn from all clinical courses to provide time for a third attempt at National Board Part I which must be taken the following July. A third failure to pass all sections of the Part I Examination will require a Dismissal Hearing for the student.

3. Part II of the National Dental Board Examination is given in December of the fourth year of the curriculum. A student who fails the Part II Examination will be required to retake and pass the Part II Examination before the Dean will authorize the student to participate in the Southern Regional Testing Examination. A third failure on the Part II Examination will require a Dismissal Hearing for the student.

F. Academic Probation

Any student whose grade point average (GPA) for any semester is below 2.00 (on a 4.00 scale) or whose cumulative D.M.D program GPA is below 2.00 at the end of any semester shall be considered on academic probation. Students on academic probation are subject to the Academic Dismissal policies of the School of Dentistry.

G. Academic Dismissal

1. Authority to dismiss students from the School of Dentistry rests with the Dean. Any student who fails to meet the standards of academic progress listed in this section of School of Dentistry policies may be dismissed for academic reasons. The Student Academic Review Committee has the responsibility for monitoring student academic progress, and recommending to the Dean the dismissal of any student who does not make satisfactory academic progress through the curriculum. The SARC shall not recommend the dismissal of any student until the student has been provided an opportunity for a hearing before the SARC.

2. Standards of Academic Progress

Students whose level of academic achievement falls below the standards of academic progress set forth below will be scheduled for an academic dismissal hearing before the Student Academic Review Committee to be considered for dismissal. A student will be considered for dismissal if:

- a. The student's cumulative GPA is below 1.65 at the end of the first semester of the freshman year; or
- b. The student's cumulative GPA is below 2.00 at the end of the second semester of the freshman year; or
- c. The student earns 8 semester hours of F during a single semester; or
- d. The student is on academic probation for two of three consecutive semesters; or
- e. The student fails Part I of the National Board Dental Examination three times; or
- f. The student fails Part II of the National Board Dental Examination three times

3. In addition, the Student Academic Review Committee may recommend to the Dean the dismissal of any student on academic probation. Prior to such a recommendation, any student being considered for dismissal has the right to a hearing before the Student Academic Review Committee.

4. Hearing Procedures

The Student Academic Review Committee shall use the following procedures for all academic dismissal hearings initiated by the SARC.

a. Notice to Student

Once the SARC has determined that a dismissal hearing is indicated the Chair of the SARC will immediately notify the student, the Dean and all SARC members that a hearing will be arranged. Every effort should be made to schedule the hearing within 10 days. In extraordinary circumstances the hearing may be delayed in order to obtain important additional information, to secure a quorum, etc. At least 5 days prior to a dismissal hearing before the SARC, the student will receive a written notice of the time, date, and place of the hearing and a written notice of the applicable policies which

could lead to the student's dismissal.

b. Hearing Procedure Rules

(1) An audio recording and minutes of the hearing proceedings shall be kept and a copy made available to the parties concerned through the legal department in the event an appeal is filed.

(2) The Vice-Chair of the SARC will present the student's academic record to the Committee and may present witnesses from the faculty to provide information about the student's performance in courses. In the absence of the Vice-Chair or in the event of a potential conflict of interest the Chair may name a designee to serve in place of the Vice-Chair.

(3) Students appearing before the SARC will be permitted an advisor of his/her choice except that a student may not select an attorney as his or her advisor. If a student selects an advisor who is not a faculty member of the Medical College of Georgia, the student must sign a written waiver of confidentiality for the advisor to attend the hearing. Any such waiver of confidentiality is intended to permit the non-faculty advisor to attend the hearing, and the student's right to privacy will otherwise be protected to the extent allowed by law. Advisors may not directly participate in the hearing.

(4) At least eight voting members of the SARC must be present for a dismissal hearing. The SARC will deliberate in executive session to formulate a recommendation regarding the student's academic standing. The recommendation will be voted on by a written, secret ballot. The Vice-Chair shall not vote, and the Chair will vote only in the event of a tie. Recommendations must pass by a simple majority of the voting members present.

(5) The student shall have access to his (her) academic record.

(6) The student shall be afforded an opportunity to obtain and present witnesses and documents or other evidence.

(7) The student and all members of the SARC shall have the right to question all witnesses.

(8) The decision of the SARC shall be based on the student's academic record and shall be presented by the Chair of the SARC to the Dean in the form of a written recommendation within 24 hours of the end of the hearing.

(9) In cases where the Chair of the SARC determines that participation of a faculty member in a student dismissal hearing creates a conflict of interest, the faculty member will be excused from the hearing.

5. Dean's Responsibilities

The Dean may implement the SARC's recommendation or modify the recommendation. At the discretion of the Dean, the Dean may dismiss the student or continue the enrollment of the student as a regular student, a special student on an altered curriculum, or as a student on academic probation. The Dean shall advise the student in writing of his (her) decision within 5 days of receiving the written recommendation of the SARC. The Dean's decision is final for the School of Dentistry. It is the responsibility of the Associate Dean for Academic Affairs to create, manage and store the written and audio records that are related to the hearing. The management of the records should follow the institutional policies that apply to all schools of the Medical College of Georgia.

H. Appeal of Dismissal

A student may appeal the Dean's dismissal decision to the President of the Medical College of Georgia. A decision by the President may be appealed to the Board of Regents in accordance with Board policy.

I. Readmission

Any student who is dismissed or who withdraws from the School of Dentistry may apply to the Student Admissions and Recruitment Committee for readmission as a first year student by submitting a regular application for admission following standard admission procedures. No re-enrollment with advanced standing will be permitted except under the provisions of the School of Dentistry's Leave of Absence policy.

J. Graduation

Successful completion of all requirements leads to the D.M.D. degree. Approval to graduate rests with the Dean. Graduation requirements are:

1. A minimum of 11 semesters in residence; and
2. Completion of the curriculum within 16 semesters in residence except that students in the D.M.D./M.S. and D.M.D./Ph.D. programs may request a waiver of the 16 semester rule from the Dean.
3. Passing grades in all required courses; and
4. Cumulative grade point average of 2.00 or higher; and
5. Satisfactory completion of all clinical services; and
6. Passing Part I and Part II of the National Board Dental Examination; and
7. Return of assigned institutional property and equipment in acceptable condition; and
8. Payment of all outstanding financial obligations to include tuition and all required student fees, and
9. Completion of all required course and instructor evaluations including all clinical course and instructor evaluations.

K. Leave of Absence Policy

1. Emergency Leaves of Absence

Emergency leaves of absence can be recommended by the Associate Dean for Students, Admissions and Alumni and approved by the Dean for up to 10 working days. In the case of absence or unavailability of the Dean or the Associate Dean for Students, Admissions and Alumni either may make the emergency decision. All missed work must be made up.

2. Family Leave of Absence

a. Any student enrolled in the School of Dentistry may request from the Dean a family leave of absence in the event of:

- the birth of the child of the student;
- the placement of a child with the student for adoption;
- a serious health condition of the student's child, spouse, parent or spouse's parent necessitating the student's presence; or
- a serious health condition of the student which renders him/her unable to perform the duties of a student.

b. A family leave may serve for an intermediate time period or for a period of part-time attendance and does not require withdrawal from the Medical College of Georgia.

c. Students taking a family leave of absence are required to make up all missed work.

d. Family leave of absence request procedures:

(1). Students must request a family leave of absence from the School of Dentistry by submitting a written request to the Associate Dean for Students, Admissions and Alumni. The request should state the following:

(a) The reason the leave is being requested.

(b) When possible, the inclusive dates (i.e., beginning and ending) of the leave or the part-time nature of the leave.

(2). A letter of support for the action should be included if appropriate (i.e. physician letter, etc.)

(3). The Associate Dean for Students, Admissions and Alumni will inform the Dean of the request. If the Dean approves the student's request, the Dean will refer the matter to the Associate Dean for Academic Affairs who will in conjunction with appropriate course directors and

department chairs develop conditions that must be met by the student and any necessary remediation activities the student is to complete during or after the family leave.

(4). The Dean will review the conditions submitted by the Associate Dean for Academic Affairs regarding the leave of absence and may approve, deny, or modify the conditions. The Dean will notify the student in writing of the action on the student's request, including any conditions that must be met by the student. In the case of absence or unavailability of the Dean in an emergency situation, the Associate Dean for Students, Admissions and Alumni may approve the Family Leave following the conditions stated in this policy.

(5). Some patients of students who have been approved for a family leave of absence may need to be reassigned.

(6). Students receiving financial aid through the Medical College of Georgia must comply with all federal policies to maintain eligibility for aid.

(7). In the event that the family leave becomes excessive the student may apply for an extended leave of absence.

3. Extended Leaves of Absence

a. Any student enrolled in the School of Dentistry may request from the Dean an extended leave of absence for cause. Any student who is granted an extended leave must officially withdraw from the Medical College of Georgia in keeping with institutional policies.

b. Students taking an extended leave of absence will re-enter the curriculum no later than the point at which the leave began, and students may be required to repeat a portion of the curriculum. Students who are on an extended leave from the School of Dentistry for more than one calendar year may be required to repeat all or a significant portion of the curriculum.

c. Extended Leave of Absence Request

(1). Students must request an extended leave of absence from the School of Dentistry by submitting a written request to the Associate Dean for Students, Admissions and Alumni. The request should state the following:

(a) The reason the leave is being requested (i.e., ill health, financial burdens, family problems, personal problems, reconsideration of career or life goals, etc.)

(b) When possible, the inclusive dates (i.e., beginning and ending) of the leave.

(2). A letter of support for the action should be included if appropriate (i.e. physician letter, etc.)

(3). The Associate Dean for Students, Admissions and Alumni will inform the Dean of the request. If the Dean approves the student's request, the Dean will refer the matter to the Associate Dean for Academic Affairs who will in conjunction with appropriate course directors and department chairs develop conditions that must be met by the student to re-enroll. The Associate Dean for Academic Affairs will include in the conditions the point in the curriculum where the student will re-enroll and any necessary remediation activities the student is to complete before or after re-enrollment.

(4). The Dean will review the conditions submitted by the Associate Dean for Academic Affairs regarding the leave of absence and may approve, deny, or modify the conditions. The Dean will notify the student in writing of the action on the student's request, including any conditions that must be met by the student. A copy of the Dean's written notice to the student will be forwarded to the Office of the Registrar for filing in the student's record. In the case of absence or unavailability of the Dean in an emergency situation, the Associate Dean for Students, Admissions and Alumni may approve the Family Leave following the conditions stated in this policy.

(5)e. If the leave is granted, the student must personally complete withdrawal procedures through both the School of Dentistry and the Office of the Registrar.

(6). The patients of students who have been approved for a leave of absence will probably be reassigned.

(7). In cases where the leave of absence extends for more than sixty calendar days, the student must confirm his or her plans to re-enroll by notifying the Dean in writing at least thirty calendar days prior to the previously determined re-enrollment date (see J.3.a.(2), above). The Dean will then notify the Chair of the SARC and the Registrar of the point within the curriculum at which (semester and year) the student will re-enroll (the student's course schedule should be attached to the Dean's notification to the Registrar). Students seeking reinstatement will be required to meet all conditions for reinstatement that had been established.

(8). Students who fail to confirm their re-enrollment date in accordance with this policy or students who do not notify the Dean of a change in plans may not be allowed to re-enroll in the School of Dentistry. Students must also complete all

institutional procedures required for re-instatement as specified by the School and Registrar.

4. The Dean's Office will notify involved course directors and Department Chairs when a leave of absence of either type has been granted.

L. Student Academic Grievances Policy

The following policy relative to academic grievances shall be applicable to all predoctoral students enrolled in the Medical College of Georgia School of Dentistry.

1. Grounds for Grievances

A student may file an academic grievance if (s)he feels one of the following grounds apply:

- a. grading was not in accordance with published course grading policy;
- b. grading was arbitrary or capricious; or
- c. grading was determined on the basis of race, disability, gender, ethnicity, or religious affiliation.

2. Academic Grievance Protocol

Any student who has a grievance should attempt to resolve it with the faculty member involved. If the problem is not resolved, the student should then meet with the appropriate course director. If the problem is not resolved at this level, the student should meet with both the course director and the Department Chair. If the problem is still not resolved, the student may request that the grievance be heard by the Student Academic Review Committee citing one or more of the grounds listed above. The Chair of the SARC must receive written notification of the grievance within 15 working days of the incident that prompts the grievance. An investigative subcommittee composed of the Vice Chair of the SARC and one other member of the SARC will be appointed by the Chair of the Committee to determine whether or not the grievance should be heard by the full Committee. If the Committee hears the grievance, a recommendation will be made to the Dean whose decision shall be final for the School of Dentistry. The student has the right to appeal the decision of the Dean to the President of the Medical College of Georgia.

3. Student Academic Grievance Procedures

The Student Academic Review Committee shall use the following procedures for all student grievances initiated under the Student Academic Grievance policy of the School of Dentistry.

a. Procedures for Requesting a Hearing

- (1) After attempting to resolve the grievance with the course director and department chair, a student who has

not received satisfaction must write a letter to the Chair of the Student Academic Review Committee. In the letter to the Chair of the SARC, the student must provide:

- (a) Date(s), time(s) and place(s) of events in question;
- (b) Names of any witnesses;
- (c) Facts of the grievance and action requested;
- (d) Outline of efforts and actions already taken by the student to gain redress indicating dates and names of contacts.

The Chair of the SARC will provide a copy of the student's grievance letter to the course director and department chair within 5 days of receiving the grievance.

(2) Within 5 days of receiving the grievance, the Chair of the SARC will appoint an investigative subcommittee to determine whether the grievance warrants a hearing by the full SARC. The investigative subcommittee will be composed of the Vice Chair of the SARC and one other member of the SARC. The subcommittee will make its recommendation to the Chair of the SARC within 10 working days of being appointed. The Chair of the SARC will notify the parties concerned in writing within 3 days of the subcommittee's determination including the time and place of the hearing if one is granted.

(3) If the investigative subcommittee recommends denying a student request for a hearing, the student may appeal that action to the Dean within 5 days of receiving the denial. The Dean may uphold the investigative subcommittee denial or remand the matter to the SARC for a full hearing.

b. Hearing Procedure Rules

(1) An audio recording and minutes of the hearing proceedings shall be kept and a copy made available to the parties concerned through the legal department in the event an appeal is filed.

(2) In cases where a Committee member is a party to the grievance, where the Chair of the SARC determines a Committee member will have a conflict of interest, and in cases where a Committee member is to serve as a witness, that member shall not participate in the hearing of those grievances as a member of the Committee. Members of the investigation subcommittee will not

participate in the formal SARC hearing except as wit

(3) Whenever each of the parties concerned appear before the Committee, (s)he will be permitted to have present an advisor of his (her) choice that is a member of the MCG academic community. The role of the advisor will be to advise the student. Advisors may not directly participate in the hearing. A student may not select an attorney as his or her advisor.

(4) The SARC will deliberate in executive session to formulate a recommendation regarding the student's academic grievance. The recommendation will be voted on by a written, secret ballot. The Chair will vote only in the event of a tie. Recommendations must pass by a simple majority of the voting members present.

(5) The student shall have access to his (her) academic record.

(6) The parties concerned shall be afforded an opportunity to obtain and present witnesses and documents or other evidence.

(7) The parties concerned shall have the right to question all witnesses.

(8) The decision of the Committee shall be based on the evidence introduced at the hearing.

(9) The Chair shall notify the Dean in writing of the Committee's recommendation within three (3) working days of the hearing. The recommendation shall include a brief statement of facts, the Committee's decision, and the reasons therefore. It is the responsibility of the Associate Dean for Academic Affairs to create, manage and store the written and audio records that are related to the hearing. The management of the records should follow the institutional policies that apply to all schools of the Medical College of Georgia.

(10) After receipt of written notification of the recommendation of the Committee, the Dean shall advise the student and other parties concerned in writing of his (her) decision and the reasons supporting this decision within five (5) working days of receipt of the Committee recommendation.

(11) The student has the right to appeal any adverse decision by the Dean to the President of the Medical College of Georgia within five (5) working days of receipt of the Dean's decision.

M. Grading Models, Course Failure Policies, and Attendance Policies in Course Syllabi

1. Grading Models

Each course syllabus must contain a grading model clearly stating how the final course grade will be determined. The procedure for determining numerical values must include the rounding procedure.

2. Course Failure Policies

All course syllabi shall have a clearly written policy for treatment of students receiving a failing grade as described in the course grading policy. The course syllabus should also include any limitations that will be placed on the student in subsequent course work or clinical activity as a result of failing the course. When considering treatment of such students, the course director should take into account:

- a. the other courses for which the failed course is a pre-requisite;
- b. whether there will be adequate time in the student's schedule for the course to be repeated the next time that the course is regularly scheduled to be offered;
- c. the emphasis for areas of deficiency (cognitive vs. manual dexterity);
- d. whether it is appropriate to provide additional training or self-teaching to resolve the specific student's deficiencies in lieu of complete repetition of the course; and
- e. the failing grades policy of the School of Dentistry which requires that students be re-registered for any course failed and that students must participate in additional learning experiences under the supervision of the course director before a grade for the second attempt at the course can be assigned.

3. Attendance Policies

Each course syllabus must contain a clearly written description of the course's attendance policy. If attendance is mandatory, a clearly stipulated policy must be present which outlines the implications for the student for non-compliance.

N. Student Excused Absence Policy

Successful completion of the dental program depends directly upon student participation in and completion of all required courses. Students are expected to attend all scheduled classroom, laboratory and clinic sessions. However, it is understood that on occasion students may be required to be absent from a scheduled class, laboratory or a clinic session for excusable reasons. An excused absence excuses only a student's attendance at a scheduled class session. In all cases, any missed work must be made up.

1. The Associate Dean for Students, Admissions and Alumni has the authority and may grant an immediate excused absence for a student in the following circumstances.

- a. Personal illness or illness of a close family member when the attention of the student is required.
- b. Death of an immediate family member.
- c. Personal appointments for acute or preventive health care. (A student missing a scheduled examination must document a visit to Student Health or a private physician in order to qualify for a make up examination. Whenever possible, students should schedule preventive appointments at times which are minimally disruptive to their class schedule).
- d. Accident or other unforeseen circumstances making it impossible for a student to attend a scheduled class.

2. Students are expected to report their reason for requesting an excused absence to the Associate Dean for Students on the day of the absence or as soon as possible. If the request for an excused absence is approved, the Associate Dean for Students will notify the course directors and advise the student to arrange to make up any missed work as soon as possible. The Associate Dean for Students will have the responsibility to determine the validity of the reason for the request. Students are not required to notify each course director or to divulge the reason for the absence to anyone other than the Associate Dean for Students. Student confidentiality must be respected and preserved unless required by subpoena or other legal process. A record of excused absences will be maintained in the office of the Associate Dean for Students until the Student Academic Review Committee reviews grades at the end of the semester.

3. The following may also constitute reasons for an excused absence but these are not emergencies and they should be planned well in advance. The student has the responsibility to notify the course director and the Associate Dean for Students and arrange in advance to make up any work to be missed.

- a. Serving off campus as a representative of the institution or an institutionally sponsored organization.
- b. Seniors interviewing for a graduate program or practice opportunity.
- c. Scheduled participation in an off site rotation or elective.
- d. Religious holiday.
- e. Other circumstance as may be approved by the course

director.

4. Faculty has the responsibility to monitor class attendance. When attendance is part of the course grade, attendance must be taken for all students at every class session. Students that are suspected of abusing the Excused Absence Policy should be reported to the Associate Dean for Students, Admissions and Alumni for investigation and action as prescribed by the School of Dentistry Code of Conduct.

5. A student who misses a scheduled class session without an excused absence is not entitled to any special consideration to make up missed projects, work or examinations. These students should be treated in accordance with the class attendance policy published in the course syllabus.

6. A student grievance arising due to an excused absence action should be handled as specified in section K of the Academic Progress Policies.

rev. 08/12/92

rev. 04/21/93 Approved by Administrative Council

rev. 03/22/94 Approved by Administrative Council

rev. 04/10/95 Approved by Administrative Council

rev. 05/18/98 Approved by Administrative Council

Ver. 2.0, rev. 07/07/99 Excused absence policy added

rev. 08/15/02 Approved by Administrative Council

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Special Degree Programs

Combined Master of Science Degree or Doctor of Philosophy Degree in Oral Biology and Doctor of Dental Medicine Degree (D.M.D.)

For the student with a particular interest in life sciences, these combined degree programs provide opportunities to obtain a research-based degree along with the D.M.D. degree. These programs are available to accepted dental students. For the M.S./D.M.D. program, the degree candidate must spend approximately one additional year between the second and third years of dental school in full-time graduate studies. For the Ph.D./D.M.D. program, the degree candidate will spend approximately three additional years between the second and third years of dental school in full-time graduate studies. During the period of full-time graduate studies, the candidates will perform original research, complete additional course work and write their research thesis. Permission to enter these joint degree programs must be granted by the dean of the School of Graduate Studies and the dean of the School of Dentistry. Applicants must be enrolled in the School of Dentistry, be in good academic standing and be progressing satisfactorily in clinical requirements. The requirements for the combined degree programs are essentially those of the individual degree programs. Further information on these programs can be obtained by writing: Chairman, Department of Oral Biology Medical College of Georgia School of Dentistry, Augusta, Georgia 30912.

Graduate Programs

Information regarding the M.S. in oral biology or the Ph.D. in oral biology can be obtained from the [School of Graduate Studies](#).

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May 24, 2002



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Administration

Dean Dentistry

Vice Dean

Associate Dean Academic Affairs and
Advanced Education

Associate Dean Patient Services

Associate Dean Research

Associate Dean Students, Admissions
and Alumni

Assistant Dean Business Operations

[Dr. Connie L. Drisko](#)

[Dr. Brad J. Potter](#)

[Dr. James T. Barenie](#)

[Dr. W. Franklin](#)

[Caughman \(Interim\)](#)

[Dr. George S. Schuster](#)

[Dr. Carole M. Hanes](#)

[Ms. Terrie D. English](#)

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Medical College of Georgia

Direct inquiries about faculty information
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Comments or questions about the system? Contact [OIRI](#).

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NURSING

Master of Science in Nursing (M.S.N.)**

- [Adult Nursing](#)
- [Community Health Nursing](#)
- [Mental Health/Psychiatric Nursing](#)
- [Parent/Child Nursing](#)

Master of Nursing (M.N.)**

- [Nursing Anesthesia](#)
- [Nurse Practitioner](#)

[R.N. to M.N./M.S.N. Program](#)
[C.R.N.A. to Master of Nursing](#)

** Bachelor's degree and evidence of current Georgia licensure in the respective field (or eligibility for such licensure) required.

ALLIED HEALTH

- [Master of Health Education \(M.H.E.\)**](#)
- [Master of Science \(M.S.\)](#)
- [Medical Illustration](#) M.S.

[Physical Therapy \(MPT\)](#)

The Physical Therapy master's degree is now part of the School of Allied Health Sciences.

For further information regarding the MPT program please contact:

[Thesis/Dissertation
Preparation \(PDF\)](#)

[Augusta, Georgia
Augusta Community](#)

Douglas Keskula, PhD, PT, ATC
Associate Professor and Chairman
Department of Physical Therapy, CH-100
Medical College of Georgia
Augusta, GA 30912-0800
Phone:(706)721-2141 Fax:(706)721-3209
dkeskula@mail.mcg.edu.

** Bachelor's degree and evidence of current Georgia licensure in the respective field (or eligibility for such licensure) required.

BIOMEDICAL SCIENCES

- [Oral Biology](#) (requires concurrent acceptance in School of Dentistry or professional degree)

[Applications for Admission to Graduate Degree Programs](#)

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Doctoral Programs

Ph.D. in Biomedical Sciences

First-year students are admitted via a common admissions process to Ph.D. programs in biomedical sciences at MCG. After completing [first-year core](#) course-work and laboratory rotations, students enter one of the following:

- [Biochemistry](#)
- [Cellular Biology and Anatomy](#)
- [Molecular Medicine](#)
- [Pharmacology](#)
- [Physiology](#)
- [Oral Biology](#) (requires concurrent acceptance in School of Dentistry or professional degree)
- [Vascular Biology](#)

[M.D./Ph.D.](#) (requires concurrent acceptance in School of Medicine)

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Augusta Community](#)

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December 05, 2002



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Dental Hygiene, Graduate	DHY
Graduate Education for Health Sciences	EDU
Graduate Endocrinology	END
Graduate Oral Biology	OBMP
Graduate Radiologic Sciences	RAD
Graduate Sciences	SGS
Graduate Statistics	STA
Health Information Management, Graduate	HIM
Medical Illustration	MIL
Medical Microbiology	IMMB
Medical Technology, Graduate	MTCG
Molecular Medicine	MOL
Nursing, Graduate	NSG
Occupational Therapy, Graduate	OTH
Oral Biology, Graduate	OBG
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Physician Assistant, Graduate	PAD
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June 23, 2003



School of Graduate Studies

Administration

Dean Graduate Studies

Dr. Matthew J. Kluger

Director Undergraduate
Research Programs

Dr. Patricia L. Cameron

Associate Dean

Dr. Gretchen B. Caughman

Assistant Dean Recruitment and
Admissions

Dr. Patricia L. Cameron

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School of Medicine Admissions Bulletin 2004

Financial Information**Estimated Academic Expenses****Estimated Annual Student Expenses** *per Academic Year*

	First Year	Second Year	Third Year	Fourth Year
Tuition (resident)	\$9,772	\$14,658	\$14,658	\$9,772
(non-resident)	29,976	44,964	44,964	29,976
Fees	486	676	676	486
Health Care Fee	100	150	150	150
Books and supplies	1,129	794	760	401
Uniforms	53	53	53	53
Instruments	729	0	0	0
Classnotes/Printouts	360	360	0	0
Replacement/Breakage	53	54	65	64
Microscope Rental*	60	0	0	0
Prof. Liability Insurance	0	0	0	0
Hepatitis Injection	90	0	0	0
National Boards/Practice	0	385	385	0
Note-taking service	225	200	0	0
Disability insurance	137	137	137	137
Graduation fee	0	0	0	55
Rotation Travel	50	50	250	250
Loan Fees	550	825	825	550
Totals (resident)	\$13,794	\$18,342	\$17,959	\$11,918
(non-resident)	33,998	48,648	48,265	32,122

*Cost estimate based on microscope rental plan offered by the School of Medicine.

NOTE: Ten full-time tuition payments are required for the prescribed four-year curriculum. All ten payments are required even if you finish at an accelerated pace. Additional tuition will be assessed if courses are repeated or remediated. All tuition and fees are due and payable upon registration and subject to change without notice.

Estimated Other Expenses-Monthly Allowances[Curriculum](#)[Admissions Information](#)[Admissions Requirements](#)[Employment Opportunities](#)[Multicultural Affairs](#)[Financial Information](#)[Housing/Food Service Information](#)**Additional Information:**[About MCG](#)[Institutional Mission](#)[Campus Community](#)

	On-Campus	Off-Campus	Commuter
Rent	\$315	\$315	0
Utilities	100	100	0
Food	500	500	500
Telephone/ISP	30	30	20
Personal/Medical	180	180	180
Health Insurance	105	105	105
Transportation	250	250	250
Monthly Totals	\$1,480	\$1,480	\$1,035

Policy on Student Health Insurance

MCG is committed to the policy that all students should have adequate health care. Therefore, all students who are enrolled in full-time degree or certificate programs must carry comprehensive health protection meeting the specific minimum benefit standards listed below. To satisfy this requirement, students may obtain coverage through the MCG recommended student group plan or maintain equivalent health care insurance through an alternative plan. Annual certification of health insurance coverage is required.

The minimum benefit standards (set forth by the Student Service Committee) include:

- major medical coverage of at least \$1,000,000
- hospitalization and surgery benefits
- outpatient ambulatory benefits
- mental health benefits (minimum of 50% reimbursement)
- substance abuse coverage
- out-of-pocket loss maximum of \$2,000 per year plus deductible

Financial Aid

The Medical College of Georgia Office of Student Financial Aid assists students in financial planning for meeting educational expenses. Financial assistance includes loans, scholarships and part-time employment. Non-federal scholarships administered by the Medical College of Georgia are awarded by the School of Medicine Scholarship Committee. The Scholarship Committee meets from January to August to select recipients from all four years of study.

Financial aid application materials are distributed electronically via the internet at www.mcg.edu/students/finaid/. We encourage students to apply for financial aid as soon as possible after January 1 and to complete the process by March 31. Prospective students may apply for financial aid before acceptance into the School of Medicine.

For more information, contact the Office of Student Financial Aid, 1120 15th Street, (AA-2013), Augusta, GA 30912-7320. Our telephone number is (706) 721-4901. Financial aid staff are available to assist you from 8am until 5 pm, Monday through Friday. You can also reach us by email at osfa@mail.mcg.edu. Additional information is available at our web site, www.mcg.edu/students/finaid/.

Refund Policy

Students who withdraw from all courses before completing 60% of the semester are entitled to a refund of a portion of tuition, mandatory fees and institutional charges. The refund amount is based on a pro rata percentage determined by dividing the number of calendar days remaining in the semester. Students who drop individual courses are not entitled to a refund for the course(s) dropped; only students who withdraw from the institution in keeping with official withdrawal procedures established by the Office of the Registrar are eligible for refunds.

The number of calendar days remaining in the semester is the number of days from the student's official withdrawal date through the last day of scheduled exams. The total number of calendar days in the semester include weekends and exam periods.

Calculations exclude scheduled breaks of five or more calendar days and days that a student was on approved leave of absence defined by the federal regulations for the return of Title IV student aid funds.

Institutional charges are defined in the Higher Education Act of 1965 as amended. Institutional charges include tuition, activity fee, student health fee, on-campus housing, student fitness center fee, technology fee, microscope rental and any other equipment rental fee paid directly to a vendor on behalf of the student are not considered institutional charges and are not included in refund calculations.

Students enrolled in Phase III of the School of Medicine curriculum are enrolled in a program of study defined by federal aid regulations as a modular curriculum. An individual clinical rotation, regardless of length, is considered module. Students enrolled in modular curriculum who complete one or more modules during a semester are not entitled to a refund. In addition, students completing 60% or more of the total educational activities for the modules for which the student was registered at the beginning of the semester will not receive a refund.

A refund of all nonresident fees, matriculation fees, and other mandatory fees shall be made in the event of a death of a student at

any time during the semester.

Full refunds of tuition and mandatory fees and pro rata refunds of elective fees will be given to students who are:

1. Military reservists (including members of the National Guard) and who receive emergency orders to active duty after having enrolled in a University System institution and paid tuition and fees.
2. Active duty military personnel who receive an emergency reassignment after having enrolled in a University System institution and paid tuition and fees.
3. Otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.

Refunds to students receiving student financial aid will be coordinated with the Return of Title IV Funds regulations of the Higher Education Act of 1965 as amended, state scholarships and grant regulations, and the regulations of the individual private scholarships and loans, as appropriate.

Acceptance Deposits

The Medical College of Georgia School of Medicine requires a \$100 acceptance deposit from accepted applicants. This deposit will be credited toward first-semester matriculation fees. The deadline for refund of the \$100 deposit is May 15th. Accepted applicants who inform us they will not enroll after May 15th will forfeit their acceptance deposit.

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July 22, 2003

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- [Phase I and II Required Courses](#)

Use this link to access the main MCG course description database.

- [Electives Bulletin](#)

Use this link to go find course descriptions of electives taken during Phase III.

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April 01, 2003

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Promotion and Graduation

Promotion of students from one year to the next depends on the satisfactory completion of each year's work. Promotions are considered on the basis of recommendations by the individual instructors, on department evaluations and on students' total records, including performance on Steps 1 and 2 of the United States Medical Licensing Examinations. Students must pass Step 1 to take the third-year clerkships and Step 2 to graduate.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Medicine if, in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physician.

Classification of Students

In the School of Medicine, students are classified as Phase I (first year), Phase II (second year) and Phase III (third or fourth year).

Promotions Committee Policies and Procedures

This material is described in full detail in the publication titled Promotions Committee Policies and Procedures. A copy is provided to each student and faculty member.

I. Standards of Academic Performance

- A. To be promoted or graduated, a student must satisfactorily complete every required course.

B. Interpretation of Grades

A	Outstanding--Superior performance
B	Good--Commendable performance; work of good quality.
C	Satisfactory; acceptable performance.
D	Unsatisfactory; a grade that indicates the student has not met the standards of performance in this area.
F	Failing
I	Incomplete. This indicates that a student was doing satisfactory work but for non-academic reasons beyond his control was unable to meet the full requirements of the course.

II. Remedial Work for Academically Deficient Students

A. Upon review of the student's academic performance and mitigating circumstances, the Promotions Committee shall recommend for an academically deficient student :

1. Performance of remedial work;
2. Repeating of some or all of the courses of the year;
3. Dismissal;
4. Recommendations to undertake remedial work or repeat courses will be made by the appropriate promotions subcommittee directly to the dean;
5. Recommendations for dismissal will be made by the full Promotions Committee as outlined in III.

B. Remedial work taken as the result of unsatisfactory performance (a grade of D) shall be stipulated by the department(s) involved. This may include, but is not limited to: 1) independent study, 2) retaking of examinations and 3) remedial courses. In any event, remedial work must not interfere with other courses.

III. Recommendations for Dismissal

The academic performance of each student shall be evaluated continually by the appropriate subcommittee. A student may be recommended for dismissal for sufficient cause. Guidelines for dismissal and the dismissal procedures of the promotions committee are outlined in detail in the current Promotions Committee Handbook.

IV. U.S. Medical Licensing Examination, Step 1 and 2

Students shall take Steps 1 and 2 of the United States Medical Licensing Examination and pass them at the national level as a candidate.

V. Graduation

A. Application and Effective Dates

A student who completes all requirements may apply for graduation monthly. Application must be made four months in advance of the proposed date of graduation. The monthly dates, which will appear on the diploma, will correspond to the last day of the corresponding fourth-year rotations as published in the MCG catalog. The annual formal graduation is held in May at the end of the academic year, this May date appearing on the diploma of students graduating at the end of the Spring semester.

B. Promotions Committee Procedure

The Promotions Committee procedure for monthly graduation will be the same as that described under Promotions Committee Policy IIC.3 for the end of the academic year. The meetings of the subcommittee to consider students for graduation will be held as soon as practical after completion of the student's final rotation and receipt of the grades in the registrar's office.

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May 23, 2002



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Dean Medicine

[Dr. David M. Stern](#)

Vice Dean Academic Affairs

[Dr. Ruth-Marie E. Fincher](#)

Vice Dean Clinical Affairs

[Dr. Ralph J. Caruana](#)

Vice Dean Clinical Research

[Dr. Anthony L. Mulloy](#)

Vice Dean Primary Care and Community Affairs

[Dr. Joseph Hobbs](#)

Associate Dean Admissions and Student Affairs

[Dr. Mason P. Thompson](#)

Associate Dean Curriculum

[Dr. T. Andrew Albritton](#)

Associate Dean Graduate Medical Education

[Dr. Walter J. Moore](#)

Associate Dean Graduate Studies

[Dr. Gretchen B. Caughman](#)

Associate Dean Special Academic Programs

[Dr. Rosie Allen-Noble](#)

Associate Dean Veterans Affairs Medical Center

[Dr. Thomas W. Kiernan](#)

Assistant Dean Clinical Affairs (Georgia Baptist Medical Center)

[Dr. Steven L. Saltzman](#)

Assistant Dean Pharmacy Programs

[Dr. Joseph T. DiPiro](#)

Faculty

[All](#)

[Primary Rank](#)

[Clinical/Adjunct](#)

[Administrative](#)

[Joint Rank](#)

[Emeritus](#)

Departments

Administration
Anesthesiology and Perioperative Medicine
Biochemistry and Molecular Biology
Cellular Biology and Anatomy
Emergency Medicine
Family Medicine
Medicine
Neurology
Neurosurgery
Obstetrics and Gynecology
Ophthalmology
Orthopaedic Surgery
Otolaryngology
Pathology
Pediatrics
Pharmacology and Toxicology
Physiology
Psychiatry and Health Behavior
Radiology
Surgery

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Admission Criteria

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1. Admission is based on an overall grade point average and on the grade point average in the required [core curriculum](#) (minimum 2.50 GPA).
2. SAT or ACT scores must be submitted and should either be requested from [Educational Testing Service](#) or [ACT](#), or should appear on the student's high school or college transcript (or other document submitted) for undergraduate applicants.
3. The admissions committee assesses the applicant's motivation and personal qualities needed to successfully complete the program.
4. Two letters of recommendation are required.
5. Applicants whose first language is not English must submit official [TOEFL](#) scores. A minimum score of 213 on the computer-based exam or 550 on the paper exam is required for admission consideration.

Application Procedures

Application forms with instructions for completing admission procedure may be obtained from the [Office of Academic Admissions](#). Applications will continue to be received until the class has been filled, which is typically by the end of February. Early application is encouraged.

Immunizations

In addition to the institutional immunization policy, students must have HBV-immunizations and PPD completed before beginning the School of Nursing program; students not completing HBV series must sign a disclaimer.

Non-Degree Applicants

A student seeking to enroll for nursing courses as a special student, non-degree seeking, should contact the [Office of Academic Admissions](#) for additional information and an application.

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Technical Standards for Admission to and Retention in the Undergraduate Program

A candidate for the B.S.N. degree must have four varieties of abilities and skills: observation, communication, motor and behavioral. Reasonable accommodations may be made for some disabilities. However, a candidate is expected to perform reasonably independently.

1. *Observation:* A candidate must be able to observe a patient/client accurately. Examples of observation include listening to heart and breath sounds, visualizing the appearance of a surgical wound, detecting the presence of a foul odor and palpating an abdomen.
2. *Communication:* A candidate must be able to communicate effectively with patients/clients and other members of the health-care team. He must be able to interact with patients/clients and other members of the health-care team to obtain information, describe patient situations and perceive non-verbal communication.
3. *Motor:* A candidate must have adequate motor function to effectively work with nursing problems and issues and carry out related nursing care. Examples of nursing care include ambulating and positioning patients; cardiopulmonary resuscitation; administering intravenous, intramuscular, subcutaneous and oral medications; applying pressure to stop bleeding; opening an obstructed airway; and patient/client daily hygiene care.
4. *Behavioral:* A candidate must have the emotional health required to maximize his/her intellectual abilities. Candidates must be able to tolerate physically taxing work loads and to function effectively during stressful situations. He/she must be able to adapt to ever-changing environments, displaying flexibility, interaction

skills and ability to function in the case of uncertainty that is inherent in a clinical situation involving patients/clients.

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Transfer Credit

The institutional [transfer credit policy](#) provides the guidance for all transfer credit decisions for the School of Nursing.

Transfer Information for R.N Applicants

Registered nurses, graduating from an N.L.N. accredited associate degree nursing program or diploma nursing program and having a Georgia license, may be eligible to transfer into the RN/BSN program offered on the Augusta campus, Athens campus and Gordon College (Barnesville, Ga.) in the fall semester. Prior to enrolling, RN students must complete the 60 semester hours of required [core curriculum](#) with a 3.0 transfer G.P.A. Upon successful completion of 15 semester hours of MCG nursing courses fall semester, 30 semester hours of equivalent credit for previous nursing will be awarded.

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Estimated Fees and Expenses

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In addition to [matriculation and other fees](#) common to all programs, estimated expenses specific to nursing are shown below. These figures are based upon the normal experience of our students. In some cases, costs may be higher.

Estimated additional expenses and fees for nursing students include: books and supplies--\$300 to \$600 per academic year; uniforms--junior year, \$135 and senior year, \$45; other expenses, e.g. (National Board fees, equipment, professional insurance, etc.)--junior year, \$85, senior year, \$180.

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Bachelor of Science in Nursing Curriculum

Two-Year Transfer Program

The baccalaureate curriculum plan specifies required courses and sequence in each of the years of the B.S.N. program. Students transfer in after [two years of general preparatory work](#) elsewhere. **Students are accepted at the junior level only.** A minimum of 30 semester hours of nursing course work must be earned in residence. The curriculum focuses on the knowledge and practice of nursing and draws on relevant arts, sciences and the humanities.

All undergraduate nursing students will take the courses listed below plus six credit hours of electives, in addition to the general education core requirements, to complete B.S.N. degree requirements. The nursing courses are taken in sequence beginning the junior year. In the junior and senior years, students will concentrate study in nursing theory and practice and continue study in general education. **Students must complete their core curriculum courses prior to beginning their senior year in nursing.**

[Curriculum Schema for Two-Year Transfer Program](#)

RN to BSN Program

The MCG School of Nursing proudly offers our RN-BSN program for Registered Nurses who are seeking their Bachelor of Science in Nursing degree. This degree completion program offers flexibility and accessibility for the RN student through online courses. The utilization of distance learning technology and online courses enable the RN students to complete the program and rarely leave their home communities. The few on-campus classes and lab experiences are offered one day a week on our Augusta and Athens campuses and our satellite campus on

Gordon College in Barnesville, Georgia.

[Curriculum for RN to BSN program](#)

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Academic Eligibility and Progression Standards

Students in the baccalaureate nursing program must attain a cumulative GPA of 2.0 in all residence work to enter the senior year. A grade of "C" or better is required in all undergraduate nursing courses (designated NUR). In order to progress, students must achieve a minimum of "C" in each course identified as prerequisite.

Student earnings grades of "D", "F" or "WF" in a single nursing course may repeat the course one time. Students earning grades of "D", "F" or "WF" the second time the course is taken, will be academically dismissed. Upon notification of any grade of "D", "F", or "WF", the student is required to meet with the Associate Dean, Undergraduate Program, for academic advisement. A letter from the Associate Dean addressing progression in the nursing program must be signed by the student.

Students may repeat no more than one nursing course during one enrollment at the Medical College of Georgia School of Nursing. At the time of the second failure, in a nursing course, the student is academically dismissed. A student may apply for readmission one year following dismissal, in accordance with standard application procedures.

University System and Legislative Examination Requirements

All undergraduate students are required to meet Board of Regents and legislative examination requirements. These exams include the [Regents Testing Program Examination](#), and the examinations of the Georgia Constitution and history and the U.S. Constitution and history. CLEP exams do not meet these requirements.

Dean's List and Honors

Qualifying undergraduate students may be designated for Dean's List and/or graduation with honors. Qualifications are stated in the MCG General Information section of this catalog.

B.S.N. Graduation Requirements

In addition to the undergraduate graduation requirements, the following requirements have been established for the B.S.N. degree:

1. A grade of C or better for all undergraduate courses designated as NUR.
2. A MCG cumulative grade point average of 2.0 for all courses in residence.
3. Completion of at least 30 semester hours in residence.

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Discipline

[Nursing](#)

Prefix

NUR

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School of Nursing

Administration

Dean Nursing

Dr. Katherine E. Nugent
(Interim)

Vice Dean

Dr. Joyceen S. Boyle
(Interim)

Associate Dean Faculty Practice and
Community Programs

Dr. Joyceen S. Boyle

Assistant Dean Student Affairs

Dr. Melissa M. Frank-Alston

Associate Dean Clinical Activities

Ms. Angela Lambert

Faculty

All

Primary Rank

Clinical/Adjunct

Administrative

Joint Rank

Emeritus

Departments

Administration

Advanced Practice Nursing

Nursing Anesthesia

Nursing Science

Undergraduate Studies



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School of Dentistry

Discipline	Prefix
Dental Materials	DPS
Dental Practice	DAU
Dentistry Clerkship	CLK
Dentistry, Basic Sciences	OBMP
Dentistry, Cardiac Life Support	CPR
Dentistry, Dental Assisting	DAE
Dentistry, Ethics	ETH
Dentistry, Independent Study	DIS
Dentistry, Interdisciplinary Seminar	ISEM
Dentistry, National Board Review	NBR
Dentistry, New Student Orientation	NSO
Dentistry, Occlusion	OCC
Dentistry, Orientation to Profession	ORP
Dentistry, Patient Services	IPS
Dentistry, Patient Services	PSE
Dentistry, Radiology	RADD
Dentistry, Rural Health	RHO
Dentistry, Statistics	STAT
Dentistry, Tallbott-Marsh Rotation	TMR
Dentistry, Treatment Planning	OMTP
Dentistry, Vocational Opportunities	VOD
Emergency Dental Services	EDS
Endodontics	ENDO
Geriatric Dentistry	GER
Implantology	IMPL
Oral Medicine	OMD
Oral Surgery	OSD
Orthodontics	ORTH
Pediatric Dentistry	PEDO
Periodontics	PER
Prosthodontics	PRO

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RES

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Guide to Course Descriptions School of Medicine

Discipline	Prefix
Anatomy, Medicine	ANM
Anesthesiology	ANS
Biochemistry, Medicine	BMB
Emergency Medicine, Medicine	EMED
Family Medicine	FMP
Interdisciplinary Courses, Medicine	ITD
Medicine	MED
Neurology, Medicine	NEU
Obstetrics and Gynecology, Medicine	OBG
Ophthalmology, Medicine	OPH
Pathology, Medicine	PTH
Pediatrics, Medicine	PED
Pharmacology, Medicine	PHM
Physiology, Medicine	PHY
Psychiatry, Medicine	PSY
Radiology, Medicine	RAD
Surgery, Medicine	SUR

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TYPE OF GRANT OR AWARD	DEADLINES
Independent Scientist Awards PAR-99-164	Mar 1, Jul, Nov 1
Individual Postdoctoral Fellowship Awards PA-99-005	Dec 5, Apr 5, Aug 5
Mentored Clinical Scientist Development Awards PA-00-010	Mar 1, Jul, Nov 1
Predoctoral Fellowship Awards For Minority Students PA-00-069	May 1, Nov 15
AHRQ Minority Research Infrastructure Support Program PAR-01-001	Feb 1
Health Services Research Dissertation Awards PAR-00-076	Jan 15, May 15, Sep 15
AHRQ Health Services Research—Program Announcement (ASCII) PA-00-111	Feb 1, Jun 1, Oct 1
Translation Research for the Prevention and Control of Diabetes PA-02-153	Feb 1, Jun 1, Oct 1
Translating Research into Practice (TRIP)—Joint Program Announcement PA-02-066	Feb 1, Jun 1, Oct 1
Cancer Surveillance Using Health Claims-Based Data System PA-99-015	Feb 1, Jun 1, Oct 1
Research on Emergency Medical Services for Children (ASCII) PA-01-044 (PA expires 1/25/04)	Feb 1, Jun 1, Oct 1
Economic Evaluation in HIV and Mental Disorders Prevention (PA-99-001)	May 1, Sept 1, Jan 2


 AHRQ Small Research Grant Program (ASCII) PAR-01-040	Mar 24, Jul 24, Nov 24
 Small Grant Program for Conference Support (ASCII) PAR-00-141	Ongoing
 Economic Studies In Cancer Prevention, Screening, and Care PA-02-005	Feb 1, Jun 1, Oct 1
 Impact of Payment and Organization on Cost, Quality, and Equity PA-01-125	Feb 1, Jun 1, Oct 1
 Patient-Centered Care: Customizing Care To Meet Patients' Needs PA-01-124	Feb 1, Jun 1, Oct 1

AIDS and Cancer Research Foundation



TYPE OF GRANT OR AWARD	DEADLINES
 Grants (contact Grant Manager - 800-373-4572)	Open

[AIDS Research, amfAR](#)


[Albert & Mary Lasker Foundation](#)

TYPE OF GRANT OR AWARD	DEADLINES
 Albert Lasker Medical Research Awards	Noms Nov 1


[Alfred P. Sloan Foundation](#)

TYPE OF GRANT OR AWARD	DEADLINES
 Postdoctoral Fellowships in Computational Molecular Biology/Bioinformatics	Feb 3, 2003
 Sloan Research Fellowships	Nominations due Sep 15, 2002

ALCOHOLIC BEVERAGE MED. RESEARCH FOUNDATION

TYPE OF GRANT OR AWARD	DEADLINES
 Research Grants available on important aspects of alcohol consumption and its effects	Feb 1 & Sept 1




ALTERNATIVE RESEARCH & DEVELOPMENT FOUNDATION

TYPE OF GRANT OR AWARD	DEADLINES
 Grants to Develop Alternatives to Traditional Uses of Lab Animals in Basic Research, Testing & Education	Apr 30

AMERICAN ACADEMY OF ALLERGY, ASTHMA & IMMUNOLOGY

TYPE OF GRANT OR AWARD	DEADLINES
 The AAAAI Award for Outstanding Research Published in the JACI by a Fellow-In-Training \$1,500	Open
 2003 ERT Faculty Development Award	Nov 15
 2003 AAAAI Summer Fellowship Medical Student Grants	April 1
 AAAAI Honorary Awards	Dec 15





AMERICAN ACADEMY OF PEDIATRICS

TYPE OF GRANT OR AWARD	DEADLINES
 Resident Research Grant Program \$2,000	1st Friday in Feb
 Pediatric Scientist Development Program	Feb 1
 Research in Pediatric Practice Fund \$10,000	Email for application








AMERICAN ASSOC FOR THE ADVANCEMENT OF SCIENCE

TYPE OF GRANT OR AWARD	DEADLINES
 Mass Media Science & Engineering Fellows Program	Jan 15





AMERICAN ASSOCIATION FOR CANCER RESEARCH

TYPE OF GRANT OR AWARD	DEADLINES
 Landon-AACR Prizes for Basic and Translational Cancer Research	August 8, 2003
 Pezcoller Foundation-AACR International Award for Cancer Research	Sep 12, 2003
 Scientific Awards and Lectureships	Sep 12, 2003
 Cancer Prevention Research Award	Summer 2004



AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

TYPE OF GRANT OR AWARD	DEADLINES
 University Scholar in Residence \$50,000	LOI Oct 15
 American Fellowships (Postdoc \$30,000/Dissertation \$20,000)	Nov 15
 Career Development Grants (not offered in 2003)	Dec 15, 2004
 International Fellowships (Up to \$30,000)	Dec 16
 Selected Professions Fellowships (Up to \$12,000)	Jan 10
 Eleanor Roosevelt Teacher Fellowships (Up to \$10,000)	Jan 10
 Community Action Grants (not offered in 2003)	Jan 15, 2004








AMERICAN ASSOCIATION OF IMMUNOLOGISTS

TYPE OF GRANT OR AWARD	DEADLINES
 Abbott Scholar Award in Rheumatology	Sep 15, 2002
 AACR-Cornelius P. Rhoads Memorial Award	Sep 16, 2002
 AACR-Richard and Hinda Rosenthal Foundation Award	Sep 16, 2002
 The Immune Deficiency Foundation Annual Research Program Grant \$50,000/yr for 2 years	Nov 1, 2002







AMERICAN ASSOCIATION OF NEUROLOGICAL SURGEONS

TYPE OF GRANT OR AWARD	DEADLINES
 2003 Young Clinician Investigator Award	Nov 15
 2003 Research Fellowship Award	Nov 15

AMERICAN ASSOCIATION FOR RESPIRATORY CARE




TYPE OF GRANT OR AWARD	DEADLINES
 Research Program	Feb 1, Jun 1, Oct 1
 NBRC/AMP H. Frederic Helmholtz, Jr., MD Educational Research Fund \$3,000 plus travel to Meeting	May 31
 Parker B. Francis Respiratory Research Grant	Open
 Jerome M. Sullivan Research Fund	Open
 GlaxoWellcome Care Management Fellowship for Asthma Education (award selected by ARCF Trustees from researchers having high quality abstracts accepted for presentation at the AARC International Respiratory Congress) \$3,500 plus travel	Open
 Monaghan/Trudell Fellowship for Aerosol Technique Development \$1,000 plus travel	Open
 Respironics Fellowship in Non-Invasive Respiratory Care \$1,000 plus travel	Open

AMERICAN BRAIN TUMOR ASSOCIATION









TYPE OF GRANT OR AWARD	DEADLINES
 Post Doctoral Research Fellowships	Jan 6
 Translational (Bench to Bedside) Research Grants	Jan 6
 Medical Student Summer Research Fellowships	Jan 6
 Nursing Research Grants	Jan 6
 Meeting Grants	Jan 6
 Epidemiology Research Award	Jan 6

AMERICAN CANCER SOCIETY














TYPE OF GRANT OR AWARD	DEADLINES
Research	
 Research Scholar Grant (RSG)	Apr 1, Oct 15
 RSG for Beginning Investigators	Apr 1, Oct 15
 RSG for Psychosocial & Behavioral Research	Apr 1, Oct 15
 RSG for Health Services & Health Policy & Outcomes Research	Apr 1, Oct 15
 Postdoctoral Fellowships	Mar 1, Oct 1
 Research Professorship	Mar 1
 Clinical Research Professorships	Oct 1
 Institutional Research Grants	Oct 1
 Targeted Grants for Research Directed at Poor & Underserved Populations	Apr 1, Oct 15
 Research Opportunity Grants	Ongoing
 Clinical Research Training Grants for Junior Faculty	Mar 1, Oct 1
Health Professional Training	
 Cancer Control Career Development Awards for Primary Care Physicians	Oct 1
 Masters & Post-Masters Training Grants in Clinical Oncology Social Work	Oct 1
 Professorship of Clinical Oncology	Mar 1, Oct 1

 Professorship in Oncology Nursing	Mar 1, Oct 1
 Physician Training Awards in Preventive Medicine	May 1
 Masters and Doctoral Degree Scholarships in Cancer Nursing	Dec 15
 Internt'l Fellowships for Beginning Investigators (for U.S. Citizens or Foreign Nationals)	Oct 1
 Audrey Meyer Mars Internt'l Fellowship in Clinical Oncology (for Foreign Nationals only)	Jan 15





AMERICAN DIABETES ASSOCIATION

TYPE OF GRANT OR AWARD	DEADLINES
 Research Awards	Jan 15, Jul 15
 Career Development Awards for Asst. Profs. up to \$150,000 for up to 5 years	Jan 15, Jul 15
 Clinical Research Awards	Jan 15, Jul 15
 Junior Faculty Awards for any faculty appointment holder offering up to \$120,000 per year for up to 3 years	Jan 15, Jul 15
 Lions Sight First Diabetic Retinopathy Research Awards	Feb 1
 Physician-Scientist Training Award & Medical Scholars Award	Feb 1
 Mentor-Based Minority Postdoctoral Fellowships	May 15
 Mentor-Based Postdoctoral Fellowships	Sept 1

AMERICAN DIGESTIVE HEALTH FOUNDATION

TYPE OF GRANT OR AWARD	DEADLINES
 AGA Sponsored Research Symposium Awards	Jan 7
 AGA Student Abstract Prize for Digestive Disease Week	Dec 7
 AGA Student Abstract Prizes	Jan 7
 AGA Merck Clinical Research Career Development Award	Jan 7
 AGA June and Donald O. Castell, MD Esophageal Clinical Research Award	Jan 7
 AGA Elsevier Research Initiative Award	Jan 7
 AGA Miles & Shirley Fiterman Foundation Basic Research Awards (Awardees)	Jan 7
 AGA Miles & Shirley Fiterman Foundation Basic Research Awards (Honorees)	Jan 7
 AGA Student Research Fellowship Awards	Mar 5
 AGA AstraZeneca Fellowship/Faculty Transition Awards	Sept 5
 AGA Research Scholar Awards	Sept 5
 AGA Research Scholar Awards for Underrepresented Minorities	Sept 5
 AGA R. Robert & Sally D. Funderburg Research Scholar Award in Gastric Biology Related to Cancer	Sept 5

AMERICAN FEDERATION FOR AGING RESEARCH




TYPE OF GRANT OR AWARD	DEADLINES
 Merck/AFAR Research Scholarships for Medical and Pharmacy Students in Geriatric Pharmacology	Jan 22
 The John A. Hartford Foundation/AFAR Medical Student Geriatric Scholars Program	Feb 7
 The John A. Hartford Foundation/AFAR Scholarship Award for Continued Research Activity in Geriatrics	Feb 7
 John A. Hartford/AFAR Academic Fellowship Program in Geriatric Medicine and Geriatric Psychiatry	Feb 19

 The Glenn/AFAR Scholarships for Research in the Biology of Aging	Feb 26
 FFB/AFAR Program Joint Program for Career Development Awards in Support of Research on Age-Related Macular Degeneration	Mar 31
 Merck/AFAR Junior Investigator Award in Geriatric Clinical Pharmacology	Nov 1
 Paul Beeson Physician Faculty Scholars in Aging Research Program	Nov 15
 The AFAR/Pfizer Research Grants in Metabolic Control and Late Life Diseases	Dec 13
 Ellison Medical Foundation/AFAR Senior Postdoctoral Fellows Research Program	Dec 13
 AFAR Research Grants	Dec 13





AMERICAN FEDERATION FOR MEDICAL RESEARCH

TYPE OF GRANT OR AWARD	DEADLINES
 Henry Christian Awards for Excellence in Research	Jan 11
 Junior Physician-Investigator Awards for Excellence in Research	Jan 11
 Trainee Travel Awards	Nov 30
 Student Travel Awards	Jan 11
 Outstanding Investigator Award	Jan 11
 Investigator Travel Awards	Jan 11




AMERICAN FOUNDATION FOR AIDS RESEARCH

TYPE OF GRANT OR AWARD	DEADLINES
 Basic Research in Biomedical Science Relevant to HIV/AIDS (Basic Research Grants: \$90,000 for one year)	LOI Oct 22
 Basic Research in Biomedical Science Relevant to HIV/AIDS (Fellowships Grants: 99,000 over two years)	LOI Oct 22
 Basic Research in Biomedical Science Relevant to HIV/AIDS (Short-Term Travel Grants: \$5,000 for one year)	LOI Oct 22







AMERICAN FOUNDATION FOR SUICIDE PREVENTION

TYPE OF GRANT OR AWARD	DEADLINES
 Established Investigator Awards up to \$100,000 over 2 yrs	Dec 15
 Standard Research Grants up to \$60,000 over 2 yrs	Dec 15
 Pilot Grants up to \$20,000 over 2 yrs	anytime
 Postdoctoral Research Fellowships to \$32,000 for max 3 yrs.	Dec 15




AMERICAN HEART ASSOCIATION - NATIONAL

TYPE OF GRANT OR AWARD	DEADLINES
 Scientist Development Grant	Jan 13 & July 15
 Established Investigator Grant	July 15
 Fellow to Faculty Transition Award \$65,000/yr	Jan 13
 Bugher Foundation Award for the Investigation of Stroke	June 15









AMERICAN HEART ASSOCIATION - SE AFFILIATE

TYPE OF GRANT OR AWARD	DEADLINES
 Fellow to Faculty Transition Award \$65,000/yr	Jan 16
 Grant-In-Aid (\$70,000 for 2 yrs & 10% direct costs)	Jan 16
 Beginning Grant-In-Aid (%50,000 for 2 yrs & 10% direct costs)	Jan 16
 Postdoctoral Fellowship (\$30,000 Stipend for 2 yrs, Fringe and Travel up to \$1,500 to scientific meetings)	Jan 16
 Predoctoral Fellowship(\$18,000 up to 2 yrs)	Jan 16
 Health Sciences Fellowship (Stipend \$1,200/mo per student for 2 yrs (3 mo duration))	Jan 16

AMERICAN INSTITUTE FOR CANCER RESEARCH

TYPE OF GRANT OR AWARD	DEADLINES
 Investigator Initiated Grant Program	Dec 17
 Postdoctoral Award	Dec 17
 Matching Grants Program	Dec 17


AMERICAN LUNG ASSOCIATION

TYPE OF GRANT OR AWARD	DEADLINES
 Lung Health Research Dissertation Grants	Oct 1
 Career Investigator Awards	Oct 1
 ALA/LAM Foundation Carrer Investigator Award	Oct 1
 Research Training Fellowships	Oct 1
 Clinical Research Grants	Nov 1
 Research Grants	Nov 1
 ALA/LAM Foundation Research Grant	Nov 1
 Dalsemer Research Scholar Award	Nov 1

AMERICAN OSTEOPATHIC ASSOCIATION




TYPE OF GRANT OR AWARD	DEADLINES
 Osteopathic Research Fellowship Program	Feb 15
 Clinical Investigator Development Award	Sept 15
 Grant Programs	Dec 2
 Gutensohn/Denslow Award	Noms by Mar 17
 Louisa Burns Memorial Lecture	Dec 2
 Irvin M. Korr Award	Noms by Dec 2
 Special Research Program: Efficacy of an Osteopathic Approach to Representative Clinical Entities	Dec 2
 Osteopathic Outcomes Research Program	Dec 2
 AOA Osteopathic Research Fellowship	Mar 17
 Burnett Osteopathic Student Research Award	Apr 1

AMERICAN PEDIATRIC SOCIETY



TYPE OF GRANT OR AWARD	DEADLINES
 John Howland Award	Aug 30
 E. Mead Johnson Award for Research in Pediatrics	Dec 6
 Young Investigator Award	Dec 6
 SPR Richard D. Rowe Award in Perinatal Cardiology	Dec 6
 SPR David G. Nathan Award in Hematology/Oncology	Dec 6
 SPR Fellow Research Awards (Basic and Clinical)	Dec 6
 SPR House Officer Research Award	Dec 6
 SPR Student Research Award	Dec 6
 APA Ray E. Helfer Award for Innovation in Pediatric Education	Dec 6

 APA Ludwig-Seidel Award	Dec 6
 ASPH/O Young Investigator	Dec 6







AMERICAN SOCIETY OF CLINICAL ONCOLOGY






TYPE OF GRANT OR AWARD	DEADLINES
 Clinical Research Career Development Award	Nov 13
 Young Investigator Award	Nov 13
 Merit Award (submit abstract)	Dec 20





AMERICAN SOCIETY FOR HEMATOLOGY

TYPE OF GRANT OR AWARD	DEADLINES
 Junior Faculty Scholar Award	Sept 3
 Fellow Scholar Award	Sept 3

AMERICAN SOCIETY FOR MICROBIOLOGY

TYPE OF GRANT OR AWARD	DEADLINES
Undergraduate Students	
 Sustaining Member Undergraduate Research Fellowship	Feb 1
 Sustaining Member Student Travel Grants	
 Minority Undergraduate Research Fellowship	Feb 1
Graduate Students	
 Robert D. Watkins Minority Graduate Fellowship	May 1
Postdoctoral Students	
 NCID Postdoctoral Fellowship in Infectious Diseases and Public Health Microbiology	Nov 15
 International Fellowship for Latin America	Nov 15




<u>National Research Council Fellowship Program</u>	
 Ford Foundation Pre & Postdoctoral Fellowships for Minorities	Jan 7
 Ford Foundation Dissertation Fellowships for Minorities	Nov 9
 Howard Hughes Medical Institute Pre-Doctoral Fellowship in Biological Sciences	Nov 9
 NASA Administrative Fellowship Program	Jan 28
Faculty	
 Undergrad Faculty Travel Grants	Mar 15
 UNESCO-ASM Travel Awards	Apr 1
 The Aventis Pharmaceuticals Award	Noms Apr 1
 ICAAC Young Investigator Awards	Apr 1
 Merck Irving S. Sigal Memorial Awards	Apr 1
 The bioMérieux Sonnenwirth Award for Leadership in Clinical Microbiology	Oct 1
 The Alice C. Evans Award	Oct 1
 The Scherago-Rubin Award	Oct 1
 The ASM Founders Distinguished Service Award	Oct 1
 The ABMM/ABMLI Professional Recognition Award	Oct 1
 The Abbott-ASM Lifetime Achievement Award	Oct 1
 The Dade MicroScan Young Investigator Award	Oct 1
 The Abbott Laboratories Award in Clinical and Diagnostic Immunology	Oct 1
 The BD Award for Research in Clinical Microbiology	Oct 1
 The Eli Lilly and Company Research Award	Oct 1
 The Procter & Gamble Award in Applied and Environmental Microbiology	Oct 1
 The Promega Biotechnology Research Award	Oct 1
 The Raymond W. Sarber Awards	Oct 1


 The USFCC/J. Roger Porter Award	Noms Oct 1
 Carski Foundation Distinguished Teaching Award	Noms Oct 1
 William A. Hinton Research Training Award	Oct 1
 Graduate Microbiology Teaching Award	Oct 1
amfAR AIDS Research	

AMYOTROPHIC LATERAL SCLEROSIS ASSOCIATION











TYPE OF GRANT OR AWARD	DEADLINES
 Investigator Initiated Research Grant Program	Abstract due Jan 2, Jul 1
 Scientific Research Grant Program	Abstract due Jan 2, Jul 1
 The Lou Gehrig Challenge	Abstract due Jan 2, Jul 1
 Clinical Management Research Grant Program	Abstract due Jan 2

ARNOLD P. GOLD FOUNDATION




TYPE OF GRANT OR AWARD	DEADLINES
 Research focused on an aspect of humanism in medicine	Jan 10 April 15 Jun 30 Sep 30
 Projects initiated by students or faculty that offer students or residents educational or inspirational opportunities related to humanism, ethics and compassion	Jan 10 April 15 Jun 30 Sep 30
 A variety of transitional events for students, such as White Coat Ceremonies and Student Clinician's Ceremonies	Jan 10 April 15 Jun 30 Sep 30

 Curriculum development related to humanism, ethics and compassion	Jan 10 April 15 Jun 30 Sep 30
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ARTHRITIS FOUNDATION

TYPE OF GRANT OR AWARD	DEADLINES
 Postdoctoral Fellowships	Sep 1
 Physician Scientist Development Awards	Sep 1
 Arthritis Investigator Awards	Sep 1
 Doctoral Dissertation Award for Arthritis Health Professionals	Sep 1
Career Development Awards	
 Arthritis Investigator Awards	Sep 1
 New Investigator Grant for Arthritis Health Professionals	Sep 1
Grants	
 Innovative Grants Program (up to \$100,000/yr for 2 years)	Sep 1
 Chapter Grants Program	Sep 1
Targeted Grants	
 Target Identifications in Lupus	Sep 1
 Osteoarthritis Biomarkers	Sep 1

ASSOCIATION OF AMERICAN MEDICAL COLLEGES

TYPE OF GRANT OR AWARD	DEADLINES
 New student-oriented community service projects	Mar 29
 Supplemental grants for existing community service programs originated and operated by students	Mar 29
 Non-continuous grants will be provided for short-term community service initiatives	Mar 29

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

TYPE OF GRANT OR AWARD	DEADLINES
 Dissertation Grants (\$15,000/yr)	Jan 15
 Research Grants (\$30,000/yr)	Jan 15
 Senior Fellow Program (\$110,000)	Jan 15
 NSF/NCES Summer Data Policy Institute Fellowship	Jan 15

- B -

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Please email comments, suggestions or questions to:
Terry Morrow, tmorrow@mail.mcg.edu.

September 26, 2003

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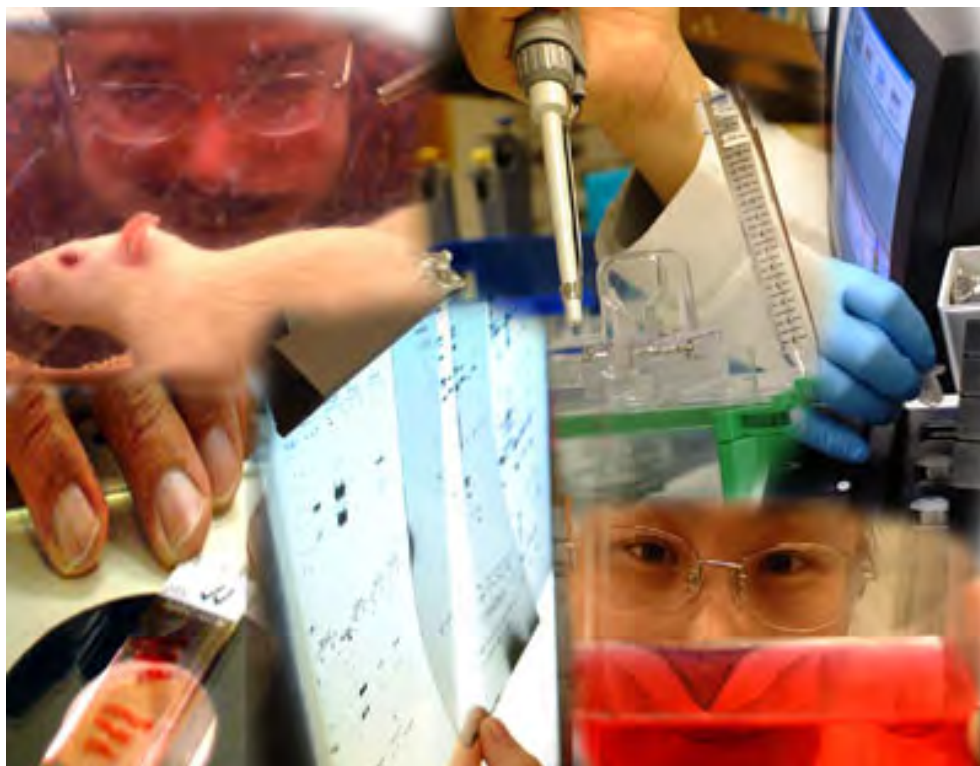
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Intramural Opportunities to Enhance Research at MCG

Combined Intramural Grants Program (replaces MCGRI and School of Medicine Biomedical Research Support Grants Programs)

The Combined Intramural Grants Program (CIGP) is administered through the Office of the Vice President for Research. Its purpose is to assist Medical College of Georgia faculty members in competing successfully for major research funding from external sponsors. Applications for CIGP support are evaluated on the scientific merit of the proposed studies, and additionally with regard to (1) the specificity and likelihood of success of the applicant's plans for seeking extramural funding; (2) the contribution of the proposed research to the goals of the specific funding program under which support is requested; and (3) the contribution of the research to targeted areas of strength. The guidelines have been revised to increase the upper limit of funding to up to \$20,000/year and to provide up to two years of support, with the second year funding subject to peer review and contingent on progress in the first award period. An opportunity for postdoctoral support of up to \$33,000/year has also been added. Applications are accepted for an annual deadline of March 15. The full guidelines and applications forms are available at <http://www.mcg.edu/GrantsContracts/forms.htm>. For additional information please contact Betty Aldridge, at baldrige@mail.mcg.edu.

Patents and Technology Transfer

The Medical College of Georgia has a new office dedicated to protecting and commercializing intellectual property. The Office of Biomedical Technology Transfer will analyze inventions arising from the creative efforts of the faculty and will secure protection for them in the form of patents and copyrights. It will market the technologies and secure an income stream from any option or license agreement. Inventors receive 35% of the intellectual property income, with the remainder reserved for

institutional benefit. In addition, a license agreement often contains a research grant to support further studies in the lab of the inventor. Full details and administrative forms are available on their website at www.mcg.edu/research/techtransfer. Any faculty or staff members with questions or comments about the MCG intellectual property program are encouraged to contact the director, Dr. Michael Gabridge, at 1-9822 (mgabridge@mail.mcg.edu).

Extramural Grant Reviews

All extramural grant proposals should be reviewed intramurally by one or more of your colleagues. To increase the probability of winning an award, we also encourage faculty to have one or two senior scientists outside MCG review their proposals. Of course, this will require that the draft of the proposal be prepared sufficiently prior to the submission deadline to allow time for adequate revision. Research Administration will pay a \$500 consulting fee for each external review of a major (e.g. NIH) grant proposal being submitted by any MCG faculty member. Contact Barbara Villa, bvilla@mail.mcg.edu, in advance of the external review to arrange for payment for service.

Funds to Travel to Important Meetings

Limited funds are available from Research Administration to support faculty travel that can be demonstrated to enhance the likelihood of extramural funding (e.g. attendance at a key meeting or travel to Bethesda or elsewhere to meet with a program director). Contact Matthew Kluger, mkluger@mail.mcg.edu, to discuss whether you are eligible for one of these travel stipends.

Health Research Associates

Through funding provided by the Medical College of Georgia Research Institute and the School of Medicine, consultants from Health Research Associates based in Bethesda, Maryland, have been engaged to assist faculty with grant proposal preparation and revisions. Assistance is provided in preparation of the specific aims, significance, and other sections of the grant application, as well as with responding to the critique from an initial review. HRA consultants visit MCG once or twice yearly to meet individually with faculty and to present grantmanship seminars, and they welcome FAX, telephone, and e-mail communication. Contact Betty Aldridge,

baldridg@mail.mcg.edu, to learn more about this program.

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Dr. Matthew Kluger, mkluger@mail.mcg.edu
August 27, 2003



Student Application

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- [Academic Year](#)

Faculty Application

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[Recommendation Form](#)

(all STAR programs)

[List of Potential STAR Mentors](#)

[How to Search for a STAR Mentor](#)

Introducing..... *The STAR Programs

(**S**tudent **T**rainin**A**nd **R**esearch)
at
The Medical College of Georgia
School of Graduate Studies

for
Undergraduate Students

**The STAR programs replace the SMURP and McGURP programs*

STAR Program

- [Mission Statement](#)

[Summer STAR Program](#)

- [Program Overview](#)
- [Qualifications](#)
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- [Application Requirements](#)
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-

[Academic Year STAR Program](#)

- [Program Overview](#)
-

The Mission of the STAR Program Is:

- 1. To provide outstanding hands-on research opportunities for undergraduate students from colleges and universities across the country and abroad who are interested in pursuing a graduate degree in the biomedical sciences.**
- 2. To serve as a recruiting mechanism for the biomedical science graduate programs in the School of Graduate Studies.**
- 3. To promote communication and interaction between local undergraduate institutions and the Medical College of Georgia.**
- 4. To expand mentoring opportunities for current postdoctoral fellows and upper level graduate students at the Medical College of Georgia.**

Summer STAR Program

Program Overview

The summer STAR program is designed to provide summer research experience for undergraduate students with a desire to pursue a graduate education in biomedical sciences. This program replaces a similar program previously known as SMURP. The summer STAR program provides opportunities for highly motivated and talented undergraduate students to develop skills as young scientists and to explore further their interest in biomedical research. During the course of the ten-week program, students will actively participate in a biomedical research project under the guidance of a MCG faculty member. In addition, students will attend workshops, discussion groups and laboratory demonstrations that will expose them to a broad range of biomedical research techniques, approaches and laboratory experiences available at the Medical College of Georgia. The STAR program provides excellent preparation for students planning to pursue a PhD or MD/PhD in the biomedical sciences. Students will be awarded a stipend for their participation in the program.

Our goal is for students to leave the program with an understanding of their personal contribution to a particular laboratory project as well as with a comprehensive understanding of the broader scientific research area. Towards this aim, students, with the guidance of their faculty mentors, are required to prepare a written report of their project in the form of a scientific paper. The paper is to include an introduction, results, methods and discussion section. Students will also have the opportunity to present their work in a short oral presentation at the end of the session. In addition, students are invited to return to MCG and present their research work as a poster at Graduate Research Day.

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Qualifications:

Summer STAR candidates must have completed at least their freshman year in college. Candidates who have

graduated from undergraduate colleges or graduate programs (i.e. Masters programs) are also eligible for this program. Candidates should have a minimum overall GPA of 3.0, with a GPA of 3.0 in science courses. It will be the decision of the MCG STAR mentor and the STAR committee to accept students for the program who do not meet these qualifications.

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Summer Session Dates

The summer 2003 program will run for 10 weeks from May 19, 2003 to July 25, 2003. To discuss alternative session dates contact the Director (pcameron@mail.mcg.edu).

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Stipend

\$2750 (before taxes) for a 10 week period. It is expected that the student will spend a minimum of 40 hours per week in lab.

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Application Requirements

- Completed [student application form](#)
- Completed [faculty application form](#)
- Official college transcript
- Two letters of recommendation with accompanying [STAR Recommendation Forms](#).

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Application Process

Students have the opportunity to select the MCG faculty member they would like to work with for the summer. This allows students to choose a research area or technique of special interest to them. Interested students should communicate directly with faculty members to discuss the

research opportunities that are available for them as a summer STAR student in that laboratory. The student and faculty mentor agree on the project and then submit an application jointly. Included in the application must be a brief (no more than one page) description of the project written by the student as well as a brief summary submitted by the mentor describing the research project and the student's role in that project. Acceptance into the program is on a competitive basis. The members of the STAR program committee and/or the Director of the STAR program, with the approval of the Associate Dean of the School of Graduate Studies, are responsible for all final decisions.

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Tips To Identify Potential STAR Faculty Mentors

- Students may consult the [List of Potential STAR Mentors](#) for an overview of each of the various biomedical departments, programs and institutes. This list also includes a brief description of individual faculty member's research interests and departmental association. Links to departmental, program, institute and faculty sites are provided to access additional information. Please note this list is to serve as a guideline for potential mentors. It is not meant to represent a complete listing of all possible mentors at MCG. Faculty not found on this list also may qualify as STAR mentors.
- Students may search the [MCG Institutional Faculty List](#).
- Students may go directly to faculty listings in the basic science departments ([Biochemistry and Molecular Biology](#); [Cellular Biology and Anatomy](#); [Pharmacology and Toxicology](#); and [Physiology](#)) or research centers and institutes (<http://www.mcg.edu/research/ResearchIC.htm>).
- Students can access [how to search for a mentor](#) for more details and direct links to useful sites.

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Applications and Application Submission Instructions

Student and faculty application forms can be found at the [Student Application](#) and [Faculty Application](#) sites.

Complete applications and [recommendation forms](#) may be mailed or faxed to:

Dr. Patricia L. Cameron

Director of Summer STAR Program
Medical College of Georgia
School of Graduate Studies; CJ2201
1120 15th Street
Augusta, GA 30912-1500

Fax: 706-721-6829

PDF format allows you to view your form electronically on most computers.

The freely available  is required to view and print PDF files.

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Application Submission Deadline

For the 2003 Summer STAR Program, Applications will be accepted **1 December 2002 - 14 March 2003**. Students will be notified of final decisions by **May 1, 2003**.

***NOTE* START EARLY**, the application process requires time to research and select a mentor, obtain recommendations and have your transcript sent to MCG.

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Housing

Housing is not provided as part of the program. MCG's Student Housing Office maintains a list of local apartment complexes and short-term housing possibilities. A limited number of on-campus dormitory spots may be available.

The office can be contacted by writing to Housing Office, Student Center, Medical College of Georgia, Augusta, Georgia 30912-7304 or by phone (706) 721-3471.

We encourage minorities and females to apply to the STAR program. The Medical College of Georgia is an affirmative action/equal opportunity educational institution that prohibits discrimination on the basis of age, disability, gender, national origin, race, religion, sexual orientation, or status as a Vietnam War Era veteran.

International Students on "student non-immigrant visas" should check with their home institute International Officer to arrange for eligibility for the STAR program.

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Acknowledgments

Support from STAR program should be acknowledged in any articles that are published or posters presented that result from or include work carried out by the STAR student. Please send copies of any published papers or abstracts to the STAR office.

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For Further Information, Contact:

Patricia L. Cameron, Ph.D.

Assistant Dean

Director of Undergraduate Student Research Programs

Medical College of Georgia

School of Graduate Studies; CJ2201

1120 15th Street

Augusta GA 30912-1500

STAR@mail.mcg.edu

706-721-3278

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Academic Year STAR program

Program Overview

The academic year STAR program is designed to provide research experience for undergraduate students during the academic year while enrolled in Augusta State University or Paine College. This program, previously known as McGURP, provides opportunities for highly motivated and talented undergraduate students to develop skills as young scientists and to explore further their interest in biomedical research. Students are required to commit to working a minimum of 10-12 hours per week, in a biomedical research laboratory under the guidance of an MCG faculty mentor. Students may receive academic credit from their home institution for their participation in the program.

For further information, contact:

William R. Wellnitz

Professor of Biology

Augusta State University

wwellnit@aug.edu

Linda S. James

Assistant Professor

Director Pre Professional Sciences Program

Director of Health Careers Opportunity Program

Paine College

jamesl@mail.paine.edu

Patricia L. Cameron, Ph.D.

Assistant Dean

Director of Undergraduate Student Research Programs

Medical College of Georgia

STAR@mail.mcg.edu

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Please email comments, suggestions or questions to:

Patricia Cameron, STAR@mail.mcg.edu



While we make every effort to keep the information on this page accurate and up to date, please remember that the MCG Catalog and our published policies and procedures are the authoritative sources of information about MCG programs and policies.



August 12, 2003

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Dr. Matthew Kluger, mkluger@mail.mcg.edu

March 24, 2003



The Augusta, Georgia Community

[Augusta Map and Driving Directions](#)

[Campus Map](#) and [Virtual Campus Tour](#)

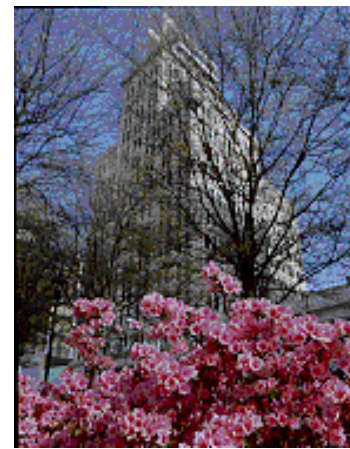
[Community Links](#)



Augusta, the second-largest city in Georgia, is located on the south bank of the Savannah River midway between the Great Smokey Mountains and the Atlantic Ocean. It is a growing and thriving city with a metropolitan- area population of around 400,000, and recently

ranked the second most favorable place to live in Georgia. The area is known for its balmy climate, with an annual mean temperature of 64 degrees.

Founded in 1736 by General James E. Oglethorpe, Augusta is Georgia's second-oldest city. Oglethorpe named the city for Princess Augusta, wife of the Prince of Wales. Augusta was Georgia's capital in 1778 and from 1785 to 1795.



The city offers a wide array of cultural and recreational activities. Augusta has a world-class riverwalk, the site of many activities including the Augusta Invitation Regatta (a national collegiate rowing event) and the Augusta Southern Nationals, dubbed the World's Richest Drag Boat Race. The city also is a short drive from the huge Lake Thurmond Reservoir. Outdoor activities such as water-skiing, swimming, boating and camping abound.

Kid-friendly sites include the Funsville Amusement Park, Krystal River Water Park and Augusta Iceforum, an ice-skating rink. Attractions that promise both fun and enlightenment include the National Science Center's Fort Discovery, the Morris Museum of Art, the Gertrude Herbert Institute of Art, the Georgia Golf Hall of Fame, the Lucy Craft Laney Museum of Black History, the Augusta Cotton Exchange Welcome Center and Museum and the Augusta Museum of History.



Augusta has many associations dedicated to the performing and visual arts, including the Fort Gordon Dinner Theater; Augusta Opera Association, the only resident opera company in Georgia; the Augusta Ballet, an Honor Company nationally known for its high-quality performances; the Augusta Players, bringing first-rate plays to Augusta; The Augusta Children's Theatre; The Augusta Symphony; and the Augusta Art Association. The Medical College of Georgia, Augusta State University and Paine College often bring prestigious films, speakers and special events to the city.

The Augusta-Richmond County Civic Center seats 8,658 in the grand arena for concerts, sporting events and a wide variety of other entertainment and convention activities. Bell Auditorium seats 2,690 and features smaller concerts, plays and stage shows.

Augusta offers exceptional shopping and features a downtown art and antiques district. The area's hundreds of restaurants range from fine to casual dining, featuring everything from ethnic specialties to burgers.

Augusta is within an easy three-hour drive of Atlanta, the University of Georgia, the Atlantic Ocean and the mountains.

The sporting life is ubiquitous throughout Augusta, whether you consider yourself an athlete or spectator. The city is home to professional baseball and ice hockey teams. The city annually hosts the Augusta Futurity, the largest cutting-horse futurity in the eastern United States. Nearby communities host polo tournaments and other equestrian events.



Did we mention golf? Augusta is world-renowned as the home of the Masters Golf Tournament. The tournament coincides with the full bloom of thousands of brightly colored azaleas, dogwoods and other

beautiful foliage. And if your invitation to play in the Masters gets lost in the mail, Augusta has 11 other golf courses nearby.

Augusta is a leading health care center of the Southeast and has a rapidly developing and diversified industrial base. The area's nine hospitals serve the Southeast and beyond.

Mileage from Selected Cities

Albany	227
Athens	100
Atlanta	150
Bainbridge	306
Brunswick	199
Chattanooga, Tenn.	263
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July 17, 2003

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Robert B. Greenblatt, M.D. Library

Medical College of Georgia
Augusta, GA 30912
(706) 721-3441

HOURS

Monday-Thursday	7:30 am - midnight
Friday	7:30 am - 7:30 pm
Saturday	9:00 am - 5:00 pm
Sunday	12:00 noon - midnight

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- [Statewide AHEC Network](#)
 - [Library Technology Services](#)
 - [Special Collections](#)
 - [Library Service Outcomes](#)
 - Library Performance Metrics
 - [Library Performance Metrics 2002-2003](#)
 - [Library Performance Metrics 2003-2004](#)

 - [FAQs](#)
-

Please email comments, suggestions or questions to: ldenniso@mail.mcg.edu

Medical College of Georgia [Home Page](#); [About MCG](#), [Education](#), [Health Care](#), [Research](#)

Information For: [Students](#), [Prospective Students](#), [Faculty & Staff](#), [Alumni & Visitors](#)

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September 24, 2003

[About the Library](#)

Ask a Reference Question

Ask a Reference Question

The scope of this service is intended for brief health sciences related reference questions. Complex topics are best handled by setting up an appointment with a reference librarian at 706-721-3441. Requests for database searches will be referred to our mediated search service.

[Electronic Resources](#)

[Services and Programs](#)

[Strategic Plan](#)

This service is for non-commercial, educational, research or clinical purposes. We will reply by the end of the next working weekday.

[Suggestion Box](#)

Enter your [question](#) below:

[User Aids](#)

Please provide the information below. Your email address and status is required in order to receive a response. A local phone number is recommended for follow-up of questions requiring further clarification.

Name:

Email:

Phone:

Status:

Status *Other*:

School:

School *Other*.

Please email comments, suggestions or questions to: rwirtz@mail.mcg.edu

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The Library is vital in an era of virtual information

The Library of the Medical College of Georgia has a long and distinguished history. From the original library purchased by Dr. Louis A. Dugas in 1834 to modern computer labs and hundreds of electronic resources, the library has provided students, clinicians and researchers with library services for almost two centuries. In 1988, the library was named for the renowned MCG

physician, Dr. Robert B. Greenblatt.

Libraries...

.... "should be like a pair of open arms." — Roger Rosenblatt

... "have an ambience that successfully crosses the boundaries between learning and leisure, casual use and dedicated study."

— Beacon Council (U.K.)



More than 217,000 people visited the Greenblatt Library in 2001!

The [Greenblatt Library](#) is also a Virtual place with more than 355,000 online visits per year!

Several funding opportunities are available for you to make your mark on the library and the lives of its users for the 21st century.

Projects and improvements include:

Computer Laboratory ✓

A total redesign of the current computer lab (new flooring, rewiring, equipment, furniture) will expand number of workstations, wireless accessibility, flexible configuration, and improved assessment of usage for maintaining technological needs.

Funding Goal: \$350,000

Contemporary Furniture ✓

Casual seating and high-technology furniture are needed to replace the original library furnishings, support diverse learning styles and provide an exceptional study environment for today's library user.

Funding Goal: \$220,000

Health Information Kiosks ✓

Patients and their families are often overwhelmed with information about their disease or injury. Health information kiosks will provide easy-to-use information points in clinical settings, available 24 hours a day, seven days a week.

Funding Goal: \$150,000

Arts and Exhibits ✓

Arts and exhibits can showcase interests and talents of the MCG community, enhance the aesthetics of the library building and reflect and share ideas.

Funding Goal: \$10,000

Make Your Mark

Please indicate the level of support you would be willing to provide for the following:

Computer Laboratory

\$20,000

\$30,000

\$50,000

Contemporary Furniture

\$20,000

\$30,000

\$50,000

Information Kiosk

\$20,000

\$30,000

\$50,000

Art and Exhibits

\$20,000

\$30,000

\$50,000

Comments

Name

Address

Phone

A few Notable Successes

Special funding initiatives and generous contributions have helped the Library to complete the following projects:

- ***Greenblatt Historical Archive and Conference Room***
- ***Highly Interactive Electronic Classroom***
- ***Self-Check Circulation Kiosk***
- ***High-Speed Computer Lab Printing***

Contact Information and Addresses:

Tamera P. Lee
Director of Libraries
Robert B. Greenblatt, M.D. Library
Medical College of Georgia
Augusta GA 30912
Email: tlee@mail.mcg.edu
Phone: 706 721-2856

Keith Todd
Vice President for
University Advancement
Medical College of Georgia
Augusta GA 30912
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Please email comments, suggestions or questions to: ldenniso@mail.mcg.edu

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March 05, 2003

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[GALILEO](#)

[Top 10 PowerPoint Slideshow](#)

Contact:
[Tamara P. Lee, MLS](#)
Professor and Director of Libraries
Greenblatt Library, AB-215
Medical College of Georgia
1120 15th Street
Augusta, GA 30912
Office Phone: (706) 721-2856

←————→

Orientation Links:
[Faculty Wide Organization](#)
[Academic Affairs](#)
[Library](#)
[Educator's Portfolio / Career](#)
[Development](#)
[Research](#)
[Student Affairs](#)
[Classroom Services](#)
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[Right to Know Training](#)
[AA EEO Office](#)

Orientation Web Site Links:
[History of MCG](#)
[MCG Print Shop](#) and [Copy Center](#)
[Employee/Faculty Assistance Program](#)

Library Resources and Services Orientation Information

>>> *for New Faculty...*

Top 10 Things All New Faculty Need to Know About the Greenblatt Library

#10 - The Library provides quality assurance and order to an otherwise chaotic internet.

- [Organized gateway](#) to mission relevant resources in the public domain
- Quality filters the Web's entropy for MCG community
- The need for utilizing the expertise of medical librarians grows exponentially with the sheer volume of medical information available today.
- Currently, the Internet is not a comprehensive source of all the biomedical literature nor is it organized for retrieval at the confidence level required for medical research.



#9 - The Library maintains a 70,000 square foot, fully wired facility as a central gathering place for learning, networking and problem solving.

- [Location](#)—Facing Harper Street, the building is adjacent to R&E building and next door to Kelly Admin Bldg

Additional Resources:

[Campus Map](#)

[City of Augusta](#)

[Environmental Health & Safety](#)

[Faculty Affairs, Office of](#)

[Faculty and Spouse Club](#)

[Faculty and Staff Directory](#)

[Faculty Benefits](#)

[Faculty Manual](#)

[Human Resources](#)

[Institutional Faculty List](#)

[IRIS - MCG's Online Data and](#)

[Information System](#)

[Policies and Procedures](#)

[Teachers Retirement System](#)

[Comments or Suggestions?](#)

- Operates 98 hours per week except University holidays
- 3 state-of-the-art electronic classrooms, 5 conference rooms, 10 group study rooms and 20 individual carrels, central computing laboratory
- Students hang out at the Library to network and study
- [Overview & Scheduling](#)



#8 - The Library is part of the award winning state gateway for access to hundreds of electronic databases for multiple disciplines.

- All types of libraries---USG, K-12, public, private
- Includes general reference works online, e.g., encyclopedias, dictionaries, e-books, consumer health, newspapers, periodical literature

#7 - The Library's holdings are interconnected via GIL Express with all 34 libraries in the University System of Georgia.

- [Online Catalog](#)
- Universal Borrowing (UB): Beginning fall 2003, users may initiate directly from the desktop requests for materials from the catalog (regardless of ownership or location)

#6 - The Library provides resources and services in support of teaching, research and patient care for MCG and MCG Health, Inc. and serves as a source of health information for the state of Georgia.



- Named after prominent MCG physician Robert B. Greenblatt, M.D. in 1988
- NNLM Resource Library
- [Services & Programs](#)

#5 - Full Library user privileges are provided in person and remotely to MCG faculty as priority customers.

- MCG ID (with Library barcode) is your membership. Present your current MCG Picture ID badge at the LInC
 - [E-reference](#), renewals of books, [ILL forms](#), [classroom scheduling](#) and sign-up
 - ILL-If the Library doesn't have the materials you need, we'll obtain for you normally within 48 hours, frequently directly to the desktop. Optional rush service is 24 hours
 - The Library provides electronic delivery of requested articles (whether in-house or from other libraries).
-

#4 - The Library selects, organizes and makes readily accessible a wealth of collections in support of continuous learning, scholarship and discovery.

- Mission critical materials in multiple formats
 - Over 1800 journals (with electronic access to 67% and 34% in electronic format only)
 - Approximately 150 databases negotiated through consortial and commercial agreements.
 - Over 200,000 books, over 15,000 microforms, over 2,000 AV media
 - Collection Development Steering committee includes an elected member of Academic council and encourages faculty recommendations for new acquisitions.
 - [Reserve](#) & [Special Collections](#)
-

#3 - The Library provides [curriculum based, open enrollment and online instruction](#) in the use of resources for classes and continuous education.

- How to use full text databases
- Evidence based literature searching
- Internet's health care resources
- Bibliographic Management software (Endnote)
- Teach with faculty in Schools (health care informatics)

#2 - The Library maintains a 24/7 virtual environment with efficient remote access to a multitude of electronic resources.

- [Library Electronic Resources](#) (access on campus and remotely)
 - [Electronic Publications Database](#) (access list to full text journals)
 - [PDA Resources](#)
-

#1 - The Greenblatt Library's human resources include a dedicated and talented faculty and staff, knowledgeable and committed to providing competent and personal attention to the best customers in the world....you.

- The people who use the Library and the people who work in them are the most precious of its resources.
 - Varied backgrounds and expertise
 - Library faculty serve in official capacity for copyright and intellectual property issues and work with faculty to improve the process of scholarly communication
<<http://www.biomedcentral.com/>>.
 - [Liaison program](#) to connect with customers
 - [Suggestion box](#) (printed and electronic)
-

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[Book Purchase Request Form](#)

[Copyright & Scholarly Communications](#)

[Multimedia](#)

[NLM Classification Scheme](#)

[Serials](#)

Educational Services

Classes

[Class Calendar/Registration](#)

[Class Evaluation Form](#)

Distant Learners

[Library Overview for Distant Learners](#)

Reserves

[Overview](#)

[Reserve Form](#) (Please Note: To print this form you will have to acquire: [Adobe Acrobat Reader](#))

Electronic Reserves

[Overview](#)

[Policies](#)

[Reserve Form](#) ([Adobe Acrobat Reader](#) required)

[Copyright Clearance Form](#) ([Adobe Acrobat Reader](#) required)

Room Scheduling

[Room Scheduling Overview](#)

[Room Request Form](#)

Electronic Classrooms

[Description and Priorities](#)

[Guidelines for Use](#)

[Software Installation Policy](#)

Greenblatt Conference Room (Rm 154)

[Description and Guidelines for Use](#)

Interlibrary Loan Services and Forms

[ILL Book Request Form](#) - *(for titles that MCG does not own)*

[ILL Journal Request Form](#)

[ILL Fee Policy](#)

[ILL Services](#)

[Loansome Doc](#)

[Fax Service](#)

Liaison Program

[Connecting with our Customers](#)

[List of Library Liaisons](#)

Library Policies

[American Disabilities Act](#)

[Circulation](#)

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[Policy for the Publication of Material](#)

[Fee Schedule](#)

Please email comments, suggestions or questions to: rwirtz@mail.mcg.edu

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July 22, 2003



Medical College of Georgia
Robert B. Greenblatt, M.D. Library

Becoming a
Premiere Health Sciences
Library

~

An Intellectual
Commons for
Learning, Discovery
and
Evidence-Based Care

The Library's
Strategic Plan



2003 and Beyond...

MEDICAL COLLEGE OF GEORGIA MISSION, VISION, AND VALUES

MISSION

The mission of the Medical College of Georgia is to improve health and reduce the burden of illness in society by discovering, disseminating, and applying knowledge of human health and disease.

VISION

The Medical College of Georgia will be one of the nation's premier health sciences universities.

VALUES

As a public institution dedicated to the discovery, dissemination, and application of scientific knowledge, the Medical College of Georgia values compassion, social responsibility, professionalism, leadership, diversity, and excellence.

Endorsed by MCG, pending approval from Board of Regents

LIBRARY PURPOSE STATEMENT

The Library is an integral unit of the Medical College of Georgia, the University System of Georgia's health sciences university. Priority customers are the students, faculty and staff of the Medical College of Georgia. Other customers include students, faculty and staff of the University System of Georgia, as well as Georgia's health professionals, patients and their families and general citizens.

The purpose of the Library is to support the institution's overall mission of providing outstanding education programs, leading edge research and scholarship, and excellence in health care by:

- providing convenient access and linkage to worldwide scholarly information in the health sciences
- promoting and contributing to emerging trends in scholarly communication and clinical information systems
- advocating for open access to and fair use of information and intellectual property
- promoting continuing education and lifelong learning

The Library will work to fulfill its purpose through:

- commitment to a customer-centered library environment and assessment of user needs
- acquisition, organization, management and preservation of collections and information resources appropriate to the institutional needs
- education of users in information retrieval and management
- provision of value-added products and programs
- partnerships with all academic and clinical units on campus
- collaboration in a variety of cooperative networks in the state, region and nation for resource sharing
- support of remote users, distance learners, outreach and continuing education
- anticipation and response to a rapidly changing information environment

LIBRARY VALUES STATEMENT

The Robert B. Greenblatt, M.D. Library staff are committed to the following values which frame its organizational culture and shape its actions:

SERVICE

We support teaching, research and patient care in an open, receptive and courteous manner. We embrace academic freedom and equality of access.

EXCELLENCE

We strive for quality in all of our services and programs. We encourage and support the ongoing development of a knowledgeable and versatile staff who uphold the principles of continuous quality improvement. Library operations are designed to be critical to the University mission, respond to customers and maintain efficiency and good stewardship of resources.

INTEGRITY

We foster an open communication environment to uphold honesty, professional ethics and accountability, and to maintain courtesy and respect in all of our working relationships.

DIVERSITY

We value diversity of cultures, thinking and learning styles. We recognize that all points of view need to be considered and will contribute toward decision analysis.

COLLABORATION

We cultivate collaboration with our internal and external customers, including global partners.

CHANGE

We respond to and anticipate rapidly changing technological, economic, political and social environments. We encourage taking the risks necessary to provide leadership and innovation.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

—Aristotle—

TEACHING GOALS

To support the instructional needs of MCG and MCGHI students, faculty, and staff, and other health care professionals and consumers in the State of Georgia and to improve their information seeking behavior through education.

Recruit, retain and develop high quality library faculty and staff.

OBJECTIVES

- As positions are vacated, reassess needs and conduct national searches to recruit diverse faculty.
- Ensure continuous learning of library staff and faculty to keep up with trends and changes in profession.
- Mentor and provide opportunities for professional growth and in support of faculty promotion.
- Implement new staff initiatives to strengthen communications and boost morale.
- Contribute to recruitment for the profession.
- Develop an in-house knowledge database.

ASSESSMENT

- Identification and application of relevant vehicles for attracting minorities
- An up-to-date in-house knowledge base
- Knowledge of cutting edge technologies, such as mobile/handheld devices & software
- Process for reserved research time and creative work based on percentage of effort
- Readiness and promotion of eligible faculty
- Applications for at least three National grants and/or awards
- Implementation of employee electronic bulletin board and town hall form

- Implementation of annual employee recognition program
- Implementation of Library internship program
- “Personnel and Restructuring Actions” in Annual Report

Provide value-added educational information resources.

OBJECTIVES

- Improve access to the collections by enhancing and upgrading the catalog records.
- Provide multiple access mediums and points to information.

ASSESSMENT

- Thesis records to include subject headings and call numbers added to OCLC
- Serials records enhanced
- At least two multi-media and interactive online tutorials
- Usage of online reserves program
- Access to quality filtered PDA resources
- Electronic and physical usage of library services
- Number of virtual visits to library web site

“The great accomplishments of man have resulted from the transmission of ideas and enthusiasm.”

—Thomas J. Watson—

TEACHING GOALS

Increase and integrate a sustained program of applied health information literacy within all curricula

OBJECTIVES

- Develop and measure student-learning outcomes.
- Partner with faculty members within each school who function as innovators or champions of the use of information seeking skills.
- Develop instructional components using problem-based information seeking skills.
- Develop integrated, customized, information literacy instruction for nursing and allied health.
- Link with the School of Medicine's Career Development and Education Center to advance medical informatics.

ASSESSMENT

- Graded learning assessments for nursing and allied health students
- Student educational performance changes documented by faculty in the schools
- Customized instruction for schools' curricula
- Collaborative strengthening of medical informatics program

Provide and maintain state-of-the-art facilities and technologies for meeting change and usage patterns in support of educational needs.

OBJECTIVES

- Support an infrastructure that reflects new and emerging technologies.
- Systematically seek and examine new information products and technologies.

ASSESSMENT

- Re-engineering of classroom space for PDA and web based instruction
- Integrated resources and technologies with other campus systems (E-reserve system use with WebCT; use of WebCT PDA component for Library instruction)
- Inventory of electronic devices for circulation to introduce new technologies

Improve MCG and MCGHI faculty, clinician, resident, and staff knowledge of information resources and information seeking skills and behaviors.

OBJECTIVES

- Offer instruction targeted to research assistants and administrative support staff.
- Customize programs & services to match the needs of MCG and MCGHI faculty and staff.

ASSESSMENT

- Introductory course for staff taught twice per year
- Number of faculty and resident educational contacts
- Campus outreach to faculty and resident driven venues, e.g. brown bag lunches and journal clubs
- Distributed and strategically placed promotional information
- Introductory course for staff taught twice per year

TEACHING GOALS

Provide parity of access and instruction to MCG and MCGHI remote users and distant learners.

OBJECTIVES

- Identify distance learners within Library systems.
- Reduce barriers to providing access to electronic information products.
- Expand integrated formal instruction in use of information resources into the distance education curricula.

ASSESSMENT

- Distance learners easily identified in library systems
- Internal tracking system for distance students
- Synchronous contact for distance learners at the time of need
- Implementation of formal instruction in distance education curricula
- Web/PDA tutorials for basic resource access
- Use of E-reserves for remote and distant learners

Serve the health information needs of unaffiliated local and state healthcare professionals, consumers, and patients.

OBJECTIVES

- Develop face-to-face and online Continuing Medicine Education classes in collaboration with the MCG Department of Continuing Education.
- Increase participation in community health awareness, healthcare and media events.

ASSESSMENT

- Development and implementation of face-to-face and online information literacy instruction with qualitative and quantitative measures of effectiveness
- Increased visibility of library as a resource for consumers

*“Coming together is a beginning,
staying together is progress, and
working together is success.”*

—Henry Ford—

RESEARCH GOALS

To select, organize, and provide access to information resources critical to the mission of the institution, especially in the priority areas of neurological diseases, cancer, infection & inflammation, cardiovascular diseases and diabetes.

Involve Library faculty in research and scholarly activities and share our expertise with colleagues and professional organizations and institutions.

OBJECTIVES

- Become vital participants in the research enterprise through increased participation in grant-funded projects.
- Participate in library, information science and technology professional organizations through presentations and publications.
- Position Library faculty to serve as clinical and consumer health information consultants for statewide library initiatives.
- Develop information seeking expertise in MCG's priority research areas.

ASSESSMENT

- At least one scholarly activity per librarian/archivist per academic year
- At least one scholarly activity per year by junior/senior faculty team
- Participation in leadership roles and opportunities for promotion of public health
- At least two grant-writing and publication workshops
- Information specialists for priority research areas

Provide effective and efficient information resources to basic science and clinical/applied researchers specializing in the MCG research priority areas.

OBJECTIVES

- Develop overall library collection development policy.
- Collect extensively for MCG research priority disciplines.
- Partner with University System institutions or the Consortium of Biomedical Libraries in the South (CONBLS) statewide or regionally

ASSESSMENT

- Ongoing assessment and development of collection
- Written collection development policy
- Information collected by liaisons about resource needs
- Partnerships for consortia purchasing power
- Decisions for Elsevier's Science Direct, ISI's Web of Knowledge, Wiley InterSciences, Ovid Lippincott, Williams, and Williams (LWW) Kluwer, etc. licenses

“High achievement always takes place in the framework of high expectation.”

—Jack Kinder—

RESEARCH GOALS

Represent MCG research information needs by advocating for fair access to the electronic resources provided by publishers and vendors and engaging in new scholarly communication trends.

OBJECTIVES

- Promote existing and emerging philosophical issues related to alternative publishing, including digital archive repositories.
- Advocate open access, low-cost alternatives to peer-reviewed scholarly communication.

ASSESSMENT

- Leadership of consortia discussions and negotiations for BiomedCentral with CONBLS and GETSM
- Membership in BioMed Central
- Presentations at Academic, Research Support, and Biomedical Research Councils
- Articles on scholarly communication trends per year in Access

“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.”

—Stephen A. Brennan—

Expand access to Special Collections resources and programs for institutional and historical research.

OBJECTIVES

- Preserve and promote the distinctiveness of the collections of the Medical College of Georgia.
- Develop collection policy for Special Collections.
- Develop targeted plans for acquisition and retention of historical resources.
- Conserve, preserve, and make accessible the unprocessed collections.
- Promote collaborative development of a museum on campus.
- Strengthen access to Special Collections records in GIL.

ASSESSMENT

- Reputation of Library historical and archival collections
- Special Collections policy for acquisitions and retention of historical resources
- Special Collections information management system
- Special Collections digital collection in GIL
- Integrated part of high profile University events
- Open House for MCG community
- Number of items re-housed, rebound, and/or encapsulated
- Collaborative museum plan

SERVICE GOALS

To ensure an environment of academic excellence that promotes high levels of student achievement, research and innovation, and evidence-based patient care.

Support an infrastructure that incorporates new and emerging technologies, creating a user-preferred source of available information resources.

OBJECTIVES

- Re-engineer Library web presence for improved usability and enhancement of learning.
- Integrate technology capabilities throughout the Library.
- Become recognized on campus and amongst peer institutions as an innovative user of information technologies.
- Position the Library to capitalize on the most cost effective network electronic structure, increasing wireless access and network speed.
- Implement an interlibrary loan management system.

ASSESSMENT

- Virtual library as the most visited web site on campus based on web statistics
- User-friendly Library web design based on usability studies
- Upgraded wireless speed and increased wireless access to cover 90% of the building
- Customer-oriented technology infrastructure based on usability survey results
- Achievement beyond the mean of benchmark institutions for technologies
- Implementation of interlibrary loan management system

Provide quality access and information assistance that meets the changing needs and usage patterns of MCG and MCGHI users.

OBJECTIVES

- Implement new models for information assistance to provide access to mission-critical information resources.
- Offer “just for you” services to users.

ASSESSMENT

- Increased informational interactions with users
- Increased web use statistics
- Provision of reference chat service
- Interdepartmental team involvement
- Personalization options from Library web sites

“Great things are not done by impulse, but by a series of small things brought together.”

—Vincent Van Gogh—

SERVICE GOALS

Champion, promote and publicize Library programs, resources and services.

OBJECTIVES

- Increase awareness to Library databases through portal interface integration.
- Showcase the MCG 175th online exhibit.
- Creatively market Library programs, resources, and services to individual user groups.
- Provide creative, timely information about new and featured products and services.
- Provide signage that is professional looking, informative, and up-to-date for way finding and for describing services.

ASSESSMENT

- Library hosted open house for MCG community
- Published articles in library and campus publications
- Public Relation services and resources permeated among all Library employees
- Customer feedback of Library programs based on comments in LIBQUAL+ 2005
- Marketed library programs, resources and services
- Users able to find physical resources and services in the Library with minimal assistance through observation

Support information for healthcare planning and decision-making related to patient and family centered care.

OBJECTIVES

- Increase knowledge of physicians and nurses regarding the mobile devices and resources available to them for bedside.
- Position Library faculty to serve as clinical and consumer health information experts for MCGHI.

ASSESSMENT

- Library involved decision-making for MCGHI information resources and services

Champion collaboration and strengthen liaisons throughout the campus and MCGHI communities.

OBJECTIVES

- Provide leadership, planning and implementation of a premiere campus-wide tech fair.
- Provide timely “just for you” information on featured and new resources and services through the liaison program.
- Continue faculty and staff involvement on a variety of campus committees.

ASSESSMENT

- Feedback from technology fair
- Quarterly Library Faculty reports on liaison activities

“Let us, then, be up and doing, with a heart for any fate; still achieving, still pursuing, learn to labor and to wait.”

—Henry Wadsworth Longfellow—

SERVICE GOALS

Maximize the use and quality of our physical facility to reflect the environmental and sociological needs of users and create the most desirable place to study and conduct literature research.

OBJECTIVES

- Develop a plan for strategic space allocation for collections and increase areas for public use.
- Redesign 2nd floor garden area for aesthetics, comfort and functionality.
- Upgrade first floor computer laboratory flooring and integrate flexible workstation configurations to enable clusters and optimize access for people with disabilities.
- Implement a coffee/snack shop within the Library building

ASSESSMENT

- Weeding and compression of stack space
- Collections placed strategically
- Additional collaborative learning space and private study area
- Creation of “islands” for networking and learning
- Building use data for 2nd floor garden area
- Coffee/snack shop within the Library
- Ergonomic and friendly workstation areas for the disabled
- Selection and purchase of state of the art computer lab flooring and furniture
- ADA officer review of liaison infrastructure access for people with disabilities

Develop an ongoing cycle of quantitative and qualitative needs assessments to ensure fulfillment of user needs and expectations.

OBJECTIVES

- Update specific needs for counting and measuring.
- Gather relevant statistics and discontinue statistics that are no longer needed and/or used.
- Participate in LibQUAL+ 2005.
- Strengthen assessment of clinical and consumer health information support program.
- Develop annual performance metrics to include qualitative and quantitative measures to effect outcomes.
- Perform a needs assessment oriented towards MCG and MCHGI staff to determine the focus of their requirements for information seeking skills and behaviors.
- Evaluate existing facilities and technologies in response to existing applicable standards, institutional mission and vision, and needs and expectations of clients.

ASSESSMENT

- Comparative study of 2002 and 2005 LibQUAL+ data
- Sustained qualitative and quantitative documentation
- Annual review and documentation of outcomes
- Ongoing program of assessment of client information needs and new information products
- Statistics readily available for decision-making, reporting to agencies/organizations and for benchmarking

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Suggestion Form



Tell us what you think about our web site, our services, our organization, or anything else that comes to mind. We welcome all of your comments and suggestions.

What kind of comment do you have?

Suggestion Complaint Praise Problem

What about us do you want to comment on?

Other:

Comments:

Please contact me regarding this matter.

Optional, if you don't want to to be contacted

Affiliation: **MCG** | **MCGHI** | **Other**

Name:

Email:

Tel:

FAX:

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Please email comments, suggestions or questions to:
Ronald Wirtz, rwirtz@mail.mcg.edu
March 18, 2003

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September 24, 2003



Alphabetical List

Click on one of the letters below to view a list of **all** Medical College of Georgia faculty members with last names beginning with that letter.

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Abbott, Bernard J. PhD
Abdel-Latif, Ata A. PhD
Abney, Thomas O. PhD
Abraham, Edathara C. PhD
Adams, Bryan L. MBA
Allen, Marshall B. Jr. MD
Allsbrook, William C. Jr. MD
Anderson, Ann S. MS
Ault, Leilee P. MS
Bailey, Joseph P. Jr. MD
Baisden, C. Robert MD
Barrett, J. Michael PhD
Best, Gary K. PhD
Bhatti, Nazir A. MBBS
Binet, Eugene F. MD
Blissit, James A.
Bliven, Floyd E. Jr. MD
Bockman, Dale E. PhD
Bond, Gary C. PhD
Boulton, Virginia M. MD
Bowden, Talmadge A. Jr. MD
Brandsma, Jeffrey M. PhD
Bransome, Edwin D. Jr. MD
Brown, James D. DMD
Brown, Jessie O. MHEd
Brucker, Paul J. EdD
Burrell, Lenette O. EdD
Bustos-Valdes, Sergio E. DDS PhD
Caldwell, Ruth B. PhD
Campbell, H. Alan BS
Carrasco, Ricardo C. PhD
Carrier, Gerald O. PhD
Chandler, A. Bleakley MD
Chandler, Francis W. Jr. DVM PhD

Chaudhary, Bashir A. MBBS
Chew, William H. Jr. MD
Ciarlone, Alfred E. DDS PhD
Clark, James W. DDS
Colborn, Gene L. PhD
Conway, Mary E. PhD
Cormier, Rene E. MD
Crowley, Julia R. EdD
Crumrine, Robert S. MD
Damon, Meffie S. BA
Davenport, Sara R. MA
DeVore, Margaret B. MD
Della-Giustina, Victor E. DDS
Dennis, Allen J. Jr. MD
Dennis, Jancis K. MAS
Dirksen, Thomas R. DDS PhD
Dwyer, Thomas N. LLB
Edwards, Barbara H. MA
Edwards, Wallace S. DDS
Ehrhart, Ina C. PhD
Ellegood, James O. MS
Ellis, Linda A. EdD
Ellison, Lois T. MD
Ellison, Robert G. MD
Etersque, Stanley EdD
Eubig, Casimir PhD
Evers, John C.
Feldman, Daniel S. MD
Feldman, Elaine B. MD
Fiebiger, Guy E. DMD
Flowers, Nancy C. MD
Fuszard, Barbara M. PhD
Gale, Thomas F. PhD
Gangarosa, Louis P. Sr. DDS PhD
Garlington, Octavia MS
Garman, Thomas A. DDS
Garnick, Jerry J. DDS
Garrison, Glen E. MD

Geber, William F. Jr. PhD
Given, Kenna S. MD
Godt, Robert E. PhD
Goldman, Barry M. DDS
Gramling, Zachariah W. MD
Greenbaum, Lowell M. PhD
Gregory, Scott T. MS
Gupta, Sathy MBBS
Hammer, Wade B. DDS
Hardin, Jefferson DDS
Harms, Barbara H. BS
Hartlage, Patricia L. MD
Hayes, William G. MPA
Hickey, Judson C. DDS
Hill, Ross H. DDS
Hobbs, Milford L. MD
Hodge, Lon D. VMD PhD
Hofman, Wendell F. PhD
Holzman, Gerald B. MD
Horan, Leo G. MD
Howard, Eugene F. PhD
Hudson, James B. MD
Huff, Thomas A. MD
Hull, David S. MD
Jackson, William J. PhD
Jennings, William D. Jr. MD
Johnson, Van L. Jr. DDS
Johnston, Joseph F. MD
Karow, Armand M. Jr. PhD
Karp, Warren B. DMD
Keagle, James G. DDS
Kemp, Virginia H. PhD
Killeen, Maureen R. PhD
King, Don W. MD
Kirby, Margaret L. PhD
Kling, J. Malcolm DVM PhD
Kolas, Steve DDS
Krauss, Jonathan S. MD

Kuske, Terrence T. MD
Lake, Francis T. DDS PhD
Lambert, Vickie A. DNSc
Lanclos, Kenneth D. PhD
Lapp, David F. PhD
Larison, Patricia J. MA
Lavin, Nancy L. MEd
Lee, Carol E. EdD
Leibach, Frederick H. PhD
Leonard, Leon A. DDS MS
Levine, Monroe I. MD
Levy, Maurice EdD
Lillis, Patricia P. DSN
Linder, Charles W. MD
Little, Robert C. MD
Loft, Gerald H. DDS
Logan, Mary Ella MD
Lundquist, Donald O. DDS
Luxenberg, Malcolm N. MD
Mahesh, Virendra B. PhD DPhil
Mansberger, Arlie R. Jr. MD
Martin, Richard M. PhD MDiv
Mascaro, David J. MS
May, Bella J. EdD
McCranie, E. James MD PhD
McCranie, Martha L. MD
McDonald, Thomas F. PhD
McDonough, Paul G. MD
McIntosh, Sandra B. PhD
McKie, Virgil C. MD
Merchant, Hubert DDS
Miller, Max D. EdD
Mills, Luther R. IV MD
Mills, Thomas M. PhD
Milner, Paul F. MD
Moore, Victor A. Jr. MD
Morgan, R. Bruce BA
Morris, Charles F. DDS

Morse, Jean A. PhD
Morse, P. Kenneth PhD
Moulin, Nancy MS
Mulroy, Michael J. PhD
Mundy, Wanda M. EdD
Myers, David R. DDS MS
Nair, Cherukantath N. PhD
Nelson, George H. MD
Nesbit, Robert R. Jr. MD
O'Conner, James L. PhD
O'Dell, Norris L. DMD
O'Rear, Harry B. MD
Ogle, Thomas F. PhD
Otken, Luther B. Jr. MD
Parrish, Robert A. Jr. MD
Perry, Jan F. EdD
Pollard, Billy M. DDS
Pool, Winford H. Jr. MD
Porterfield, Susan P. PhD
Porubsky, Edward S. MD
Prendergast, Nancy D. EdD
Puchtler, Holde MD
Puryear, James B. PhD
Rao, Raghunatha N. MD
Rasmussen, Howard MD PhD
Reese, Andy C. PhD
Reichard, Sherwood M. PhD
Reynolds, J. Marvin DDS
Rice, Bruce H. DDS PhD
Richards, E. Earl DDS
Riley, Merle W. PhD
Rinker, Geraldine EdD
Roesel, Catherine E. PhD
Sabio, Hernan MD
Saunders, Elwyn A. MD
Schuman, Bernard M. MD
Scott, David F. PhD
Scruggs, Charles S. DDS

Shaikh, Abdul H. MS
Sherline, Donald M. MD
Singal, Sam A. PhD
Sisson, Boyd D. PhD
Smith, C. Douglas DDS
Speir, William A. Jr. MD
Spurlock, Benjamin O. BA
Stafford, Chester T. MD
Stenstrom, William J. EdD
Stoming, Terrance A. PhD
Strong, William B. MD
Sutherland, James H.R. PhD
Swift, Thomas R. MD
Talledo, O. Eduardo MD
Teabeaut, J. Robert II MD
Tedesco, Francis J. MD
Thompson, William O. II PhD
Tollison, Joseph W. MD
Trueblood, Jon H. PhD
Urbanek, Vincent E. DDS
Vericella, Biagio J. EdD
Watson, W. Gamewell MD
Webster, Paul D. III MD
Wege, William R. DDS MS
Welter, Dave A. PhD
Wessling, Kenneth C. PhD
Weston, William III MD
Whitney, J. Barry III PhD
Wigh, Russell MD
Williams, J. Earl DDS
Winkley, Gail P. MS
Winningham, A. Ruth MS
Woods, Gerald W. JD
Wray, Betty B. MD
Wray, Charles H. MD
Yaghmai, Farivar MD
Zachert, Virginia PhD
Zwemer, Thomas J. DDS

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Senior Administration

President	Dr. Daniel W. Rahn
Provost	Dr. Barry D. Goldstein
Vice President Administration	Dr. J. Michael Ash
Vice President Enrollment and Student Services	Dr. Michael H. Miller
Vice President External and Government Relations	Mr. R. Bryan Ginn, Jr.
Vice President Finance	Ms. Diane C. Wray
Vice President Information Technology	Mrs. Beth P. Brigdon
Vice President Legal Affairs	Mr. Clayton D. Steadman
Vice President Research	Dr. Matthew J. Kluger
Vice President University Advancement	Mr. L. Keith Todd
Associate Vice President Academic Affairs	Dr. Roman M. Cibirka
Associate Vice President Clinical Research	Dr. Anthony L. Mulloy
Associate Vice President Research and Sponsored Program Administration	Ms. Betty Aldridge
Associate Vice President Technology Transfer and Economic Development	Dr. Michael G. Gabridge
Executive Assistant to the President	Ms. Deborah L. Barshafsky
Senior Legal Advisor	Mr. Andrew R. H. Newton
Dean Allied Health Sciences	Dr. Leona C. Mishoe
Dean Dentistry	Dr. Connie L. Drisko
Dean Graduate Studies	Dr. Matthew J. Kluger
Dean Medicine	Dr. David M. Stern
Dean Nursing	Dr. Katherine E. Nugent (Interim)

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Directors

Director AHEC Statewide Program	Ms. Denise D. Kornegay
Director Biostatistics and Bioinformatics	Dr. David M. Smith
Director Continuing Education	Dr. Kathy P. Bradley
Director Environmental Health and Safety	Dr. James S. Davis
Director Facilities Management	Mr. David E. Smith
Director Grants and Contracts	Ms. Betty Aldridge
Director Health Communications	Vacant
Director Housing	Mr. Thomas J. Fitts, Jr.
Director Human Resources	Ms. Susan A. Norton
Director Institutional Research and Information	Ms. Deborah L. Barshafsky
Director Internal Audits	Mr. Michael W. Hill
Director Laboratory Animal Services	Dr. Laura T. Easley
Director Libraries	Ms. Tamera P. Lee
Director Public Safety	Mr. Mitchell Jones
Director Student Affairs	Dr. Randy R. Butterbaugh
Director Student Diversity	Ms. Beverly M. Tarver
Director Student Financial Aid	Mr. John H. Powell, III
Director Student Health Service	Dr. Jill A. Miller
Director Student Recruitment and Admissions	Ms. Carol S. Nobles
Director Supply Administration	Mr. James T. Harris
Director Undergraduate Research Programs	Dr. Patricia L. Cameron
Director and Immigration Counsel International and Postdoctoral Services	Ms. Lydia Diana Newman

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Special Faculty Professorships

Professorships

Brooks Professorship	Devoe, Lawrence D. MD
Charbonnier Professorship	Mulloy, Anthony L. PhD DO
Greenblatt Professorship	Webb, R. Clinton PhD
Hawes Professorship	Kanto, William P. Jr. MD
Merritt Professorship	Schuster, George S. DDS PhD
Merritt Professorship	Drisko, Connie L. DDS
Regents' Professorship	Whitford, Gary M. PhD DMD
Regents' Professorship	Ganapathy, Vadivel PhD
Regents' Professorship	Adams, Robert J. MD
Regents' Professorship	Catravas, John D. PhD
Regents' Professorship	Pashley, David H. DMD PhD
Regents' Professorship	Schwab, Steve J. MD
Regents' Researcher Professorship	Vacant
Warren Professorship	Vacant

Chairs

Allen Distinguished Chair in Neurosurgery	Lee, Mark R. MD PhD
Case Distinguished Chair in Psychiatry	Rausch, Jeffrey L. MD
Creel Chair in Cardiology	Vacant
Distinguished Chair in Oncologic Pathology	Vacant
Ellison Chair of Cardiothoracic Surgery	Vacant
GAFP Tollison Distinguished Chair	Hobbs, Joseph MD
Goldstein Chair of Orthodontics	DeLeon, Eladio Jr. DMD MS
Hahn Chair in Pediatrics	Guill, Margaret F. MD
Hames Endowed Chair	Vacant
Hatcher Chair in Surgery	Vacant
Henry Chair of Orthopedics	Curl, Walton W. MD
Kellett Chair of Allied Health Sciences	Cannon, Joseph G. PhD
Kellett Chair of Nursing	Vacant

Mason Distinguished Chair in Transplant Surgery and Immunology	Wynn, James J. MD
Moretz/Mansberger Distinguished Chair of Surgery	Gadacz, Thomas R. MD
Porubsky Distinguished Chair in Otolaryngology	Terris, David J. MD
Presidential Distinguished Chair	Adams, Robert J. MD
Pund Distinguished Chair in Pathology	Vacant
Shepard Clinical Pathology Chair	Steele, John C.H. Jr. PhD MD
Sydenstricker Chair	Rissing, J. Peter MD
Tedesco Distinguished Chair in Pediatric Hematology/Oncology	Vacant
Witherington Chair in Urology	Lewis, Ronald W. MD
Eminent Scholars	
Eminent Scholar Chair in Genomic Medicine	She, Jin-Xiong PhD
Eminent Scholar Chair in Immunogenetics	Mellor, Andrew L. PhD
Eminent Scholar in Molecular Biology	Dynan, William S. PhD
Eminent Scholar in Molecular Immunology	Vacant
Eminent Scholar in Telemedicine	Stachura, Maximillian E. MD
Georgia Research Alliance Eminent Scholar in Molecular and Cellular Neurobiology	Yu, Robert K. MedScD
Georgia Research Alliance Eminent Scholar in Neuroscience	Vacant
Georgia Research Alliance Eminent Scholar in Synapses and Cell Signaling	Harris, Kristen M. PhD
Glover/Mealing Eminent Scholar Chair in Immunology	Mulloy, Laura L. DO



Search For Faculty

Search Tips

Searches are not case sensitive and will return records regardless of where the match occurs. A name search for "smith" will return Smith, Locksmith, and Smith-Lee. **Word stems** are most effective for searching faculty interests. For example, "neuro" will return neurology, neurotransmitters, and neurorehabilitation.

Last Name

First Name

Teaching Interests

Research Interests

Clinical Interests

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Update Your Record

To update your e-mail address, office address, phone number, web site url or the text in the teaching areas, research areas, and clinical interests fields, you'll need two numbers: **1) your social security number and 2) a barcode from the Greenblatt library.**

While MCG has converted to a new ID system, you still need a barcode to access library services. This barcode is used as a security measure on the Institutional Faculty List. Therefore, you must visit the library to obtain your barcode before you can access this system.

If you need technical assistance, contact the Office of Institutional Research at 721-2703.

SSN (no hyphens):

Barcode:



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Help Screen

This help screen provides general information to assist you in maneuvering through the system, in addition to explanatory notes for some of the fields included in the system. If the following list of questions and answers does not address your specific inquiry, please contact either the [Office of Faculty Affairs](#) (for inquiries related to faculty data) or the [Office of Institutional Research](#) (for questions or comments about the system).

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[Where do you obtain the information included in this system?](#)

[Which fields can I update?](#)

[How do I update my own record?](#)

[How do I submit my photograph for inclusion in my record?](#)

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What is the Institutional Faculty List?


The Institutional Faculty List is an interactive, electronic faculty information system. It contains listings of all active instructional and administrative faculty, emeritus faculty, and the more than 1,000 clinical/adjunct, or volunteer, faculty affiliated with the Medical College of Georgia. The purpose of the system is to provide a comprehensive and up-to-date listing of faculty data maintained by the [Office of Faculty Affairs](#) and professional

information submitted by individual faculty. The system incorporates searchable teaching, research, and clinical activities fields, providing an easily accessible resource for students, educators, researchers, and clinicians both at the Medical College of Georgia and other institutions to locate faculty with similar interests.




How current is the information in the system?

Titles/ranks, degrees, appointment date and appointment type in the Institutional Faculty List are updated after the 1st and the 15th day of the month. For administrative faculty, these fields are updated on an 'as changes' basis and are always current.



Where do you obtain the information included in this system?

Information in the Institutional Faculty List is downloaded from the MCG Faculty Information System, which is maintained by the [Office of Faculty Affairs](#). Campus addresses, phone numbers, e-mail addresses, and narrative in the certifications, teaching, research, and clinical fields are updated by the faculty. In cases where faculty had already placed information on departmental web pages related to their teaching, research, and/or clinical activities, staff of the [Office of Institutional Research](#) copied and pasted this information into the Institutional Faculty List.



Which fields can I update?

The fields that can be updated by faculty in this system are campus address, phone number, e-mail address, web site url, certifications, teaching areas, research areas, and clinical interests. These are self-reported fields maintained by each individual faculty member. Only one email address and one web site url can be added to the appropriate field on the update page. If you note an error or inconsistency in any of the other information contained in your faculty record, please notify the [Office of Faculty](#)

Affairs.

How do I update my own record?

To access the Update feature, you will need your social security number and a library barcode, which may be obtained from the Library Information Center at the Greenblatt Library. This barcode is necessary to access library systems and is being used by the Institutional Faculty List for additional security.

To update your record, select the [Update Your Record](#) link from the Institutional Faculty List navigational bar. Enter your SSN and your barcode; then click the "Access My Record" button. Simply follow the instructions on the next screen to update your record. If you experience difficulty during the update process, contact the [Office of Institutional Research](#) at 721-2703 for technical assistance. If you do not have a barcode on your ID, please contact the Library Information Center at the Greenblatt Library (721-3441) for assistance.

How do I submit my photograph for inclusion in system?

We will accept high quality JPEG or GIF image files for inclusion in the system. The JPEG format is preferable due to the smaller file size. The image must be a head shot that is 175x175 or smaller and no more than 30Kb in size. The [Greenblatt Library](#) has scanners, the appropriate software, and trained staff to assist you in scanning your image. Electronically forward your JPEG or GIF file to the Office of Institutional Research at oiri@mail.mcg.edu or OIRI in the Groupwise campus address book.

How do I locate information on a particular faculty member?

The easiest way to access a record for a particular faculty member is to view the alphabetical list that corresponds with the

first letter of the faculty member's last name. Or, use the [Search for Faculty](#) feature. Enter either the full last name or the first few letters of the faculty member's last name. Submit your request and a list of possible matches will be returned by the system. ▲

What are Emeritus faculty?

Emeritus is an honorary title awarded to successful candidates who at the time of their retirement have had 10 or more years distinguished faculty service within the University System of Georgia. ▲

What do the Titles and Ranks mean?

Primary Administrative Title: Non-academic faculty appointments that collectively comprise the executive managing branch of the institution, i.e., President, Provost, Vice President, Associate Vice President, Dean, Associate/Assistant Dean, Director, Comptroller, and Coordinator (see Administrative/Faculty Title and Title Modifier List for complete inventory). Administrative Titles carry no rights to tenure and may or may not be in conjunction with academic rank.

Secondary Administrative Title: In addition to current primary administrative title.

Tertiary Administrative Title: In addition to current primary and secondary administrative titles.

Faculty Title: Non-administrative, non-academic faculty appointed to manage particular areas of responsibilities primarily in academic units or sections, i.e., Chairman, Vice Chairman, Section Chief, Coordinator, and Medical Director (see Administrative/Faculty Title and Title Modifier List for complete inventory). Faculty Titles carry no rights to tenure and may or may not be in conjunction with academic rank.

Secondary Faculty Title: In addition to current primary faculty

title.

Tertiary Faculty Title: In addition to current primary and secondary faculty title.

Primary Academic Appointment: Non-administrative faculty appointments that pertain to core of instruction as defined by MCG Faculty Classifications. Full-time primary academic appointments refer to tenured, tenure track or non-tenure track positions, while part-time and clinical/adjunct primary academic appointments refer to non-tenured (off track) positions. Primary academic appointments may or may not be in conjunction with administrative titles and/or faculty titles.

Joint Academic Appointment: Non-administrative faculty appointments in addition to a primary academic appointment for those faculty who have a responsibility and/or make significant contribution in a program, department, or school that is not directly and explicitly included as part of their primary academic appointment.

Please note that titles conferred at the Institutional level only are included in the Institutional Faculty List. Titles conferred at the school or departmental level will not appear within this system. ▲

What are the different Appointment Types?

Clinical = volunteer, receives no pay.

Part-time = less than 100% work commitment.

Full-time = 100% work commitment. ▲

Does the system show all degrees earned by faculty?

This system includes all degrees listed on the faculty member's initial appointment form. However, only highest degrees require verification and appear in official documents and publications of the Medical College of Georgia. Direct questions regarding degrees to the [Office of Faculty Affairs](#).



What are IFL Extras?

IFL Extras are faculty-related resources designed to enhance the information available about individuals included in this system. Designed as a toolbar, the "extras" provide access to publications information (see below for more detail), curriculum information (downloaded from the Curriculum Inventory Report and linked to the online course descriptions), and faculty web sites (if submitted by individual faculty).



Where do you obtain publications data included in the system?

The publications listed on this system are from the PUBS database system. Publications are entered in this system as part of the annual reporting process. Each school is responsible for entering publications data for their faculty members during the months of May, June, and July. Final edits are then made in order to have the data ready for Annual Reports in August/September. New publications will be posted on the Faculty List by November of each year. Please note, publications that are in press during data entry by the schools are not included in the system. Publications data on the system are maintained over a five-year period. Only publications submitted through the PUBS process are included in this system. A link to the National Library of Medicine's PubMed system is included in the IFL Extras section, which, when selected, automatically conducts a search using the name of the faculty member whose record you are viewing.



What are Special Professorships?

Special faculty titles are awarded to faculty to acknowledge distinguished excellence in teaching, patient care, or research. All special professorships must be recommended by the President and approved by the University System Board of Regents. Different categories of special faculty titles have been established to represent a board range of diverse specialties within the

institution.

Endowed Academic Positions: Titles awarded to prominent faculty for funding support of the position or continued enhancements within a particular clinical or research discipline for which the endowment was established. The honorary titles are uniquely named as determined by the specifications of the donor or the benefactor.

Eminent Scholar Chairs: Established to attract eminent scholars to the institution with funding support from the Georgia Eminent Scholars Endowment Trust Funds and private donors to meet the minimum sum required to endow academic chairs.

Regents Professorship: Awarded to outstanding faculty members of the four Research Universities within the University System of Georgia for an initial three-year period with a recommendation from the President for a second three-year period. After a period of six years, the Regents Professorship is considered permanent.

Regents Researcher: Awarded to outstanding principal researchers of the four Research Universities within the University System of Georgia for an initial three-year period with a recommendation from the President for a second three-year period. After a period of six years, the Regents Researcher is considered permanent.

Embedded Secure Document

The file <http://www.mcg.edu/CATALOG/pdf/Catalog2000.pdf> is a secure document that has been embedded in this document. Double click the pushpin to view.



Medical College of Georgia

2003-2004 Catalog



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Please email comments, suggestions or questions to:

Russell Long, catalog@mail.mcg.edu.

October 08, 2003

AHS3304. Applied Pathophysiology for the Rehabilitation Professional

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission into program

An introduction to the basic pathophysiological processes. Systems, stress, maturation, and healing pertaining to rehabilitation will be covered. Included will be key principles of exercise physiology as related to occupational therapy evaluation and intervention.

Grading System: ABCDF

AHS3502. Evidence Based Practice

1 lecture hrs | 2 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Admission into program

Introduction to research literature evaluation and review, including resources to conduct a literature search, use of library and web resources to critically examine published research of evidence based practice trends.

Grading System: ABCDF

AHS3610. Ethics in Health Professionals

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

Prevailing philosophies and basic ethical principles will be presented and legal issues common to allied health professionals will be discussed. Clinical application of ethical theory and ethico-legal decision making will be emphasized. Each of the Departments will provide profession-specific content for discussion and application with their students.

Grading System: ABCDF

AHS3620. Principles of Education

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

Introduces basic principles of educational design with application to patient education, staff development, continuing education and clinical education.

Grading System: ABCDF

AHS3630. Principles of Management

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This course introduces students to the field of management, focusing on basic principles and concepts applicable to all types of organizations. The course is structured as an applied study of the managerial functions of planning, organizing, leading, and controlling.

Grading System: ABCDF

AHS3640. Introduction To Statistics

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course is designed to introduce the student to basic statistics. Knowledge of computer science will be reinforced by actual processing of statistical data.

Grading System: ABCDF

AHS3650. Introduction To Research Design

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course is designed to introduce the student to the fundamentals of research design.

Grading System: ABCDF

AHS3660. The U.S . Health Care Delivery System

15 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course will allow allied health professionals to develop an understanding of the organization and structure of the healthcare industry as a whole and the healthcare facilities comprising the industry. Healthcare delivery systems in the areas of ambulatory care, home health, and long-term care are rapidly increasing in addition to the increasing demand for allied health professionals. The healthcare delivery systems in the twenty-first century will be faced with increased regulations and standards, with focus on cost containment, accessibility, and quality.

Grading System: ABCDF

AHS3670. Elementary Healthcare Statistics

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

Introduction to descriptive statistics and inferential statistical analysis techniques for health-care related data, including parametric and some non-parametric methods.

Grading System: ABCDF

AHS3680. Basic Research Methodology

3 lecture hrs | 1 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: None

Introduction to research methodology and scientific methods in a health-care related context. Students will plan and write a research proposal and will critique health-related research literature.

Grading System: ABCDF

AHS3690. Informatics for Health Care Professionals

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This five-week WebCT course introduces students to the development and application of computer technology in the health care environment. It examines specific computer applications, evaluation and implementation of computerized systems, current industry trends, and use of the Internet in health care.

Grading System: ABCDF

AHS3703. Neuroanatomical Basis of Cognition and Emotion

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission into program

Introduction to functional neuroanatomy of the motor system, sensory, system, and higher association processes including emotion, cognition, attention, memory, language, visual spatial processing and praxis

Grading System: ABCDF

AHS4300. Professional Issues

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Enrollment in an allied health science discipline or permission of instructor

Introduction to current critical issues impacting allied health science; the role of the allied health professional within the health care system and its relationship to other health care disciplines.

Grading System: Satisfactory/Unsatisfactory

AHS4451. Child Life Clinic

0 lecture hrs | 27 lab hrs | 0 clinical hrs | 14 credit hrs

Prerequisite: None

Child Life Clinic will expose students to the following: children's and families responses to experience in illness and hospitalization/ injury from birth through adolescence, stress and coping issues, therapeutic and medical play, activity planning/coordination/implementation, psychological preparation for health care experiences and associated coping processes, parental interactions, and children's understanding of illness/death.

Grading System: ABCDF

AHS4452. Child Life Clinic Intern

0 lecture hrs | 26 lab hrs | 0 clinical hrs | 13 credit hrs

Prerequisite: None

Child Life internship will provide students with the opportunity to be independent in a Child Life specialist role with an in-depth understanding and practice of the above mentioned skills. Documentation and advanced assessment skills will be utilized.

Grading System: ABCDF

AHS4453. Learning In Family Environments

lecture hrs | lab hrs | clinical hrs | 1 - 3 credit hrs

Prerequisite: None

This course will familiarize students with components and essentials of family centered care. Emphasis is placed on direct experiences with patients and families in various settings. Theories of development and family systems will be explored.

Grading System: ABCDF

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No matching courses found.

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DHY3110. Dental Hygiene Theory and Practice I

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Concepts, principles, and skills essential for rendering comprehensive oral health care. Emphasizes infection control, patient assessment, and preventive therapy.

Grading System: ABCF

DHY3120. Dental Anatomy

1 lecture hrs | 2 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the program

Primary and permanent dentitions, including root morphology, tooth function, anomalies, and comparative dental anatomy and their relationship to treatment.

Grading System: ABCDF

DHY3130. Clinic I

2 lecture hrs | 0 lab hrs | 10 clinical hrs | 5 credit hrs

Prerequisite: Acceptance into the dental hygiene program

Development of technical and judgemental skills necessary for delivering optimum patient care. Emphasizes on infection control, assessment, periodontal debridement, and professional development.

Grading System: ABCDF

DHY3200. Clinic II

1 lecture hrs | 2 lab hrs | 8 clinical hrs | 4 credit hrs

Prerequisite: DHY 3100 and DHY 3110

Opportunity to utilize knowledge and skills involved in the dental hygiene process of care.

Grading System: ABCF

DHY3210. Dental Hygiene Theory and Practice II

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: DHY 3100 and DHY 3110

Essentials needed to provide comprehensive dental hygiene care to a diverse population, emphasizing medically compromised patients, treatment modifications, and preventive therapy.

Grading System: ABCF

DHY3240. Dental Health and Wellness

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Concurrent with DHY 3200 AND DHY 3210

Wellness and the hygienist's role in the promotion of health. Emphasis on various communication styles and techniques critical in treating, educating, and communicating with a diverse population.

Grading System: ABCDF

DHY3241. Dental Health and Wellness

28 lecture hrs | 7 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Concurrent with DHY 3200 and DHY 3210

Wellness and the hygienist's role in the promotion of health. Emphasis on various communication styles and techniques critical in treating, educating and communicating with diverse populations.

Grading System: ABCF

DHY4300. Patient Care I

0 lecture hrs | 1 lab hrs | 10 clinical hrs | 3 credit hrs

Prerequisite: DHY 3200 and DHY 3210

Opportunity to strengthen basic clinical skills in the treatment and prevention of oral disease.

Grading System: ABCF

DHY4310. Dental Hygiene Seminar I

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: DHY 3210

Patient and practice management, treatment planning, and techniques to treat and prevent oral disease.

Grading System: ABCF

DHY4320. Research Design and Critical Thinking

30 lecture hrs | 30 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: DHY 3241

Research methods and changing issues and trends in the dental hygiene profession.

Grading System: ABCDF

DHY4400. Patient Care II

0 lecture hrs | 2 lab hrs | 12 clinical hrs |
4 credit hrs

Prerequisite: DHY 4300 and DHY 4310

Opportunity to expand both knowledge and technique necessary in the treatment and prevention of oral disease.

Grading System: ABCF

DHY4410. Dental Hygiene Seminar II

1 lecture hrs | 1 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: DHY 4300 and DHY 4310

Aspects of patient and practice management, treatment planning, advanced assessment and providing optimum treatment within the scope of dental hygiene care.

Grading System: ABCF

DHY4411. Dental Hygiene Seminar II

2 lecture hrs | 1 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: DHY 4300 and DHY 4310

Aspects of patient and practice management, treatment planning, advanced assessment to provide optimum treatment within the scope of dental hygiene care.

Grading System: ABCF

DHY4420. Dental Materials

1 lecture hrs | 2 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

Scientific principles and manipulation of dental materials.

Grading System: ABCDF

DHY4440. Community Health

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: DHY 3240 and AHS 3660

History, philosophy and organization of public health and its relationship to dentistry.

Grading System: ABCF

DHY4441. Community Health

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: DHY 3241

History, philosophy and organization of public health and its relationship to dentistry.

Grading System: ABCDF

**DHY4450. Dental
Specialty Clinic 1**

0 lecture hrs | 0 lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: DHY 4300 AND DHY 4310

Opportunity to observe, assist, and provide dental hygiene care for patients in various specialty clinics.

Grading System: Satisfactory/Unsatisfactory

DHY4500. Patient Care III

0 lecture hrs | 2 lab hrs | 12 clinical hrs | 4 credit hrs

Prerequisite: DHY 4400 and DHY 4410

Clinical experience and practical application of dental hygiene skills.

Grading System: ABCF

DHY4510. Dental Hygiene Seminar III

2 lecture hrs | 0 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: DHY 4410 and DHY 4400

Current clinical concepts and practice information related to dental hygiene patient care.

Grading System: ABCF

**DHY4530. Patient Care
IV**

0 lecture hrs | 0 lab hrs | 30 clinical hrs | 1 - 4 credit hrs

Prerequisite: Meets graduation requirements in all other required courses except DHY4500.

This course is individually designed for senior dental hygiene students who need remediation or extra patient care sessions to complete program graduation requirements. Credit hours (1-4) assigned will vary based on the student's clinical quality and quantity evaluation.

Grading System: Satisfactory/Unsatisfactory

DHY4540. Practice Administration

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit
hrs

Prerequisite: DHY 4400 AND DHY 4410

Business and operational aspects of dental practice with focus on ethical and legal issues.

Grading System: ABCDF

DHY4550. Dental Specialty Clinic II

0 lecture hrs | 0 lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: DHY 4450

Expanded opportunities to observe, assist, and provide care to patients in various specialty clinics.

Grading System: Satisfactory/Unsatisfactory

DHY4560. Dental Hygiene Practicum

0 lecture hrs | 0 lab hrs | 60 clinical hrs | 2 credit hrs

Prerequisite: Permission of Department Chair

Students participate in a clinical externship in a dental private practice setting during the final semester of the dental hygiene program.

Grading System: ABCDF

DHY4610. Fundamentals of Dental Hygiene Education

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Permission of Department Chairman

Overview of the educational process including objectives, lesson plans, methodology, and evaluation.

Grading System: ABCDF

DHY4620. Clinical Dental Hygiene Education I

2 lecture hrs | 8 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Permission of Department Chairman

Critical components of clinical dental hygiene instruction (task analysis, teaching modalities, and learning styles) are discussed, observed, and evaluated.

Grading System: ABCDF

DHY4630. Advanced Community Health

1 lecture hrs | 2 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Permission of Department Chairman

History, philosophy, and organization of public health with emphasis on epidemiology, sociological determinants, and dental relevance.

Grading System: ABCDF

DHY4640. Dental Literature Evaluation 1 lecture hrs | 2 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: Permission of Department Chairman

Introduction to scientific writing culminating in the preparation of a manuscript of publishable quality.

Grading System: ABCDF

DHY4710. Dental Hygiene Education: Principles and Practice 1 lecture hrs | 4 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: DHY 4610

Practical, supervised teaching experience in the classroom and/or laboratory.

Grading System: ABCDF

DHY4720. Clinical Dental Hygiene Education II 2 lecture hrs | 0 lab hrs | 8 clinical hrs | 6 credit hrs

Prerequisite: DHY 4620

Supervised dental hygiene education experiences with discussion and analysis of clinical instruction.

Grading System: ABCDF

DHY4750. Dental Hygiene Seminar: Current Concepts and Techniques 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Permission of Department Chairman

Focuses on the current philosophies, techniques, and equipment impacting dental hygiene.

Grading System: ABCDF

DHY4900. Independent Study 1 lecture hrs | 6 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: Permission of Department Chairman

Opportunity to systematically investigate a topic of interest in dental hygiene or a related discipline.

Grading System: ABCDF

DHY4910. Studies in Patient Management

2 lecture hrs | 2 lab hrs | 4 clinical hrs | 4 credit hrs

Prerequisite: Permission of Department Chairman

In-depth review of current patient management recommendations and rationale for special-needs populations.

Grading System: ABCDF

DHY4930. Independent Study: Community Health

2 lecture hrs | 4 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: DHY 4630

Health delivery systems with emphasis on dental public health leadership and community education

Grading System: ABCDF

DHY4940. Clinical Dental Hygiene Practicum I

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 7 credit hrs

Prerequisite: Permission of Department Chair; Current licensure to Practice Dental Hygiene in the State of Georgia. (RDH)

In professional practice, registered dental hygienists encounter several patient management issues. This course will allow dental hygienists encounter several patient management issues. This course will allow dental hygienists to think more critically about these issues with documentation and presentation of advanced care plans. Clinicians will synthesize prior knowledge of the dental hygiene process of care to address issues such as patient education, prescribed care, and insurance-based care as they relate to advanced care plans. Learning activities will include case presentation of involved dental hygiene care plans.

Grading System: ABCDF

DHY4950. Clinical Dental Hygiene Practicum II

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 7 credit hrs

Prerequisite: RDH, DHY 4940 Clinical Dental Hygiene Practicum I

This course is designed for registered dental hygienists who have chosen the clinical practice tract and expands the opportunity to transfer basic science knowledge into the case presentation of advanced dental care plans for medically compromised patients who are treated in a general dentistry practice setting.

Grading System: ABCDF

DHY4960. Dental Specialty Practicum0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 7 credit hrs*Prerequisite: RDH*

Traditionally, registered dental hygienists are employed in general dentistry practice settings. This course is designed to allow exploration of the unique contributions dental hygienists make to the dental specialty areas. Specialty areas include, but are not limited to, Periodontics, Pediatric Dentistry, Orthodontics, Oral Surgery, Geriatric Dentistry, Hospital Dentistry, and Prosthodontics. Projects will include review of evidence-based Hospital Dentistry, and Prosthodontics. Projects will include review of evidence-based literature in the specialty area and portfolio evaluation of new knowledge attained.

Grading System: ABCDF

DHY4970. Dental Research Practicum0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 7 credit hrs*Prerequisite: RDH*

This course is designed for the registered dental hygienist who would like to pursue or has chosen a research career path. Decision-making, supported with sound evidence, provides the knowledge base for all dental hygiene actions. In this course, the dental hygienist will test assumptions underlying dental hygiene practice and investigate dental hygiene problems to improve oral healthcare and the practice of dental hygiene. Projects will include the comparison of the phases in the dental hygiene clinical process of care to the phases in the research process as well as participation and professional presentation of new and ongoing research studies.

Grading System: ABCDF

DHY4980. Dental Marketing Practicum0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 7 credit hrs*Prerequisite: RDH*

This course is designed for the registered dental hygienist who would like to pursue or has chosen a dental marketing career path. The student will complete the practicum under the guidance of a dental hygienist who is currently employed by an oral healthcare products marketing firm. Learners will use evidence-based reasoning to evaluate the safety and efficacy of dental products. Product reviews will be conducted to assess the safety and efficacy of new dental products.

Grading System: ABCDF

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OBI3133. Nutrition

1 lecture hrs | 0 lab hrs | 0 clinical hrs |
1 credit hrs

Prerequisite: DHY 3130

Scientific basis of present nutrition recommendations for normal, healthy adults with application to dental patients.

Grading System: ABCDF

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OMD4520. Oral Medicine Dental Hygiene

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: DHY 3210 AND PHM 4430

Common systemic diseases, major complications of systemic disease, and their effect on the provision of oral health care.

Grading System: ABCDF

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PATH4330. Pathology

6 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: DHY 3140 AND PER 3260

Principles and mechanisms of disease with emphasis on clinical aspects of oral disease.

Grading System: ABCDF

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PER3260. Periodontics

1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: DHY 3120 AND DHY 3140

Periodontal anatomy, classifications of gingival and periodontal diseases, clinical assessment, and treatment of various periodontal conditions.

Grading System: ABCDF

PER4570. Periodontal Seminar

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: PER 3260

Clinical examples of periodontal disease and conservative treatment discussions with reviews of current literature on various topics.

Grading System: ABCDF

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PHM4430. Pharmacology 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: DHY 3130, DHY 3200, AND DHY 4300

Drugs used to treat diseases and disorders with emphasis on those used in dentistry.

Grading System: ABCDF

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RADD3290. Dental Radiology

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Concurrent with DHY 3200 and DHY 3210

Introduces radiation physics, biology, and hygiene. Radiographic techniques, film processing, darkroom maintenance, error recognition, and basic interpretation are also presented.

Grading System: ABCDF

RADD4490. Radiology Technique I

0 lecture hrs | 2 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: RADD 3290

Experiences in basic dental intraoral radiographic technique, error recognition/correction, and interpretation.

Grading System: ABCDF

RADD4590. Radiology Technique II

0 lecture hrs | 0 lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: RADD 4490

Advanced experiences in radiographic technique, error recognition/correction, and interpretation.

Grading System: ABCDF

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DMS3610. Sonologic Instrumentation1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: Concurrent enrollment in DMS 3641 or permission of Instructor/Program Director.

Course emphasizes utilization and understanding of sonographic equipment and controls through problem-based learning. Students apply basic physical principles of ultrasound to pathologies presented in case format.

Grading System: ABCDF

DMS3611. Sonologic Application 1: Abd/OB/Gyn3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Concurrent enrollment in RSC 4602, DMS 3641, or permission of Instructor/Program Director.

Course introduces students to sonographic scanning in areas of abdomen, obstetrics, gynecology, male pelvis, small parts, extra-cranial structures, and intracranial structures. Emphasizes normal imaging anatomy, scanning protocols, and image orientation. Students learn Doppler ultrasound application for arterial and venous systems of above areas.

Grading System: ABCDF

DMS3614. Sonologic Application II: Abd/OB/Gyn5 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs

Prerequisite: DMS 3611 or permission of Instructor/Program Director.

(PART II OF 3 PART COURSE) Course focuses on pathologic changes occurring in anatomical areas covered in Part I. Emphasis is placed on all ultrasound imaging modes and their role in pathology recognition.

Grading System: ABCDF

DMS3615. Sonologic Applications III4 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: DMS3611, DMS3612, or permission of Instructor/Program Director.

(PART III OF 3 PART COURSE) Course emphasizes advanced techniques and invasive procedures in learning subjects studied in Parts I and II. Successful completion of course requires passing grade on program exit examination.

Grading System: ABCDF

DMS3641. Clinical Internship I0 lecture hrs | 0 lab hrs | 24 clinical
hrs | 4 credit hrs

Prerequisite: Concurrent enrollment in DMS 3610, RSC 3611, RSC 4602, DMS 3611, or permission of Program Director.

Students participate in various clinical learning areas. Course introduces clinical applications of dynamic real-time and Doppler imaging. Students learn scanning expertise through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

DMS3642. Clinical Internship II0 lecture hrs | 0 lab hrs | 24 clinical
hrs | 4 credit hrs

Prerequisite: DMS 3641 or permission of Program Director

Students participate in various clinical learning areas. Students continue to develop scanning expertise through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

DMS3643. Clinical Internship III0 lecture hrs | 0 lab hrs | 24 clinical
hrs | 4 credit hrs

Prerequisite: DMS 3641, DMS 3642, or permission of Program Director.

Students participate in various clinical learning areas. Students continue to develop scanning expertise through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

DMS4623. Independent Study1 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: Senior status in DMS program or permission of Program Director.

Course allows students to explore topics of interest in diagnostic medical sonography through completion of project.

Grading System: ABCDF

DMS4625. Introduction to Vascular Sonography3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Senior status in DMS program or permission of Program Director.

Course introduces normal vascular anatomy with procedural protocols as well as focusing on pathological processes associated with vascular sonography.

Grading System: ABCDF

DMS4627. Sonologic Application of Echocardiography I 3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Senior status in DMS program or permission of Program Director.

Course introduces normal pediatric and adult cardiac anatomy and imaging techniques including two-dimensional, M-mode, and cardiac Doppler.

Grading System: ABCDF

DMS4629. Pediatric Echocardiography 2 lecture hrs | 0 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: Completion of Senior Fall semester courses or permission of Program Director.

Course focuses on congenital and acquired cardiovascular pathologies present in pediatric patient.

Grading System: ABCDF

DMS4631. Sonologic Application of Echocardiography II 5 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs

Prerequisite: Completion of Senior Fall and Spring semester courses or permission of Program Director.

Course focuses on cardiovascular pathologies associated with the adult patient.

Grading System: ABCDF

DMS4633. Cardiac Evaluation Methods 2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Completion of Senior Fall and Spring semester courses or permission of Program Director.

Course correlates diagnostic information obtained from echocardiography with other methods of cardiac evaluations.

Grading System: ABCDF

DMS4635. Sonologic Application of Echocardiography III 4 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Completion of Senior Fall and Spring semester courses or permission of Program Director.

Course focuses on advanced echocardiographic techniques such as pharmacologic, exercise, contrast, transesophageal, and three-dimensional echocardiography., Successful completion of course requires passing grade on program exit examination.

Grading System: ABCDF

DMS4637. Sonographic Seminar

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Completion of Senior Fall and Spring semester courses or permission of Program Director.

Course combines physician and sonographer advanced echocardiography content lectures with preparation and presentation of digital imaging project.

Grading System: ABCDF

DMS4641. Clinical Internship IV

0 lecture hrs | 0 lab hrs | 24 clinical
hrs | 4 credit hrs

Prerequisite: DMS 3641, DMS 3642, DMS 3643 or permission of Program Director.

Students participate in various clinical learning areas. Course introduces clinical applications of dynamic real-time and Doppler imaging in cardiac and vascular technologies. Students learn scanning expertise through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

DMS4641C. Clinical Internship Iv

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: DMS 3641, DMS 3642, DMS 3643 or permission of Program Director.

Students participate in various clinical learning areas. Course introduces clinical applications of dynamic real-time and Doppler imaging in cardiac and vascular technologies. Students learn scanning expertise through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

DMS4642. Clinical Internship V

0 lecture hrs | 0 lab hrs | 24 clinical
hrs | 4 credit hrs

Prerequisite: DMS 4641 or permission from Program Director.

Students participate in various clinical learning areas. Students continue to learn scanning expertise through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

DMS4643. Clinical Internship VI

0 lecture hrs | 0 lab hrs | 24 clinical
hrs | 4 credit hrs

Prerequisite: DMS 4641, DMS 4642 or permission of Program Director.

Students participate in a variety of clinical learning areas. Students continue to develop scanning abilities through supervised active participation in clinical environment. Proof of clinical competence and special clinical projects complete course.

Grading System: ABCDF

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HIM3000. Legal Aspects and Ethics3 lecture hrs | 0 lab hrs | 0 clinical hrs |
1 credit hrs*Prerequisite:*

The purpose of this course is to provide the student with a broad understanding of the law and its administration and to apply this understanding to relevant questions of policy and procedure development for documentation requirements in a health care setting.

Grading System: ABCDF

HIM3001. Quality in Healthcare3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: Acceptance into post-baccalaureate certificate program*

This course introduces the health information management student to quality management. Quality management includes continuous quality improvement, utilization and risk management, outcomes management and credentialing activities. This course also familiarizes the student with the quality issues, compliance issues, and agencies in alternative health care settings.

Grading System: ABCDF

HIM3002. Computer Fundamentals3 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Acceptance into post-baccalaureate certificate program or current MCG student other allied health science discipline*

This course is designed to provide students with an understanding of computer hardware and software, the Internet, and the uses of computers in health care.

Grading System: ABCDF

HIM3003. Introduction to Health Information Systems3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: HIM 3002*

This course is designed to provide students with an introduction to database design and health information systems. An introduction to security issues regarding information systems is also included.

Grading System: ABCDF

HIM3004. Systems Analysis and Design3 lecture hrs | 0 lab hrs | 0 clinical hrs |
1 credit hrs

Prerequisite: HIM 3003 and HIM 3002

This course is designed to introduce students to systems analysis and design concepts. Students will study principles of project management, as well as system planning, analysis, and design functions.

Grading System: ABCDF

HIM3005. Health Information Administration Practicum

3 lecture hrs | 0 lab hrs |
4 clinical hrs | 2 credit hrs

Prerequisite: All prior courses in the HIA post-baccalaureate program

This course integrates didactic and workplace experience to create a structured environment which allows the student to gain practical experience in health information management.

Grading System: ABCDF

HIM3006. Office Administration in Health Information Management.

3 lecture hrs | lab hrs |
clinical hrs | 1 credit hrs

Prerequisite: Bachelor of Science, Buisness

A five-week course that introduces the business administration student/graduate to the office administration within a health information management department. The course examines space planning, office environment, ergonomics, productivity analysis, standards development, manpower planning, and incentive pay plans.

Grading System: ABCDF

HIM3007. CPT/HCPCS Coding and Reimbursement Essentials

1 lecture hrs | 1 lab hrs |
clinical hrs | 1 credit hrs

*Prerequisite: HIM3312 Medical Terminology, *HIM3314 Pathophysiology and Essentials of Pharmacology, *HIM3415 Health Data classifications and Coding Systems (*may take concurrently)*

Students will be instructed in CPT/HCPCS coding. Students will learn the fundamentals of reimbursement processes as they relate to coding, documentation, and regulations set forth by various federal agencies and managed care organizations.

Grading System: ABCDF

HIM3101. Management Principles

3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the Program

Applied study of the managerial functions of planning, organizing, leading and controlling. Students work through specific issues related to operational and strategic planning, organizational structures and relationships, motivation, leadership theories and application, as well as fiscal and non-fiscal control processes, work standards, work measurement, and productivity. Special attention is given to the concept of systems management and techniques of systems analysis. Includes office ergonomics, information management, and equipment procurement.

Grading System: ABCDF

HIM3102. Human Resource Management

3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: HIM 3101

A comprehensive human resource management course which develops student understanding of the employer-employee relationship. Includes the major human resource management functions. Topics include job analysis, job descriptions, employee recruitment, selection, and training, salary administration, performance appraisals, and collective bargaining

Grading System: ABCDF

HIM3103. Managerial Practicum

0 lecture hrs | 4 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: HIM 3101, HIM 3208

Students work in a designated health record department to complete assigned management projects related to the basic functions of a health record department.

Grading System: ABCDF

HIM3206. Introduction to Health Information Management

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Program

Principles of gathering, manipulating, classifying, storing, and retrieving health data.

Grading System: ABCDF

HIM3207. Healthcare Statistics and Data Management

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the Program

Methods utilized to transform health data into information. Fundamental procedures in collecting, summarizing, analyzing, presenting, and interpreting data . Includes acceptable terminology, definitions and formulas necessary to compute common health care statistical reports.

Grading System: ABCDF

HIM3208. Record Processing Practicum

0 lecture hrs | 4 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the Program

Provides a structured environment in which students gain practical experience in designated health record departments. Supports technical and conceptual skill development by providing the students the opportunity to observe and perform various functions common to most health record departments.

Grading System: Satisfactory/Unsatisfactory

HIM3312. Medical Terminology

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: Anatomy and Physiology

Introduction to the language used in health care. Emphasis on word components (combining forms, prefixes, and suffixes), pronunciation, and writing exercises.

Grading System: ABCDF

HIM3314. Pathophysiology and Essentials of Pharmacology

4 lecture hrs | 2 lab hrs |
0 clinical hrs | 5 credit hrs

Prerequisite: HIM 3312.

Course presents disease processes in the human body, diagnostic techniques, and treatment methods. Basic principles of pharmacology drug classifications, and commonly used drugs are introduced.

Grading System: ABCDF

HIM3415. Health Data Classifications and Coding Systems

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: HIM 3312

Students will be instructed in ICD-9-CM diagnostic and procedural coding and introduced to ICD-10-CM and ICD-10-PCS coding classifications. Students will learn coding fundamentals and apply coding skills using case studies and encoders. Ethical coding principles will be emphasized.

Grading System: ABCDF

HIM3516. Computer Fundamentals in Health Care

3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the Program

Introduces students to computer concepts of hardware, software, the Internet, and uses of computers in health care. Students will demonstrate proficiency in use of word processing, spreadsheet, and graphics application software and the Internet through lab exercises and assignments.

Grading System: ABCDF

HIM3517. Introduction To Database Design and Health Information

3 lecture hrs | 2 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: HIM 3516

Introduces databases and allows students to demonstrate proficiency through "hands-on" database design. Provides an introduction to health information systems and healthcare technology with discussion of current applications and trends in health care.

Grading System: ABCDF

HIM4104. Budget and Finance

3 lecture hrs | 0 lab hrs | 0 clinical hrs |
3 credit hrs

Prerequisite: Principles of Accounting I.

Basic hospital financial principles and tools. Fundamentals of hospital financial decision-making and the budgeting process.

Grading System: ABCDF

HIM4105. Management Capstone

0 lecture hrs | 4 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: HIM 3101, HIM 3102

This applications course guides students through independent and group activities designed to the management skills developed in the prerequisite courses. Special emphasis is placed on leadership skills and creative problem solving in a health care setting.

Grading System: ABCDF

HIM4209. Legal Aspects and Ethics

2 lecture hrs | 0 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: HIM 3206

Overview of the law and its administration as it applies to questions of policy and procedure development for health data requirements in a health care setting. Includes basic ethical principles and situations of ethical dilemma, and ethical decision-making processes.

Grading System: ABCDF

HIM4210. Quality Management

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: HIM 3206, HIM 3207, HIM 3314, HIM 3415, HIM 4209 (co-requisite).

Introduces concepts in quality management. Areas discussed include total quality management, continuous quality improvement, utilization and risk management, accrediting functions, outcomes and disease management.

Grading System: ABCDF

HIM4211. Health Care Delivery Systems

3 lecture hrs | 2 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: Health Data Content, Health Data Transformation, Legal Aspects and Ethics

Designed to familiarize the student with various nontraditional health care settings in order to develop the knowledge and skills necessary for assisting in the development and evaluation of health information practice in those settings.

Grading System: ABCDF

HIM4416. Procedural Coding and Principles of Reimbursement

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: HIM 3312, HIM 3314, HIM 3415.

Students will be instructed in CPT/HCPCS coding. Student will learn the intricacies of the reimbursement process as they relate to coding, documentation, and regulations set forth by various federal agencies and managed care organizations.

Grading System: ABCDF

HIM4518. Advanced Database Design and Systems

3 lecture hrs | 2 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: HIM 3517

Emphasizes health care systems analysis and design principles through use of lecture, case studies, and projects. System evaluation, selection, and security are also emphasized.

Grading System: ABCDF

HIM4519. Systems Design and Implementation

1 lecture hrs | 4 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: HIM 4518

A project-based course demonstrating student proficiency in systems design and implementation principles. Students design and develop a health information system using database application software. Project management, database management, and team-building skills are emphasized and demonstrated.

Grading System: ABCDF

HIM4621. Research Design Methodology

1 lecture hrs | 4 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior Status, HIM 4620.

Demonstration of principles of research using a management or clinical study. Statistical analysis of data is employed and microcomputers are used for data analysis and/or word processing.

Grading System: ABCDF

HIM4622. Statistics and Research Methodology

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

This course provides an introduction to research methodology and principles including basic methods of statistical analysis. Topics include descriptive and inferential statistics, epidemiology, research designs, and reliability and validity of measurement. Students will perform statistical analysis and display of data and results, including use of a microcomputer software package, and will critically evaluate published reports of clinical and epidemiological studies.

Grading System: ABCDF

**HIM4722. Administrative
Practicum**

0 lecture hrs | 40 lab hrs | 0 clinical hrs | 9 credit hrs

Prerequisite: All the professional courses in the HIM curriculum.

A six-week administrative affiliation in selected hospitals. Students, in addition to "shadowing" the department director, are actively involved in projects which use the skills which they have developed through the curriculum.

Grading System: Satisfactory/Unsatisfactory

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MPT7101. Seminar in Physical Therapy 1

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission into the MPT program.

A graduate student colloquium to provide an opportunity for the discussion of current professional literature and issues in physical therapy. Specifically, the first seminar will explore the interpersonal skills and characteristics of a successful professional.

Grading System: Satisfactory/Unsatisfactory

MPT7120. Foundations of Physical Therapy5 lecture hrs | 4 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: Admission into the MPT program.*

Students will describe and appraise normal human motion to provide a framework for assessing abnormal motion. Current and relevant issues in physical therapy will be examined. Basic elements of physical therapy management including examination, evaluation, and diagnosis will be discussed and integrated into patient cases.

Grading System: ABF

MPT7121. Musculoskeletal 12 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission into the MPT program.*

Musculoskeletal I is designed to provide students with the knowledge and skills for the Physical Therapy management of patients with musculoskeletal dysfunction. Students will integrate concepts learned concurrently in MS 1 and Foundations of Physical Therapy with existing knowledge of physiology and anatomy to formulate strategies for the assessment, evaluation and diagnosis of musculoskeletal patients. Course content will be presented in a modified problem/case based format and will include small group study, interactive labs, resource and lecture sessions.

Grading System: ABF

MPT7202. Seminar in Physical Therapy 2

1 lecture hrs | 0 lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

This seminar is designed to increase the student's awareness of interactions with colleagues and clients in the health care system. As a result of this course, the student will become more aware of their patterns of communication as well as having the opportunity to practice effective interaction skills.

Grading System: Satisfactory/Unsatisfactory

MPT7222. Musculoskeletal 22 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

Musculoskeletal 2 is designed to provide students with the knowledge and skills to provide appropriate intervention based on the examination, evaluation, diagnosis and prognosis of patients with musculoskeletal dysfunction. Students will determine expected outcomes and progress intervention plan based on patients performance and healing constraints. Course content will be presented in a modified problem/case based format and will include small group study , interactive labs, resource and lecture sessions.

Grading System: ABF

MPT7230. Integration of Practice: Cardiopulmonary1 lecture hrs | 6 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

The student will gain knowledge and skills necessary to effectively manage individual with persons with cardiac and pulmonary dysfunction. They will also learn to address the effects of aging on physical therapy intervention. Additionally, they will develop and enhance communication and educational design skills.

Grading System: ABF

MPT7231. Integration of Practice: Medical Conditions I2 lecture hrs | 8 lab hrs | 0 clinical
hrs | 6 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

Through simulated patient problems, case studies and active participation the student will gain knowledge and skills necessary to effectively evaluate and intervene with persons with immune system dysfunction, integumentary system dysfunction, diabetes, peripheral vascular disease, and infectious disease. Students will further develop communication and educational design skills. They will increase their knowledge of legal issues, diversity issues, negotiation and conflict resolution. The normal aging process is studied system by system as well as physical therapy intervention for the frail elderly.

Grading System: ABF

MPT7303. Seminar in Physical Therapy 3

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

Physical Therapists provide healthcare in an increasingly complex environment and are frequently faced with ethical and legal dilemmas. This seminar is intended to introduce the PT student to the ethical principles, laws and rules which regulate and guide the practice of physical therapy nationally and in Georgia. These guidelines will then be applied to situations frequently encountered in the clinical setting through the use of case studies.

Grading System: Satisfactory/Unsatisfactory

MPT7323. Integration for Practice: Musculoskeletal 3 45 lecture hrs | 12 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

Musculoskeletal 3 is designed to provide students with the knowledge and skills to apply and integrate the general concepts of comprehensive patient management for individuals with musculoskeletal dysfunction. Evidence based concepts relevant to specific joints, soft tissue and body regions will be discussed. Course content will be presented in a modified problem/case based format and will include small group study, interactive labs, resource and lecture sessions.

Grading System: ABF

MPT7390. Clinical Experience 1 0 lecture hrs | 0 lab hrs | 40 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

This is a 6-week full time clinical experience focusing on the care of patients with orthopedic problems. Students are assigned to inpatient acute care, inpatient rehabilitation or outpatient clinical facilities. Under the direct supervision of a physical therapist, students use the knowledge and skills gained in didactic coursework to examine, evaluate, diagnose, develop a prognosis and expected outcomes and intervention plan, and implement that plan for patients with orthopedic dysfunction. Students document their work using proper format, research information about problems with which they are unfamiliar, and perform other duties pertinent to functioning as a member of the health care team.

Grading System: Satisfactory/Unsatisfactory

MPT8133. Integration for Practice: Medical Conditions 2 3 lecture hrs | 6 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

The study of the pathological, medical, therapeutic and communication concepts relevant to patients with complex medical and surgical problems. Special emphasis is placed on the patient with multiple medical problems in the critical care unit, patients following burns and amputations, and patients with obstetrical and gynecological disorders.

Grading System: ABF

MPT8170. Research I 2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

The two course sequence is designed to introduce the students to the process of research: literature search, research design, applied statistics, data collection, and critique of the literature and research articles.

Grading System: Satisfactory/Unsatisfactory

MPT8240. Integration for Practice: Neuromuscular 1 lecture hrs | 10 lab hrs |
0 clinical hrs | 7 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

The course addresses the physical therapy management of individuals with neurologic dysfunction. With an emphasis on the relationship the rehabilitation process to contemporary theories of motor control. Learning will occur in reference to a series of case problems that cover the following pathologic categories: cerebrovascular accidents, neuromuscular disorders, injury to the central nervous system, degenerative diseases, and inflammatory and infectious disorders of the nervous system.

Grading System: ABF

MPT8291. Clinical Experience II 0 lecture hrs | 0 lab hrs | 40 clinical hrs | 8 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

This is an 8-week full time clinical experience focusing on the care of patients with neurological or complex medical problems. Students are assigned to inpatient acute care, inpatient rehabilitation, skilled nursing or outpatient clinical facilities. Under the direct supervision of a physical therapist, students use the knowledge and skills gained in didactic course work to examine, evaluate, diagnose, develop a prognosis and expected outcomes and intervention plan, and implement that plan for patients with neurological dysfunction or complex medical problems. Students document their work using proper format, research information about problems with which they are unfamiliar, and perform other duties pertinent to functioning as a member of the health care team.

Grading System: Satisfactory/Unsatisfactory

MPT8304. Seminar in Physical Therapy 4

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

This course is a graduate student colloquium which further refines the students' ability to search and retrieve information related to health care from the professional literature. The course provides the opportunity for groups of students to research, present and facilitate a peer discussion on a current issue affecting the practice of physical therapy.

Grading System: Satisfactory/Unsatisfactory

MPT8341. Integration for Practice: Pediatrics

1 lecture hrs | 3 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

Study of human development with emphasis on children under five. Designing assessments and interventions for children with neuromusculoskeletal disorders.

Grading System: ABF

MPT8372. Research II

0 lecture hrs | 6 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

The two courses are designed to introduce the students to the process of research: literature search, research design, applied statistics, data collection, and critique of the literature and research articles.

Grading System: Satisfactory/Unsatisfactory

MPT8373. Integration for Practice: Management

3 lecture hrs | 3 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

Study and practice of management principles as they apply to physical therapy specifically and health care system in general.

Grading System: ABF

MPT8474. Elective

0 lecture hrs | 0 lab hrs | 40 clinical hrs |
2 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

The student will gain knowledge and skills in a physical therapy special interest area by individually defining personal learning objectives and developing learning activities to achieve those objectives. Self-assessment, expert opinion and / or peer assessment are utilized to evaluate outcomes of the experience. Study may be areas related to practice, administration, education or research.

Grading System: ABF

MPT8492. Clinical Experience 3

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 12 credit hrs

Prerequisite: Successful completion of all previous MPT courses.

This is a 12-week full time clinical experience focusing on the care of patients with a wide variety of diagnoses. This experience may be scheduled either as 12 weeks in one facility with opportunity for participation in multiple patient care areas or as two 6 week periods in different facilities. The actual schedule and types of experiences will vary with the student's previous clinical experiences and areas of interest serving as a guide for selection. Under the direct supervision of a physical therapist, students use the knowledge and skills gained in didactic coursework to examine, evaluate, diagnose, develop a prognosis and expected outcomes and intervention plan, and implement that plan for patients with a wide variety of medical diagnoses. Students document their work using proper format, research information about problems with which they are unfamiliar, and perform other duties pertinent to functioning as a member of the health care team.

Grading System: Satisfactory/Unsatisfactory

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MTCM4300. Professional Issues1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Enrollment in an allied health science discipline or permission of instructor*

Introduction to current critical issues impacting allied health science; the role of the allied health professional within the health care system and its relationship to other health care disciplines.

Grading System: ABCDF

MTCM4320. Laboratory Management1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Co-requisite MTCM 4380*

Provides an overview of management of human and financial resources and management of laboratory operations, and practice communication skills using a variety of methods, including the Internet. Provides background theory for Lab Management Project, MTC - 4380.

Grading System: ABCDF

MTCM4380. Laboratory Management Project0 lecture hrs | 0 lab hrs |
5 clinical hrs | 1 credit hrs*Prerequisite: Co-requisite MTCM 4320, Laboratory Management*

Provides an opportunity for students to apply management theory, management of human and financial resources and management of laboratory operations to a laboratory situation and practice communication skills using a variety of methods, including the Internet and a final written project.

Grading System: ABCDF

MTCM4400. Microbiology Review1 lecture hrs | 2 lab hrs | 0 clinical hrs |
2 credit hrs*Prerequisite: Microbiology*

Review of clinically significant microorganisms and techniques used in isolation and identification.

Grading System: ABCDF

MTCM4420. Clinical Microbiology II Lecture 3 lecture hrs | 0 lab hrs | 0 clinical hrs |
3 credit hrs*Prerequisite: Admission to the program*

Emphasis on microbial diseases, identification procedures, and epidemiological significance.

Grading System: ABCDF

MTCM4430. Clinical Microbiology II Laboratory 0 lecture hrs | 6 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Emphasis on procedures and techniques used to isolate and identify clinically important microorganisms.

Grading System: ABCDF

MTCM4480. Clinical Practice Microbiology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of MTCM 4420 and MTCM 4430.

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCM4485. Clinical Practice Microbiology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of MTCC4420 and MTCC4430.

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCM4500. Immunology Review 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: MLT certification and/or Immunology course

Review of immunological concepts, procedures, and methods in the context of medical laboratory testing.

Grading System: ABCDF

MTCM4509. Introduction To Immunology 1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Acceptance into program, without immunology prerequisite.

(Optional) Directed independent study course designed to provide students who do not have immunology prerequisite. Provide basic understanding of the structure and function of the human immune system. Areas of study include cells and organs of the immune system, cytokine functions, the humoral response, and cell-mediated immunity. Basic immunological testing techniques and principles are also covered.

Grading System: ABCDF

MTCM4580. Clinical Practice Immunology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCM 4500, Immunology Review

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

MTCM4585. Clinical Practice Immunology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCM 4500

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

MTCM4600. Laboratory Math and Quality Control 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Co-requisite MTCM 4620

Practical application of laboratory mathematics and its application in reagent preparation, dilution, and calculating the concentration of analyte etc. Basic principles of quality control.

Grading System: ABCDF

MTCM4620. Clinical Chemistry II (lecture) 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Co-requisite MTCM 4600

Course provides theoretical knowledge of the principles of analytical techniques and procedures used in a clinical chemistry laboratory. Emphasizes biochemical aspects, clinical correlation and significance.

Grading System: ABCDF

MTCM4630. Clinical Chemistry II Lab

0 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Co-requisite MTCM 4620

Provides students with practical experience of various analytical techniques used in clinical chemistry laboratory, including major analytical techniques covered in spectrophotometric analysis of various analytes in blood. Students also prepare reagents, buffer solutions and standards for chemical analysis. Student will also perform electrophoretic and chromatographic techniques. Students will also learn point of care testing and cholesterol screening on patient samples.

Grading System: ABCDF

MTCM4680. Clinical Practice Chemistry

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of MTCM 4620 and MTCM 4630

Provides students practical experience of working in the clinical chemistry laboratory under the supervision of a medical technologist: specimen processing, analysis and reporting of patient test results.

Grading System: ABCDF

MTCM4685. Clinical Practice Chemistry

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of MTCM 4620 and MTCM 4630

Provides students practical experience of working in the clinical chemistry laboratory under the supervision of a medical technologist: specimen processing, analysis and reporting of patient test results.

Grading System: ABCDF

MTCM4740. Immunohematology

3 lecture hrs | 6 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Immunology course

Application of basic immunological concepts to the study of red cell antigens and antibodies in relation to compatibility testing for transfusion of blood products. Includes discussions and laboratory exercises on Blood Bank organizations and regulations, genetic inheritance of blood groups, special techniques, AIHA, HDN, blood components, donors and blood collection, quality control, serological testing of blood products, and future trends in Blood Banking.

Grading System: ABCDF

MTCM4780. Clinical Practice Blood Bank 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Completion of MTCM Immunoematology

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCM4785. Clinical Practice Blood Bank 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Completion of MTCM Immunoematology

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCM4800. Basic Hematology and Fluid Analysis 1 lecture hrs | 3 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

Introductory lecture/lab experiences in hematology and fluid analysis. Correlation of hematologic and hemostasis tests with other clinical findings in diagnosing blood dyscrasias and hemostatic disorders with case study materials and laboratory experiences.

Grading System: ABCDF

MTCM4840. Advanced Hematology

4 lecture hrs | 6 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Co-requisite with MTCM 4800, Basic Hematology and Fluid Analysis or permission of instructor.

Discusses correlation of hematological and tests hemostasis with other clinical findings in diagnosing various blood dyscrasias and hemostatic disorders. Case study materials and laboratory experiences.

Grading System: ABCDF

MTCM4880. Clinical Practice Hematology

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCM 4800 and MTCM 4840 or permission of instructor

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

MTCM4885. Clinical Practice Hematology

0 lecture hrs | 0 lab hrs | 10 clinical hrs | credit hrs

Prerequisite: MTCM 4800 and MTCM 4840 or permission of instructor

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

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MTCC3180. Venipuncture0 lecture hrs | 0 lab hrs |
5 clinical hrs | 1 credit hrs*Prerequisite: None.*

Demonstration sessions covering safety and professionalism, venipuncture, capillary stick procedure, blood culture collection, isolation/ universal precautions, patient relations, pediatric patient, and blood donor policies/ procedure. Clinical experience in in-patient, out-patient, and donor areas.

Grading System: ABCDF

MTCC3200. Library Research1 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: Immunology course*

Introduces the student to the use of a medical library through preparation and oral presentation of immunological topics.

Grading System: ABCDF

MTCC3240. Basic Professional Concepts2 lecture hrs | 9 lab hrs |
0 clinical hrs | 5 credit hrs*Prerequisite: None*

Provides fundamental knowledge and technical skills necessary for student laboratory exercises and clinical experience. Lab exercises develop manual dexterity, integrate basic concepts of laboratory testing. Covers basic hematology, immunology, chemistry, immunohematology, and microbiology testing. Educational concepts and principles of management introduced. Venipuncture basics.

Grading System: ABCDF

MTCC3280. Junior Clinical Practice0 lecture hrs | 0 lab hrs | 5 clinical
hrs | 1 credit hrs*Prerequisite: Satisfactory completion of Junior courses Fall semester (C grade or better)*

Students gain experience in a clinical laboratory setting, apply theory and skills acquired during two semesters of the junior year in a work environment, create a daily journal and present a final report.

Grading System: ABCDF

MTCC3440. Clinical Microbiology I (Jr)

2 lecture hrs | 3 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Successful completion of MTCC 3240 and all Fall semester courses.

An introduction to the clinically relevant microorganisms through lecture and laboratory studies, written assignments, and library projects.

Grading System: ABCDF

MTCC3540. Immunology

3 lecture hrs | 3 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: MTCC 3240, Basic Professional Concepts.

Study of cells and organs of immune system, humoral response, and cell-mediated immunity as well as immuno pathologies of hypersensitivity, auto immunity. Application to transplantation and tumor immunology. Lab exercises emphasize antigen/antibody reactions to clinical diagnostic testing.

Grading System: ABCDF

MTCC3640. Clinical Chemistry I (Jr)

2 lecture hrs | 0 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: Students enrolled in the Medical Technology Program or with permission of the instructor.

Basic laboratory principles, chemical hygiene plan

Grading System: ABCDF

MTCC3840. Clinical Hematology Fluid Analysis

2 lecture hrs | 3 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Admission into program or permission of instructor

Study of blood cell derivation, maturation, variation, physiology, and function with related laboratory experiences in hematology. Studies diagnostic value of urine and body fluids other than blood using basic chemical analysis and microscopic examination, with related laboratory exercises.

Grading System: ABCDF

MTCC4320. Laboratory Management

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: Co-requisite MTCC 4380

Provides an overview of management theory, management of human and financial resources and management of laboratory operations. Communication skills using a variety of methods, including the World Wide Web are practiced. Provides background theory for Laboratory Management Project Course.

Grading System: ABCDF

MTCC4380. Lab Management Project

0 lecture hrs | 0 lab hrs |
5 clinical hrs | 1 credit hrs

Prerequisite: Co-requisite MTCC 4320

Provides an opportunity for students to apply management theory, management of human and financial resources and management of laboratory operations to a laboratory situation and practice communication skills using a variety of methods, including the Internet, and a final written project.

Grading System: ABCDF

MTCC4420. Clinical Microbiology II Lecture 3 lecture hrs | 0 lab hrs | 0 clinical hrs |
3 credit hrs

Prerequisite: MTCC 3440

Emphasis on microbial diseases, identification procedures, and epidemiological significance.

Grading System: ABCDF

MTCC4430. Clinical Microbiology II Laboratory 0 lecture hrs | 6 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Completion of MTCC3440.

Emphasis on procedures and techniques used to isolate and identify clinically important microorganisms.

Grading System: ABCDF

MTCC4480. Clinical Practice Microbiology 0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs

Prerequisite: Successful completion of MTCC4420 and MTCC4430.

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCC4485. Clinical Practice Microbiology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of MTCC4420 and MTCC4430.

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCC4580. Senior Clinical Practice Immunology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCC 3540, Immunology

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

MTCC4585. Clinical Practice Immunology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCC 3540, Immunology

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

MTCC4620. Clinical Chemistry II (lecture) 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MTCC 3640 or permission of instructor

Course provides theoretical knowledge of the principles of analytical techniques and procedures used in a clinical chemistry laboratory. Emphasizes biochemical aspects, clinical correlation and significance.

Grading System: ABCDF

MTCC4630. Clinical Chemistry II (lab) 0 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MTCC 3640 with C or better grade or the permission of the instructor.

Provides students with practical experience of various analytical techniques used in clinical chemistry laboratory, including major analytical techniques covered in spectrophotometric analysis of various analytes in blood. Students also prepare reagents, buffer solutions and standards for chemical analysis. Student will also perform electrophoretic and chromatographic techniques. Students will also learn point of care testing and cholesterol screening on patient samples.

Grading System: ABCDF

MTCC4680. Clinical Practice Chemistry

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCC 4620 and MTCC 4630

Provides students practical experience of working in the clinical chemistry laboratory under the supervision of a medical technologist: specimen processing, analysis and reporting of patient test results.

Grading System: ABCDF

MTCC4685. Clinical Practice Chemistry

0 lecture hrs | 0 lab hrs | 10 clinical hrs | credit hrs

Prerequisite: MTCC 4620 and MTCC 4630

Provides students practical experience of working in the clinical chemistry laboratory under the supervision of a medical technologist: specimen processing, analysis and reporting of patient test results

Grading System: ABCDF

MTCC4740. Immunohematology

3 lecture hrs | 6 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Immunology course

Application of basic immunological concepts to the study of red cell antigens and antibodies in relation to compatibility testing for transfusion of blood products. Include discussions and laboratory exercises on Blood Bank organizations and regulations, genetic inheritance of blood groups, special techniques, AIHA, HDN, blood components, donors and blood collection, quality control, serological testing of blood products, and future trends in Blood Banking.

Grading System: ABCDF

MTCC4780. Clinical Practice Blood Bank 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Completion of MTCC Immunohematology

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCC4785. Clinical Practice Blood Bank 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Completion of MTCC Immunohematology

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCC4840. Advanced Hematology 4 lecture hrs | 6 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Biochemistry, MTCC 3840 Clinical Hematology and Fluid Analysis, or permission of instructor

Correlation of hematological and tests hemostasis with other clinical findings in the diagnosis of various blood dyscrasias and hemostatic disorders are discussed and emphasized with case study materials and laboratory experiences.

Grading System: ABCDF

MTCC4880. Clinical Practice Hematology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCC 4840 or permission of instructor.

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

MTCC4885. Clinical Practice Hematology

0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs

Prerequisite: MTCC 4840 or permission of instructor.

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

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MTCP4185. Venipuncture0 lecture hrs | 0 lab hrs |
5 clinical hrs | 1 credit hrs*Prerequisite: Acceptance into 4+1 program*

Demonstration sessions covering safety and professionalism, venipuncture, capillary stick, blood culture collection, isolation/ universal precautions, patient relations, pediatric patient, and blood donor policies/ procedure. Clinical experience in in-patient, out-patient and blood donor areas.

Grading System: ABCDF

MTCP4320. Laboratory Management1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Co-requisite MTCP 4380*

Provides an overview of management theory, management of human and financial resources and management of laboratory operations, and practice communication skills using a variety of methods, including the Internet. Provides background theory for Lab Management Project, MTC - 4380.

Grading System: ABCDF

MTCP4380. Lab Management Project0 lecture hrs | 0 lab hrs |
5 clinical hrs | 1 credit hrs*Prerequisite: Co-requisite MTCP 4320*

Provides an opportunity for students to apply management theory, management of human and financial resources and management of laboratory operations to a laboratory situation and practice communication skills using a variety of methods, including the Internet, and a final written project.

Grading System: ABCDF

MTCP4400. Microbiology Review1 lecture hrs | 2 lab hrs | 0 clinical hrs |
2 credit hrs*Prerequisite: Microbiology*

Review of clinically significant microorganisms and techniques used in isolation and identification.

Grading System: ABCDF

MTCP4420. Clinical Microbiology II Lecture 3 lecture hrs | 0 lab hrs | 0 clinical hrs |
3 credit hrs

Prerequisite: Admission to program.

Emphasis on microbial diseases, identification procedures, and epidemiological significance.

Grading System: ABCDF

MTCP4430. Clinical Microbiology II Laboratory 0 lecture hrs | 6 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Emphasis on procedures and techniques used to isolate and identify clinically important microorganisms.

Grading System: ABCDF

MTCP4480. Clinical Practice Microbiology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of MTCP 4420 and MTCP 4430.

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCP4485. Clinical Practice Microbiology 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: successful completion of MTCP 4420 and MTCP 4430

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCP4500. Immunology Review 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: MLT certification and/or Immunology course

Review of immunological concepts, procedures, and methods in the context of medical laboratory testing.

Grading System: ABCDF

MTCP4509. Introduction To Immunology1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Acceptance into 4+1 program, without immunology prerequisite.*

(Optional) Directed independent study course designed to provide students who do not have immunology prerequisite. Provide basic understanding of the structure and function of the human immune system. Areas of study include cells and organs of the immune system, cytokine functions, the humoral response, and cell-mediated immunity. Basic immunological testing techniques and principles are also covered.

Grading System: ABCDF

MTCP4580. Clinical Practice Immunology0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs*Prerequisite: MTCP 4509, Introduction to Immunology or satisfactory completion of course in Immunology at another college or university and MTC4500, Immunology Review*

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

MTCP4585. Clinical Practice Immunology0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs*Prerequisite: Immunology course, MTCP 4500*

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

MTCP4600. Laboratory Math and Quality Control2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: Students enrolled in the Medical Technology Program or with permission of the instructor.*

Practical application of laboratory mathematics and its application in reagent preparation, dilution, and calculating the concentration of analyte etc. Basic principles of quality control.

Grading System: ABCDF

MTCP4620. Clinical Chemistry II (lecture) 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MTCP 4600 or permission of the instructor

Course provides theoretical knowledge of the principles of analytical techniques and procedures used in a clinical chemistry laboratory. Course also emphasizes biochemical aspects

Grading System: ABCDF

MTCP4630. Clinical Chemistry II Lab 0 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Co-requisite MTCP 4620

Provides students with practical experience of various analytical techniques used in clinical chemistry laboratory, including major analytical techniques covered in spectrophotometric analysis of various analyte in blood. Students also prepare reagents, buffer solutions and standards for chemical analysis. Student will also perform electrophoretic and chromatographic techniques. Students will also learn point of care testing and cholesterol screening on patient samples.

Grading System: ABCDF

MTCP4680. Clinical Practice Chemistry 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCP 4620 and MTCP 4680

Provides students practical experience of working in the clinical chemistry laboratory under the supervision of a medical technologist: specimen processing, analysis and reporting of patient test results

Grading System: ABCDF

MTCP4685. Clinical Practice Chemistry 1 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCP 4620 and MTCP 4680

Provides students practical experience of working in the clinical chemistry laboratory under the supervision of a medical technologist: specimen processing, analysis and reporting of patient test results

Grading System: ABCDF

MTCP4740. Immunohematology3 lecture hrs | 6 lab
hrs | 0 clinical hrs |
6 credit hrs*Prerequisite: Immunology course*

Application of basic immunological concepts to the study of red cell antigens and antibodies in relation to compatibility testing for transfusion of blood products. Includes discussions and laboratory exercises on Blood Bank organizations and regulations, genetic inheritance of blood groups, special techniques, AIHA, HDN, blood components, donors and blood collection, quality control, serological testing of blood products, and future trends in Blood Banking.

Grading System: ABCDF

MTCP4780. Clinical Practice Blood Bank0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs*Prerequisite: Completion of MTCC(P,M) Immunohematology*

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCP4785. Clinical Practice Blood Bank0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs*Prerequisite: Completion of MTCC(P,M) Immunohematology*

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCP4800. Basic Hematology and Fluid Analysis1 lecture hrs | 3 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: Biochemistry or equivalent; admission into the 4+1 program, or permission of instructor*

Introductory lecture/lab experiences in hematology and fluid analysis. Correlation of hematologic and hemostasis tests with other clinical findings in diagnosing blood dyscrasias and hemostatic disorders with case study materials and laboratory experiences.

Grading System: ABCDF

MTCP4840. Advanced Hematology

4 lecture hrs | 6 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Biochemistry or equivalent; corequisite with MTCP 4800, Basic Hematology and Fluid Analysis or permission of instructor.

Discusses correlation of hematological and tests hemostasis with other clinical findings in diagnosing various blood dyscrasias and hemostatic disorders. Case study materials and laboratory experiences.

Grading System: ABCDF

MTCP4880. Clinical Practice Hematology

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCP 4840 or permission of instructor

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

MTCP4885. Clinical Practice Hematology

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: MTCP 4840 or permission of instructor

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

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MTCD3240. Basic Professional Concepts0 lecture hrs | 8 lab hrs |
0 clinical hrs | 5 credit hrs*Prerequisite: Required Course*

Provides fundamental knowledge and technical skills necessary for student laboratory exercises and clinical experience. Lab exercises develop manual dexterity, integrate basic concepts of laboratory testing. The course covers basic hematology, immunology, chemistry, immunohematology, venipuncture, and microbiology testing. Educational concepts and principles of management are introduced.

Grading System: ABCDF

MTCD3440. Microbiology_Basic Laboratory Techniques0 lecture hrs | 6 lab
hrs | 0 clinical hrs |
3 credit hrs*Prerequisite: None*

This course includes basic microbiology analyses in didactic and lab experiences as co-requisite in senior clinical practice microbiology course.

Grading System: ABCDF

MTCD3540. Immunology_Basic Laboratory Techniques0 lecture hrs | 6 lab hrs |
0 clinical hrs | 3 credit
hrs*Prerequisite: None*

The course includes basic immunology analyses in didactic and lab experiences as co-requisite in senior clinical practice microbiology course.

Grading System: ABCDF

**MTCD3640. Chemistry Basic Laboratory
Techniques**0 lecture hrs | 6 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: None*

The course includes basic clinical chemistry analyses in didactic and lab experiences as co-requisite in senior clinical practice chemistry course.

Grading System: ABCDF

MTCD3740. Immunohematology_Basic Laboratory Techniques0 lecture hrs | 6 lab
hrs | 0 clinical hrs |
3 credit hrs

Prerequisite: Required Course

Basic immunohematology analyses in didactic and lab experiences as co-requisite in senior clinical practice chemistry course.

Grading System:
ABCDF

MTCD3840. Hematology_Basic Laboratory Techniques 0 lecture hrs | 6 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: None

The course includes basic hematology and fluid analysis in didactic and lab experiences as co-requisite in senior clinical practice hematology course

Grading System: ABCDF

MTCD4200. Library Research 1 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: Immunology course

Introduces the use of a medical library through preparation and presentation of library research paper on an immunological topic.

Grading System: ABCDF

MTCD4320. Laboratory Management 1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

Provides an overview of management theory, management of human and financial resources and management of laboratory operations, and practice communication skills using a variety of methods, including the Internet. Provides background theory for Lab Management Project, MTC - 4380.

Grading System: ABCDF

MTCD4380. Laboratory Management Project 0 lecture hrs | 0 lab hrs |
5 clinical hrs | 1 credit hrs

Prerequisite: Concurrent enrollment in MTCD4320, Laboratory Management, or permission of the instructor.

Provides an opportunity to apply management theory, management of human and financial resources and management of laboratory operations to a laboratory situation and practice communication skills using a variety of methods, including the Internet, and a final written project.

Grading System: ABCDF

MTCD4400. Microbiology Review

2 lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Microbiology

A brief review of the basic techniques used in clinical microbiology and the clinically significant bacteria, fungi, and parasites.

Grading System: ABCDF

MTCD4400A. Microbiology Review

2 lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Microbiology

A brief review of the basic techniques used in clinical microbiology and the clinically significant bacteria, fungi, and parasites.

Grading System: ABCDF

MTCD4400B. Microbiology Review

lecture hrs | lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: Microbiology

A brief review of the basic techniques used in clinical microbiology and the clinically significant bacteria, fungi, and parasites.

Grading System: ABCDF

MTCD4420. Clinic Microbiology II Lecture

3 lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: Admission to the program

Emphasis on microbial diseases, identification procedures, and epidemiological significance.

Grading System: ABCDF

MTCD4480. Clinical Practice Microbiology

0 lecture hrs | 0 lab hrs | 10 clinical hrs | 2 credit hrs

Prerequisite: Concurrent enrollment in MTCD 4425 and MTCD 4405

Practical application of clinical microbiology techniques including areas of quality assurance, safety practices, data interpretation, instrumentation, library research, professional behavior, and introduction to management practices.

Grading System: ABCDF

MTCD4500. Immunology Review

2 lecture hrs | 0 lab hrs | 0 clinical hrs |
2 credit hrs

Prerequisite: MLT certification and/or Immunology course

Review of immunological concepts, procedures, and methods in the context of medical laboratory testing.

Grading System: ABCDF

MTCD4509. Introduction To Immunology

1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

Directed independent study course designed to provide students who do not have immunology prerequisite. Provide basic understanding of the structure and function of the human immune system. Areas of study include cells and organs of the immune system, cytokine functions, the humoral response, and cell-mediated immunity. Basic immunological testing techniques and principles are also covered.

Grading System: ABCDF

**MTCD4580. Senior Clinical Practice
Immunology**

0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs

Prerequisite: Concurrent enrollment in MTCD 4500, Immunology

Clinical application and practice of immunological testing. Theory, instrumentation, quality control, work organization, and data interpretation will be presented in the context of actual patient sample testing observed and/or conducted by students under the direct supervision of qualified clinical instructors.

Grading System: ABCDF

**MTCD4600. Laboratory Math and Quality
Control**

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

Practical application of laboratory mathematics and its application in reagent preparation, dilution, and calculating the concentration of analyte etc., basic statistics, quality assurance, method evaluation, reference ranges and diagnostic sensitivity and specificity of a laboratory test.

Grading System: ABCDF

MTCD4600A. Laboratory Math and Quality Control lecture hrs | lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: None

Practical application of laboratory mathematics and its application in reagent preparation, dilution, and calculating the concentration of analyze, etc.; basic statistics; quality assurance; method evaluation; reference ranges; and diagnostic sensitivity and specificity of a laboratory test.

Grading System: ABCDF

MTCD4600B. Laboratory Math and Quality Control lecture hrs | lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: None

Practical application of laboratory mathematics and its application in reagent preparation, dilution, and calculating the concentration of analyze, etc.; basic statistics; quality assurance; method evaluation; reference ranges; and diagnostic sensitivity and specificity of a laboratory test.

Grading System: ABCDF

MTCD4620. Clinical Chemistry II (lecture) 0 lecture hrs | 0 lab hrs | 10 clinical hrs | 3 credit hrs

Prerequisite: Co-requisite MTCD 4620

Course provides theoretical knowledge of the principles of analytical techniques and procedures used in a clinical chemistry laboratory. Course also emphasizes biochemical aspects

Grading System: ABCDF

MTCD4680. Clinical Practice Chemistry 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admitted to Medical Technology Program or the permission of the instructor

Practical experience of working in the clinical chemistry laboratory under the supervision of a Medical Technologist. Covers specimen processing, analysis and reporting of patient test results

Grading System: ABCDF

MTCD4720. Immunohematology Lecture

3 lecture hrs | 0 lab
hrs | 0 clinical hrs |
3 credit hrs

Prerequisite: MLT certification; Immunology course

For MLT articulation students, application of immunological concepts to study red cell antigens and antibodies in relation to compatibility testing for transfusion of blood products. Discussions and laboratory exercises on blood bank organizations and regulations, genetic inheritance of blood groups, special techniques, AIHA, HDN, blood components, donors and blood collection, quality control, serological testing of blood products and future trends in blood banking.

Grading System: ABCDF

MTCD4780. Clinical Practice Blood Bank

0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs

Prerequisite: Co-requisite MTCD 4720

Clinical course puts theory to continued practice performing tests on patient specimens and reporting results, completing cross matches, preparing components for issue, identifying multiple antibodies, processing blood components, and interviewing and drawing donors.

Grading System: ABCDF

MTCD4810. Hematology and Fluids Review

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

Review of basic hematology and fluid analysis in didactic and lab experiences as co-requisite in senior clinical practice hematology course.

Grading System: ABCDF

MTCD4810A. Hematology and Fluids Review

lecture hrs | lab hrs | 1 clinical
hrs | 1 credit hrs

Prerequisite: None

Review of basic hematology and fluid analysis in didactic and lab experiences as co-requisite in senior clinical practice hematology course.

Grading System: ABCDF

MTCD4810B. Hematology and Fluids Review

lecture hrs | lab hrs | 1 clinical
hrs | 1 credit hrs

Prerequisite: None

Review of basic hematology and fluid analysis in didactic and lab experiences as co-requisite in senior clinical practice hematology course.

Grading System: ABCDF

MTCD4820. Advanced Hematology Lecture

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Co-requisite MTCD 4810 and MTCD 4880

Correlation of hematological tests with other clinical findings in diagnosing blood dyscrasias and hemostatic disorders. Case study materials.

Grading System: ABCDF

MTCD4880. Clinical Practice Hematology

0 lecture hrs | 0 lab hrs | 10 clinical
hrs | 2 credit hrs

Prerequisite: Co-requisite MTCD 4810 and MTCD 4820

Practical application in techniques utilized in a clinical hematology, fluids, and hemostasis laboratory, also including quality assurance issues, problem solving skills, phlebotomy, and relative management issues.

Grading System: ABCDF

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MTCI4900. Directed Individual Study-General lecture hrs | lab hrs | clinical hrs | 1
- 3 credit hrs

Prerequisite: Permission of instructor

General laboratory science related projects.

Grading System: ABCDF

MTCI4903. Directed Individual Study-Management lecture hrs | lab hrs | clinical
hrs | 1 - 3 credit hrs

Prerequisite: Permission of instructor

Management related projects in medical technology.

Grading System: ABCDF

MTCI4904. Directed Individual Study-Microbiology lecture hrs | lab hrs | clinical
hrs | 1 - 3 credit hrs

Prerequisite: Permission of instructor

Related-related project that includes classroom presentations and related research project.

Grading System: ABCDF

MTCI4905. Directed Individual Study-Immunology lecture hrs | lab hrs | clinical
hrs | 1 - 3 credit hrs

Prerequisite: Permission of instructor

Immunology related project.

Grading System: ABCDF

MTCI4906. Directed Individual Study-Chemistry lecture hrs | lab hrs | clinical hrs |
1 - 3 credit hrs

Prerequisite: Permission of instructor

Chemistry related project.

Grading System: ABCDF

MTCI4907. Directed Individual Study-Immunoematology lecture hrs | lab hrs |
clinical hrs | 1 - 3 credit
hrs

Prerequisite: Permission of instructor

Blood Bank related project.

Grading System: ABCDF

MTCI4908. Directed Individual Study-Hematology

lecture hrs | lab hrs | clinical
hrs | 1 - 3 credit hrs

Prerequisite: Permission of instructor

Hematology related project.

Grading System: ABCDF

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NMT3600. Introduction to Nuclear Cardiology 2 lecture hrs | lab hrs | 1 clinical hrs | 3 credit hrs

Prerequisite: Completion of fall and spring Junior year curriculum.

This course is the first of a two-course sequence in Nuclear Cardiology imaging and provides a comprehensive introduction that will allow the graduate of a certificate or entry level NMT program to perform basic cardiac perfusion, first pass, or Multi-Gated Acquisition procedures in a dedicated cardiac outpatient setting or in a hospital nuclear medicine department. This course is designed to be an INTRODUCTION to nuclear cardiology for entry level graduates, and is to provide adequate introductory skills in preparation for continued learning within the nuclear cardiology setting. This course covers nuclear medicine imaging only, and does not provide training in advanced cardiac life support (ACLS, or cardiac pharmacology beyond reference to those pharmacological interventional drugs specific to stress testing.

Grading System: ABCDF

NMT3611. Principles of Nuclear Medicine I 3 lecture hrs | 2 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Radiopharmaceutical preparation and quality control, anatomy and positioning, and the rationale, procedures, and technical aspects of routine imaging procedures are presented. (Part I of a two part course.)

Grading System: ABCDF

NMT3612. Principles of Nuclear Medicine II 3 lecture hrs | 2 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: NMT 3611

Rationale, procedures, and technical aspects of nuclear cardiology, functional imaging, hematology, and nuclide therapy protocols are presented. (Part II of a two-part course.)

Grading System: ABCDF

NMT3623. Clinical Correlation Seminar 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: NMT 3611 AND NMT 3612

Study of nuclear medicine through literature review, discussion groups, and student or guest presentations.

Grading System: ABCDF

NMT3641. Clinical Internship0 lecture hrs | 0 lab hrs | 18 clinical
hrs | 3 credit hrs*Prerequisite: Admission to program.*

Introduction to fundamentals of department operations, equipment and materials, patient care and management. Student observes clinical application of fundamentals and learns how they are applied by nuclear medicine technologist to patient imaging procedures. Student assists and performs routine procedures under direct supervision of clinical instructor.

Grading System: ABCDF

NMT3642. Clinical Internship0 lecture hrs | 0 lab hrs | 18 clinical
hrs | 3 credit hrs*Prerequisite: NMT 3641*

Student observes, assists, and performs routine and cardiac procedures as well as functional studies under supervision of clinical instructor.

Grading System: ABCDF

NMT3643. Clinical Internship0 lecture hrs | 0 lab hrs | 30 clinical
hrs | 5 credit hrs*Prerequisite: NMT 3641, NMT 3642*

Student practices performance of all aspects of nuclear medicine technology under guidance and/or supervision of clinical instructor, including routine imaging, cardiac procedures, SPECT, functional imaging, quality control, record keeping, and patient management.

Grading System: ABCDF

**NMT4600. Advanced Practice in Nuclear
Medicine I**2 lecture hrs | lab hrs | 1 clinical
hrs | 3 credit hrs*Prerequisite: Completion of Junior year in Nuclear Medicine Technology*

The course will focus on the clinical application of basic components of nuclear cardiology imaging covered in the first year of nuclear medicine technologist training.

Grading System: ABCDF

**NMT4601. Advanced Practice in Nuclear
Medicine II**2 lecture hrs | lab hrs | 1 clinical
hrs | 3 credit hrs*Prerequisite: Completion of Junior year in Nuclear Medicine Technology*

This course is designed to respond to cutting edge technology in Nuclear Medicine Clinical Imaging and research frontiers. The physics, radio pharmacy, biokinetics, and the support provided by positron molecular imaging in patient disease management will be the current content focus of this course.

Grading System: ABCDF

NMT4602. Independent Study/research (elective)

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Senior level status in Department

Students select a study or research topic according to their special interests. A suitable paper or report is required. Credit to be awarded is based on the level of difficulty of the project.

Grading System: ABCDF

NMT4602C. Independent Study/research (elective)

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Senior level status in Department

Students select a study or research topic according to their special interests. A suitable paper or report is required. Credit to be awarded is based on the level of difficulty of the project.

Grading System: ABCDF

NMT4623. Radiochemistry

3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Senior level status in Nuclear Medicine Technology

Special radiochemistry and radiopharmacy techniques presented through lecture and practical laboratory experience. Chemical and biological aspects of radiopharmaceutical production, federal regulations for radiopharmaceutical development, and quality control are emphasized.

Grading System: ABCDF

NMT4623C. Radiochemistry

3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Senior level status in Nuclear Medicine Technology

Special radiochemistry and radiopharmacy techniques presented through lecture and practical laboratory experience. Chemical and biological aspects of radiopharmaceutical production, federal regulations for radiopharmaceutical development, and quality control are emphasized.

Grading System: ABCDF

NMT4641. Clinical Practicum

0 lecture hrs | 0 lab hrs | 12 clinical hrs | 2 credit hrs

Prerequisite: Senior level status in Nuclear Medicine Technology

Student performs routine and special function procedures under minimal supervision of the clinical instructor, accepting responsibility for quality and appropriateness of study. Special clinical assignments may be made at the discretion of the clinical supervisor or clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries and radiopharmacy procedures, CT, ultrasound, or MRI as well as routine nuclear procedures.

Grading System: ABCDF

NMT4641C. Clinical Practicum

0 lecture hrs | 0 lab hrs | 12 clinical hrs | 2 credit hrs

Prerequisite: Senior level status in Nuclear Medicine Technology

Student performs routine and special function procedures under minimal supervision of the clinical instructor, accepting responsibility for quality and appropriateness of study. Special clinical assignments may be made at the discretion of the clinical supervisor or clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries and radiopharmacy procedures, CT, ultrasound, or MRI as well as routine nuclear procedures.

Grading System: ABCDF

NMT4642. Clinical Practicum

0 lecture hrs | 0 lab hrs | 12 clinical hrs | 2 credit hrs

Prerequisite: NMT 4641

Student performs routine and special function procedures under minimal supervision of the clinical instructor, and accepts responsibility for quality and appropriateness of study. Special clinical assignments may be made at the discretion of the clinical supervisor or clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries and radiopharmacy procedures, CT, ultrasound, or MRI, as well as routine nuclear procedures.

Grading System: ABCDF

NMT4642C. Clinical Practicum0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: NMT 4641*

Student performs routine and special function procedures under minimal supervision of the clinical instructor, and accepts responsibility for quality and appropriateness of study. Special clinical assignments may be made at the discretion of the clinical supervisor or clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries and radiopharmacy procedures, CT, ultrasound, or MRI, as well as routine nuclear procedures.

Grading System: ABCDF

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OCC3100. Professional Foundations in Occupational Therapy1 lecture hrs | 2 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Program admission*

Introduction to occupational therapy historical and current trends, foundational concepts to occupational therapy theory and practice, professional communication, responsibility for personal and professional growth and professional behavior. Introduction to problem based learning, directed observation and professional literature. Includes Level I Fieldwork.

Grading System: ABCF

OCC3100CO. Professional Foundations in Occupational Therapy1 lecture hrs | 2 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Program admission*

Introduction to the profession of occupational therapy including historical and current trends. Foundational concepts to occupational therapy theory and practice including professional communication, responsibility for personal and professional growth and professional behavior. Introduction to problem based learning and the professional literature.

Grading System: ABCF

OCC3103. Professional Foundations and Occupational Theory1 lecture hrs | 2 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Admission into program*

Provides foundational knowledge on the history, theory, and practice trends in occupational therapy. Includes introduction to professional organizations, development of skills in using professional terminology, clinical reasoning, the occupational therapy process, and role delineation. Emphasis is on individual development as a health care professional. Includes Level I Fieldwork.

Grading System: ABCDF

OCC3151. Biomechanical Measurements1 lecture hrs | 2 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Admission into program, concurrent with ANM3500*

Study of movement emphasizing biomechanical analysis of some of the foundational structures and skills that provide the basis for normal movement patterns. Application of the biomechanical frame of reference as utilized by occupational therapists to evaluate range of motion, strength, endurance and edema in normal subjects.

Grading System: ABCF

OCC3153. Biomechanical Measurements2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Successful completion of first-semester courses.*

Study of movement emphasizing biomechanical analysis of some of the foundational structures and skills that provide the basis for normal movement patterns. Application of the biomechanical frame of reference as utilized by occupational therapists to evaluate range of motion, strength, endurance and edema in normal subjects.

Grading System: ABCDF

OCC3200. Clinical Reasoning in Occupational Therapy1 lecture hrs | 2 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: First Semester courses*

Development of clinical reasoning skills relative to the occupational therapy process: referral, evaluation, goal-setting, intervention planning, intervention, reevaluation, discharge, and follow-up. Emphasis is on principles of evaluation, testing terminology, intervention planning, and documentation. Includes the use of a decision tree process, algorithms, frames of reference in intervention planning, and the selection, grading and adaptation of methods and media in case-based learning. Includes Level I Fieldwork.

Grading System: ABCF

OCC3204. Occupation and Adaptation2 lecture hrs | 4 lab hrs | 0 clinical
hrs | 4 credit hrs*Prerequisite: Admission into the program*

Study of fundamental concepts in the use and analysis of occupations as a therapeutic medium in occupational therapy. Emphasis is on the adaptation of the person, environment and/or task to promote occupational performance. Includes the learning, experiencing, analyzing, teaching, and adapting of activities of daily living, work, and leisure/play.

Grading System: ABCF

OCC3304. Applied Pathophysiology for the Rehabilitation Professional2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission into the program*

An introduction to the basic pathophysiological processes. Systems, stress, maturation, and healing pertaining to rehabilitation will be covered. Included will be key principles of exercise physiology as related to occupational therapy evaluation and intervention.

Grading System: ABCF

OCC3404. Development of Lifespan Occupations

2 lecture hrs | 4 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Admission into program

A study of theories and developmental processes across the lifespan. The development of component abilities and acquisition and cultural diversity throughout the lifespan are analyzed. Emphasis is placed on analysis of the interrelationship of occupation, activity, and successful development.

Grading System: ABCDF

OCC3453. Clinical Conditions

2 lecture hrs | 2 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Admission into program

Analysis of common diagnoses and clinical conditions seen in adults with emphasis on motor control, biomechanical, rehabilitative, behavioral and affective conditions. Includes investigation of the influences of disease and disability on the quality of life and implications for occupational therapy.

Grading System: ABCDF

OCC3804. Pediatric Evaluation and Intervention

2 lecture hrs | 2 lab hrs | 3 clinical
hrs | 4 credit hrs

Prerequisite: Successful completion of first semester courses.

Typical and atypical development of sensorimotor, cognitive, and psychosocial performance components, acquisition of occupational roles, and influence of environment in the 0-21 population. Employs the occupational therapy process in identification and evaluation of children with atypical development. Emphasizes assessment, treatment intervention and implementation within the pediatric frames of reference. Includes Level I fieldwork in community and clinical environments.

Grading System: ABCF

OCC4103. Clinical Reasoning in Occupational Therapy

1 lecture hrs | 2 lab hrs |
3 clinical hrs | 3 credit hrs

Prerequisite: Successful completion of first-semester courses.

Development of clinical reasoning skills relative to the occupational therapy process: screening, referral, evaluation, goal setting, intervention planning, reevaluation, discharge and follow-up care. Emphasis is on generic evaluation skills and documentation in a variety of settings. Includes the use of a decision tree process, algorithms, and frames of reference. Includes Level I Fieldwork.

Grading System: ABCDF

OCC4201A. Professional Seminar

0 lecture hrs | 2 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: Successful completion of second semester courses.

This course will provide discussion, experiential learning activities and application of issues and trends related to professional participation in the occupational therapy profession both as a student and a practitioner. This course is offered in the summer semester as an "course in progress" course and will be completed during fall semester of the senior year.

Grading System: ABCDF

OCC4201B. Professional Seminar

0 lecture hrs | 2 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: Successful completion of second semester courses.

This course will provide discussion, experiential learning activities and application of issues and trends related to professional participation in the occupational therapy profession both as a student and a practitioner. This course is offered in the summer semester as an "course in progress" course and will be completed during fall semester of the senior year.

Grading System: ABCDF

OCC4204. Applied Kinesiology

2 lecture hrs | 4 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: Successful completion of first-semester courses.

Study of movement emphasizing biomechanical analysis of foundational structures and skills that provide the basis for normal movement patterns. Application of the biomechanical frame of reference as utilized by occupational therapists to evaluate range of motion, strength, endurance, sensation, and edema.

Grading System: ABCDF

OCC4253. Clinical Conditions2 lecture hrs | 2 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Successful completion of first-semester courses.*

Analysis of common diagnoses and clinical conditions with emphasis on motor control, biomechanical, rehabilitative, behavioral and affective conditions. Includes investigation of the influences of disease impairment, and disability on the quality of life and implications for occupation.

Grading System: ABCDF

OCC4310. Mental Health Programming2 lecture hrs | 2 lab hrs |
3 clinical hrs | 4 credit hrs*Prerequisite: Completion of second semester courses*

Analysis of case studies to understand psychiatric diagnoses and the application of clinical reasoning and selected frames of reference for occupational therapy programs for mental health problems. Includes Level I Fieldwork in hospital and community-based settings.

Grading System: ABCF

OCC4313. Mental Health Programming1 lecture hrs | 2 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Successful completion of first-semester courses.*

The application of clinical reasoning and selected theories, models of practice, and frames of reference for occupational therapy intervention programs for mental health are emphasized. Instruction is augmented through analysis of case studies to comprehend wellness concepts and psychiatric impairments. Included Level I Fieldwork experiences within medical and community-based settings.

Grading System: ABCDF

OCC4343. Adult Models of Practice2 lecture hrs | 0 lab hrs | 3 clinical
hrs | 3 credit hrs*Prerequisite: Completion of second semester courses*

Normal and abnormal development of the population age 22 and older with an emphasis on the interrelationship of occupational performance components, areas, and contexts. Special emphasis is placed on adult developmental theory, theories of aging, role transitions, prevention and wellness concepts; sports/leisure related practice areas, and older adult practice issues. Models of practice within various reimbursement systems and environments are explored. Includes Level I fieldwork.

Grading System: ABCF

OCC4352. Movement Analysis1 lecture hrs | 2 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: OCC3151, ANM3500, and ITD3003*

Integration of motor control theories and the biomechanical frame of reference as foundational concepts for occupational therapy treatment. Includes analysis of the quality of movement and identification of underlying impairments that negatively influence movement and compromise function.

Grading System: ABCF

OCC4352CO. Movement Analysis1 lecture hrs | 2 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: OCC3151CO, ANM3500, and ITD3003*

Integration of motor control theories and the biomechanical frame of reference as foundational concepts for occupational therapy treatment. Includes analysis of the quality of movement and identification of underlying impairments that negatively influence movement and compromise function.

Grading System: ABCF

OCC4450. Conditions and Physical Dysfunction2 lecture hrs | 2 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: OCC3200, Applied Neuroscience, PHY 3110*

Analysis of common diagnoses and clinical problems seen in adults with emphasis on orthopedic, neuromuscular and general medicine problems. Includes influence on the quality of life and implications for occupational therapy

Grading System: ABCF

OCC4493. Worker Role and Ergonomics2 lecture hrs | 2 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Successful completion of third semester courses.*

Study of the occupational performance area of work and ergonomic principles. Emphasis is on screening, evaluation, program design, development, implementation, and outcome measurement within the clinic, private practice, and industrial workplace.

Grading System: ABCF

OCC4580B. Occupational Therapy Service Management

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: OCC4500

Application of administrative and supervisory processes including management principles, professional standards, planning for program evaluation and current issues and trends in the profession. Apply management principles and processes to selected occupational therapy organizational tasks using appropriate terminology and methods.

Grading System: ABCF

OCC4580BCO. Occupational Therapy Service Management

2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: OCC4500CO

Application of administrative and supervisory processes including management principles, professional standards, planning for program evaluation and current issues and trends in the profession. Apply management principles and processes to selected occupational therapy organizational tasks using appropriate terminology and methods.

Grading System: ABCF

OCC4606. Adult Evaluation and Intervention

3 lecture hrs | 4 lab hrs | 3 clinical
hrs | 6 credit hrs

Prerequisite: Successful completion of third semester courses.

Clinical reasoning, theory and models of practice for evaluation and intervention of adults with acute and chronic conditions that influence functional outcomes in occupational performance. Includes level I fieldwork.

Grading System: ABCF

OCC4610. Investigation of a Problem

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 -
3 credit hrs

Prerequisite: Permission of instructor

Student investigation of a topic of interest or need.

Grading System: ABCF

OCC4630. Cognitive Rehabilitation

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of OCC4300 and OCC4400 level courses

Investigation and application of evaluation and treatment principles and research related to cognitive rehabilitation in occupational therapy.

Grading System: ABCF

OCC4650. Stress Management Programs

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of OCC4300 and OCC4400 level courses

Application of clinical reasoning to planning stress management programs in occupational therapy. Includes practical experiences.

Grading System: ABCF

OCC4660. Advanced Splinting in Hand and Upper Extremity Rehabilitation

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of OCC4300 and OCC4400 level courses

Application of hand splinting principles introduced in OCC4473 Practice Skills, and upper extremity rehabilitation, opportunity to develop skills in the application and fabrication of advanced splints. Analysis of the clinical need, selection of appropriate splint treatment and correctly fabricating the device.

Grading System: ABCF

OCC4672. Functional Application of Adjunctive Therapies

0 lecture hrs | 4 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Successful completion of third semester courses.

Development and application of skills used for a variety of clinical conditions. Includes selection, design and construction of adaptive equipment, assistive technology, theory and application related to splinting, alternative treatment methods and the use of physical agents as adjunctive treatment modalities in occupational therapy.

Grading System: ABCF

OCC4672CO. Functional Application of Adjunctive Therapies

0 lecture hrs | 4 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of third semester courses.

Development and application of skills used for a variety of clinical conditions. Includes selection, design and construction of adaptive equipment, assistive technology, theory and application related to splinting, alternative treatment methods and the use of physical agents as adjunctive treatment modalities in occupational therapy.

Grading System: ABCF

OCC4680. Occupational Therapy in the Work Place0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs*Prerequisite: Completion of OCC4300 and OCC4400 level courses*

Application of occupational therapy principles to evaluation, training and rehabilitation of individuals for worker tasks, worker roles and environment adaptations.

Grading System: ABCF

OCC4690. Research Project0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1
- 3 credit hrs*Prerequisite: Completion of OCC4300 and OCC4400 level courses*

Individual research project dealing with an area of interest the student under the supervision of a faculty member

Grading System: ABCF

OCC4700. Fieldwork Experience A0 lecture hrs | 0 lab hrs | 40 clinical hrs | 9 credit
hrs*Prerequisite: OCC 4500*

Full-time fieldwork experience applying clinical reasoning in a practice environment.

Grading System: ABCF

OCC4800. Fieldwork Experience B0 lecture hrs | 0 lab hrs | 40 clinical hrs | 9 credit
hrs*Prerequisite: OCC 4700*

Fulltime fieldwork experience applying clinical reasoning in a practice environment

Grading System: ABCF

OCC4801. School Systems Practice0 lecture hrs | 2 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: Successful completion of third semester courses.*

Pediatric practice focusing on the roles and responsibilities of the school-based therapist. Emphasizes laws that govern practice in the school system, the three levels of delivery of school-based occupational therapy, equipment considerations, documentation methods, and scheduling.

Grading System: ABCF

OCC4802. School Systems Practice1 lecture hrs | 2 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: Successful completion of third semester courses.*

Pediatric practice focusing on the roles and responsibilities of the school based therapist. Emphasizes laws that govern practice in the school system, the three levels of delivery of school-based occupational therapy, equipment considerations, documentation methods, and scheduling.

Grading System: ABCDF

OCC4804. Occupational Therapy Service Management3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs*Prerequisite: Successful completion of fourth semester courses.*

Application of administrative and supervisory processes including management principles, professional standards, planning for program evaluation, case management, advocacy, reimbursement issues, marketing, analysis of outcomes, productivity, current policy issues and trends in the profession. Apply management principles and processes to selected occupational therapy organizational tasks using appropriate terminology and methods within a variety of service delivery systems and models.

Grading System: ABCF

OCC4804CO. Occupational Therapy Service Management3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs*Prerequisite: Successful completion of fourth semester courses.*

Application of administrative and supervisory processes including management principles, professional standards, planning for program evaluation, case management, advocacy, reimbursement issues, marketing, analysis of outcomes, productivity, current policy issues and trends in the profession. Apply management principles and processes to selected occupational therapy organizational tasks using appropriate terminology and methods within a variety of service delivery systems and models.

Grading System: ABCF

OCC4883. Occupational Therapy Research I2 lecture hrs | 2 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Successful completion of second semester courses.*

Study of qualitative and quantitative research methods. Application of the research process by conducting a critique of the literature, deriving clinical implications from analysis of the literature, and creating a research question based on literature review.

Grading System: ABCF

OCC4892. Occupational Therapy Research II

1 lecture hrs | 2 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: Successful completion of third semester courses.

Application of the research process by implementation of the data collection process, analysis of data, and presentation of the results of the study to peers. Identification of potential funding resources and introduction to grant writing.

Grading System: ABCF

OCC4900. Elective Fieldwork

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: completion of OCC4300 and OCC4400 level courses

Full-time eight-week fieldwork experience in an area of the student's choice.

Grading System: ABCF

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ANMD3140. Oral Anatomy and Physiology

4 lecture hrs | 0 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: None

Gross anatomy of head and neck, microcirculation of oral tissues, embryological development of orofacial complex, homeostatic functions of the organ systems and those alterations which affect dental treatment.

Grading System: ABCDF

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PAD3010. Clinical Pharmacology

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admittance to the PA Program

The course is designed to enable the students to apply the pharmacology knowledge needed in preparation for their role as health care providers responsible for safely prescribing and/or dispensing pharmaceutical products to patients.

Grading System: ABCDF

PAD3080. Physical Diagnosis

6 lecture hrs | 2 lab hrs | 0 clinical
hrs | 5 credit hrs

Prerequisite: None

Perform physical exams, take medical histories, use basic hand instruments in performing physical examinations. Normal findings emphasized.

Grading System: ABCDF

PAD3280. Clinical Medicine I

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 7 credit hrs

Prerequisite: PAD 3080, ANN 3320

Intense didactic course exploring pathophysiology of disease processes (physical and mental) and relationships among symptoms, objective and laboratory findings.

Grading System: ABCDF

PAD3290. Clinical Medicine II

8 lecture hrs | 1 lab hrs | 0 clinical hrs | 9 credit hrs

Prerequisite: PAD3280

Continuation of PAD3280

Grading System: ABCDF

PAD3310. Clinical Medicine III

9 lecture hrs | 1 lab hrs | 0 clinical hrs | 10 credit hrs

Prerequisite: PAD3290

Continuation of PAD3290

Grading System: ABCDF

PAD3430. Surgical and Acute Care

2 lecture hrs | 2 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: PAD 3280, PAD 3080, ANN 3320

Common and acute care surgical problems frequently encountered. Laboratory sessions introduce students to aseptic technique, surgical instruments, suturing and wound management, and operating room demeanor.

Grading System: ABCDF

PAD3470. Medical Communication Skills and Terminology in P

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: None

Learn and develop effective terminology and communication skills for eliciting patient histories and communicating this information to other members of health care team. Emphasis given to performing competent medical interviews. Skills practiced in Clinical Medicine I and II.

Grading System: ABCDF

PAD3480. Psychosocial Issues in Health Care I

1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

Exposure to social psychology applied to general medicine practice. Topics include interpersonal relations, family problems, human sexuality, children's special needs, minority group health needs, effects of chronic illness, and death and dying.

Grading System: ABCDF

PAD3490. Psychosocial Issues in Health Care II

1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: PAD 3480

Continuation course in dealing with psychosocial issues and unique role of physician assistant. Course deals with history of profession, legal and ethical issues of PA practice, types of practice settings, and roles of other allied health professionals.

Grading System: ABCDF

PAD3990. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 6 credit hrs

Prerequisite: None

Independent study may provide additional or initial exposure to the didactic material under the supervision of a faculty member.

Grading System: ABCDF

PAD4010. Preceptorship0 lecture hrs | 0 lab hrs |
40 clinical hrs | 6 credit hrs*Prerequisite: All Phase I and II courses*

A required rotation generally selected as the last rotation during enrollment. Students may select from any primary care area such as family practice, pediatrics, internal medicine or general surgery.

Grading System: ABCDF

PAD4030. Family Practice

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 6 credit hrs

Prerequisite: All Phase I courses

Encounter a variety of clinical problems in family practice setting.

Grading System: ABCDF

PAD4040. Internal Medicine0 lecture hrs | 0 lab hrs | 40 clinical hrs |
6 credit hrs*Prerequisite: All Phase I courses*

Evaluate and manage patients with a variety of medical problems such as diabetes, hypertension, respiratory diseases, cardiac diseases and other major system disorders.

Grading System: ABCDF

PAD4050. Pediatrics

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 6 credit hrs

Prerequisite: All Phase I courses

Learn to evaluate health problems that occur from birth through adolescence.

Grading System: ABCDF

PAD4060. Obstetrics and Gynecology0 lecture hrs | 0 lab hrs | 40 clinical hrs |
6 credit hrs*Prerequisite: All Phase I courses*

Learn to evaluate and manage health issues associated with female organs including pregnancy.

Grading System: ABCDF

PAD4070. Mental Health

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 6 credit hrs

Prerequisite: All Phase I courses

Learn to evaluate, manage and make dispositions on a variety of mental health problems.

Grading System: ABCDF

PAD4180. Surgery

0 lecture hrs | 0 lab hrs | 40 clinical hrs |
6 credit hrs

Prerequisite: All Phase I courses

Students encounter principles of surgical management of patients including: preoperative, postoperative and operating room care.

Grading System: ABCDF

PAD4200. Emergency Medicine

0 lecture hrs | 0 lab hrs | 40 clinical
hrs | 6 credit hrs

Prerequisite: Phase I courses

Learn to evaluate and manage a variety of problems that typically present to a hospital ER and to master procedures that are commonly performed.

Grading System: ABCDF

PAD4900. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 6 credit hrs

Prerequisite: None

Electives provide additional or initial exposure to clinical specialties under the supervision of a physician certified in that particular specialty.

Grading System: ABCDF

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RSC3602. Problem Based Learning in Radiologic Patient Management1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Admission to department programs.*

Case studies are utilized to illustrate clinical significance of nuclear medicine, sonography, radiography, to include CT and MRI, and radiation therapy. Students research and present patient cases which utilize diagnostic and therapeutic modalities.

Grading System: ABCDF

RSC3611. Introduction To Radiologic Patient Care2 lecture hrs | 1 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: Admission to program.*

Presentation of fundamental patient care skills needed for entry level radiologic science professionals. Content includes medical assessment, physical assessment, physical assistance, infection control and aseptic technique, drug administration, patient special needs, and medical emergencies.

Grading System: ABCDF

RSC3613. Professional-patient Interaction2 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Admission to program.*

Introduction to imaging professional-patient interaction including profile of imaging professionals, profile of patients in general, elements of effective communication and interaction, and specific patient vignettes. Psychosocial, ethical, and medicolegal issues are incorporated.

Grading System: ABCDF

RSC3634. Radiation Protection and Biology3 lecture hrs | 1 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: RSC 3631*

Regulations, principles and practices of radiation protection, and information particular to each radiologic specialty and/or modality. Medical aspects of radiobiology including cellular, systemic and total body responses

Grading System: ABCDF

RSC4602. Sectional Anatomy2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Admission to department programs.

Supplement to radiologic science student's general knowledge of radiologic anatomy through presentation of sectional human anatomy. Anatomy recognition via diagrams, human sections, and radiologic images (including but not limited to CT, MR and sonologic scans) will focus on the head, thorax, abdomen, and pelvis . Content serves as a foundation for further study in imaging modalities.

Grading System: ABCDF

RSC4602C. Sectional Anatomy

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to department programs.

Supplement to radiologic science student's general knowledge of radiologic anatomy through presentation of sectional human anatomy. Anatomy recognition via diagrams, human sections, and radiologic images (including but not limited to CT, MR and sonologic scans) will focus on the head, thorax, abdomen, and pelvis . Content serves as a foundation for further study in imaging modalities.

Grading System: ABCDF

RSC4610. Advanced Radiologic Patient Care

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Senior level status

Patient care with emphasis on assessment and medical response in critical care situations. Review and evaluation of patient assessment and treatment protocols

Grading System: ABCDF

RSC4610C. Advanced Radiologic Patient Care

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to department program.

Patient care with emphasis on assessment and medical response in critical care situations. Review and evaluation of patient assessment and treatment protocols

Grading System: ABCDF

RSC4621. Pathology in Radiologic Sciences

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to department program

Course deals primarily with general pathologic processes, with greater emphasis placed on anatomic and physiologic pathologies in which diagnostic imaging modalities or radiation therapy play an important role in patient management. Lab values and radiographic images are integrated into the classroom presentations, along with plain and gross anatomy of the pathologies.

Grading System: ABCDF

RSC4621C. Pathology in Radiologic Sciences 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to department program

Course deals primarily with general pathologic processes, with greater emphasis placed on anatomic and physiologic pathologies in which diagnostic imaging modalities or radiation therapy play an important role in patient management. Lab values and radiographic images are integrated into the classroom presentations, along with plain and gross anatomy of the pathologies.

Grading System: ABCDF

RSC4645. Clinic Specialization II 0 lecture hrs | 0 lab hrs | 18 clinical hrs | 3 credit hrs

Prerequisite: Completion of entry-level clinic coursework in the discipline of study, or credentialed in the discipline of study, or permission of the instructor.

Opportunity for experience in a clinical practice setting focusing on specialized study and/or research in a radiologic discipline.

Grading System: ABCDF

RSC4653. Research Designs and Statistical Methods in Radiologic Sciences 2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Elementary statistics or permission of instructor.

Introduction to fundamentals of designing research and statistical methods appropriate for allied health and radiological sciences. Teaches working knowledge of basic descriptive and inferential statistics in order to analyze relationships and differences among groups, and differentiation between experimental and quasi-experimental research designs. Students design a project and develop it into a research proposal.

Grading System: ABCDF

RSC4653C. Research Designs and Statistical Methods in Radiologic Sciences 2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Elementary statistics or permission of instructor.

Introduction to fundamentals of designing research and statistical methods appropriate for allied health and radiological sciences. Teaches working knowledge of basic descriptive and inferential statistics in order to analyze relationships and differences among groups, and differentiation between experimental and quasi-experimental research designs. Students design a project and develop it into a research proposal.

Grading System: ABCDF

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RTR3611. Radiographic Procedures 15 lecture hrs | 2 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: Admission to the program.*

The first of a two course sequence in radiographic positioning and imaging procedures. Presents anatomic and positioning terminology; topographic landmarks; positioning criteria and tasks for routine imaging of chest, abdomen, skeleton, and cranium; and image analysis. Fundamentals of image production, exposure control and image quality sufficient for basic image analysis presented.

Grading System: ABCDF

RTR3612. Radiographic Procedures 23 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs*Prerequisite: Admission to the program.*

Study of characteristics and performance of routine contrast media procedures of gastrointestinal, genitourinary and accessory digestive systems; and imaging techniques for specialized views of the skull. Basic parameters of select special procedures including purpose, procedural steps, patient and equipment preparation, type and injection method of contrast media, radiographic series, imaging and anatomy visualized.

Grading System: ABCDF

RTR3621. Radiographic Technique4 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs*Prerequisite: Admission to program.*

Photographic principles of radiography, including film, image receptors, and processing. Factors that affect image quality are studied. Devices that influence production and control of scatter radiation are discussed.

Grading System: ABCDF

RTR3630. Introduction to Radiographic Physics2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Admission to program*

Overview of physical principles which serve as the foundation to radiographic imaging. Topics include general characteristics of x-rays, x-ray production, x-ray interaction with matter and image receptor characteristics.

Grading System: ABCDF

RTR3632. Radiologic Science

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to program.

Presentation of components and principles of operation of diagnostic radiographic equipment. Discussion of equipment, preventive maintenance, test equipment and computer applications.

Grading System: ABCDF

RTR3641. Clinical Internship

0 lecture hrs | 0 lab hrs | 24 clinical hrs | 4 credit hrs

Prerequisite: Enrollment in program.

Students perform clinical procedures and apply knowledge gained in corresponding courses of curriculum. Opportunity to perform as a practicing radiographer is provided.

Grading System: ABCDF

RTR3642. Clinical Internship

0 lecture hrs | 0 lab hrs | 24 clinical hrs | 4 credit hrs

Prerequisite: Successful completion of previous clinical internship course(s) in sequence, or permission of program faculty.

Students perform and demonstrate clinically knowledge gained in corresponding courses of curriculum. Opportunity to perform as a practicing radiographer is provided.

Grading System: ABCDF

RTR3643. Clinical Internship

0 lecture hrs | 0 lab hrs | 30 clinical hrs | 5 credit hrs

Prerequisite: Successful completion of previous clinical internship course(s) in sequence, or permission of program faculty.

Students perform and demonstrate clinically knowledge gained in corresponding courses of curriculum. Opportunity to perform as a practicing radiographer is provided.

Grading System: ABCDF

RTR4622. Special Topics

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission to the program.

Review of current literature in radiography to include recent technical advances in practice and current and future trends. Student presentation and discussion emphasized.

Grading System: Satisfactory/Unsatisfactory

RTR4622C. Special Topics

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission to the program.

Review of current literature in radiography to include recent technical advances in practice and current and future trends. Student presentation and discussion emphasized.

Grading System: Satisfactory/Unsatisfactory

RTR4631. Principles and Instrumentation of CT

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Certified technologist or permission of instructor.

Concepts of CT physics and instrumentation, imaging procedures and protocols, and patient care/management in CT.

Grading System: ABCDF

RTR4631C. Principles and Instrumentation of CT

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Certified technologist or permission of instructor.

Concepts of CT physics and instrumentation, imaging procedures and protocols, and patient care/management in CT.

Grading System: ABCDF

RTR4632. Principles and Instrumentation of Mammography

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Certified radiographer or permission of instructor.

Comprehensive study of anatomy and physiology of the breast; physics, instrumentation, and principles of mammography techniques and mammography positioning.

Grading System: ABCDF

RTR4632C. Principles and Instrumentation of Mammography3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Certified radiographer or permission of instructor.*

Comprehensive study of anatomy and physiology of the breast; physics, instrumentation, and principles of mammography techniques and mammography positioning.

Grading System: ABCDF

RTR4633. Principles and Instrumentation of MRI3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Precalculus and PCS 3631; permission of instructor.*

Overview of clinical and biological potential of magnetic resonance imaging, an in-depth presentation of fundamental principles of MR signal generation. Proton density, relaxation times (T1 and T2) and motion, or flow, introduced with their various interpretations and effects on image contrast. Imaging procedures and protocols, and patient care/management in MRI presented.

Grading System: ABCDF

RTR4633C. Principles and Instrumentation of MRI3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Precalculus and PCS 3631; permission of instructor.*

Overview of clinical and biological potential of magnetic resonance imaging, an in-depth presentation of fundamental principles of MR signal generation. Proton density, relaxation times (T1 and T2) and motion, or flow, introduced with their various interpretations and effects on image contrast. Imaging procedures and protocols, and patient care/management in MRI presented.

Grading System: ABCDF

RTR4637. Quality Control in Radiography2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Admission to program.*

Philosophy and basic principles of quality control in radiography. Factors influencing image quality, the influence of these factors on radiographs, explanation of instruments used in a quality control program, and collection and interpretation of statistical data.

Grading System: ABCDF

RTR4641. Clinical Internship

0 lecture hrs | 0 lab hrs | 18 clinical hrs | 1 - 3 credit hrs

Prerequisite: Successful completion of previous clinical internship course(s) in sequence, or permission of program faculty..

Students perform and demonstrate clinically knowledge gained in corresponding courses of curriculum. Opportunity to perform as a practicing radiographer is provided.

Grading System: ABCDF

RTR4651. Seminar

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission to program.

Comprehensive overview of didactic and clinical program topics related to performance skills and problem-solving. Evaluations are used to raise performance skills to optimal levels of competency.

Grading System: ABCDF

RTR4652. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: Admission to the program.

Pursuit of a topic or course of study, or investigation of a problem, of interest to student and approved by instructor.

Grading System: ABCDF

RTR4652C. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: Admission to the program.

Pursuit of a topic or course of study, or investigation of a problem, of interest to student and approved by instructor.

Grading System: ABCDF

RTR4660. Clinical Practicum

0 lecture hrs | 2 lab hrs | 12 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Opportunity for clinical experience in practice setting(s) through assignment to one or two sites selected from available rotations, such as: quality control, quality assurance, angiography, teaching, and radiologic disciplines and/or specialties.

Grading System: ABCDF

RTR4660C. Clinical Practicum0 lecture hrs | 2 lab hrs | 12 clinical
hrs | 3 credit hrs*Prerequisite: Admission to the program.*

Opportunity for clinical experience in practice setting(s) through assignment to one or two sites selected from available rotations, such as: quality control, quality assurance, angiography, teaching, and radiologic disciplines and/or specialties.

Grading System: ABCDF

RTR4661. CT Clinical Practicum0 lecture hrs | 2 lab hrs | 12 clinical
hrs | 3 credit hrs*Prerequisite: RTR 4631 (my be concurrent) or permission of instructor.*

Opportunity for clinical experience in practice setting(s) for various anatomical systems to provide skills development in patient management, image acquisition and manipulation, and procedural protocols.

Grading System: ABCDF

RTR4661C. CT Clinical Practicum0 lecture hrs | 2 lab hrs | 12 clinical
hrs | 3 credit hrs*Prerequisite: RTR 4631 (my be concurrent) or permission of instructor.*

Opportunity for clinical experience in practice setting(s) for various anatomical systems to provide skills development in patient management, image acquisition and manipulation, and procedural protocols.

Grading System: ABCDF

RTR4662. Mammography Clinical Practicum0 lecture hrs | 0 lab hrs |
12 clinical hrs | 3 credit hrs*Prerequisite: RTR 4632 (may be concurrent) or permission of instructor.*

Opportunity for clinical experience in practice setting(s) for skills development in patient management, image acquisition and procedural protocols.

Grading System: ABCDF

RTR4662C. Mammography Clinical Practicum0 lecture hrs | 0 lab hrs |
12 clinical hrs | 3 credit hrs*Prerequisite: RTR 4632 (may be concurrent) or permission of instructor.*

Opportunity for clinical experience in practice setting(s) for skills development in patient management, image acquisition and procedural protocols.

Grading System: ABCDF

RTR4663. MRI Clinical Practicum

0 lecture hrs | 2 lab hrs | 12 clinical hrs | 3 credit hrs

Prerequisite: RTR 4633 (may be concurrent) or permission of instructor.

Opportunity for clinical experience in practice setting(s) for skills development in patient management, image acquisition and manipulation, and procedural protocols.

Grading System: ABCDF

RTR4663C. MRI Clinical Practicum

0 lecture hrs | 2 lab hrs | 12 clinical hrs | 3 credit hrs

Prerequisite: RTR 4633 (may be concurrent) or permission of instructor.

Opportunity for clinical experience in practice setting(s) for skills development in patient management, image acquisition and manipulation, and procedural protocols.

Grading System: ABCDF

RTR4664. Clinical Practicum

0 lecture hrs | 0 lab hrs | 12 clinical hrs | 3 credit hrs

Prerequisite: None

Clinical experience in practice setting(s) through assignment to one or two sites selected from available rotations such as quality control, quality assurance, angiography, teaching, and radiologic disciplines and/or specialties.

Grading System: ABCDF

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RTT3641. Radiation Oncology Clinical Internship

0 lecture hrs | 0 lab hrs | 24 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Students work with the clinical personnel in a team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT3642. Radiation Oncology Clinical Internship

0 lecture hrs | 0 lab hrs | 24 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Students work with the clinical personnel in a team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT3643. Radiation Oncology Clinical Internship

0 lecture hrs | 0 lab hrs | 36 clinical hrs | 6 credit hrs

Prerequisite: Admission to the program.

Students work with the clinical personnel in a team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT4601. Principles of Radiation Oncology

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

An overview of radiation therapy to include medical terminology, patient care, basic machine usage, communication skills, as well as the rationale of radiation therapy and related subject matters.

Grading System: ABCDF

RTT4613. Quality Assurance in Radiation Oncology

2 lecture hrs | 1 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the program.

Overview of quality assurance in radiation therapy to include methods of monitoring function of radiation therapy equipment, maintenance of complete and accurate patient records and records reflecting function of equipment, as well as routine checks for general condition of treatment room.

Grading System: ABCDF

RTT4614. Radiation Oncology Simulation Procedures

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Senior year standing or permission of the instructor.

General principles of patient simulation including familiarization with equipment, patient positioning, and the rationale for simulation of radiation therapy portals.

Grading System: ABCDF

RTT4615. Radiation Oncology Seminar

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior standing or permission of instructor.

Review of radiation therapy literature through research, discussions and student or guest presentation.

Grading System: ABCDF

RTT4621. Cancer Management in Radiation Oncology

3 lecture hrs | 0 lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Introduction to specific malignant disease entities by site of occurrence. Disease processes and the treatment planning philosophy are discussed, as well as the relationship between treatment planning and clinical radiation therapy.

Grading System: ABCDF

RTT4640. Radiation Oncology Clinical Internship

0 lecture hrs | 0 lab hrs | 24 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Monthly clinical at the Georgia Radiation Therapy Center in Augusta. Students work with clinical personnel in team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT4641. Radiation Oncology Clinical Internship

0 lecture hrs | 0 lab hrs | 18 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Monthly clinical at the Georgia Radiation Therapy Center in Augusta. Students work with clinical personnel in team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT4642. Radiation Oncology Clinical Internship

0 lecture hrs | 0 lab hrs | 24 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Monthly clinical at the Georgia Radiation Therapy Center in Augusta. Students work with clinical personnel in team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT4643. Radiation Oncology Clinical Internship

0 lecture hrs | 8 lab hrs | 30 clinical hrs | 6 credit hrs

Prerequisite: Admission to the program.

Monthly clinical at the Georgia Radiation Therapy Center in Augusta. Students work with clinical personnel in team approach to radiation therapy treatment, planning and patient care.

Grading System: ABCDF

RTT4644. Medical Dosimetry Clinical Internship

0 lecture hrs | 0 lab hrs | 30 clinical hrs | 5 credit hrs

Prerequisite: Admission to the program.

Monthly clinical experiences which include, but are not limited to annual calibrations of equipment with a physicist, dose calculations and treatment planning, radiation safety and quality assurance.

Grading System: ABCDF

RTT4645. Medical Dosimetry Clinical Internship

0 lecture hrs | 0 lab hrs | 36 clinical hrs | 6 credit hrs

Prerequisite: Admission to the program.

Monthly clinical experiences which include, but are not limited to annual calibrations of equipment with a physicist, dose calculations and treatment planning, radiation safety and quality assurance.

Grading System: ABCDF

RTT4646. Medical Dosimetry Clinical Internship

0 lecture hrs | 0 lab hrs | 36 clinical hrs | 6 credit hrs

Prerequisite: Admission to the program.

Monthly clinical experiences which include, but are not limited to annual calibrations of equipment with a physicist, dose calculations and treatment planning, radiation safety and quality assurance.

Grading System: ABCDF

RTT4647. Medical Dosimetry Special Topics

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Review of current literature in medical dosimetry, to include data on recent technical advances in practice, current and future trends. Student presentation and discussion emphasized.

Grading System: ABCDF

RTT4647C. Medical Dosimetry Special Topics

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program.

Review of current literature in medical dosimetry, to include data on recent technical advances in practice, current and future trends. Student presentation and discussion emphasized.

Grading System: ABCDF

RTT4648. Applied Project

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Directed project in which the student works independently on a project related to management or education in radiation oncology.

Grading System: ABCDF

RTT4648C. Applied Project

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the program.

Directed project in which the student works independently on a project related to management or education in radiation oncology.

Grading System: ABCDF

RTT4649. Medical Dosimetry Special Topics

3 lecture hrs | 4 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: None

This course presents general principles of 3D data acquisition and treatment planning. Recognition of human anatomy in three dimensional planes, dose tolerances of critical structures and prior knowledge of radiation equipment will be utilized. The student will research evaluate, justify and accurately implement treatment plans in the clinical setting.

Grading System: ABCDF

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RSM4632. Management of the Radiology

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Department

Prerequisite: Admission to department program

Application of principles of business administration and personnel management to radiology department, including study of budgeting and financing, personnel interaction, patient scheduling, design and equipment purchasing, and concepts of quality management.

Grading System: ABCDF

RSM4632C. Management of the Radiology

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Department

Prerequisite: Admission to department program

Application of principles of business administration and personnel management to radiology department, including study of budgeting and financing, personnel interaction, patient scheduling, design and equipment purchasing, and concepts of quality management.

Grading System: ABCDF

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DPS5001. Dental Materials

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This course uses a problem-based approach to the theory and use of materials and techniques which are critical to the successful practice of dentistry. The goal of the course is to give students a foundation of principles in dental materials science which they can apply to existing and future clinical situations.

Grading System: ABCDF

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**DAU5001. Introduction To
Operatory Procedures**

8 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course presents lectures on the care and maintenance of dental equipment, operation of dental operatory equipment, chair, patient, and operatory positions; instrument sterilization rationale and procedures and basic interpersonal skills.

Grading System: Satisfactory/Unsatisfactory

**DAU5002. Principles and Practice of Small Business
Administration**0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

This course is the dental students introduction to the Principals and Practice of a Small Business Administration. From the concepts taught in this course the student will gain an understanding of the business side of dentistry. Subject matter presented in this course includes the selection of a practice area, designing the dental facility, equipping the dental office, borrowing money to finance the new practice, producing pro-forma financial documents, principles of cost and revenue, contract agreements, leasing dental equipment, bookkeeping and patient record forms, interviewing and staff selection, and business management accounting systems.

Grading System: ABCDF

**DAU5003. Principles and Practice of Small Business
Administration**0 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: None*

This course provides dental students with a working knowledge of marketing, dental jurisprudence, legal aspects of business, tax reports, retirement planning, personal financial management, money management, dental records, third party payments, management of cash flow and budgeting, appointment control, recall systems, referral policy, the welcome letter, evaluating the practice, dental practice accounting, money management, projects and case illustrations, as they inter-relate to the private practice of dentistry.

Grading System: ABCDF

DAU5901. Dental Practice Dynamics Clinic0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

This is a clinical course designed to meet the transitional practice needs of each student. Time will be spent in the areas of auxiliary utilization, four-handed sit-down dentistry, interpersonal skills, practice management, time management, and orientation to the private practice.

Grading System: ABCDF

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CLK5901. Clerkship

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: None

This course is designed to provide each student with clinical experiences in differing community settings away from campus. Each student is involved for a total of three weeks in an ambulatory care dental facility. These facilities allow the student to apply his clinical skills in the delivery of primary dental care for diverse populations of patients.

Grading System: ABCDF

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OBMP5001. General and Oral Microanatomy8 lecture hrs | 12 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: None*

This course presents didactic information and provides laboratory experiences related to the microscopic appearance and functional correlates of cellular, subcellular and extracellular structures of the primary tissues, organs and organ systems of the human body. Emphasis is placed on the structure and function of tissues of the oral cavity, and on the correlation of basic science information to various aspects of clinical dentistry.

Grading System: ABCDF

OBMP5002. Applied Head and Neck Anatomy5 lecture hrs | 0 lab hrs | 0 clinical
hrs | 5 credit hrs*Prerequisite: None*

Lectures correlate the anatomical information learned in the laboratory to clinical problems, and also tie the regional approach of laboratory anatomy to systemic physiological anatomy. Students dissect the head region and the superficial and deep structures of the neck region. Models and movies of prosected material supplement dissection.

Grading System: ABCDF

OBMP5003. Neuroscience4 lecture hrs | 1 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: None*

This course presents the basic structure and function of the nervous system through lectures and laboratories. Case studies are used to correlate basic science information with clinical neuropathies of dental interest.

Grading System: ABCDF

OBMP5004. Systemic Anatomy1 lecture hrs | 3 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: None*

This course emphasizes the anatomical organization of axilla, thorax, abdomen, pelvis, and upper and lower extremities, Dissection models and movies of prosected materials are used to study the human body on a systemic basis. Clinical correlations are emphasized.

Grading System: ABCDF

OBMP5101. Biochemical Basis of Oral Health and Disease6 lecture hrs | 0 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: None*

Biomedical concepts and information essential to understanding the chemistry of the living cell are presented. Correlations between biochemistry and dental clinical sciences are emphasized.

Grading System: ABCDF

OBMP5102. Molecular Biology of Craniofacial Development2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

Topics include regulatory mechanisms and pathways involved in the flow of genetic information required for normal tissue development and homeostasis. Special emphasis is given to development of the teeth, periodontium and other oral structures. Processes of gametogenesis and early embryogenesis with emphasis on craniofacial development also are presented.

Grading System: ABCDF

OBMP5103. Nutrition for Dental Professionals1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: None*

In this course various aspects of nutritional counseling with patients are practiced. Major nutritional problems encountered in the clinical practice of dentistry are discussed.

Grading System: ABCDF

OBMP5201. Physiological Foundation for Dental Practice I2 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs*Prerequisite: None*

An integrated study of the functional system of the human body ranging from molecular interaction to organismic behavior is presented in this course. Special emphasis is placed on principles and concepts related to dental practice.

Grading System: ABCDF

OBMP5202. Physiological Foundation for Dental Practice II4 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

This course provides students knowledge of the basic functions of cells, tissues, organs and organ systems and how they interrelate so that they may make clinical judgments on a rational, scientific basis.

Grading System: ABCDF

OBMP5301. Oral Microbiology and Infectious Disease I

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: None

This course presents lectures on microbiology and immunology including microbial physiology, metabolism, genetics and mechanisms of pathogenesis and basic principles of immunology and immunological responses.

Grading System: ABCDF

OBMP5302. Oral Microbiology and Infectious Disease II

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: None

This course presents lectures on microbiology and immunology including microbial physiology, metabolism, genetics and mechanisms of pathogenesis and basic principles of immunology and immunological responses.

Grading System: ABCDF

OBMP5303. Cariology

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

The course presents an integrated study of the multifactorial aspects of dental caries, including theories of caries etiology, epidemiology, molecular pathology, microbiological and biochemical composition of dental plaque, host and nutritional influences on pathogenicity. Approaches to caries prevention including immunization, fluoridation, antimicrobial agents and sugar substitutes are discussed.

Grading System: ABCDF

OBMP5401. Pharmacology and Therapeutics for Dental Practice I

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This course is an introduction to pharmacology with emphasis on aspects of particular relevant to general dentistry.

Grading System: ABCDF

OBMP5402. Pharmacology and Therapeutics for Dental Practice II0 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs*Prerequisite: None*

This course includes the pharmacology of drugs that affect the central nervous system, autonomic nervous system, cardiovascular system and endocrine function.

Grading System: ABCDF

OBMP5403. Dental Pharmacology Seminar1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: None*

This course is a seminar review and is update of pharmacologic topics. A National Board examination package has been assembled from the last seven released exams. The questions are grouped according to topics and questions are identified by year (s). At each session, questions are reviewed and the instructor will update and/or emphasize any subjects that are recalled by the question.

Grading System: ABCDF

OBMP5501. Applied Pathology in Dentistry5 lecture hrs | 0 lab hrs | 0 clinical
hrs | 5 credit hrs*Prerequisite: None*

This course includes lectures and clinico-pathological conferences on the basic principles of disease, relevant histopathology and the underlying mechanism at the cellular and subcellular levels. The topics include cell pathology, inflammatory process, hemodynamic disturbances, genetic and metabolic disorders and neoplasia. In addition, pathology of the systemic organs is covered.

Grading System: ABCDF

OBMP5502. Clinical Pathology Conferences0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

This course is comprised of clinicopathologic conferences encompassing differential diagnosis of systemic diseases. These conferences include case studies of diseases with emphasis on pathogenesis relative to clinical manifestations with implications for patient management during treatment of oral disease. Fundamentally, this course is conducted in a problem-solving format.

Grading System: ABCDF

OBMP5503. Oral Pathology I0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: None*

The course examines the etiology and pathogenesis of oral and paraoral diseases and is the first of two courses in basic oral and maxillofacial pathology. The subject matter includes an introduction and biopsy techniques, developmental defects and anomalies, abnormalities of teeth, pupal/periapical diseases, periodontal diseases, bacterial infections, fungal and protozoal diseases, viral infections, physical and chemical injuries, allergies and immunological diseases, epithelial pathology, and salivary gland pathology. This course is conducted via lectures coupled with occasional clinicopathologic conferences which emphasize the development of a differential diagnosis and establishment of a final diagnosis.

Grading System: ABCDF

OBMP5504. Oral Pathology II0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: None*

This course examines the etiology and pathogenesis of oral and paraoral diseases and is the second of two courses in basic oral & maxillofacial pathology. The subject matter includes soft tissue tumors, hematologic disorders, bone pathology, odontogenic cysts and tumors, dermatologic diseases, oral manifestations of systemic disease, facial pain and neuromuscular diseases and forensic dentistry. The course is conducted via lectures coupled with clinicopathologic conferences which emphasize the development of a differential diagnosis and establishment of a final diagnosis.

Grading System: ABCDF

OBMP5505. Clinical Oncology0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

This course includes lectures and clinico-pathologic conferences which primarily emphasize the diagnosis and management of malignant and benign neoplastic lesions of the oral/perioral regions. Clinico-pathologic conferences are integrated for establishment of a differential diagnosis for lesions of oral/perioral regions as well as oral manifestations of systemic neoplasms.

Grading System: ABCDF

OBMP5601. Bioclinical Seminar I

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Clinical case reports pertinent to the basic science courses currently or previously taught will be presented to the class during the first 30 minutes of the seminars. The remaining one and a half hour of each seminar will be spend by a small group of students in the presence of a faculty moderator in discussing the learning issues pertinent to the case that was given to the students ten days prior to the seminar.

Grading System: ABCDF

OBMP5602. Bioclinical Seminar II

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Clinical case reports pertinent to the basic science courses currently or previously taught will be presented to the class during the first 30 minutes of the seminars. The remaining one and a half hour of each seminar will be spend by a small group of students in the presence of a faculty moderator in discussing the learning issues pertinent to the case that was given to the students ten days prior to the seminar.

Grading System: ABCDF

OBMP5603. Special Topics in Oral Biology

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

This interdisciplinary course is designed to highlight, through review information, quizzes, directed self-study and practice National Board questions, the biological science topics that are emphasized on Part I of the National Boards.

Grading System: ABCDF

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**CPR5001. Basic
Cardiac Life Support
(CPR))**

3 lecture hrs | 4 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

In this course the student completes a Basic Cardiac Life Support Healthcare Provider course according to the standards established by the American Heart Association. In addition, MCG Emergency Medical Protocol is reviewed.

Grading System: Satisfactory/Unsatisfactory

CPR5002. Basic Cardiac Life Support (CPR)

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

In this course the student completes a Basic Cardiac Life Support Healthcare Provider course according to the standards established by the American Heart Association. In addition, MCG Emergency Medical Protocol is reviewed.

Grading System: ABCDF

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**DAE5001. Dental
Assisting Elective**

0 lecture hrs | 0 lab hrs | 3 clinical hrs | 2 credit hrs

Prerequisite: None

This course offers the first year student the opportunity to learn basic dental assisting skills which the student will subsequently need to teach auxiliaries. The student will also observe and assist third and fourth year dental students. These experiences will familiarize the student with the protocols and procedures they will utilize in the future.

Grading System: Satisfactory/Unsatisfactory

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ETH5000. Ethics for Health Professionals

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This course provides an introduction to the structure and information necessary to help the student to recognize and assess significant ethical and legal issues in his or her practice. It consists of lectures and discussion which provide an opportunity to learn about the analytical techniques from ethics and law and the content of ethical standards found in the statements of the profession and the law.

Grading System: ABCDF

ETH5001. Ethics, Jurisprudence and Dentistry

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This course provides an introduction to the structure and information necessary to help the student to recognize and assess significant ethical and legal issues in his or her practice. It consists of lectures and discussion which provide an opportunity to learn about the analytical techniques from ethics and law and the content of ethical standards found in the statements of the profession and the law.

Grading System: ABCDF

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DIS5901. Independent Study Clinic 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

This course is for special students to register for clinical patient care time.

Grading System: ABCDF

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ISEM5001. Interdisciplinary Seminar

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course is designed to allow students to be exposed to nationally renowned dental experts. Dental leaders in education, research and private practice are invited to present state-of-the-art material

Grading System: Satisfactory/Unsatisfactory

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NBR5001. National Board Review

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

Review Session for Part II National Boards (Oral Rehab, Oral Surgery, Pharmacology, Endo, Epidemiology, Statistics, OSHA Standards, Oral Path)

Grading System: ABCDF

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NSO5001. New Student Orientation

10 lecture hrs | 6 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

New Student Orientation is a 1 credit hour, 16 contact hour pass/fail course for new first year students in the School of Dentistry to acquaint them with student services at the Medical College of Georgia, financial aid policies, the goals of dental education, and policies applicable to students in the DMD curriculum.

Grading System: Satisfactory/Unsatisfactory

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OCC5002. Occlusal Analysis

8 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

This course consists of lectures, laboratory and clinical procedures involved in making impressions and mounted diagnostic casts, in determining the functional status of the natural dentition, and in performing an occlusal adjustment.

Grading System: ABCDF

OCC5003. Diagnosis and Treatment of Temporomandibular Disorder

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

This course introduces the student to the screening, diagnosis and treatment of temporomandibular disorders. The course also provides the experience of laboratory fabrication, and delivery of a "centric relation", full arch coverage occlusal splint.

Grading System:
ABCDF

OCC5901. Occlusion Clinic

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This clinical course offers the student an opportunity to develop diagnostic and treatment skills in the areas of occlusion and temporomandibular disorders. The course reinforces and reviews principles learned in previous didactic courses by requiring their application in clinical situations likely to be encountered by general dentists.

Grading System: ABCDF

OCC5902. Occlusion Clinic

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This clinical course offers the student an opportunity to develop diagnostic and treatment skills in the areas of occlusion and temporomandibular disorders. The course reinforces and reviews principles learned in previous didactic courses by requiring their application in clinical situations likely to be encountered by general dentists.

Grading System: ABCDF

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ORP5001. Orientation to the Profession and Ethics

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This introductory course provides a multidisciplinary overview of dental practice. It illustrates the types of services which dentists offer, introduces dental terminology, presents examples of techniques and procedures, discusses various specialty services within dentistry, and provides insight on career opportunities. It discusses curricular expectations within each general category of dental practice. Significant individuals, materials and procedures in the history of dentistry are also reviewed.

Grading System: ABCDF

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PSE5901. Patient Services Elective

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This course provides the student with additional educational opportunities to provide patient care and to assist other students in providing patient care.

Grading System: ABCDF

PSE5902. Patient Services Elective

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

This course provides the student with additional educational opportunities to provide patient care and to assist other students in providing patient care.

Grading System: ABCDF

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RADD5001. Radiology

2 lecture hrs | 2 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This is an introductory course in dental radiology that includes lectures and laboratory exercises in radiation physics, radiation biology, radiation safety and radiographic techniques. An introduction to radiographic film processing, darkroom maintenance, error recognition and an introduction to radiological interpretation of normal anatomy, caries, periodontal disease and periapical disease will also be presented.

Grading System: ABCDF

RADD5002. Dental Radiologic Interpretation I

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: None

A comprehensive course in radiologic interpretation of developmental and pathologic lesions of the jaws and associated structures.

Grading System: ABCDF

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OMTP5001. Treatment Planning I

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

This course logically builds on the principles associated with the Diagnostic Method and Data Collection. The intent of the course is to review and amplify these concepts, with emphasis on data analysis/correlation, diagnosis, prognosis, and fundamentals of problem based dental/orofacial treatment planning.

Grading System: ABCDF

OMTP5002. Treatment Planning II

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

This course familiarizes students with the basics of treatment plan presentation. Patient management, communication skills and aids frequently used in case presentation will be discussed.

Grading System: ABCDF

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VOD5001. Vocational Opportunities in Dentistry 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

A seminar course emphasizing opportunities in the profession of dentistry.

Grading System: ABCDF

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EDS5901. Emergency Dental Services

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

The Emergency Dental Services (EDS) provides students with the experiences necessary for them to be competent in the prevention and management of dental emergencies. During rotation through the clinic, the student will encounter and treat the majority of dental emergencies which are commonly seen in dental practice including those of pulpal and periodontal origin, traumatic origin and those resulting from treatment failures.

Grading System: ABCDF

EDS5902. Emergency Dental Services

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

The Emergency Dental Service (EDS) provides students with the experiences necessary for them to be competent in the prevention and management of dental emergencies which may be encountered in dental practice. The service exposes each student to the majority of dental emergencies including those of pulpal and periodontal origin, traumatic origin and those resulting from treatment failures.

Grading System: ABCDF

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ENDO5001. Fundamentals of Endodontics1 lecture hrs | 4 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: None*

This course will introduce the student to the field of endodontics through lecture sessions and laboratory projects. At the conclusion of the course, the student shall be competent in the performance of endodontic procedures on extracted teeth. The student then will be scheduled in the Endodontic Block Clinic for endodontic treatment on extracted teeth mounted in the endodontic dentiform (endodontic simulations).

Grading System: ABCDF

ENDO5002. Endodontic Seminar0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

Seminars cover such topics as alternative endodontic techniques, endodontic surgery, rationale for case referral, and endodontic diagnosis. Students are also introduced to the endodontic literature with assignments of written reports of articles in the Journal of Endodontics.

Grading System: ABCDF

ENDO5901. Endodontic Clinic0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

This course consists of the completion of the Diagnostic Testing Exercise which includes performing endodontic diagnostic testing on a classmate and the performance of simulated clinical procedures on nonmolar extracted teeth mounted in the Endodontic Dentiform.

Grading System: ABCDF

ENDO5902. Endodontic Clinic0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: None*

This course consists of the performance of simulated clinical endodontic procedures on extracted molar teeth mounted in the Endodontic Dentiform. Complete details for the preparation of the Endodontic Dentiform are published in the Endodontic Clinic Manual. The successful completion of this course is a prerequisite prior to treating patients in the Endodontic Clinic.

Grading System: ABCDF

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GER5001. Introduction To Geriatric Dentistry

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

This course is an introduction to theories, related changes and special challenges of the aging process. Topics include demography and epidemiology, root surface caries, special pharmacological considerations, sensory deficits and functional declines, psychosocial issues, dementia, treatment planning and management for the frail, functionally dependent and biologically compromised older adult.

Grading System: ABCDF

**GER5901. Geriatric Dentistry Outreach
Elective**

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

Grading System: ABCDF

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IMPL5001. Introduction To Oral Implantology

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This is a lecture course designed to introduce the basic concepts and principles related to dental and oral implantology. Historical perspectives, implant biomaterials and devices, principles of placement, reconstruction and maintenance, current problems, controversies and research directions are among the topics included.

Grading System: ABCDF

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OMD5001. Principles of Personal Prevention

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The course provides students with the basic concepts necessary to understand the relationships between a variety of preventive measures, a healthier, safer lifestyle and a more rewarding career in dentistry.

Grading System: Satisfactory/Unsatisfactory

OMD5002. Oral Diagnosis I

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

An introduction to the technique of oral physical examination and collection of diagnostic data, oral diagnosis and treatment planning, so that students are prepared, with close supervision, to provide comprehensive oral examinations of patients in the MCG Dental Clinic.

Grading System: ABCDF

OMD5003. Nutrition

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

In this course various aspects of nutritional counseling with patients are practiced. Major nutritional problems encountered in the clinical practice of dentistry are discussed.

Grading System: ABCDF

OMD5004. Oral Medicine: The Medically Compromised Patient

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Oral Medicine is the part of dentistry involved in the diagnosis and treatment of primary and secondary diseases involving the oral and paraoral structures. The practice of oral medicine includes the application of knowledge of pathophysiology of disease, pharmacotherapeutics and dental sciences, which leads to the establishment of a diagnosis, management of the condition, and maintenance of the patient's health. The goal of this course is a review of the etiology, pathogenesis and medical management of systemic diseases which have implications in dental practice and to focus on the dental and oral health management of these patients. This includes coordination of care with other involved health care providers.

Grading System: ABCDF

OMD5005. Oral Medicine0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

This course presents methods for assessing and managing the oral soft tissue pathology, mucosal diseases, and oral manifestations of systemic disease which clinicians are likely to encounter in a general dental practice. It develops the basic concepts of differential diagnosis in order to rank probable diagnoses and presents appropriate methods of therapy. It applies the knowledge gained in oral pathology, pharmacology, and systemic pathology to clinical situations.

Grading System: ABCDF

OMD5006. Senior Oral Medicine Case Presentations0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: None*

In this course, each student presents a documented case to other students and faculty in which he has applied the principles of treatment planning, patient-student interaction and techniques of oral reconstructive procedures.

Grading System: ABCDF

OMD5901. Oral Medicine Clinic0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

This course trains the students in clinical techniques of oral physical examination, collection of diagnostic data, treatment planning, and patient management.

Grading System: ABCDF

OMD5902. Oral Medicine Clinic0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: None*

This course continues the students training in clinical techniques of oral physical examination, collection of diagnostic data, treatment planning, and patient management.

Grading System: ABCDF

OMD5903. Oral Medicine Clinic0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This course continues the students training in clinical techniques of oral physical examination, collection of diagnostic data, treatment planning, and patient management.

Grading System: ABCDF

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OSD5001. Local Anesthesia

2 lecture hrs | 0 lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: None

The clinical techniques of local anesthetic administration for dentistry are presented in lecture and performed in the laboratory.

Grading System: ABCDF

OSD5002. Fundamentals of Oral Surgery

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

This course provides basic information necessary to complete clinical requirements in oral surgery and in nitrous oxide conscious sedation, and subsequently perform those techniques within the scope of a general practitioner.

Grading System: ABCDF

OSD5003. Advanced Oral Surgery

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

An overview of surgical techniques and procedures that are performed by specialists in Oral and Maxillofacial Surgery.

Grading System: ABCDF

OSD5901. Oral Surgery Clinic

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course continues the student's training in clinical techniques of oral physical examination, collection of diagnostic data, treatment planning and patient management.

Grading System: ABCDF

OSD5902. Oral Surgery Clinic

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course is a continuation of Oral Surgery Clinic activity.

Grading System: ABCDF

OSD5903. Oral Surgery Hospital Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

A full-time, one week activity introducing the hospital dentistry and the role of the dentist in the hospital. Students are assigned to dental services at University Hospital and Medical College of Georgia Hospital and Clinics where they help treat oral surgery patients in the clinics, emergency rooms, and operating rooms. Students become familiar with admission and discharge of patients, the hospital chart, initiating hospital orders and obtaining and providing consultations for other hospital services. Two students at a time participate in the clerkship. The week extends from 7:00 a.m. Monday to noon Saturday. Students are on call 24 hours a day.

Grading System: ABCDF

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ORTH5001. Orthodontics I

2 lecture hrs | 1 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: None

This course is an introduction to orthodontics and is designed to provide the student with the knowledge base necessary to identify existing and developing problems associated with dental and/or skeletal malocclusions.

Grading System: ABCDF

ORTH5002. Orthodontics II

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: None

This is a lecture and laboratory course designed to acquaint the student with the indications for and usage of various orthodontic treatment modalities. Basic orthodontic biomechanical principles and their application will be presented. Special emphasis will be placed on the management of adjunctive orthodontic procedures which the student will be performing in clinic. Laboratory projects will provide a hands on simulation of adjunctive orthodontic techniques presented in lecture.

Grading System: ABCDF

ORTH5901. Orthodontic Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

The predoctoral orthodontic clinical experience provides the student with the opportunity to participate in the treatment of a patient with relatively uncomplicated dentoalveolar problems, involving primarily adjunctive or interceptive orthodontic treatment

Grading System: ABCDF

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PEDO5001. Preclinical Pediatric Dentistry

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

This course is designed to provide the didactic material and laboratory techniques necessary to prepare the students to diagnose, treatment plan and provide dental treatment for the typical child patient.

Grading System: ABCDF

PEDO5002. Pediatric Dentistry Seminar

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This seminar course reviews, updates and expands into areas beyond those covered in the preclinical pediatric dentistry course. Aspect of children's dentistry which are covered include: growth and development; pathology: pulp and trauma management; caries, prevention and restorative dentistry; tooth development, periodontology and oral surgery; child behavior; tooth eruption and diastemas; crossbites and space maintenance; occlusion, cephalometrics and serial extraction; radiology; and orthodontics and relapse.

Grading System: ABCDF

PEDO5003. Dentistry for the Disabled Patient

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The goal of this course is to sensitize the dental student to the needs of developmentally and physically disabled patients and to provide essential information pertaining to dental care for these patients.

Grading System: ABCDF

PEDO5901. Pediatric Dentistry Clinic

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The purpose of this course is to provide opportunities for the students to diagnose, treatment plan and provide dental treatment for the typical child patient.

Grading System: ABCDF

PEDO5902. Pediatric Dentistry Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This course provides additional opportunities for students to diagnose, treatment plan and provide comprehensive dental treatment for the typical child patient.

Grading System: ABCDF

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PER5001. Fundamentals of Periodontology1 lecture hrs | 3 lab hrs |
4 clinical hrs | 3 credit hrs*Prerequisite: None*

This course provides lectures, seminars, laboratories and clinical exercises to introduce the student to periodontology. Lecture topics include epidemiology and classification of periodontal diseases, periodontal pathology and etiology, assessment of etiological factors such as medical and dental history, soft tissue exam probing depth, clinical attachment levels, recession, bleeding, mobility, furcations, introgens, charting and radiographs, diagnosis and prognosis, scaling and root planing instrumentation, treatment planning, periodontal clinic protocol, plaque control and special ODC, response to instrumentation, maintenance of the patient, considerations in restorative and prosthetic treatment and behavior modification. Seminars provide discussion on treatment planning and reviews of periodontology. Laboratories provide for development of the student's understanding of clinical color changes, probing, root surface instrumentation and its differentiation from enamel surface instrumentation, practical exercises in instrumentation along with calculus removal, demonstrations of the proper instrument sharpening technique and instrument care. Clinical exercises include a color assessment, probing exercise, practical scaling/polishing on a paired student and treatment on two actual scale/polish patients.

Grading System: ABCDF

PER5002. Surgical Periodontics1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: None*

This course is designed to introduce the student to basic surgical techniques available to manage selected periodontal cases. Material covered will include surgical techniques such as the gingivectomy, Modified Widman Flap, open flap curettage, apically positioned flap, etc. The laboratory exercise in this course is designed to provide the student with an opportunity to gain limited hands-on pre-clinical surgical experience.

Grading System: ABCDF

PER5003. Contemporary Topics in Periodontology0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: None*

Lectures are presented on surgical protocol, acute periodontal conditions, early onset periodontitis, HIV and periodontal disease, diabetes and periodontal disease, trauma from occlusion, furcation management and periodontal regeneration. Lecture and laboratory exercises on ultrasonic instrumentation are presented. Controversies in periodontics are discussed.

Grading System: ABCDF

PER5004. Periodontology in a General Practice

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: None

This course reviews and updates periodontal subjects in seminar discussions with emphasis on clinical application and patient care in the private practice setting. Senior dental students and dental hygienists cooperate in the treatment of patients on a maintenance schedule. Emphasis is placed on solving clinical periodontal problems of patients.

Grading System: ABCDF

PER5901. Periodontic Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This is a clinical course in which the student, under faculty supervision, can adequately diagnose his/her patients periodontal conditions and provide treatment for mildly involved cases. The need for early treatment, effective patient performed disease control measures, and timely dentist-provided maintenance care is emphasized.

Grading System: ABCDF

PER5902. Periodontic Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs

Prerequisite: None

This is a clinical course in which the student, under faculty supervision, can diagnose his/her patients' periodontal conditions and treat mildly involved cases. The need for early treatment, effective patient-performed disease-control measures, timely dentist-provided maintenance care and the positive outcome deriving from them is emphasized. The student is expected to make continuing progress toward fulfilling department graduation requirements.

Grading System: ABCDF

PER5903. Periodontic Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This is a clinical course in which the student, under faculty supervision, is expected to adequately diagnose his or her patients' periodontal conditions, plan and satisfactorily provide treatment for mildly involved cases, gain a minimum of surgical experience and demonstrate competency in root planing. The student must demonstrate satisfactory maintenance of the periodontal health for all assigned cases.

Grading System: ABCDF

PER5904. Periodontic Clinic

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: None

This course is designed to allow the student the opportunity to complete the senior year requirements and to begin preparing for the regional boards. The course is confirmation of the student clinical skills and knowledge, and assessment of the ability of the student to perform both quality dentistry and a quantity of dentistry with a given time period.

Grading System: ABCDF

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PRO5002. Removable Partial5 lecture hrs | 3 lab hrs | 0 clinical
hrs | 5 credit hrs*Prerequisite: None*

This laboratory technique course stresses the fundamentals of proper RPD design and fabrication. Emphasis is on examination, diagnosis, sequential treatment planning and mouth preparation including occlusal modification to assure optimal stability and occlusal harmony of the RPD(s) in function.

Grading System: ABCDF

PRO5003. Complete Dentures1 lecture hrs | 1 lab hrs | 2 clinical
hrs | 3 credit hrs*Prerequisite: None*

This course extends the previously taught didactic and laboratory procedures to the clinic. A complete maxillary and mandibular denture is fabricated for an edentulous patient with major emphasis on correlating for the patient's biological milieu with the clinical aspects of complete prosthodontics.

Grading System: ABCDF

PRO5004. Advanced Prosthodontics0 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: None*

This course utilizes concepts from earlier courses as a starting point. It will seek to round out and complete the students' prosthodontic experience.

Grading System: ABCDF

PRO5901. Prosthodontic Clinic0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

The student will examine a patient requiring removable prosthodontic care. The student will then design, construct and insert two units of removable prosthodontics, under faculty supervision, by the posted semester insertion deadline.

Grading System: ABCDF

PRO5902AB. Prosthodontic Clinic0 lecture hrs | 0 lab hrs |
3 clinical hrs | 2 credit hrs*Prerequisite: None*

The student will examine patients requiring removable prosthodontic care. The student will then design, construct and insert three additional units of removable prosthodontics (total of 9) by the end of the 11th semester. Two of these units will be designated as a Test Case and will be considered the Patient Related Competency for this course. The Test case will be observed and competency evaluated at five points: maxillary final impression, mandibular final impression, jaw relation records, wax try-in, and insertion. Additionally an RPD recall, or an acceptable substitute, must be completed by the end of the semester.

Grading System: ABCDF

PRO5902BB. Prosthodontic Clinic

0 lecture hrs | 0 lab hrs |
3 clinical hrs | 2 credit hrs

Prerequisite: None

The student will examine patients requiring removable prosthodontic care. The student will then design, construct and insert three additional units of removable prosthodontics (total of 9) by the end of the 11th semester. Two of these units will be designated as a Test Case and will be considered the Patient Related Competency for this course. The Test case will be observed and competency evaluated at five points: maxillary final impression, mandibular final impression, jaw relation records, wax try-in, and insertion. Additionally an RPD recall, or an acceptable substitute, must be completed by the end of the semester.

Grading System: ABCDF

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AHS7000. Health Care Administration and Management0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs*Prerequisite: None*

A problem-based course in women's health open to allied health professional students. Course will be offered on-line, enabling students to complete the learning activities in their own time. Asynchronous and/or synchronous discussion will enable participants to identify common learning issues, and discuss patient evaluation and management options. Learning resources will be available on-line.

Grading System: ABCDF

AHS9010. Research Seminar2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: Statistics courses*

Phenomena relevant to allied health investigators are discussed. Emphasis is placed on identifying researchable problems and research strategies.

Grading System: ABCDF

AHS9020. Methods of Research3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Statistics courses (one course may be concurrent with AHS9020)*

The systematic examination of the research process and methodologies appropriate to allied health professions. Emphasis is placed upon the interrelationship among the components of the research process. Learning experiences include the critical analysis of research studies and the development of research proposal.

Grading System: ABCDF

AHS9050. Seminar in Allied Health Professions Education 1-0-0-10 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 2 credit hrs*Prerequisite: None*

Through readings, discussion, and student presentations, the unique aspects of professional education will be explored. The contributions to professional education from pedagogy, andragogy, behaviorism, humanism, and other pertinent philosophies will be discussed.

Grading System: ABCDF

AHS9100. Research Practicum

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 5 credit hrs

Prerequisite: AHS9020 (may be concurrent)

Enables students to pursue in depth the area (clinical, laboratory, community) and/or populations relevant to their research interests. Must be approved by the student's major professor prior to registration for the course.

Grading System: ABCDF

AHS9200. Special Project

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 4 credit hrs

Prerequisite: None

Independent development of a project through the application of the problem-solving process or application of the formal research process in conducting a study in theory, practice, or education.

Grading System: ABCDF

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BMB7450. Medical Biochemistry8 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: None*

Covers the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism.

Emphasis on medical application.

Grading System: ABCDF

BMB8010. Core Biochemistry and Molecular Biology5 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs*Prerequisite: None*

The first course of a two course sequence that covers the chemistry of the constituents of living matter, intermediary metabolism and molecular biology. Topics covered during the course include protein chemistry, enzyme kinetics, lipid chemistry, structure and properties of nucleic acids, and metabolic regulation.

Grading System: ABCDF

BMB8020. Core Biochemistry and Molecular Biology5 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs*Prerequisite: None*

The continuation course of a two course sequence covering the chemistry of the constituents of living matter, intermediary metabolism and molecular biology. Topics covered include the metabolism of macromolecules, membrane function, gene structure and the regulation of gene expression.

Grading System: ABCDF

BMB8201. Current Topics and Techniques in Molecular Biology3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Medical Biochemistry, BMB 8010, BMB 8020*

The continuation course of a two course sequence covering the chemistry of the constituents of living matter, intermediary metabolism and molecular biology. Topics covered include the metabolism of macromolecules, membrane function, gene structure and the regulation of gene expression.

Grading System: ABCDF

BMB8260. Introduction to Research in Biochemistry and Molecular Biology

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: BMB 8010

An overview of current techniques in biochemical and molecular biological laboratory investigations and standard laboratory practices.

Grading System: ABCDF

BMB8280. Neurochemistry

5 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs

Prerequisite: Basic biochemistry or chemistry recommended

Brain structure, myelinogenesis, synaptic structure and function, receptors, neurotransmitter synthesis, action, molecular biology, research methodology for neurochemistry and neuroscience.

Grading System: ABCDF

BMB8900. Workshop in Biochemistry and Molecular Biology

1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: Medical Biochemistry

An in-depth review of research in selected areas of biochemistry and molecular biology. Emphasis is on student presentations. Students are required to present literature reviews and/or original research papers on assigned topics.

Grading System: ABCDF

BMB9010. Seminar in Biochemistry and Molecular Biology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Research presentations by MCG faculty, students and visiting research scientists.

Grading System: Satisfactory/Unsatisfactory

BMB9020. Seminar in Biochemistry and Molecular Biology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Research presentations by MCG faculty, students and visiting research scientists.

Grading System: Satisfactory/Unsatisfactory

BMB9210A. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

BMB9210B. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

BMB9300A. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

BMB9300B. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

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ANM6500. Musculoskeletal Anatomy1 lecture hrs | 3 lab hrs | 0 clinical hrs |
4 credit hrs*Prerequisite: None*

Grading System: ABCDF

ANM6500X. Musculoskeletal Anatomy1 lecture hrs | 3 lab hrs | 0 clinical hrs |
4 credit hrs*Prerequisite: None*

Grading System: ABCDF

ANM7010. Human Gross Anatomy4 lecture hrs | 6 lab hrs | 0 clinical
hrs | 7 credit hrs*Prerequisite: None*

Study of the Anatomy of the Human Body as applicable to Clinical Practice. Lectures, laboratory and demonstration materials are directed studies.

Grading System: ABCDF

ANM7030. Neuroanatomy5 lecture hrs | 1 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Course must be taken with PHY 7030*

A lecture and laboratory course to provide an understanding of the structure, function and dysfunction of the human nervous system. It is taught with PHY 7030 to integrate structure and function. These two courses are taught as ITD-550 for medical students, which includes clinical neurology. ANM 703 and PHY 703 must be taken together.

Grading System: ABCDF

ANM7040. Graduate Neuroanatomy6 lecture hrs | 6 lab hrs |
0 clinical hrs | 4 credit hrs*Prerequisite:*

An in-depth study of the central and peripheral nervous system as related to functional and clinical neurology. Lectures are based on 18 units of the nervous system as covered in the course textbook. Laboratories consist of the study of the surface anatomy of the brain, spinal cord and peripheral nervous system. Internal structures of the brain and spinal cord are studied in coronal, sagittal and axial sections, as well as x-rays, CT-scans and MRI series. The second half of the laboratory is devoted to special dissections of nuclei, tracts and other internal structures of the brain and spinal cord.

Grading System: ABCDF

ANM7710. General Immunology2 lecture hrs | 1 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

Introduction to the components of the immune system, control of the immune system, and clinical aspects of host defenses.

Grading System: ABCDF

ANM8010. Special Topics in Anatomy

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: None

Discussion and analysis of current research areas.

Grading System: Satisfactory/Unsatisfactory

ANM8020. Introduction To Research2 lecture hrs | 0 lab hrs | 0 clinical hrs |
2 credit hrs*Prerequisite: None*

Discussion and analysis of current research areas

Grading System: ABCDF

ANM8050. Cell Biology and Development3 lecture hrs | 3 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: Cell Biology, Biochemistry and/or Gross Anatomy, or permission of the course director.*

The microscopic anatomy and development of all human organ systems as well as the cellular biology of various tissues and organs are taught in detail. In addition, early human development and systemic development will be considered in detail. Cellular biology, as it relates to anatomic structure, will be presented.

Grading System: ABCDF

ANM8080. Retinal Cell Biology

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Core Cell Biology

Focuses on the retina as a model for research on CNS cellular functional and growth.

Grading System: ABCDF

ANM8120. Advanced Topics in Immunology 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: General immunology or permission of instructor

This course gives an in-depth coverage of the components of the immune system

Grading System: ABCDF

ANM8150. Molecular and Cellular Virology 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Functional Cell Biology I and II, or Medical Biochemistry, or Medical Microbiology

Lectures on selected topics and discussion of current research papers. Topics reflect the use of animal viruses as model systems to understand cellular functions at a molecular level.

Grading System: ABCDF

ANM9010. Seminar in Cellular Biology and Anatomy 1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Forum for faculty and graduate students to present their research.

Grading System: Satisfactory/Unsatisfactory

ANM9210A. Investigation of a Problem lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

ANM9210B. Investigation of a Problem lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

ANM9300. Research 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

ANM9300A. Research 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

ANM9300B. Research 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

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DHY8000. Clinical Dental Hygiene2 lecture hrs | 0 lab hrs | 4 clinical
hrs | 3 credit hrs*Prerequisite: Admission to program*

This course is designed to equip the graduate student with the background knowledge, competencies, and attributes essential for the delivery of clinical dental hygiene instruction in a variety of settings. Emphasis is placed on development of the student's observational and instructional skills in recognizing and developing a task analysis approach to all clinical procedures. Information will be presented through seminar and clinical activities.

Grading System: ABCDF

DHY8030. Dental Hygiene Leadership3 lecture hrs | 0 lab hrs | 0 clinical hrs |
3 credit hrs*Prerequisite: Admission to the program*

A study of current leadership roles and issues impacting the dental hygiene profession.

Grading System: ABCDF

DHY8090. Advanced Clinical Field Experience2 lecture hrs | 0 lab hrs | 4 clinical
hrs | 3 credit hrs*Prerequisite: Admission to the program*

Individually designed to provide management and clinical experiences at area hospitals, institutions, or public health agency to fit supervisory and/or clinical interests of the student. The project is co-supervised by an appropriate member of the medical/dental faculty

Grading System: ABCDF

DHY9210. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 4 credit hrs

Prerequisite: Enrollment in the M.S. or M.H.E program; approval of major advisor

Investigation of a topic of particular interest to the individual student's area of study. The topic, activities to be undertaken, and evaluation methods will be determined collaboratively by the student, major advisor, and tutorial faculty member if on is involved.

Grading System: Satisfactory/Unsatisfactory

DHY9250. Project in Dental Hygiene

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 4 credit hrs

Prerequisite: AHS9010 Research Seminar; statistics course(s); proposal accepted by the student's committee

This course requires the satisfactory completion of an original project in dental hygiene. Results of the study and a critical review of the pertinent literature are incorporated into the student's work. The study must be of publishable quality.

Grading System: ABCDF

DHY9300. Thesis

lecture hrs | lab hrs | clinical hrs | 1 - 4 credit hrs

Prerequisite: Completion of required course work. Research Proposal approved by student's committee.

Grading System: Satisfactory/Unsatisfactory

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EDU6210. Group Dynamics3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Admission to School of Graduate Studies*

This course is designed for graduate students to build on their previous academic, personal and professional experience in small group activities. The focus is on the theoretical content of group dynamics. Different types of groups are defined and discussed. The ethical and professional issues of leadership are explored in group work. Students are provided with the opportunity for experiential group processes.

Grading System: ABCDF

EDU7000. Curriculum and Instruction in Higher Education3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: None*

The purpose of this course is to provide the learner with a foundation regarding curriculum or program development and instructional theory. The learner also is provided with opportunities for role development through learning activities which exemplify roles of a professional educator regarding curriculum and instruction.

Grading System: ABCDF

EDU7001. Methods of Evaluation in Higher Education4 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: EDU7000 (may be concurrent)*

This course focuses on the analysis and construction of instruments appropriate for the evaluation of student classroom and clinical performance. Issues considered include reliability, validity, item analysis, use of scales and other observational tools, setting of performance standards, and assignment of grades. The role of the instructor in student evaluation is discussed throughout the course.

Grading System: ABCDF

EDU7003. Teaching Practicum1 lecture hrs | 4 lab hrs | 0 clinical
hrs | 1 - 3 credit hrs*Prerequisite: EDU7000, EDU7006 (may be concurrent)*

Develops the student's teaching skills in classroom and clinical setting. The overall goal is to enhance the impact the graduate student has on his/her students in attitudes, skills and content knowledge. The student is expected to use content from previous courses such as: curriculum development and measurement and evaluation.

Grading System: ABCDF

EDU7005. The Adult As a Learner

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Assists health care practitioners in applying the body of knowledge related to adult learning to settings in which they will be teaching and practicing. Helps students analyze theories of adult learning, learning needs, goals, strategies and evaluation plans suitable for the adult learner.

Grading System: ABCDF

EDU7006. Instructional Processes

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: EDU7000

Focuses on teaching strategies and the instructional process. Emphasizes course planning and factors that influence selection of appropriate instructional methods, including the use of multi-media and other instructional technology.

Grading System: ABCDF

EDU7020. Health Informatics and Utilization of Electronic T

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 5 credit hrs

Prerequisite: Admission to the School of Graduate Studies

Access to WWW

Grading System: ABCDF

EDU9200. Special Project

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: None

Independent development of a project through the application of the problem-solving process or application of the formal research process in conducting a study in theory, instruction, or some other aspect of the education process.

Grading System: ABCDF

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END9210A. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission to a graduate program

This course is a laboratory rotation course that allows students to spend time during their first year in a faculty member's lab.

Grading System: Satisfactory/Unsatisfactory

END9210B. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission to a graduate program

This course is a laboratory rotation course that allows students to spend time during their first year in a faculty member's lab.

Grading System: Satisfactory/Unsatisfactory

END9300A. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

END9300B. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

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OBMP7220. Applied Pathology 5 lecture hrs | 0 lab hrs | 0 clinical hrs | 5 credit hrs

Prerequisite: None

Grading System: ABCDF

OBMP8001. Topics in Oral Biology I

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: D.M.D., D.D.S., or equivalent; 2 years dental school for combined programs.

This course is composed of three blocks. The first block addresses hard tissue biology in which the anatomy, physiology, and biochemistry of bone and teeth are emphasized. The second block is devoted to temporomandibular joint disorders, and emphasizes the fundamental basic science that is essential in understanding the clinical problems related to the temporomandibular joint. The third block is regeneration/repair of orofacial tissues and emphasizes growth and differentiation of hard and soft tissues and the biochemical basis of wound healing.

Grading System: ABCDF

OBMP8002. Topics in Oral Biology 2

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: D.M.D., D.D.S., or equivalent; 2 yrs dental school for combined programs.

The course is composed of two blocks. The first block is hemostasis and bleeding disorders which deals with fundamental concepts in the biochemistry, anatomy and physiology of the hemostatic response and bleeding disorders. The second block is orofacial infections in which the types of orofacial infections along with the causative agents, the role of lymphatic and other anatomic structures in the spread of infection, host defense mechanisms and anti-microbial therapies are presented.

Grading System: ABCDF

OBMP8003. Topics in Oral Biology 3

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: D.M.D., D.D.S., or equivalent; 2 yrs. dental school for combined programs.

The course is composed of three major blocks. The first block is a series of lectures on pain and anxiety management in dentistry. The second block addresses the dental management of the medically complex patient. The third block covers salivary gland function in health and disease.

Grading System: ABCDF

OBMP8004. Topics in Oral Biology 42 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: None*

The course is composed of two blocks. The first block is a series of lectures related to molecular pathology. The second block emphasizes genetics as it relates to orofacial anomalies and defects. This course is a multidisciplinary approach to these topics.

Grading System: ABCDF

OBMP8100. Special Topics in Oral Biology3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: None*

This course introduces the Master of Science graduate student to basic statistical concepts. In addition, selected computer software is used by the student to perform statistical analyses.

Grading System: ABCDF

OBMP8540. Advanced Oral Pathology2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: None*

The course is comprised of a series of lectures on Advanced Oral pathology with emphasis on the etiology, mechanisms, and state of the art diagnostic measures and prognostic evaluation.

Grading System: ABCDF

**OBMP8640. Research
Proposal Development**

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

This course presents the entering oral biology graduate students with the range of opportunities available on campus (facilities, faculty, and instrumentation/techniques) to them to pursue for the purposes of fulfilling their Master's or Doctoral research requirements. Additional topics to be covered include fundamentals of computer literacy required to develop, present, and perform an acceptable, graduate-level research project: word processing, spreadsheet software, computer presentation programs, and reference management. Also, the student will be presented with facilities to perform on-line data searching. A series of short presentations concerning frequently utilized statistical methods will be presented. The student will also be introduced to the basics of structure, organizations, and format of an acceptable research proposal and manuscript.

Grading System: Satisfactory/Unsatisfactory

OBMP9010. Seminar in Oral Biology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course consists of several one hour seminars that will be presented by dental faculty, graduate students and invited lecturers. The seminar topics will be related to the research being conducted by each presenter

Grading System: Satisfactory/Unsatisfactory

OBMP9020. Graduate Oral Biology Seminar

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course consists of several one hour seminars that will be presented by dental faculty, graduate students and invited lecturers. The seminar topics will be related to the research being conducted by each presenter.

Grading System: Satisfactory/Unsatisfactory

OBMP9020. Graduate Oral Biology Seminar

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course consists of several one hour seminars that will be presented by dental faculty, graduate students and invited lecturers. The seminar topics will be related to the research being conducted by each presenter.

Grading System: Satisfactory/Unsatisfactory

OBMP9210. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: None

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

OBMP9210A. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: None

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

OBMP9300A. Research lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S thesis.

Grading System: Satisfactory/Unsatisfactory

OBMP9300B. Research lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S thesis.

Grading System: Satisfactory/Unsatisfactory

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RAD6401. Clinical Imaging Correlation2 lecture hrs | 4 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: Certification by a national certifying organization in a radiologic technology profession.

The course will provide an in-depth study of diagnostic imaging with particular attention given to correlation of various imaging modalities. The student will make a study of patient parameters and physical principles that affect image quality.

Grading System: ABCDF

RAD6403. Overview of Sonograph Services1 lecture hrs | 0 lab hrs | 3 clinical
hrs | 3 credit hrs

Prerequisite: Certification by a national certifying organization in a radiologic technology profession, other than diagnostic medical sonography.

This course will be tailored to primarily fit the needs of the radiologic technology professional who desires an understanding of sonography. Subject matter includes an overview of physics, cardiovascular, abdominal, and OB/GYN sonography. This course will require clinical rotations but will not lead to clinical proficiency in any area of sonologic examinations.

Grading System: ABCDF

RAD7501. Research Techniques in Diagnostic Imaging0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 - 4 credit hrs

Prerequisite: Completion of at least one course in research statistics or permission of advisor.

The student will be introduced to research techniques utilized in diagnostic imaging through problem solving exercises in the areas of clinical management, quality assurance, or technology. Students will work as individuals and/or in groups.

Grading System: ABCDF

RAD9250. Applied Project in Diagnostic Imaging0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 - 4 credit hrs

Prerequisite: Approval of advisory committee

The student will develop, with the assistance of his/her advisor, a project related to diagnostic imaging protocols. Projects may be based on clinical utility, case management, education, or administrative functions of diagnostic imaging.

Grading System: ABCDF

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SGS8010. Scientific Communication and Research2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Students should be carrying out research for their thesis.*

The course encompasses the writing of abstracts and curriculum vitae, oral presentations, and analysis of the pressures which cause violations of research ethics. In addition, there is discussion of human and animal experimentation.

Grading System: ABCDF

SGS8011. Responsible Conduct of Researchlecture hrs | lab hrs | clinical
hrs | 1 credit hrs*Prerequisite: Acceptance into the School of Graduate Studies*

This course will provide an overview, via lecture and discussion, of critical issues related to the responsible conduct of research. In addition, it will fulfill the requirements established by the Office of Research Integrity and the Public Health Service for ensuring that PHS-supported researchers are provided adequate instruction in conducting responsible research and ensuring integrity of the research record.

Grading System: ABCDF

SGS8012. Scientific Communications

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Acceptance into the School of Graduate Studies

This course focuses on writing and presentations skills needed for a career in biomedical sciences. It provides basic instruction in writing abstracts, curriculum vitae, and grant applications as well as how to organize and give oral scientific presentations. Also covered are basic aspects related to teaching skills needed in the biomedical classroom and laboratory.

Grading System: Satisfactory/Unsatisfactory

SGS8021. Biochemistry and Gene Regulationlecture hrs | lab hrs | clinical
hrs | 5 credit hrs*Prerequisite: Acceptance into the School of Graduate Studies*

One semester course includes metabolism: enzyme structure, kinetics and mechanisms: RNA, DNA, and protein biogenesis: DNA repair and recombination; cell cycle control, cancer genetics. Classroom time includes lectures, discussion, and demonstrations using traditional and alternative teaching methods.

Grading System: ABCDF

SGS8022. Molecular Cell Biologylecture hrs | lab hrs | clinical hrs |
5 credit hrs*Prerequisite: Acceptance into the School of Graduate Studies*

This course focuses on the study of the cell as the fundamental structural and functional unit of which all living organisms are constructed. Cell biology serves as a bridge between molecular biology, basic biochemistry, physiology, and morphology at the gross anatomical level and is increasingly a principle area of focus for biomedical research. In this course, the properties of cells are analyzed initially by viewing the structural organization, functional interactions, and biogenesis of cellular components with particular emphasis on understanding of processes involved in regulating the specific composition and interactions of cellular organelles. This forms a basis for the subsequent consideration of cell-cell interactions at the cellular and the tissue level. One semester course includes classroom time includes lectures discussion, and demonstrations using traditional and alternative teaching methods.

Grading System: ABCDF

SGS8033. Integrated Systems Biology5 lecture hrs | 2 lab hrs | clinical
hrs | 6 credit hrs*Prerequisite: Acceptance into the School of graduate Studies Ph.D program.*

One semester course includes basic anatomy, physiology, and pharmacology of all the organ systems. Special topics also covered include integrated biosystems and feedback, physiological genomics, modern drug discovery, and hot research topics. Classroom time includes lectures, discussion, and demonstrations using traditional and alternative teaching methods.

Grading System: ABCDF

SGS8034. Neuroscience2 lecture hrs | lab hrs | clinical
hrs | 2 credit hrs*Prerequisite: Acceptance into the School of graduate Studies Ph.D program.*

One semester course includes basic anatomy, physiology, and Pharmacology of the nervous system. Emphasis is placed on important areas of research interest while providing the fundamental knowledge needed for a broad understanding of neural systems. Classroom time includes lectures, discussions, and demonstrations using traditional and alternative teaching methods.

Grading System: ABCDF

SGS8035. Immunology2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Acceptance into the School of graduate Studies Ph.D program.*

One semester course includes a range of topics related to our current state of knowledge of the immune system and the field of microbiology. Emphasis is placed on important areas of research interest while providing the fundamental knowledge needed for a broad understanding of immunology and microbiology. Classroom time includes lectures, discussions, and demonstrations using traditional and alternative teaching methods.

Grading System: ABCDF

SGS8040. Introduction to Faculty Research

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Acceptance into the School of Graduate Studies Ph.D. program

An introduction to all of the research topics currently being conducted by biomedical Sciences graduate faculty.

Grading System: Satisfactory/Unsatisfactory

SGS8050. Introduction to Research I

0 lecture hrs | 10 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Acceptance into the School of Graduate Studies Ph.D. program

Individualized instruction in a research or core laboratory. Students should master at least one laboratory technique and become familiar with the various activities of the laboratory.

Grading System: Satisfactory/Unsatisfactory

SGS8060. Introduction to Research II

0 lecture hrs | 10 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: SGS 8050

Individualized instruction in two research or core laboratories. For each laboratory, students should master at least one laboratory technique and become familiar with the various activities of the laboratory. Students will spend half of the semester in each laboratory.

Grading System: Satisfactory/Unsatisfactory

SGS8110. Physiomics and Pharmacogenomicslecture hrs | lab hrs |
clinical hrs | 3 credit
hrs*Prerequisite: Biomedical Sciences first-year core courses*

Physiomics is the study of the complex pathways linking function with gene products. Advances in genetic mapping and sequencing have given rise to the next great challenge and opportunity for physiology: to link genes and complex pathways to physiology and disease. Pharmacogenomics, in turn, holds the promise that drugs might be adapted to each person's own genetic makeup, and that genetic control can be a means of treating disease. This course will serve as a mechanism, to introduce students to these rapidly changing fields. Importantly, the course will highlight functional complexities due to gene interactions with the environment (nutrition,, aging, gender exercise, disease). Experimental aspects of scientific information will be emphasized.

Grading System:
ABCDF**SGS8120. Cardiovascular Physiology and Pharmacology**lecture hrs | lab hrs |
clinical hrs | 3 credit hrs*Prerequisite: Biomedical Sciences first-year core courses.*

Integrative study of the cardiovascular system and how drugs are used to treat cardiovascular disease. Cardiac, vascular and renal physiology will be studied in detail, and also will be integrated into an overall scheme for control of the circulation. The use of drugs as cardiovascular research tools also will be interwoven into this approach.

Grading System: ABCDF

SGS8130. Scientific Grant Writing0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 1 credit hrs*Prerequisite: Core Course or equivalent.*

Practical course on grant writing. Specific steps in writing a grant Application, from the hypothesis and Specific steps in writing a grant Application, from the hypothesis and Specific Aims through the final product, are presented and discussed as the student writes an application that will be submitted to a granting agency.

Grading System: ABCDF

SGS8210. Fundamentals of Oncology 1: The Basic Science of Oncology3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Satisfactory completion of the first year biomedical sciences core curriculum, or permission of the course director.

As the first semester of a two-semester course sequence, this course covers fundamental aspects of cancer biology with emphasis on the etiology of cancer, natural history of neoplasia, epidemiology of human malignancies, host-tumor relationships, immunobiology and principles of chemotherapy and radiotherapy.

Grading System: ABCDF

SGS8220. Fundamentals of Oncology 2: The Clinical Science of Oncology

3 lecture hrs | 2 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Satisfactory completion of SGS8210, or permission of the instructor.

As the second semester of a two-semester course sequence, this course offers a survey of the entire spectrum of human neoplasias, emphasizing their classification, their natural history, their cellular and molecular biology and the diverse ways of which they are treated.

Grading System: ABCDF

SGS9210. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: None

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

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STA6800. Research Statistics I

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: College algebra

Principles of statistical models, descriptive statistics, probability distributions, theory of estimation and hypothesis testing, simple linear regression, computerized data analysis.

Grading System: ABCDF

STA6810. Research Statistics II

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: STA6800 or equivalent

Analysis of variance, non-parametric statistical methods, survival analysis, multiple linear regression, regression diagnostics

Grading System: ABCDF

STA6820. Advanced Research Statistics I

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: STA6810

Multiple regression, correlation, curve fitting, multiple regression prediction models, analysis of variance and covariance, reliability

Grading System: ABCDF

STA6830. Advanced Research Statistics II

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: STA6820

Introduction to multivariate analysis

Grading System: ABCDF

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HIM7020. Program/department Development 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Analysis of various theories regarding planning hierarchies

Grading System: ABCDF

HIM7050. Advanced Theory/change in Health Information Management 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Analysis of various theoretical perspectives, directions, sources, processes, patterns, and consequences of change in health information management. Emphasizes certain aspects of change, such as trends in third party reimbursement.

Grading System: ABCDF

HIM7100. Quality Management in Health Care 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Quality management in health care is rapidly changing. This course examines quality in the healthcare setting: its processes and related components such as utilization review and risk management

Grading System: ABCDF

HIM7200. Health Informatics 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Survey course in the application of information technology to patient care, public health, and management in health services organizations. The course is designed to develop student understanding of the utilization and management of patient information systems. It includes trends in medical informatics.

Grading System: ABCDF

HIM9210. Applied Problem in Health Information Management 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: None

Investigation of a topic of particular interest to the student's area of study. The topic and plan must be approved by the student's advisory committee.

Grading System: Satisfactory/Unsatisfactory

HIM9300. Thesis

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: None

Application of the formal research process in conducting a study in health information management.

Grading System: Satisfactory/Unsatisfactory

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MIL6650. Medical Illustration Techniques Ia 1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Graduate Program

An introduction to techniques and media of the medical illustrator, including line, continuous tone, and color, using traditional materials and electronic media. The accurate and aesthetic presentation and preparation of visual biomedical information for publication and projection is stressed.

Grading System: ABCDF

MIL6651. Medical Illustration Techniques I B 1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MIL 6650

An introduction to techniques and media of the medical illustrator, including line, continuous tone, and color using traditional materials and electronic media. The accurate and aesthetic presentation and preparation of visual biomedical information for publication and projection is stressed.

Grading System: ABCDF

MIL6658. Tri-Dimensional Techniques 1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Elective; permission of instructor

An introduction to the techniques and media used in creating and producing three-dimensional bioscientific materials, include facial prosthetics.

Grading System: ABCDF

MIL6670. Electronic Media I 1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Graduate Program

Introduction to the terminology, concepts, and techniques of computer graphics, with emphasis on the software currently used in the field of Medical Illustration for two-dimensional images. Course will also cover current storage and output considerations.

Grading System: ABCDF

MIL6671. Electronic Media II 2 lecture hrs | 4 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Electronic Media I

Advanced concepts and techniques of computer graphics, with emphasis on the software currently used in the field of medical illustration for two-dimensional, as well as three-dimensional images.

Grading System: ABCDF

MIL6780. Surgical Techniques

1 lecture hrs | 2 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the Graduate Program

An orientation to surgery in which the student performs several procedures on laboratory animals, utilizing standard equipment, materials and techniques.

Grading System: ABCDF

MIL7650. Surgical Observation and Sketching I

1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MIL 6650, 6651, and 6780.

The observation and sketching of surgical procedures in the operating rooms and related visual references in the clinics and laboratories of the medical center. The sketches are used as reference material for illustrations accomplished in MIL 7660, 7661, and 9210.

Grading System: ABCDF

MIL7651. Surgical Observation and Sketching II

0 lecture hrs | 8 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: MIL 7650

The observation and sketching of surgical procedures in the operating rooms and related visual references in the clinics and laboratories of the medical center. The sketches are used as reference material for illustrations accomplished in MIL 7660, 7661, and 9210.

Grading System: ABCDF

MIL7660. Medical Illustration Techniques I I A

1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MIL 6651

A studio experience in which the student utilizes a variety of art media and techniques in preparing medical illustrations that meet stated objectives. Emphasis is on application of techniques to practical assignments and on problem-solving.

Grading System: ABCDF

MIL7661. Medical Illustration Techniques II B 1 lecture hrs | 8 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MIL 7660

A studio experience in which the student utilizes a variety of art media and techniques in preparing medical illustrations that meet stated objectives. Emphasis is on application of techniques to practical assignments and on problem-solving.

Grading System: ABCDF

MIL7670. Multimedia I 2 lecture hrs | 4 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Graduate Program

Introduction to the terminology, concepts and techniques of animated computer graphics, with emphasis on the software currently used in the field of medical illustration for animation and interactive title construction. Course will also cover script writing, story boarding, interface design and output considerations.

Grading System: ABCDF

MIL7671. Multimedia I I 2 lecture hrs | 4 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: MIL 7670

Advanced concepts and techniques of computer animation and internet graphics, with emphasis on production of a interactive title.

Grading System: ABCDF

MIL8020. Learning Resource Management 1 lecture hrs | 4 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Permission of instructor.

An overview of current instructional technology with emphasis on audiovisual resources. Management procedures and business practices for institutional and self-employment illustrators are covered. Issues related to ethics, copyright, contracts and negotiation are explored.

Grading System: ABCDF

MIL9210. Investigation of a Problem

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the Graduate Program

Independent study demonstrating competency in creating and producing bioscientific images for visual communication media in specific technique and subject matter areas.

Grading System: Satisfactory/Unsatisfactory

MIL9250. Master's Project

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: Admission to the Graduate Program

A visual presentation of a bioscientific subject prepared in partial fulfillment of the requirements for the degree of Master of Science in Medical Illustration.

Grading System: Satisfactory/Unsatisfactory

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IMMB8110. Medical Microbiology

6 lecture hrs | 0 lab hrs | 0 clinical hrs |
7 credit hrs

Prerequisite: None

This course combines principles of Immunology, Medical Microbiology and Infectious Diseases.

Grading System: ABCDF

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MTCG8140. Flow Cytometry2 lecture hrs | 4 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: Statistics, research methods, immunology, hematology, MT certification, graduate status

This course covers an introduction to instrumentation, principles, and clinical and research applications. The student receives basic instruction in all phases of specimen preparation, quality control procedures, reagents, and troubleshooting. Additionally, the student will be introduced to data interpretation, statistics, DNA and phenotype marker technique.

Grading System: ABCDF

MTCG8340. Laboratory Administration1 lecture hrs | 0 lab hrs |
5 clinical hrs | 2 credit hrs

Prerequisite: None

This course provides a review of management concepts and terminology, and the opportunity to identify and address a clinical laboratory management problem. Management techniques are used to develop an appropriate method or device to be used in solving the problem. Written communication skills are stressed.

Grading System: ABCDF

MTCG8440. Clinical Microbiology2 lecture hrs | 4 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Microbiology course and permission of instructor. Advanced course in clinical microbiology.

The student will learn latest developments in technical and managerial aspects of the microbiology laboratory (attend lectures and take examinations, quizzes, and participate in case study discussions). The student will present two lectures on topics assigned by the instructor and will also complete a project as assigned by the instructor.

Grading System: ABCDF

MTCG8540. Clinical Immunology2 lecture hrs | 4 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Statistics, research methods, immunology

The essential concepts of the human immune system. Includes the structure and function of the organs and cells that comprise the immune system

Grading System: ABCDF

MTCG8640. Clinical Chemistry

2 lecture hrs | 4 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Admitted to graduate school, or permission of the instructor

Advanced theory and principles of biochemical analysis and its application in diagnosing, treating, monitoring and preventing a disease. The course includes lecture, hospital clinical chemistry laboratory experience and completion of a research project.

Grading System: ABCDF

MTCG8740. Clinical Immunohematology

2 lecture hrs | 4 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Statistics, research methods, immunology strongly suggested.

The course provides the graduate student with the opportunity to study and develop advanced blood banking skills through research and teaching.

Grading System: ABCDF

MTCG8840. Clinical Hematology

2 lecture hrs | 4 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: Biochemistry, admission into graduate program, previous study of hematology, or permission of instructor

in conjunction with MTCP Basic Hematology and Fluid Analysis, and MTCC4840 Advanced Hematology.

Grading System: ABCDF

MTCG9210. Investigation of a Problem

0 lecture hrs | 0 lab hrs | 12 clinical hrs | 1 - 3 credit hrs

Prerequisite: Must have completed research tools requirement for graduate student or permission of the program director

This course will allow the student to register for variable hours to develop a research proposal, conduct library search, collect research data, analyze and interpret the data, and write a research paper/article.

Grading System: Satisfactory/Unsatisfactory

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MOL8050. Advanced Topics in Gene Regulation and Cancer Genetics lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: Completion of 1st year biomedical sciences graduate core curriculum

This course will cover current topics in gene regulation by transcriptional and post-transcriptional mechanisms, genome instability, and cancer genetics and epigenetics. The course will guide students to gaining a critical understanding to the current literature and how to make a scientific presentation.

Grading System: ABCDF

MOL8050. Advanced Topics in Gene Regulation and Cancer Genetics lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: SGS8020 and SGS8030

This course will cover current topics in gene regulation by transcriptional and post-transcriptional mechanisms, genome instability, and cancer genetics and epigenetics. The course will guide students to gaining a critical understanding of the current literature and how to make a scientific presentation.

Grading System: ABCDF

MOL8110. Advanced Topics in Neurobiology lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: Completion of 1st year biomedical sciences graduate core curriculum, and be in good standing in one of the biomedical sciences Ph.D. programs. Total class enrollment will be limited to 10 students and preference will be given to students in a neurobiologically oriented graduate program.

This course will cover current topics in neurobiology including developmental neurobiology, intracellular and intercellular communication, neurodegeneration and other diseases of the nervous system.. The course will emphasize and understanding of the neurochemical and molecular mechanisms under normal condition and leading to dysfunction. The course will focus on developing a critical understanding of the current scientific literature in neurobiology and preparing the students for careers in nerobiological research.

Grading System: ABCDF

MOL8120. Advanced topics in Developmental Biology lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: Completion of 1st year biomedical sciences graduate core curriculum, and be in good standing in one of the biomedical sciences Ph.D. programs. Total class enrollment will be limited to 10 students and preference will be given to students in the Molecular Medicine Graduate Program.

This course will cover current topics in developmental biology including fertilization, early embryology, sex determination, body axis formation, morphogenesis, organogenesis and stem cell biology. This course will emphasize an understanding of the molecular mechanisms of development and will focus on gaining a critical understanding of the current scientific literature in developmental biology.

Grading System: ABCDF

MOL8130. Advanced Topics in Molecular and Cellular Immunology

lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: Completion of 1st year biomedical sciences graduate core curriculum. Also open to medical students with interests in basic immunology.

This course will cover current topics in immunology including tolerance, thymocytes development, lymphocyte activation, immunological memory, cell adhesion and cell cycle control. The course will emphasize an understanding of the molecular mechanisms of immune responses and will focus on gaining a critical understanding of the on gaining a critical understanding of the current scientific literature in immunology.

Grading System: ABCDF

MOL9010. Advanced Seminar in Molecular Medicine

0 lecture hrs | 0 lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: SGS 8020-8040, or consent of instructor

Seminar-style course covers a single, current topic in Molecular Medicine

Grading System: ABCDF

MOL9210. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission to a graduate program

This course is a laboratory rotation course that allows students to spend time during their first year in a faculty member's lab.

Grading System: Satisfactory/Unsatisfactory

MOL9300. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

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NSG6070. Clinical Management of the High Risk Neonate II

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 6 credit hrs

Prerequisite: Pathophysiology for Advanced Practice Nurses, NUR7390; Pharmacology for Advanced Practice Nurses, NUR7430

Grading System: ABCDF

NSG6210. Group Dynamics

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: None

This course is designed for graduate students to build on their previous academic, personal and professional experience in small group activities. The focus is on the theoretical content of group dynamics. Different types of groups are defined and discussed. The ethical and professional issues of leadership are explored in group work. Students are provided with the opportunity for experiential group processes.

Grading System: ABCDF

NSG6730. Introduction To Anesthesia Nursing

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Admission to the Nursing Anesthesia Program or permission of the instructor.

The student is introduced to the role of the anesthetist as an advanced practice nurse. The course presents an overview of clinical anesthesia practice, explores of the role of the nurse anesthetist within the context of the health care system, and introduces professional behaviors expected of all advanced practice nurses to include models for critical thinking, decision making, and communication.

Grading System: ABCDF

NSG6740. Anatomy and Physiology in Nurse Anesthetists

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to Nursing Anesthesia Program or permission of instructor

Effect of anesthesia on normal adult anatomy and physiology is explored in depth. Emphasis is placed upon those systems particularly affected by the administration of anesthesia including the central, peripheral and autonomic nervous systems, cardiovascular, respiratory and renal systems. This course is designed to build on a student's existing knowledge of anatomy and physiology.

Grading System: ABCDF

NSG6750. Chemistry, Physics and Biochemistry in Nurse Anesthesia3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission to Nursing Anesthesia Program*

Provides registered nurses with the basis for understanding the physiologic and pharmacologic principles underlying the practice of anesthesia nursing. Emphasizes concepts of chemistry, physics and biochemistry which are applicable to the clinical practice of anesthesia nursing.

Grading System: ABCDF

NSG6760. Pharmacology of Anesthetic Agents2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Admission to the Nursing Anesthesia Program*

In-depth exploration of the pharmacologic properties, indications, contraindications, and interactions of drugs used in the practice of anesthesia nursing. Topics include: inhalation anesthetics, local anesthetics, narcotics, sedatives, anxiolytics, and neuromuscular blockers.

Grading System: ABCDF

NSG6770. Cardiopulmonary Physiology and Pharmacology1 lecture hrs | 3 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Admission to the Nursing Anesthesia Program*

Effect of anesthetic administration upon normal and abnormal cardiovascular and respiratory function is studied in depth. Special emphasis on advanced hemodynamic and pulmonary monitoring, flow volume and pressure volume relationships and pharmacological interventions in both systems.

Grading System: ABCDF

NSG6780. Principles of Nursing Anesthesia II3 lecture hrs | 3 lab hrs | 0 clinical
hrs | 4 credit hrs*Prerequisite: NSG6790: Principles of Anesthesia Practice I*

Provides nursing anesthesia students with the theoretical basis to administer anesthesia to patients across the life span. Building on knowledge gained in previous courses, this course will emphasize normal and abnormal physiologic conditions in the pediatric, obstetric and geriatric patient. Anesthesia principles for pain management and common surgical procedures occurring across the life span will be considered.

Grading System: ABCDF

NSG6790. Principles of Anesthesia Practice I 5 lecture hrs | 31 lab hrs | 0 clinical hrs | 5 credit hrs

Prerequisite: NSG6730: Introduction to Nursing AnesthesiaNSG6820: Technology and Techniques for Nursing AnesthesiaNSG6760: Pharmacology of Anesthetic Agents (Co-requisite)

Provides a beginning foundation for students to plan and implement nursing anesthesia care. Topics include: pre- and post-anesthesia assessment, monitored anesthesia care, induction and maintenance of general anesthesia, and complications of anesthesia in the healthy patient.

Grading System: ABCDF

NSG6800. Principles of Anesthesia Practice III 4 lecture hrs | 3 lab hrs | 0 clinical hrs | 5 credit hrs

Prerequisite: NSG6780: Principles of Anesthesia Practice II

Builds on previous knowledge to provide a thorough understanding of anesthesia nursing care for the patient undergoing specialized procedures and patients with altered health states.

Grading System: ABCDF

NSG6810. Technology and Techniques of Nursing Anesthesia 1 lecture hrs | 3 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

Covers design and use of equipment common in anesthesia nursing, including hemodynamic monitors, airway management devices, anesthesia machines and mechanical ventilators.

Grading System: ABCDF

NSG6820. Professional Aspects of Nursing Anesthesia 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Admission to Nursing Anesthesia Program

Student's understanding of a complex health care system and the role of nurse anesthetists as advanced practice nurses within the system is enhanced. Issues pertaining to the nurse anesthetist as clinician, manager, teacher, researcher, and consultant are explored. Emphasis placed on practice arrangements, departmental management, principles of education and utilization of research.

Grading System: ABCDF

NSG6830. Perspectives On Rural Anesthesia Care2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: Admission to the Nursing Anesthesia Program, NSG6800: Principles of Anesthesia Practice III, Completion of a minimum of 24 hours of NSG6850: Nursing Anesthesia Clinical Practicum.

Requirements for comprehensive anesthesia care services in rural and medically underserved communities are explored. The availability of services in selected communities are evaluated.

Grading System: ABCDF

NSG6840. Nurse Anesthesia Clinical Practicum0 lecture hrs | 0 lab hrs | 4 clinical
hrs | 1 - 18 credit hrs

Prerequisite: NSG6770 Cardiopulmonary Physiology and Pharmacology

Provides clinical experience in the administration of all types of anesthetics to patients across the life span. Preparation of patients and equipment, pre and postoperative patient evaluation, planning and implementing individualized anesthesia care plans; non-invasive and invasive monitoring, pain management and airway management are emphasized.

Grading System: ABCDF

NSG6850. Nurse Anesthesia Specialty Practicum0 lecture hrs | 0 lab hrs | 4 clinical
hrs | 1 - 12 credit hrs

Prerequisite: Ten semester hours of NSG6840 Nurse Anesthesia Clinical Practicum

Supervised experience is provided in the administration of anesthesia to specialized populations and surgical specialties. Emphasis is placed on anesthesia techniques specific to cardiovascular, thoracic, and neuroanesthesia and for obstetric, pediatric and critically ill populations.

Grading System: ABCDF

NSG6860. Nurse Anesthesia Rural Practicum0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 4 credit hrs

Prerequisite: 14 hours of NSG6850: Nursing Anesthesia Clinical Practicum

Clinical experience is provided in the administration of anesthesia to rural and medically underserved populations. Emphasis is placed on developing the student's anesthesia skills and ability to function with a greater degree of independence.

Grading System: ABCDF

NSG6880. Family Nurse Practitioner I: Health Promotion and Problems of Adults and their Families

3 lecture hrs | 0 lab hrs | 9 clinical hrs | 6 credit hrs

Prerequisite: Masters Core; co-requisite: NSG7430 Pharmacology for Advanced Practice Nursing

Prepares family nurse practitioners to assume responsibility for health promotion, disease prevention, early detection and management of common acute and chronic health problems of adults and their families in primary health care settings. Emphasizes description of the condition or disease, etiology and incidence, clinical findings, differential diagnosis, management, complications and preventive and patient education measures. Considers cultural and ethical issues that affect health care delivery and client adherence to management plan. Uses established protocols for practice to indicate the need for consultation, referral and community resources.

Grading System: ABCDF

NSG6890. Family Nurse Practitioner II: Health Promotion and Problems of the Elderly and their Families

2 lecture hrs | 0 lab hrs | 9 clinical hrs | 5 credit hrs

Prerequisite: Masters Core (all 5 courses); NSG6880 FNPI

Prepares family nurse practitioners to assume responsibility for health promotion, disease prevention, early detection and management of common acute and chronic health problems of the elderly client and his family. Nurse practitioner's role in promoting successful aging, maintaining function and promoting self-care, using community, personal and family resources. Emphasizes common geriatric syndromes and problems including chronic illnesses and their management. Ethical dilemmas that impact health care of older adults are integrated throughout course.

Grading System: ABCDF

NSG6900. Family Nurse Practitioner III: Health Promotion of Children and their Families

3 lecture hrs | 0 lab hrs | 9 clinical hrs | 6 credit hrs

Prerequisite: Masters Core; All 5 courses; NSG 6880

Prepares family nurse practitioners to assume responsibility for health promotion, maintenance and management of common acute and chronic health problems of infants, children and adolescents in primary health care settings. Emphasizes description of the condition or disease, etiology and incidence, clinical findings, differential diagnosis, management, complications and preventive and patient education measures. Considers cultural and ethical issues that affect health care delivery and client adherence to management plan. Uses established protocols for practice to indicate the need for consultation, referral and community resources.

Grading System: ABCDF

NSG6910. Synthesis of concepts in Nursing Anesthesia Practice I 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to CRNA-MN program or permission of instructor

This course enables the nurse anesthetist to integrate the most recent developments in the field of nursing anesthesia into their practice. Emphasis is placed on advances in pharmacology and technology, pain management, regional anesthesia, and airway management.

Grading System: ABCDF

NSG6920. Management of Children with Acute and Common Health Problems 3 lecture hrs | 0 lab hrs | 9 clinical hrs | 6 credit hrs

Prerequisite: MN Core; Health Promotion and Supervision: Birth Through Adolescence

Prepares pediatric nurse practitioners to assess, diagnose and manage acute and common health problems of children from birth through adolescence. Emphasizes P. N. P.'s in patient management, family involvement, health promotion and teaching and continuing collaboration with other health professionals. Includes 135 hours of supervised clinical practice related to acute and common problems of children.

Grading System: ABCDF

NSG6930. Management of Children with Chronic Health Problem 2 lecture hrs | 0 lab hrs | 9 clinical hrs | 5 credit hrs

Prerequisite: MN Core, Health Promotion and Supervision: Birth through Adolescence; NSG6920: Management of Children with Acute and Common Health Problems.

Data to enhance the direct care and management of children from birth to adolescence experiencing chronic health problems. Emphasizes P.N.P.'s role regarding management, family involvement, health promotion and teaching, health maintenance and continued collaboration with health professionals. Includes 135 hours of supervised clinical practices.

Grading System: ABCDF

NSG6940. Assessment and Management of the Fetus/infant

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs

Prerequisite: Completion/or concurrent study, of 5 Graduate Core Courses

First in a sequence of advanced practice courses provides concepts and techniques for assessment of the normal and at risk fetus/infant fetus/neonate. The role of the Neonatal Nurse Practitioner in perinatal/neonatal settings is incorporated via 90 hours of supervised clinical practice.

Grading System: ABCDF

NSG6950. Synthesis of Concepts in Nursing Anesthesia Practice II

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Admission to CRNA-MN program or permission of instructor

The course presents an opportunity to integrate the hallmarks of advanced practice nursing with the practice of nurse anesthesia. During the course, students will explore clinical and non-clinical roles for nurse anesthetists and use their personal professional experiences to demonstrate role synthesis.

Grading System: ABCDF

NSG6960. Health Promotion and Supervision: From Birth to Adolescence

2 lecture hrs | 0 lab hrs |
6 clinical hrs | 4 credit hrs

Prerequisite: None

This course is designed to prepare pediatric and family nurse practitioners to provide primary health care services to infants, children and adolescents in the context of their families, communities and society. Emphasis is placed on providing health maintenance, health promotion, disease prevention and health restoration services as a member of a health care team. Interprofessional collaboration and referral are integrated throughout the course. Ninety hours of supervised clinical practice are included.

Grading System: ABCDF

NSG6970. Growth and Development Across the Lifespan2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: None*

This course is designed to prepare advanced practice nurses to describe and analyze the cognitive and socioemotional development of individuals from birth to death. The analysis of interactions between individuals at different stages of development in families, groups and society will be emphasized.

Grading System: ABCDF

NSG6980. Nursing Practition Practicum1 lecture hrs | 0 lab hrs | 15 clinical
hrs | 6 credit hrs*Prerequisite: Completion of Masters Core and All Three Nurse Practitioner Courses*

The nurse practitioner practicum experience provides the student an opportunity to assume responsibility for the primary health care services of individuals and families under the supervision of an established nurse practitioner and/or physician preceptor. Students will be expected to practice as a Nurse Practitioner, assuming increasing responsibility for planning and implementing therapeutic processes and for documenting and evaluating outcomes of care. This intensive practice experience allows the student to apply theories through the investigation and management of health problems in primary health care settings.

Grading System: ABCDF

NSG7020. Health Informatics and Utilization of Electronic Technologies2 lecture hrs | 0 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Admission to School of Graduate Studies; access to WWW; e-mail address must be obtained prior to first day of class.*

Teaches technological innovations to enhance clinical practice, research and information management. Through the use of e-mail, CD ROM database searches, Internet Relay Chat, World-Wide Web and other electronic technologies, participants obtain, evaluate and disseminate information. This virtual course explores Internet resources and is a hands-on class with multiple computer assignments. This may be an entirely virtual class with no formal attendance. Thus, all students, regardless of location, receive a substantive and rigorous learning experience.

Grading System: ABCDF

NSG7030. Health Care Delivery Systems and Models2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Admission to the School of Graduate Studies

Course provides the basis for understanding the evolving health care system and nursing's role within the system. Sociopolitical, economic, technological, and legal/ethical concerns impacting the delivery of health care in United States are emphasized.

Grading System: ABCDF

NSG7040. Mental Health Assessment, Brief Intervention and R

2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs

Prerequisite: Admission to graduate program or consent of the instructor

This course provides knowledge and tools to assess psychiatric problems in primary care. Emphasis is placed on recognizing psychiatric problems and appropriate referral mechanisms

Grading System: ABCDF

NSG7050. Social and Environmental Health

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the School of Graduate Studies

This course focuses on the health of communities and aggregates in relation to social and environmental issues. The involvement and role of community health nurses in relevant social and ethical issues affecting communities and aggregates; and nursing roles in addressing environmental health problems will be emphasized.

Grading System: ABCDF

NSG7060. Issues in Women's Health Care

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: None

This course focuses on contemporary issues in women's health care. Societal and political forces as they impact women and health care for women will be explored. Avenues toward advocacy in practice with women will be emphasized.

Grading System: ABCDF

NSG7160. Foundations of Advanced Mental Health-Psychiatric Nursing

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the School of Graduate Studies and course in Theory/Research

An eclectic orientation to mental health promotion and advanced psychiatric nursing is presented. Major emphasis is placed on theories of causation of mental disorders. Psychiatric and nursing diagnoses are stressed. Socio-cultural, ethic, and economic factors are integrated throughout the course

Grading System: ABCDF

NSG7180. Mental Health Psychiatric Nursing and the Individual Client

3 lecture hrs | 0 lab hrs | 6 clinical hrs | 6 credit hrs

Prerequisite: Foundations of Advanced Mental Health Psychiatric Nursing: NSG7350 and Psychopharmacology for Advanced Practice in Mental Health Psychiatric Nursing: NSG7350

Students engage in a critical examination of individual psychopathology and therapeutic approaches from psychodynamic, developmental systems, behavioral, and biological perspectives. Students select, analyze, implement, and evaluate a theoretical model of mental health-psychiatric nursing with individual clients. Therapeutic interventions to meet mental health needs of individual clients are selected using decision making principles.

Grading System: ABCDF

NSG7310. Group Approaches in Mental Health/Psychiatric Nursing

2 lecture hrs | 0 lab hrs | 6 clinical hrs | 4 credit hrs

Prerequisite: May be taken concurrently with NSG7180: Mental Health Psychiatric Nursing and the Individual Client.

Course presents theoretical concepts basic to group interventions in mental health-psychiatric nursing practice. Theories of group therapy are analyzed with strong emphasis on group roles and therapeutic techniques appropriate to the functional level of groups. Community aspects, including the client's sociocultural, ethnic, and economic backgrounds will be integrated throughout the course.

Grading System: ABCDF

NSG7330. Family Approaches in Mental Health Psychiatric Nursing

2 lecture hrs | 0 lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: May be taken concurrently with NSG7180: Mental Health Psychiatric Nursing and the Individual Client.

Course presents theoretical concepts basic to family interventions in advanced mental health psychiatric nursing practice. Theories of family development, structure, and function are studied. Major theoretical models of family therapy are analyzed with emphasis on systems theory and contextual issues. Community aspects, including the client's sociocultural, ethnic, and economic backgrounds, are integrated throughout the course.

Grading System: ABCDF

NSG7350. Psychopharmacology in Advanced Practice in Mental

3 lecture hrs | 0 lab hrs | 3 clinical hrs | 4 credit hrs

Prerequisite: Admission to the School of Graduate Studies and NSG7430: Pharmacology for Advanced Practice Nursing

Course presents theoretical and clinical concepts applicable to mental health-psychiatric nursing practice of clients emphasizing psychopharmacological aspects of care. Focus is on the nursing assessment and monitoring of individual responses to treatment modalities in hospital and community settings with a strong emphasis on patient teaching. Special problems related to various age groups are considered.

Grading System: ABCDF

NSG7390. Pathophysiology in Advanced Practice Nurses

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to School of Graduate Studies

Course provides students with a system-focused pathophysiology course, and includes the management of common health problems, disease processes, and syndromes. The primary focus is to provide a foundation for clinical assessment, decision making, and management of individual and family health problems. The student learns to relate this knowledge to the interpretation of human responses to situational, developmental, and genetic stressors that alter biological life processes resulting in signs and symptoms indicative of illness, and in assessing the individual's response to pharmacologic management used to diagnose, treat, and palliate these illnesses.

Grading System: ABCDF

NSG7430. Pharmacology in Advanced Practice Nursing

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: NSG7390: Pathophysiology for Advanced Practice Nursing or permission of instructor

Course focuses on increasing the knowledge base of advanced practice nurses in pharmacology and pharmacotherapeutics. Emphasis is on the pharmacotherapeutics for common acute and chronic health problems using prototype drugs within specific drug classifications. Case studies of pathophysiological disorders are discussed, along with the pharmacologic management.

Grading System: ABCDF

NSG7430. Pharmacology in Advanced Practice Nursing

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: NSG7390: Pathophysiology for Advanced Practice Nursing or permission of instructor

Course focuses on increasing the knowledge base of advanced practice nurses in pharmacology and pharmacotherapeutics. Emphasis is on the pharmacotherapeutics for common acute and chronic health problems using prototype drugs within specific drug classifications. Case studies of pathophysiological disorders are discussed, along with the pharmacologic management.

Grading System: ABCDF

NSG7440. Theory and Research in Advanced Nursing Practice

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Basic Statistics and Graduate Status

Course examines theoretical foundations of nursing and use of research findings in advanced nursing practice. Concepts, theories and models related to health of individuals and families are critically analyzed. Development of a scientific base for advanced nursing practice is emphasized.

Grading System: ABCDF

NSG7470. Advanced Health Assessment

1 lecture hrs | 2 lab hrs |
3 clinical hrs | 2 credit hrs

Prerequisite: Graduate Standing; Undergraduate health assessment course

This course in health assessment expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of clients across the lifespan. Techniques and processes of performing a physical, mental, developmental, and nutritional assessment, obtaining a health history, performing selected diagnostic procedures, and recording findings will be conducted. Interviewing skills that enable the nurse to relate to various clients across the life span will be refined.

Grading System: ABCDF

**NSG7480. Special Topics
in Advanced Mental
Health-Psychiatric
Nursing Clinical Practice**

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: NSG7160 Foundations of Advanced Practice in Mental Health-Psychiatric Nursing and NSG7180 Mental Health Psychiatric Nursing and the Individual Client

Grading System: Satisfactory/Unsatisfactory

**NSG7490. Advanced Practice in Mental
Health/Psychiatric Nursing**

1 lecture hrs | 0 lab hrs |
9 clinical hrs | 4 credit hrs

Prerequisite: All courses in the major

Course provides an opportunity to apply the knowledge and experience gained in the preceding courses to clinical practice. The focus is on designing, implementing, and evaluating the advanced practice role in a selected setting.

Grading System: ABCDF

**NSG7500. Health Crises in Parent-Child
Nursing**

2 lecture hrs | 0 lab hrs | 6 clinical
hrs | 4 credit hrs

Prerequisite: Completion of NUR 7530

The major focus of this third course in the series for Advance Practice Parent-Child Nursing is the development of knowledge and strategies to help families deal with pediatric and perinatal crises. Clinical practice (90 clock hours) takes place in primary, secondary and/or tertiary health care settings. Precepted clinical learning will focus on a student-selected population whenever possible.

Grading System: ABCDF

**NSG7510. Health Promotion in Parent-Child
Nursing**

2 lecture hrs | 0 lab hrs | 6 clinical
hrs | 4 credit hrs

Prerequisite: Completion of NUR 7390, 7440, 7470

This is the first of a series of courses in Advanced Practice Parent-Child Nursing. The course focuses on developing advanced principles of individual and family health and wellness promotion and risk management. The Advanced Practice Nurse's (APN's) role in complex assessments and child/family advocacy is emphasized. Clinical practice (90 clock hours) takes place in sites reflecting student clinical focus and course-individual practice objectives.

Grading System: ABCDF

NSG7520. Advanced Practice in Parent-Child Nursing 1 lecture hrs | 0 lab hrs | 15 clinical hrs | 6 credit hrs

Prerequisite: Completion of NUR 7500

The purpose of this last course in the series for Advanced Practice Parent-Child Nursing is to provide a concentrated clinical experience (225 clock hours). Students refine advanced practice skills in clinical decision making, expert-collaborative care, case management, change agency, research utilization, and/or educational interventions. Seminars will be scheduled to discuss issues related to advanced practice.

Grading System: ABCDF

NSG7530. Health Concerns in Parent-Child Nursing 2 lecture hrs | 0 lab hrs | 6 clinical hrs | 4 credit hrs

Prerequisite: Completion of NUR 7510, 7430

The major focus of this second course in the series for Advanced Practice Parent-Child Nursing is the APN role in assisting families to achieve normalization while dealing with common health concerns. Clinical practice (90 clock hours) takes place in the home, ambulatory/acute /long-term care facilities and/or appropriate community agencies. Precepted clinical learning experiences are focused on student-selected population whenever possible.

Grading System: ABCDF

NSG7580. Community Assessment and Program Planning 3 lecture hrs | 2 lab hrs | 6 clinical hrs | 5 credit hrs

Prerequisite: Admission to School of Graduate Studies

This course focuses on the assessment of communities and/or aggregates with subsequent program planning based on findings of assessment.

Grading System: ABCDF

NSG7650. Health Care Policy0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Admission to the School of Graduate Studies*

The purpose of this course is to introduce the learner to health care systems as they have evolved in America and will need to evolve to meet future health needs of the American public. This understanding will form the basis on which the learner will develop future roles as a nurse executive within health care systems

Grading System: ABCDF

NSG7660. Administrative/organizational Theories0 lecture hrs |
0 lab hrs |
0 clinical hrs |
3 credit hrs*Prerequisite: All 5 Core Courses or permission of instructor*

The focus of this course will be on theories of organizations, organizational behavior, administration and management which can be used as the basis for understanding their current and potential applications in the health care system. More specifically the student will examine ways in which these theories can be operationalized in the provision of nursing services in the health care system.

Grading System:
ABCDF**NSG7680. Nursing Administration Practicum 1**0 lecture hrs | 0 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: Core Courses, Finance, or taken concurrently with Finance*

The purpose of this course is to introduce the student to the roles, functions, strategies, and techniques used for leading, managing and administering nursing services in a variety of settings, and to begin developing skills for functioning in these roles.

Grading System: ABCDF

NSG7690. Nursing Administration Practicum 20 lecture hrs | 0 lab hrs |
0 clinical hrs | 8 credit hrs*Prerequisite: All masters core courses and Practicum I*

The purpose of this practicum is to enable the student to develop competencies as nursing administrators in health care agencies.

Grading System: ABCDF

NSG7710. Culture and Health2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: Admission to Graduate Studies*

Study of cultural and ethnic differences which affect health and utilization of health care services. Selected concepts will be analyzed across cultures. Cultural variables influencing health and delivery of health care services will be studied and strategies for improving health care will be planned.

Grading System: ABCDF

NSG7730. Epidemiology and Biostatistics3 lecture hrs | 3 lab hrs |
4 clinical hrs | 4 credit hrs*Prerequisite: Admission to the School of Graduate Studies*

The purpose of this course is to provide the student with an opportunity to develop in depth knowledge of the concepts, principles, study designs, methods and statistics of epidemiology and biostatistics. Focus will be the application of epidemiological and biostatistical principles to disease prevention and health promotion in population groups, and the critical evaluation of epidemiological studies. Laboratory experiences to assist students integrate biostatistical data with selected epidemiological concepts and investigations are included.

Grading System: ABCDF

NSG7830. Foundations of Advanced Nursing Practice2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: NONE*

This course is designed to assist the student to develop a clear understanding of advanced practice roles, their requirements and regulations. Students will examine the advanced practice roles of educator, clinician, consultant, administrator, collaborator, researcher, advocate, change agent, entrepreneur and case manager within the context of their specific advanced practice arena. Roles issues such as fluid boundaries, role ambiguity, and interdisciplinary relationships will be explored. Professional behaviors and ethics will be discussed as a basis for professional role development.

Grading System: ABCDF

NSG7860A. Leadership in Community-Based Settings3 lecture hrs | 0 lab hrs | 6 clinical
hrs | 5 credit hrs*Prerequisite: None*

The purpose of this course is to provide the student with in-depth knowledge of theories of leadership in community nursing and public health. The focus will be on applying this knowledge for health and nursing care in the community. The student will also have the opportunity to explore issues impacting public/community health, funding sources, and grantsmanship to support community based programs.

Grading System: ABCDF

NSG7870. Practice in Community Health Nursing

2 lecture hrs | 0 lab hrs | 9 clinical hrs | 5 credit hrs

Prerequisite: Admission to School of Graduate Studies

The course is designed to increase the students ability to synthesize knowledge gained in the program through implementation of the role with aggregate groups in the community.

Grading System: ABCDF

NSG7910. Financial Management of Health Care Institutions

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to Graduate School

Concepts related to the economics and financial management of the American health care system are introduced. The knowledge and skills prerequisite to effective participation in health institutions financial planning and analysis are developed.

Grading System: ABCDF

NSG7920. Complex Health Problems of Adults

2 lecture hrs | 1 lab hrs | 6 clinical hrs | 4 credit hrs

Prerequisite: Masters Core, NSG7430: Pharmacology and Foundations of Advanced Nursing Practice may be taken concurrently.

This course is designed to enable students to provide research based advanced nursing practice to young, middle, and older adult populations with common complex health problems. Emphasis will be placed on complex clinical analysis to develop and monitor comprehensive, holistic plans of care/critical paths that address the health promotion, disease prevention and health restoration needs of this population. Students have opportunities in a variety of settings for variance analysis to mobilize the health care system.

Grading System: ABCDF

NSG7930. Adult Nursing Clinical Nurse Specialist Residency

1 lecture hrs | 0 lab hrs | 15 clinical hrs | 6 credit hrs

Prerequisite: NSG 7940: Specialized Care in Adult Health

This course is designed to enable the student to function efficiently as a CNS. The student negotiates, implements and evaluates a multidimensional CNS residency in a selected health care setting. Emphasis is placed on synthesis of advanced practice roles and functions to effect change within health care systems. Students are expected to develop and work in collaborative and interdependent relationships.

Grading System: ABCDF

NSG7940. Specialized Care in Adult Health

2 lecture hrs | 0 lab hrs | 4 clinical hrs | 4 credit hrs

Prerequisite: NSG7920: Complex Health Problems of Adults and NSG7830: Foundations of Advanced Nursing Practice

This course is designed to enable students to acquire in-depth knowledge and skills related to a specific adult nursing specialty area. This specialty area is mutually selected by the student and course faculty. Students will apply knowledge of advanced pathophysiology, pharmacology, health assessment, nursing interventions, theory and research to the care of adults and their families experiencing health problems within a chosen specialty area. Opportunities are provided for students to care for clients in a variety of settings. Students are expected to evaluate potential residency sites and develop a plan for their CNS residency

Grading System: ABCDF

NSG7950. Advanced Acute Care in Adult Health

1 lecture hrs | 0 lab hrs | 6 clinical hrs | 3 credit hrs

Prerequisite: None

This course is designed to enable students to acquire in-depth knowledge and skills related to adult acute care nursing specialty area. Clinical experience focuses on case management in a variety of subacute and acute care settings. The specialty area is mutually selected by the student and course faculty. Students apply knowledge of advanced pathophysiology, pharmacology, health assessment, nursing interventions, theory and research to the care of adults and their families experiencing health problems within a chosen acute/subacute specialty area. The seminar component of the course is designed to develop clinical decision-making skills through case study presentation. Students will be given the opportunity to submit a clinical paper for peer review.

NSG7960. Advanced Critical Care in Adult Health 1 lecture hrs | 0 lab hrs | 6 clinical hrs | 3 credit hrs

Prerequisite: NSG 7920, NSG 7830, ACLS Certification

This course is designed to enable students to acquire in-depth knowledge and skills related to adult critical care nursing specialty area. Clinical experience focuses on case management in critical care settings. The specialty area is mutually selected by the student and course faculty. Students apply knowledge of advanced pathophysiology, pharmacology, health assessment, nursing interventions, theory and research to the care of adults and their families experiencing health problems within a chosen critical care specialty area. The seminar component of the course is designed to develop clinical decision-making skills through case study presentation. Students will be given the opportunity to submit a clinical paper for peer review.

Grading System: ABCDF

NSG7970. Laboratory and Diagnostic Tests in Advanced Practice 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: NSG 7390, NSG 7470

This course builds on undergraduate knowledge of basic normal and abnormal laboratory findings. More specifically, this course is designed to enable students to acquire advanced in-depth knowledge and skills related to proper laboratory and diagnostic testing for acute diseases/conditions. Opportunities are provided for students to synthesize knowledge regarding laboratory and diagnostic test usages in order to make decisions regarding diagnosis and evaluation of patient progress.

Grading System: ABCDF

NSG7990. Independent Study 1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 6 credit hrs

Prerequisite: Senior level status or permission of faculty advisor.

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: ABCDF

NSG7991. Independent Study 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 6 credit hrs

Prerequisite: Senior level status or permission of faculty advisor.

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: Satisfactory/Unsatisfactory

NSG7992. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 6 credit hrs

Prerequisite: Senior level status or permission of faculty advisor.

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic and clinical experiences.

Grading System: ABCDF

NSG8000. Philosophical and Theoretical Foundations of Nursing

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Admission to the doctoral program or consent of the instructor

This course is designed to assist the student in analyzing major philosophies of science as foundations for nursing knowledge. The general focus of this course will be on the influence and applicability to nursing of a variety of positivist, post-positivist, and post-modern views on the nature of scientific thought and progress. These examples will be examined for their explanatory relevance to the development of nursing as a science. Theoretical frameworks used in nursing will be analyzed for adequacy and usefulness. Problems of meaning, interpretation as well as contextual issues in nursing theory will be examined. Students will explore selected philosophical and theoretical issues of importance to nursing.

Grading System: ABCDF

NSG8090. Adaptation To Stress in Health and Illness

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Admission to the Doctoral Program

Selected theories of stress, coping and adaptation will be analyzed. Stress research will be critically reviewed with attention to behavioral, cognitive, social and physiologic variables. The relevance of stress theory and research for nursing interventions in health and illness will be explored. Implications for correlational and experimental nursing research will be emphasized.

Grading System: ABCDF

NSG8110. Theory Development and Research Design

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: NSG8000: Philosophical and Theoretical Foundations of Nursing

This course advances the theory development and research design knowledge of the student. The course examines approaches to theory construction in quantitative and qualitative research. Emphasis is placed on the development of a study proposal demonstrating logical links between the steps in a selected research process.

Grading System: ABCDF

NSG8200. Qualitative Design and Analysis 4 lecture hrs | 0 lab hrs | 0 clinical hrs | 4 credit hrs

Prerequisite: NSG8000: Philosophical and Theoretical Foundations of Nursing

This course will focus on a critical analysis of the epistemologic basis of the qualitative paradigms. Emphases include research design, data collection, analysis, interpretation, and evaluation. Ethical and cross cultural issues and their unique relationship to qualitative research will be examined. A field work assignment provides opportunity for application of theoretical learning by having students participate in data collection and analysis. Students will have the opportunity to learn qualitative computer programs to assist in data management.

Grading System: ABCDF

NSG8210. Quantitative Research Designs and Methods of Analysis I 3 lecture hrs | 0 lab hrs | 2 clinical hrs | 4 credit hrs

Prerequisite: Inferential Statistics

This is the first of two courses providing students with a detailed analysis of quantitative research designs and methods of analysis used in nursing science. Sampling designs, methods of data collection, advantages and disadvantages, and sources of error for each design will be covered. Students will have the opportunity to analyze data associated with various research designs in a computer laboratory setting. Students will have the opportunity to interpret data based on descriptive and correlational methods of analysis.

Grading System: ABCDF

NSG8211. Quantitative Research Designs and Methods of Analysis II 3 lecture hrs | 0 lab hrs | 2 clinical hrs | 4 credit hrs

Prerequisite: Inferential Statistics; Multivariate Statistics

Second of two courses providing detailed analysis of quantitative research designs and methods used in nursing science. Discusses use and interpretation of univariate and multivariate methods of data analysis, including their advantages, disadvantages and appropriate applications in correlational, quasi-experimental and experimental studies. Examines validity of statistical conclusions drawn from analyses. Includes analysis methods for cross-sectional and longitudinal research designs.

Grading System: ABCDF

NSG8300. Practicum in Nursing Research

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: Completion of the first comprehensive exam

This course will provide students with the opportunity for an in-depth examination of an investigative topic of particular interest to the student's area of study. The questions for study and the method undertaken will be determined collaboratively by the student and the research mentor.

Grading System: ABCDF

NSG8410. Human Development Across the Life Span

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

This course will provide students with a detailed analysis of theories, research methods, and findings of research on the development of the individual across the life span. Content will focus on a critical review of the available research on biological, social, and environmental processes influencing human development. Research methodologies for studying complex developmental processes across the life span, and in varying environmental contexts, will be examined.

Grading System: ABCDF

NSG8460. Cross-cultural Health Beliefs and Practices

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Doctoral Program or Consent of the Instructor

The purpose of this course is to analyze research studies of beliefs, values and behaviors related to health, illness and healing cross-culturally. Selected theories of culture and health will be examined for their usefulness in nursing. Discussions and readings focus on research studies of health and illness in diverse cultural groups. Issues related to the ontological status of ideological systems will be critically reviewed and their relevance to qualitative nursing research will be emphasized. The relevance of contextualization of experiences, the "other" and the impact of postmodernism on theories of culture will be explored, particularly their relation to nursing theory and research.

Grading System: ABCDF

NSG8480. Health Promotion Across the Lifespan

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Doctoral Program or Consent of the Instructor

This course critically reviews models, theories and research with healthy populations, focusing on physiological, social, psychological, and cultural variables which are related to health, wellness and health promotion in individuals and groups throughout the lifespan. Research related to health promotion will be examined as studies relate to nursing interventions with healthy populations. Selected theories of health promotion with attention to behavioral variables, personal attributes as well as community as partner will be selectively analyzed.

Grading System: ABCDF

NSG8600. Health Care Systems, Policies and Priorities

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Doctoral Program in Nursing

This course provides an opportunity to critically examine the health care system. The political, economic, social, cultural, and regulation factors impacting the system will be emphasized. Health care policy formulation and implementation at the international, national, and state levels will be addressed. Health care priorities related to health promotion and disease prevention will be evaluated.

Grading System: ABCDF

NSG8690. Feminist Inquiry in Nursing

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to Doctoral program

This course is designed as an advanced qualitative research course that facilitates the development of critical scholarship. Feminist inquiry in nursing challenges social relations and behavior as well as the use of research in an applied profession. Students will critique the ways of knowing in nursing research through dialogue and critical inquiry. This course will focus on problems of meaning, interpretation and contextual issues related to a critical understanding of reality. Readings and experiences are directed toward increasing skills for critical thinking and reflection as part of the research process.

Grading System: ABCDF

NSG8710. Human Development and Aging

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Doctoral Program in Nursing

This course will provide students with an analysis of biological, psychological, social, and cultural theories of aging and health. Chronic illnesses common to older populations and associated physical, cognitive, and emotional decline will be analyzed through research reports of various disciplines. Students will develop research questions/hypotheses relevant to aging and nursing science. Research methodologies appropriate to aging clients will be critiqued and defended for a chosen area of investigation.

Grading System: ABCDF

NSG8800. Ethical Issues in Health Care

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Admission to the doctoral program or consent of the instructor

This course is designed to assist the student in analyzing major ethical theories and principles as they impact nursing, the health care system and society. Major ethical theories and principles will be examined within the context of health care. Moral reasoning and ethical practice will be explored as they relate to extant philosophies and theories used in nursing. Students will explore selected philosophical and theoretical issues of importance to nursing, which will include existential advocacy, ethical realism, bioethical standards, individual autonomy, informed consent, and decision making. Case studies will be utilized.

Grading System: ABCDF

NSG8830. Family Development and Health

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the Doctoral Program

The purpose of this course is to provide the student with knowledge about theoretical and methodological perspectives on families and health. Research in families experiencing situational and developmental transitions will be examined. Emphasis will be placed on the role of nursing science in addressing family models and family oriented research.

Grading System: ABCDF

NSG9010. Seminar in Nursing

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 5 credit hrs

Prerequisite: Completion of the first comprehensive exam

This course will provide students with the opportunity to pursue in depth in topic relevant to his/her major area of concentration and interest.

Grading System: ABCDF

NSG9100. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of at least one course in graduate program in nursing.

This course will provide students with the opportunity to study further a topic introduced in earlier course work, or to pursue an area of interest (compatible with the area of concentration) for which course work is not available.

Grading System: ABCDF

NSG9100A. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of at least one course in graduate program in nursing.

This course will provide students with the opportunity to study further a topic introduced in earlier course work, or to pursue an area of interest (compatible with the area of concentration) for which course work is not available.

Grading System: ABCDF

NSG9100E. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of at least one course in graduate program in nursing.

This course will provide students with the opportunity to study further a topic introduced in earlier course work, or to pursue an area of interest (compatible with the area of concentration) for which course work is not available.

Grading System: ABCDF

NSG9200. Independent Study0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs*Prerequisite: Completion of at least one core course in doctoral program in nursing.*

This course will provide students with the opportunity to study further a topic introduced in earlier course work, or to pursue an area of interest (compatible with the area of concentration) for which course work is not available.

Grading System: ABCDF

NSG9210. Investigative Project

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to Candidacy

The investigative project is a systematic inquiry and examination of a conceptual or clinical problem related to the practice of nursing. The project must be the original work of the student. Examples of investigative projects are a manuscript submitted for publication, patient educational program or professional educational program. The final product may be reported in a non-traditional format if it is determined that such a format will make the findings more accessible and acceptable for use by the nursing community.

Grading System: Satisfactory/Unsatisfactory

NSG9220. Supervised Research

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to Candidacy

This course is designed to provide students with an opportunity to participate in the research process with faculty who guide the student through an experience with research. Emphasis is on participation as a member of an on-going research team.

Grading System: Satisfactory/Unsatisfactory

NSG9230. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 6 credit hrs

Prerequisite: Completion of one semester of doctoral program study

This course enables the doctoral student to pursue a specified area of study which supports the student's program of research.

Grading System: Satisfactory/Unsatisfactory

**NSG9300. Research-
Thesis**

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 10 credit hrs

Prerequisite: Admission to candidacy

The entire research process is utilized to investigate a research question including a theoretical or conceptual framework and data collection. A standard written format for reporting of findings followed.

Grading System: Satisfactory/Unsatisfactory

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OTH8000. Occupational Therapy Seminar1 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Admission to the program*

Students begin the research process in collaboration with faculty by clearly defining a problem or question of interest and initiating a literature review, and by determining a course of study.

Grading System: ABCDF

OTH8010. Philosophical and Theoretical Bases of Occupation3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission to the program*

Investigation of the philosophies and theoretical bases underlying occupational therapy. Students will actively examine historical developments through in-depth literature review and will analyze selected theoretical bases associated with the practice of occupational therapy.

Grading System: ABCDF

OTH8020. Philosophical and Theoretical Bases of Occupational3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: OTH 8010*

Further examination of the philosophies and theoretical bases underlying occupational therapy. Students will examine current and developing philosophies and theories in occupational therapy. Students will analyze selected theoretical bases related to OT practice.

Grading System: ABCDF

OTH8030. Program Development and Evaluation2 lecture hrs | 1 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission to the program*

Students apply standards and principles of program development and evaluation to construction and evaluation of selected components of clinical programs, fieldwork education programs and academic programs. Current legal and ethical issues are discussed.

Grading System: ABCDF

OTH8100. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to the program

Investigation of a special problem related to occupational therapy clinical practice, management, education or research.

Grading System: ABCDF

OTH8110. Special Studies in Occupational Therapy

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to the program

Investigation of a topic of particular interest to the individual student's area of study in occupational therapy

Grading System: Satisfactory/Unsatisfactory

OTH8120. Special Studies in Advanced Treatment Approaches

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to the program

Individual investigation into new and/or specialized treatment approaches or techniques. Includes practical experiences

Grading System: ABCDF

OTH8130. Special Studies in Health Care

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to the program

Individual investigation into current and proposed health care approaches and issues. Includes roles for the occupational therapist

Grading System: ABCDF

OTH8200. Management of Fieldwork Education

3 lecture hrs | 3 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the program

Discussion and application of principles of program design and evaluation to fieldwork education. Includes discussion of supervision processes and related issues.

Grading System: ABCDF

OTH9210. Investigation of a Problem

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Admission to the program

Investigation of a topic of particular interest to the individual student's area of study.

Grading System: Satisfactory/Unsatisfactory

OTH9250. Applied Project in Occupational Therapy

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Completion of required course work and approval of student's committee

Independent development of a project in occupational therapy through the application of the problem-solving process or application of the formal research process in conducting a study in the area of occupational therapy theory, practice or education

Grading System: Satisfactory/Unsatisfactory

OTH9300. Thesis in Occupational Therapy

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 4 credit hrs

Prerequisite: Completion of required course work and approval of student's committee

Application of the formal research process in conducting a study in the area of occupational therapy theory, practice, or education. The thesis must adhere to the format specified by the School of Graduate Studies.

Grading System: Satisfactory/Unsatisfactory

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OBG7220. Applied Pathology5 lecture hrs | 0 lab hrs | 0 clinical
hrs | 5 credit hrs*Prerequisite: None*

This course includes lectures and clinico-pathological conferences on the basic principles of disease and relevant histopathology. There is considerable emphasis on understanding mechanisms underlying alterations at the cell and subcellular levels. The parameters of cell injury, inflammation, immunopathology, repair and regeneration, carcinogenesis, hemodynamic disturbances, genetic and metabolic disorders as well as nutritional diseases are studied.

Grading System: ABCDF

OBG8001. Topics in Oral Biology I2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: DMD, DDS or equivalent; 2 years dental school for combined programs*

This course is composed of three blocks. The first block addresses Hard Tissue Biology in which the anatomy, physiology, and biochemistry of bone and teeth are emphasized. The second block is devoted to Temporomandibular Joint Disorders, and emphasizes the fundamental basic science that is essential in understanding the clinical problems related to the temporomandibular joint. The third block is Regeneration/Repair of Orofacial Tissues and emphasizes growth and differentiation of hard and soft tissues and the biochemical basis of wound healing.

Grading System: ABCDF

OBG8002. Topics in Oral Biology II0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: DMD, DDS, or equivalent; 2 yrs dental school for combined programs*

The course is composed of two blocks. The first block is hemostasis and bleeding disorders which deals with fundamental concepts in the biochemistry, anatomy and physiology of the hemostatic response and bleeding disorders. The second block is orofacial infections in which the types of orofacial infections along with the causative agents, the role of lymphatic and other anatomic structures in the spread of infection, host defense mechanisms and anti-microbial therapies are presented.

Grading System: ABCDF

OBG8003. Topics in Oral Biology III0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: DMD, DDS, or equivalent; 2 yrs. dental school for combined program*

The course is composed of three major blocks. The first block is a series of lectures on pain and anxiety management in dentistry. The second block addresses the dental management of the medically complex patient. The third block covers salivary gland function in health and disease.

Grading System: ABCDF

OBG8004. Topics in Oral Biology IV

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: DMD, DDS or equivalent; 2 yrs. dental school for combined program.

The course is composed of two blocks. The first block is a series of lectures related to molecular pathology. The second block emphasizes genetics as it relates to orofacial anomalies and defects. This course is a multidisciplinary approach to these topics.

Grading System: ABCDF

OBG8070. Ped Elect Mmc-savannah 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

Grading System: ABCDF

OBG8540. Advanced Oral Pathology

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: DDS, DMD or equivalent

The course is comprised of a series of lectures on Advanced Oral Pathology with emphasis on the etiology, mechanisms, and state of the art diagnostic measures and prognostic evaluation.

Grading System: ABCDF

OBG8640. Research Methodology

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: None

This course introduces the graduate student to selected methods that are used to study the biology of orofacial tissues. In addition, potential research projects are identified and the mechanics for writing a research proposal are presented.

Grading System: ABCDF

OBG9010. Seminar in Oral Biology

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This course consists of several one hour seminars that will be presented by dental faculty, graduate students and invited lecturers. The seminar topics will be related to the research being conducted by each presenter.

Grading System: ABCDF

OBG9020. Seminar in Cellular Biology and Anatomy

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Forum for faculty and graduate students to present their research.

Grading System: Satisfactory/Unsatisfactory

OBG9210. Investigation of a Problem

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 12 credit hrs

Prerequisite: None

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

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PHM8010. Molecular Pharmacology

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: PHM 8100 or consent of instructor

Mechanism of achieving a biological effect through the chemical interaction of a drug with a biological receptor.

Grading System: ABCDF

PHM8030. Neuropharmacology

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: PHM 8100

Selected topics related to the action of chemical agents on the nervous system.

Grading System: ABCDF

PHM8040. Advanced Pharmacological Sciences

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: PHM8100 or consent of instructor

Current techniques, concepts and trends in pharmacological research. Several topics are usually presented. These topics may be varied each time the course is presented.

Grading System: ABCDF

PHM8090. Cardiovascular Pharmacology

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: PHM 8100

Evaluation of the actions of drugs on the heart and blood vessels.

Grading System: ABCDF

PHM8100. Survey of Pharmacological Sciences I

6 lecture hrs | 2 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: PHY 7010,7020; SGS 8020,8030,8040, or consent of instructors.

A one semester course. Provides the necessary background to practice rational drug therapy. Emphasis is on the major classes of drugs, their mechanisms of action, patient factors affecting their pharmacokinetics and adverse actions.

Grading System: ABCDF

PHM8120. Pharmacologically Vasoactive Peptides

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: PHM 8100

Lectures and paper discussion on the pharmacology of the most important piogenic peptides which act on blood vessels.

Grading System: ABCDF

PHM8130. Modern Drug Discovery

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: SGS 8020-8030 or consent of course director

This course is interdisciplinary with an emphasis on current techniques, concepts and trends in drug discovery today. Strategies for deciphering a drug target and for discovering new classes of drugs and therapies will be the main themes of the course.

Grading System: ABCDF

PHM9010. Seminar in Pharmacology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: none

Research presentations by MCG faculty and visiting research scientists.

Grading System: ABCDF

PHM9020. Seminar in Pharmacology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: none

Research presentations by MCG faculty and visiting research scientists.

Grading System: Satisfactory/Unsatisfactory

PHM9210A. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

PHM9210B. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

PHM9210B. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission in a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

PHM9300A. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S thesis.

Grading System: Satisfactory/Unsatisfactory

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GPT8201. Advanced Analysis of Musculoskeletal Function

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of instructor

The study of the major concepts, skills and techniques involved in analyzing musculoskeletal performance. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8202. Advanced Analysis of Temporomandibular Joint Functions

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1-3 credit hrs

Prerequisite: None

The study of the major concepts, skills and techniques involved in analyzing temporomandibular joint function in-depth study of selected anatomical structures and related biomechanical and kinesiological concepts

Grading System:
ABCDF

GPT8203. Advanced Analysis of Cervical Spine Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing cervical spine function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8204. Advanced Analysis of Spinal Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing spinal function. In-depth study of selected anatomical structures and related biomedical and kinesiological concepts.

Grading System: ABCDF

GPT8205. Advanced Analysis of Lumbar Spine and Sacra-iliac

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing lumbar spine and sacro-iliac function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8206. Advanced Analysis of Shoulder Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing shoulder function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8207. Advanced Analysis of Elbow Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing elbow function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts

Grading System: ABCDF

GPT8208. Advanced Analysis of Wrist and Hand Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing wrist and hand function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8209. Advanced Analysis of Hip Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing hip function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8210. Advanced Analysis of Knee Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing knee function. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8211. Advanced Analysis of Foot and Ankle Function

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

The study of the major concepts, skills and techniques involved in analyzing foot and ankle function. In-depth study of selected anatomical structures an related biomechanical and kinesiological concepts.

Grading System: ABCDF

GPT8300. Clinical Research Techniques

1 lecture hrs | 2 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: EDU 702 or equivalent

A practical approach to research techniques required to perform clinical research including formulation, application and analysis of specific research designs

Grading System: ABCDF

GPT8401. Designing Clinical Education Experiences

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: EDU 700, 701

Exposure to all aspects of clinical education, including but not limited to theoretical consideration, practical considerations, plan and design of effective experiences, implementation and evaluation of clinical learning experiences.

Grading System: ABCDF

GPT8402. Curriculum Design in Physical Therapy

2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: EDU 7000

A review of curriculum designs in physical therapy education with special emphasis on competency-based education Relation of theories of curriculum design to physical therapy and physical therapist assistant education.

Grading System: ABCDF

GPT8500. Special Studies in Patient Management

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 - 4 credit hrs

Prerequisite: Permission of instructor

Individual investigation into new or specialized patient management processes related to any area of specialization.

Grading System: ABCDF

GPT8910. Design of Graduate Program

6 lecture hrs | 1 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission into the MHE or MS program in Physical Therapy

In this course you will design your course of graduate study. By the end of the course you will have a specific plan of study that has been approved by your committee.

Grading System: ABCDF

GPT9100. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of Instructor

Individually designed work in some area of physical therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

Grading System: ABCDF

GPT9110. Advanced Therapeutic Processes 1

0 lecture hrs | 0 lab hrs | 36 clinical hrs | 3 credit hrs

Prerequisite: Permission of Instructor

Each student selects an area of specialization in physical therapy practice from musculoskeletal

Grading System: ABCDF

GPT9120. Advanced Therapeutic Processes 2 0 lecture hrs | 0 lab hrs | 36 clinical hrs | 3 credit hrs

Prerequisite: Permission of Instructor

Each student selects an area of specialization in physical therapy practice from musculoskeletal

Grading System: ABCDF

GPT9210. Investigation of a Problem 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Permission of instructor

Investigation of a special problem related to physical therapy clinical practice, management, education or professional practice.

Grading System: Satisfactory/Unsatisfactory

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MPT6020X. Applied Anatomy 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Course is designed to relate practice of physical therapy to topics presented in Gross Anatomy.

Grading System: ABCDF

MPT6030. Dynamics of Human Motion 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Study of normal human motion including biomechanical principles, kinesiology and normal gait.

Grading System: ABCDF

MPT6030X. Dynamics of Human Motion 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Study of normal human motion including biomechanical principles, kinesiology and normal gait.

Grading System: ABCDF

MPT6310X. Orthopedic Physical Therapy I 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Study of etiology, signs and symptoms of simple orthopedic problems

Grading System: ABCDF

MPT7070. Seminar in Physical Therapy 4 2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Graduate student colloquium to provide opportunity to investigate a variety of areas that are considered alternative health care and to investigate their basis and research support.

Grading System: Satisfactory/Unsatisfactory

MPT7111. Physical Therapy Practice I

4 lecture hrs | 13 lab hrs | 0 clinical hrs | 15 credit hrs

Prerequisite: Admission the MPT program

The study of musculoskeletal problems which incorporate basic evaluation and treatment skills. Students will use concepts from the areas of anatomy, physiology, kinesiology, and communications to address problems.

Grading System: ABCDF

MPT7111X. Physical Therapy Practice 1

4 lecture hrs | 13 lab hrs | 0 clinical hrs | 15 credit hrs

Prerequisite: Admission the MPT program

The study of musculoskeletal problems which incorporate basic evaluation and treatment skills. Students will use concepts from the areas of anatomy, physiology, kinesiology, and communications to address problems.

Grading System: ABCDF

MPT7112. Physical Therapy Practice 2

11 lecture hrs | 11 lab hrs | 0 clinical hrs | 14 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

Students will learn the physical therapy management of selected medical and surgical problems, including the problems (system by system) associated with prolonged bed rest or immobilization. Problem-based client simulations will focus on cardiac, peripheral vascular, pulmonary, would, endocrine, infectious and inflammatory diseases, acute care issues.

Grading System: ABCDF

MPT7112X. Physical Therapy Practice 2

11 lecture hrs | 11 lab hrs | 0 clinical hrs | 14 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

Students will learn the physical therapy management of selected medical and surgical problems, including the problems (system by system) associated with prolonged bed rest or immobilization. Problem-based client simulations will focus on cardiac, peripheral vascular, pulmonary, would, endocrine, infectious and inflammatory diseases, acute care issues.

Grading System: ABCDF

MPT7113. Physical Therapy Practice III45 lecture hrs | 12 lab hrs | 0 clinical
hrs | 5 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

The study of pathological, medical and therapeutic concepts relevant to specific joints, soft tissue and body regions. This course will focus on applying the general concepts, from MPT 6111, of evaluation and therapeutic management of musculoskeletal problems, to specific points, soft tissue and body regions.

Grading System: ABF

MPT7113X. Physical Therapy Practice 345 lecture hrs | 12 lab hrs | 0 clinical
hrs | 6 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

The study of pathological, medical and therapeutic concepts relevant to specific joints, soft tissue and body regions. This course will focus on applying the general concepts, from MPT 6111, of evaluation and therapeutic management of musculoskeletal problems, to specific points, soft tissue and body regions.

Grading System: ABCDF

MPT7140. Communications 24 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Completion of all previous MPT coursework or permission of the instructor.*

Students continue to explore and develop communication skills. Special emphasis is placed on self-awareness, responses to various cultural biases, and responses to patients with catastrophic illnesses. Additionally, skills required for clinical services are addressed.

Grading System: ABCDF

MPT7140X. Communications 24 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: Completion of all previous MPT coursework or permission of the instructor.*

Students continue to explore and develop communication skills. Special emphasis is placed on self-awareness, responses to various cultural biases, and responses to patients with catastrophic illnesses. Additionally, skills required for clinical services are addressed.

Grading System: ABCDF

MPT7210. Electrotherapeutics0 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit
hrs*Prerequisite: Completion of all previous MPT coursework or permission of the instructor.*

Study of neurological bases for electrotherapeutic techniques and electrodiagnostic tests as they relate to practice of physical therapy, practice of selected therapeutic and diagnostic techniques, as they relate to specific physical therapy problems.

Grading System: ABF

MPT7211. Foundations of Physical therapy0 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: None*

This course is designed to provide students with the formal skills for physical therapy practice. Students will describe and appraise normal human motion to provide a conceptual and practical framework for assessing abnormal motion. Current and relevant issues in physical therapy will be examined. Basic elements of physical therapy management including examination, evaluation, and diagnosis will be discussed and integrated into patient cases.

Grading System: ABCDF

MPT7311. Integration of Practice: Cardiopulmonary0 lecture hrs | 0 lab hrs |
0 clinical hrs | 5 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

The student will gain knowledge and skills necessary to intervene effectively with persons with cardiac and pulmonary problems. They will also learn to address the effects of aging on physical therapy intervention. Additionally, they will develop and enhance communication and educational design skills.

Grading System: ABCDF

MPT7312. Integration for Practice: Musculoskeletal I0 lecture hrs | 0 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum or permission of instructor*

This course is designed to provide students with the skills for developing and implementing plans of care for patients with simple musculoskeletal problems. Basic elements of physical therapy management including evaluation, examination, diagnosis, and intervention will be discussed and integrated into patient cases. Current and relevant issues in physical therapy will be examined including ethics.

Grading System: ABCDF

MPT7313. Integration of Practice: Medical Conditions I

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 5 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

The student will gain knowledge and skills necessary to intervene effectively with persons with cardiopulmonary problems, peripheral vascular disease, diabetes (from a physical therapy perspective), and infections and with the frail elderly. They will further develop communication and educational design skills. They will gain information about diversity issues, negotiation, and conflict resolution.

Grading System: ABCDF

MPT7351. Research I

8 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students will identify problem to be studied, develop hypothesis, conduct literature search and write research proposal.

Grading System: Satisfactory/Unsatisfactory

MPT7410. Medical and Surgical Physical Therapy II

3 lecture hrs | 7 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Study the etiology, signs, symptoms, and physical therapy management of complex medical and surgical problems. Special emphasis is placed on chronic pulmonary problems, peripheral vascular disease, amputations, and patients with multiple, medical or surgical problems.

Grading System: ABCDF

MPT7412. Integration for Practice: Musculoskeletal II

45 lecture hrs | 12 lab hrs | 0 clinical hrs | 5 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

The study of pathological, medical and therapeutic concepts relevant to specific joints, soft tissue and body regions. This course will focus on applying the general concepts, from MPT 6111, of evaluation and therapeutic management of musculoskeletal problems, to specific points, soft tissue and body regions.

Grading System: ABCDF

MPT7460. Management of Physical Therapy Services I

2 lecture hrs | 2 lab hrs |
2 clinical hrs | 2 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Study and practice of basic management principles and techniques as relate to practice of physical therapy in particular and health care systems in general.

Grading System: ABCDF

MPT7610. Neurological Physical Therapy I 7 lecture hrs | 7 lab hrs | 7 clinical hrs |
4 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Study of the etiology, signs, symptoms, medical management of selected neurological problems

Grading System: ABCDF

MPT7700. Clinical Experience 1

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students are assigned to clinical facilities where, under the direct supervision of a physical therapist, they use the knowledge and skills learned in the classroom to evaluate and treat simple orthopedic, medical and surgical problems. They document their work using proper format and terminology and to research information about problems with which they are unfamiliar.

Grading System: Satisfactory/Unsatisfactory

MPT7700X. Clinical Experience I

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students are assigned to clinical facilities where, under the direct supervision of a physical therapist, they use the knowledge and skills learned in the classroom to evaluate and treat simple orthopedic, medical and surgical problems. They document their work using proper format and terminology and to research information about problems with which they are unfamiliar.

Grading System: Satisfactory/Unsatisfactory

MPT7710. Clinical Experience II

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 8 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students are assigned to clinical facilities where, under the direct supervision of a physical therapist, they use the knowledge and skills learned in the classroom to evaluate and treat medical and surgical problems with emphasis on orthopedic conditions. They document their work using proper format and terminology, research information about problems with which they are unfamiliar, perform other duties pertinent to the duties of a physical therapist.

Grading System: Satisfactory/Unsatisfactory

MPT7710X. Clinical Experience II

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 8 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students are assigned to clinical facilities where, under the direct supervision of a physical therapist, they use the knowledge and skills learned in the classroom to evaluate and treat medical and surgical problems with emphasis on orthopedic conditions. They document their work using proper format and terminology, research information about problems with which they are unfamiliar, perform other duties pertinent to the duties of a physical therapist.

Grading System: Satisfactory/Unsatisfactory

MPT8111. Physical Therapy Practice IV

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

The study of the pathological, medical, therapeutic and communication concepts relevant to patients with complex medical and surgical problems. Special emphasis is placed on the patient with multiple medical problems in the critical care unit, patients following burns and amputations, and patients with obstetrical and gynecological disorders.

MPT8111X. Physical Therapy Practice 40 lecture hrs | 0 lab hrs | 0 clinical
hrs | 6 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

The study of the pathological, medical, therapeutic and communication concepts relevant to patients with complex medical and surgical problems. Special emphasis is placed on the patient with multiple medical problems in the critical care unit, patients following burns and amputations, and patients with obstetrical and gynecological disorders.

Grading System: ABCDF

MPT8112. Physical Therapy Practice V0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 7 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

the course addresses the physical therapy management of individuals with neurologic dysfunction. With an emphasis on the relationship the rehabilitation process to contemporary theories of motor control. Learning will occur in reference to a series of case problems that cover the following pathologic categories: cerebrovascular accidents, neuromuscular disorders, injury to the central nervous system, degenerative diseases, and inflammatory and infectious disorders of the nervous system.

Grading System: ABCDF

MPT8112X. Physical Therapy Practice 50 lecture hrs | 0 lab hrs | 0 clinical
hrs | 7 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

the course addresses the physical therapy management of individuals with neurologic dysfunction. With an emphasis on the relationship the rehabilitation process to contemporary theories of motor control. Learning will occur in reference to a series of case problems that cover the following pathologic categories: cerebrovascular accidents, neuromuscular disorders, injury to the central nervous system, degenerative diseases, and inflammatory and infectious disorders of the nervous system.

Grading System: ABCDF

MPT8113. Physical Therapy Practice VI0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 10 credit hrs*Prerequisite: Successful completion of all previous courses in curriculum*

The study of normal growth and development along with pathological, medical and therapeutic concepts relevant to pediatric problems and physical

Grading System: ABCDF

MPT8113X. Physical Therapy Practice 6

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 10 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

The study of normal growth and development along with pathological, medical and therapeutic concepts relevant to pediatric problems and physical

Grading System: ABCDF

MPT8312. Physical Therapy Practice 5

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

the course addresses the physical therapy management of individuals with neurologic dysfunction. With an emphasis on the relationship the rehabilitation process to contemporary theories of motor control. Learning will occur in reference to a series of case problems that cover the following pathologic categories: cerebrovascular accidents, neuromuscular disorders, injury to the central nervous system, degenerative diseases, and inflammatory and infectious disorders of the nervous system.

Grading System: ABCDF

MPT8313. Integration for Practice: Medical Conditions 2

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

The study of the pathological, medical, therapeutic and communication concepts relevant to patients with complex medical and surgical problems. Special emphasis is placed on the patient with multiple medical problems in the critical care unit, patients following burns and amputations, and patients with obstetrical and gynecological disorders.

Grading System: ABCDF

MPT8314. Integration for Practice: Pediatrics

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum or permission of instructor

Study of human development with emphasis on children under five. Designing assessments and interventions for children with neuromusculoskeletal disorders.

Grading System: ABCDF

MPT8315. Integration for Practice: Management

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum or permission of instructor

Study and practice of management principles as they apply to physical therapy specifically and health care system in general.

Grading System: ABCDF

MPT8320. Integration for Practice: Neuromuscular

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs

Prerequisite: Successful completion of all previous courses in curriculum

The course addresses the physical therapy management of individuals with neurologic dysfunction. With an emphasis on the relationship the rehabilitation process to contemporary theories of motor control. Learning will occur in reference to a series of case problems that cover the following pathologic categories: cerebrovascular accidents, neuromuscular disorders, injury to the central nervous system, degenerative diseases, and inflammatory and infectious disorders of the nervous system.

Grading System: ABCDF

MPT8460. Management of Physical Therapy Services 2

6 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor..

Forum for in-depth study of current health care delivery system, including political and economic factors which influence system reform. Changing role of physical therapy within larger healthcare system is analyzed, and issues pertaining to independent physical therapy practice are examined.

Grading System: ABCDF

MPT8500. Complex Patient Problems

2 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Integrate information related to human physiology, kinesiology, and pathology from the cellular level to the societal level. Challenges student to sort through complex patient cases involving multiple medical or surgical problems.

Grading System: ABCDF

MPT8500X. Complex Patient Problems

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Integrate information related to human physiology, kinesiology, and pathology from the cellular level to the societal level. Challenges student to sort through complex patient cases involving multiple medical or surgical problems.

Grading System: ABCDF

MPT8600. Elective

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 2 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Individually designed work in Physical Therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

Grading System: ABCDF

MPT8600X. Elective

0 lecture hrs | 0 lab hrs | 40 clinical hrs | credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Individually designed work in Physical Therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

Grading System: ABCDF

MPT8700. Clinical Experience 3

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 12 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Full time clinical practice in one or more clinical facilities. Students work with a wide variety of patients in different practice situations and are involved in patient care, administration and education as appropriate to clinical facility.

Grading System: Satisfactory/Unsatisfactory

MPT9250. Research 2

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students obtain institutional approval for specific research project, collect and analyze data, present oral report to faculty and peers, and develop written presentation of findings in appropriate research journal article format.

Grading System: Satisfactory/Unsatisfactory

MPT9250X. Research 2

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all previous MPT coursework or permission of the instructor.

Students obtain institutional approval for specific research project, collect and analyze data, present oral report to faculty and peers, and develop written presentation of findings in appropriate research journal article format.

Grading System: Satisfactory/Unsatisfactory

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PAD8022. Concepts in Health Care Delivery 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to M.S. program

A course for health care professionals on the non-technical aspects of health care. Examples of topics to be covered are areas in quality assurance, risk management, Medicaid, Medicare, other third party payers, home health care, malpractice, ethics, etc.

Grading System: ABCDF

PAD8023. Geriatrics 0 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to M.S. program

Focus of course is on primary care Geriatrics. It will be conducted in a symposium format with opportunity for class/group discussion. There will be take-home assignments including a take-home examination. This will be a practice case management approach.

Grading System: ABCDF

PAD8024. Health Promotion and Disease Prevention 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admissions to M.S. program

Course designed to help develop skills to enable students to incorporate health promotion and disease prevention into clinical practice. They will do research into available community resources for possible referrals.

Grading System: ABCDF

PAD8027. Occupational/Industrial Medicine Clinical Practicum 0 lecture hrs | 0 lab hrs | 6 clinical hrs | 3 credit hrs

Prerequisite: BS and PA graduate of an accredited program.

Designed to expose the student to the role of the Physician Assistant in an occupational or industrial setting. The student will work under the supervision of the physician preceptor learning to evaluate and manage patients and to evaluate the workplace from a health, safety, and ergonomic standpoint.

Grading System:
ABCDF

PAD8028. Rural Health/independent Study Clinical0 lecture hrs | 0 lab hrs |
6 clinical hrs | 3 credit
hrs*Prerequisite: BS, PA graduate of an accredited program*

Supervised exposure to a population of patients with undifferentiated health problems and participation in the evaluation and management of those problems. The student becomes more aware of the uniqueness of rural health care practice.

Grading System: ABCDF

PAD8048. Psychosocial Issues in Medicine3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission to M.S. program*

Survey of more common psychosocial problems encountered by health professionals. Students will participate in lectures, discussions, role-playing, and case studies. There will be an emphasis on improving communication skills, development of counseling skills, and integration of knowledge of psychosocial principles with the clinical situation.

Grading System: ABCDF

PAD8500. Emergency Toxicologylecture hrs | lab hrs | clinical
hrs | 3 credit hrs*Prerequisite: Admission to MHE or MS program.*

Focus of this course is on the recognition and treatment of various toxicological emergencies. It will be conducted in a symposium format with many hands-on opportunities.

Grading System: ABCDF

PAD8510. Emergency Pharmacologylecture hrs | lab hrs |
clinical hrs | 1 credit hrs*Prerequisite: Admission to MHE or MS program.*

Focus of this course is to provide the EMPA resident an advanced knowledge of pharmacologic agents specific to use in the emergency arena. This course will consist of lectures and practical demonstration geared at successful application of therapeutic patient management.

Grading System: ABCDF

**PAD8520. Emergency Medicine Physician
Assistant Core I**3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Admission to MHE or MS program*

Focus of this course is designed to provide the EMPA with a broad knowledge of the following areas: cardiovascular disorders, otolaryngologic disorders, abdominal and gastrointestinal disorder, metabolic and endocrine disorders. Instruction will be conducted in a symposium format and through hands-on clinic rotations in the emergency department. There will be assigned readings and a comprehensive examination.

Grading System: ABCDF

**PAD8530. Emergency Medicine Physician
Assistant Core II**3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Admission to MHE or MS program*

Focus of this course is designed to provide the EMPA with a broad knowledge of the following areas: hematological disorders, musculoskeletal disorders, nervous system disorders, respiratory system disorders. Instruction will be conducted in a symposium format and through hands-on clinic rotations in the emergency department.

Grading System: ABCDF

**PAD8540. Emergency Medicine Physician
Assistant Core III**3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Admission to MHE or MS program*

Focus of this course is designed to provide the EMPA with a broad knowledge of the following areas: disorders of obstetrics and gynecology, urogenital disorders, psychiatric disorders, dermatological disorders, ophthalmologic disorders. Instruction will be conducted in a symposium format and through hands-on clinic rotations in the emergency department. There will be assigned readings and a comprehensive examination.

Grading System: ABCDF

**PAD8550. Emergency Medicine Physician
Assistant Core IV**3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Admission to MHE or MS program*

Focus of this course is designed to provide the EMPA with a broad knowledge of the following areas: administration in emergency medicine, the emergency medical system, emergency medical procedures with lab. Instruction will be conducted in a symposium format and through hands-on clinic rotations in the emergency department. There will be assigned readings and a comprehensive examination.

Grading System: ABCDF

PAD8700. Evaluation of the Urologic Patient

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Acceptance in the Urology postgraduate physician assistant residency program

Refines history taking skills with an emphasis on formulating differential diagnosis, selection of appropriate evaluation tools (radiographic, laboratory, etc.) needed to make a definitive diagnosis in a variety of clinical settings and interpretation of evaluatory procedure outcomes to formulate a diagnosis and treatment plan.

Grading System: ABCDF

PAD8701. Clinical Urology, Core I

lecture hrs | lab hrs | clinical hrs | 4 credit hrs

Prerequisite: Acceptance in the Urology postgraduate physician assistant residency program

Applies previously learned history taking skills and appropriate physical examination skills to integrate them into a patient evaluation, diagnostic plan, and collation of data.

Grading System: ABCDF

PAD8702. Clinical Urology, Core II

lecture hrs | lab hrs | clinical hrs | 4 credit hrs

Prerequisite: Successful completion of Clinical Urology, Core I

Builds on previously acquired skills in both history taking and physical examination components as well as formulation of diagnosis and initiation of diagnostic plans, to formulate a treatment plan.

Grading System: ABCDF

PAD8703. Clinical Urology, Core III

lecture hrs | lab hrs | clinical hrs | 5 credit hrs

Prerequisite: Successful completion of Clinical Urology, Core II

Builds on skills acquired during previous two core courses with increasing independence of action.

Grading System: ABCDF

PAD8710. Urologic Pharmacology

lecture hrs | lab hrs |
clinical hrs | 1 credit hrs

Prerequisite: Acceptance in the urology postgraduate physician assistant residency program

Expands knowledge of pharmaceuticals to include commonly used medication in the practice of urology as well as pharmaceuticals uniquely used in this practice.

Grading System: ABCDF

PAD8720. Radiographic Evaluation

lecture hrs | lab hrs | clinical
hrs | 3 credit hrs

Prerequisite: Acceptance in the urology postgraduate physician assistant residency program

Equips the physician assistant resident with knowledge to obtain, interpret, and apply data from radiographic studies.

Grading System: ABCDF

PAD8730. Urodynamics

lecture hrs | lab hrs | clinical
hrs | 3 credit hrs

Prerequisite: Acceptance in the Urology postgraduate physician assistant program

The focus is on the use, performance of, and interpretation of urodynamics studies in the urologically intact and urologically impaired patient with an emphasis on interpretation of studies and application to patient care.

Grading System: ABCDF

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PHY8310. Molecular Motorslecture hrs | lab hrs | clinical hrs |
3 credit hrs*Prerequisite: Biomedical Sciences first-year core courses.*

An upper level survey course on the expression, structure/function, regulation, and disease processes associated with molecular motors. Studies will focus on the molecular motor Myosin in its conventional and unconventional forms.

Grading System: ABCDF

PHY8320. Advanced Neural and Endocrine Systemslecture hrs | lab hrs | clinical hrs |
2 credit hrs*Prerequisite: Biomedical Sciences first-year core courses.*

Understanding the integration of neural and endocrine systems is one of the cornerstones of modern physiology. This course will examine in detail the regulation and functional interaction of the neural, immune, and reproductive systems. Specific emphasis will be placed on understanding the complex networks of feedback control leading to whole organism homeostasis.

Grading System: ABCDF

PHY8330. Teaching Practicum in Medical Physiology

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Biomedical Sciences first-year core courses.

Mentored approach to gaining practical experience lecturing in a medical physiology course.

Grading System: Satisfactory/Unsatisfactory

PHY9010. Seminar in Physiology and Endocrinology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission to a graduate program

Attendance and participation in research presentations by MCG faculty and visiting research scientists.

Grading System: Satisfactory/Unsatisfactory

PHY9020. Seminar in Physiology and Endocrinology

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: Admission to a graduate program

Attendance and participation in research presentations by MCG faculty and visiting research scientists.

Grading System: Satisfactory/Unsatisfactory

PHY9210A. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission to a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

PHY9210B. Investigation of a Problem

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Admission to a graduate program

The student works with individual faculty members on a specific investigative research problem. This provides an introduction to analytical techniques and the scientific method in action.

Grading System: Satisfactory/Unsatisfactory

PHY9300A. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

PHY9300B. Research

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Permanent assignment to a specific lab with a faculty advisor and a defined research project.

The student works closely with his faculty thesis/dissertation advisor on an in-depth study of a research problem of interest to both student and advisor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

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RTH7500. Research Techniques in Respiratory Care 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: STA 6800, 6810, or AHS 9020 and permission of the department. RRT certified

This course is designed to assist the graduate student in formulating a research topic in respiratory care and then reviewing the related literature.

Grading System: ABCDF

RTH8000. Techniques in Extracorporeal Membrane Oxygenation 1 lecture hrs | 4 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: PHM 8100, PHY 8020, PHY 8060, Neonatal/Perinatal respiratory care, RRT certified

This course is designed to familiarize the student with the technique of Extracorporeal Membrane Oxygenation (ECMO), its moral, ethical, and legal implications, as well as impart clinical skills necessary to perform ECMO at the patient's bedside.

Grading System: ABCDF

RTH8140. Research and Pulmonary Function Testing 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: RRT certified with undergraduate course in pulmonary function testing or equivalent, STA 6800, and STA 6810

An in-depth review and evaluation of pulmonary function testing (PFT) procedures for the purpose of developing research utilizing PFT equipment.

Grading System: ABCDF

RTH8141. Research and Pulmonary Function Testing Lab 0 lecture hrs | 5 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: RRT certified with undergraduate course in pulmonary function testing or equivalent, STA 6800, and STA 6810

Labs will be designed to gain proficiency in selected PFT procedures, quality control and calibration of equipment, and designing pilot studies consistent with course required research proposals.

Grading System: ABCDF

RTH8170. Advanced Neonatal/perinatal Care 2 lecture hrs | 2 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: RTH 4417 Newborn/Pediatric Respiratory Care or similar undergraduate course, RRT certified

This course will be an in-depth look at neonatal and perinatal respiratory care, stressing neonatal pulmonary function testing, neonatal resuscitation, and advanced ventilatory techniques.

Grading System: ABCDF

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VBI8010. Fundamental Principles in Vascular Biology lecture hrs | lab hrs | clinical hrs | 3 credit hrs

Prerequisite: Completion of 1st year Biomedical sciences graduate core curriculum or consent of course director.

An in-depth study of vascular biology based on the current literature. Molecular mechanisms of vascular physiology and pathophysiology will be correlated to an integrated functional analysis at the tissue and organ level. Emphasis will be given to state-of-the-art methodologies and novel theories of mechanisms regulating vascular function

Grading System: ABCDF

VBI8020. New Frontiers in Vascular Biology lecture hrs | lab hrs | clinical hrs | 2 credit hrs

Prerequisite: Completion of 1st year Biomedical sciences graduate core curriculum or consent of course director.

Current techniques, concepts and trends in vascular biology research. Several topics are usually presented and are varied each time the course is presented. See course director for details.

Grading System: ABCDF

VBI9010. Seminar in Vascular Biology lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Enrollment in the Vascular Biology Graduate Program

Seminar in Vascular Biology

Grading System: Satisfactory/Unsatisfactory

VBI9210. Investigation of a Problem in Vascular Biology lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Enrollment in Vascular Biology Graduate Program.

Laboratory rotation course where the student works with individual faculty members on a specific research topic. This provides an introduction to techniques utilized in that laboratory as well as in introduction to the scientific method.

Grading System: Satisfactory/Unsatisfactory

**VBI9300. Research in
Vascular Biology**

lecture hrs | lab hrs | clinical hrs | 1 - 12 credit hrs

Prerequisite: Enrollment in Vascular Biology Graduate Program and permanent assignment to a specific laboratory with faculty advisor and defined research project.

The student works closely with his/her faculty thesis/dissertation mentor an in-depth study of a research question of interest to both student and mentor. This course culminates in the preparation of a Ph.D. dissertation or M.S. thesis.

Grading System: Satisfactory/Unsatisfactory

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Guide to Course Descriptions

This Guide provides you with three methods for obtaining descriptions of courses offered as part of the curricula at the Medical College of Georgia.

[Search by School](#)

Select a school from the drop-down list; then click submit.

[Search by Course Prefix and/or Number](#)

Enter either an alpha course prefix, a course number, or both; then click submit.

Prefix

Number

[Browse by Academic Discipline](#)

ANM5001. Advanced Studies in Medical Gross Anatomy

10 lecture hrs | 35 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: Senior Students Only

Independent studies of human gross anatomy with detailed dissections of human cadaver material. The student may concentrate upon an area or areas of particular need or interest, such as head and neck, limbs, body cavities or pelvis and perineum. Students are expected to explore the literature pertinent to their area(s) of interest in textbooks and journals.

Grading System: ABCDF

ANM5002. Research Elective in Anatomy (Special Elective–Green Sheet)

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: Approval by Faculty Member with whom research will be done

Opportunity to participate in research programs being conducted by members of the faculty of the Department of Cellular Biology and Anatomy. Arrangements to be made by the students with a member of the faculty.

Grading System: ABCDF

ANM5085. Phase I Elective: Medical Gene Therapy

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective will be a short comprehensive introduction to medical gene therapy. Subjects to be covered include uses and limitations, the "big 3" viral vector systems (retroviral, adenoviral, and adeno-associated viral), non-viral delivery systems, diseases for which gene therapy has been attempted, and medical and ethical concerns. Subjects will be covered by a brief introduction by one of the participating faculty followed by discussion.

Grading System: Satisfactory/Unsatisfactory

ANM5085P. Phase I Elective: Clinical Anatomy of the Pelvis and Inguinofemoral Region

0 lecture hrs | 2 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The students will be offered laboratory experience and clinical literature pertinent to their interest in obstetrics, gynecology or surgery, or a combination of these. The principle objective for the student includes a broadening of understanding and manual skills to enhance their preparation for clinical experience.

Grading System: Satisfactory/Unsatisfactory

ANM5110. Gross Anatomy

5 lecture hrs | 6 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: First year standing in the School of Medicine.

Study of the anatomy of the human body as applicable to clinical practice. Lectures, laboratory and demonstration materials are directed studies.

Grading System: ABCDF

ANM5130. Cell Biology & Development

3 lecture hrs | 3 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: None

The microscopic anatomy and development of all human organ systems as well as the cellular biology of various tissues and organs are taught in detail.

Grading System: ABCDF

ANM5130A. Histology and Development

3 lecture hrs | 3 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: None

The microscopic anatomy and development of all human organ systems as well as the cellular biology of various tissues and organs are taught in detail.

Grading System: ABCDF

ANM5130B. Histology and Development

3 lecture hrs | 3 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: None

The microscopic anatomy and development of all human organ systems as well as the cellular biology of various tissues and organs are taught in detail.

Grading System: ABCDF

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ANS5001. Anesthesiology Four Week Clerkship6 lecture hrs | 1 lab hrs |
40 clinical hrs | 7 credit hrs*Prerequisite: None*

Basic elective, which includes pre- and post-anesthetic evaluation and management of patients before, during and after anesthesia. Topics covered include airway management, pharmacology and physiology as applied to anesthesia, patient monitoring, and basics of mechanical ventilation. The student will also observe or participate in a variety of procedures including endotracheal intubation, intravenous and intraarterial cannulation, invasive cardiovascular monitoring and regional anesthesia. The student will also be exposed to the use of drugs for sedation, hypnosis, neuromuscular blockade, and hemodynamic manipulation. The student is expected to attend a student lecture series as well as all resident teaching conferences. The students also give a brief presentation and take an exam at the end of the course (Dr. Weatherred)

Grading System: ABCDF

ANS5002. Anesthesiology Research Elective (Special Elective)0 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: ANS 5001 + Acceptance by Chairman of Department of Anesthesiology*

The Department of Anesthesiology has an ongoing program in research. This area is available for student participation, depending on the student's background, and interests, as well as projects that are then current in the department. The student will attend all teaching seminars and conferences. (Dr. Boedeker)

Grading System: ABCDF

ANS5003. Anesthesiology Preceptorship (Special Elective—Green Sheet)10 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs*Prerequisite: None*

Clinical experience in Anesthesiology in an off campus hospital approved by Departmental Chairman.

Grading System: ABCDF

ANS5004. Respiratory Care Elective16 lecture hrs | 0 lab hrs | 0 clinical
hrs | 2 credit hrs*Prerequisite: None*

The first three weeks of the rotation will focus on respiratory pathophysiology as related to the patients problems and on the appropriate treatment. Specifically the first week involves oxygen, jet nebulizer and chest physiology. The second and third week focus on mechanical ventilation. The last week is reserved for BLS and ACLS certification. (Ms. Pam Rosema, M.H.S.A., R.R.T.)

Grading System: ABCDF

ANS5005. Anesthesia Subspecialty Elective (Special Elective) 0 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: ANS 5001 and acceptance by Chairman

The Department of Anesthesiology provides a complete range of subspecialty anesthesia care, including obstetric, ambulatory and neurosurgical anesthesia. This elective is available for the student who has completed ANS 5001 and wishes to explore a particular area of anesthesia indepth. The student will work with a faculty member or members in a particular subspecialty and emphasis will be placed on anesthetic concerns of that subspecialty. The student is expected to attend all resident teaching conferences. (Dr. Weatherred)

Grading System: ABCDF

ANS5007. Pediatric Anesthesia Elective 1 lecture hrs | 0 lab hrs | 8 clinical hrs | 7 credit hrs

Prerequisite: None

Introduction to the Perioperative anesthesia care of infants and children. Emphasis will be on anesthesia care unique to children and on preparation of the patient and parent for the operative experience. The student will attend all teaching seminars and conferences. Preferences given to students going into an anesthesiology or pediatric residency. (CMC Anesthesiology Staff)

Grading System: ABCDF

ANS5008. Pain Management Elective 2 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: None

Closely supervised clinical experience in the management of acute and chronic pain. The experience will take place within the structure of the MCG Multidisciplinary Pain Center and the inpatient wards of the Medical College of Georgia Hospital and will include diagnosis and treatment of chronic pain and the treatment of modalities for acute pain. The student will attend all scheduled teaching seminars and conferences. (Dr. Martin and Dr. Finnegan)

Grading System: ABCDF

ANS5009. Cardiovascular and Thoracic Anesthesiology Elective

6 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: None

The elective includes anesthesia management of adult patients undergoing major surgery of the heart and aorta, as well as thoracic procedures. Special emphasis will be on preoperative evaluation and intraoperative management of patients with ischemic and valvular heart disease, vascular disease and pulmonary disease. It is an opportunity for students to participate in advanced anesthetic techniques such as placement of invasive monitoring, meticulous control of hemodynamics, anticoagulation and reversal, cardiopulmonary bypass, pharmacologic and mechanical support of circulation, and one-lung ventilation. The student will attend all scheduled teaching seminars and conferences. (Dr. Weatherred)

Grading System: ABCDF

ANS5085. Phase I Elective: Introduction to Anesthesiology

1 lecture hrs | 0 lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: None

An elective for freshman medical students offered to allow the student to have exposure to the exciting and dynamic specialty of anesthesiology. The focus will be on observing rather than hands on performance of anesthesia.

Grading System: Satisfactory/Unsatisfactory

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BMB5120. Biochemistry and Genetics

6 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs

Prerequisite: First year standing in the School of Medicine.

Covers the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism.

Emphasis on medical application.

Grading System: ABCDF

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EMED5001. Emergency Medicine Clerkship

9 lecture hrs | 0 lab hrs | 40 clinical hrs | 10 credit hrs

Prerequisite: Core Curriculum

This month rotation is structured to give the student an introduction to the specialty of Emergency Medicine. The rotation is designed to provide an opportunity for the student to gain experience in dealing with conditions routinely seen in the practice of Emergency Medicine. Clinical instruction in the initial evaluation and stabilization of the acutely ill and injured patient will be provided by working alongside Emergency Medicine faculty who are present 24 hours a day. The rotation provides ample clinical experience and patient contact. The schedule includes approximately 40 hours of patient contact a week and EMS experience. There is assigned reading and a final exam. Students will rotate at one of several sites, including MCG, Ft. Gordon, Aiken, and Tifton. Sites are subject to change. Students will be assigned to the sites on a "first come" basis. Housing is provided at very remote sites. More information can be obtained by contacting Melissa Powell in the Department of Emergency Medicine, MCG Ext. 4412.

Grading System: ABCDF

EMED5002. Emergency Medicine Clerkship Off Campus (Special Elective–Green Sheet)

0 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: Core Curriculum

This is a special off campus elective arranged through the Department of Emergency Medicine at MCG. The months rotation is structured to give the student an introduction to the Specialty of Emergency outside the Medical College. Teaching materials and exam are the same as EMED 5001. The rotation is the same as Emergency Medicine 5001 in all aspects except for the location. The schedule includes approximately 9 hours of daily patient contact five days a week (180 hours total). Contact person in Emergency Medicine is Melissa Powell at MCG Ext. 4412.

Grading System: ABCDF

EMED5003. Pediatric Emergency Medicine Clerkship (Special Elective–Green Sheet)

2 lecture hrs | lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: Core Curriculum

This elective will expose the student to the wide variety of pediatric illnesses and injuries, which present to the Emergency Department. The student will assume progressive responsibility in the management of trauma, major and minor medical illnesses, and minor surgical procedures. Students will work directly with the Pediatric Emergency Medicine Attending or the Emergency Medicine Attending. The rotation setting will be in the Children's Medical Center Emergency Department. Shifts will be scheduled primarily during afternoons and evenings as well as 2 weekends. There is an open book exam and small project due at the end of each rotation. Contact person is Dr. Lorna Bell at MCG Ext. 4412.

Grading System: ABCDF

EMED5004. Research in Emergency Medicine (Special Elective–Green Sheet)

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: Approval by faculty member with whom research will be done

Opportunity to participate in research projects in conjunction with members of the faculty of the Department of Emergency Medicine. Arrangements to be made by the student with a member of the faculty. Students will be required to submit a summary of their research findings in abstract form to receive credit for the elective. If the duration of the work is more than one month, students only receive credit for a one month elective. Contact person is Dr. Jim Wilde at MCG Ext. 4412

Grading System: ABCDF

EMED5005. Emergency Medicine Externship Off-Campus

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: EMED 5001 or EMED 5002 (See Electives Bulletin at <http://www.mcg.edu/SOM/electives/index.html>)

This special off-campus rotation will be arranged by the student with an off-site hospital which accepts off-campus students for an Emergency Medicine rotation. The rotation will include nine hours of patient contact in addition to didactic sessions offered by the site. Teaching materials will be provided by the chosen faculty and an examination at the end of the rotation may be required depending on the selected site. The special request green sheet must be completed and submitted for final approval. Contact person in Emergency Medicine is Dr. Harmut Gross at MCG, ext. 3365.

Grading System: ABCDF

EMED5006. Disaster and International Emergency Medicine (Special Elective-Green Sheet)

3 lecture hrs | 40 lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: None

This elective is designed to familiarize students with emergency preparedness and response to a variety of natural and technical disasters including terrorism. Students will 1) gain a basic understanding of national, state, and local health response to natural and other disasters, 2) gain a basic understanding in evaluating emergency preparedness in the U.S. or abroad, 3) become familiar with biological and chemical agents which may be used in terrorism. The student's experience will include reviewing the most recent data on current natural disasters, observing decision-making in emergency response to disasters, and observing the operations of the Emergency Response Group of the CDC. Students will read and review articles on disaster and international medicine, emergency management, preparedness, and response. Students will choose an area of interest, complete in-depth readings and participate in ongoing research. A final presentation about the area of interest and research will be presented at the Emergency Medicine Resident's Conference for faculty review. Computer programs are available to assist in their final presentation. Evaluations will be based on the quality of the final presentation, level of interest, enthusiasm, and participation in group discussions and assigned readings. Contact person in Emergency Medicine is Dr. Phillip L. Coule at MCG ext 7144.

Grading System: ABCDF

EMED5007. International and Travel Medicine 2 lecture hrs | 2 lab hrs | 40 clinical hrs | 7 credit hrs
(Special Elective - Green Sheet)

Prerequisite: Successful completion of third year of medical school

This will be a supervised clinical experience with students engaging in patient care under the direct supervision of faculty trained and familiar with travel medicine, clinical tropical medicine, and medicine in the developing world.

Grading System: ABCDF

EMED5085. Phase I
Elective: Freshman
Elective in Emergency
Medicine

0 lecture hrs | 0 lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: None

Students will shadow a senior student or emergency medicine resident in the initial assessment and management of undifferentiated patients. There will be interaction with the attending physician on all patients. Activities will be entirely clinical.

Grading System: Satisfactory/Unsatisfactory

EMED5085W. Phase I

Elective: Introduction to Wilderness Medicine

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Weekly seminars will be conducted by the Emergency Medicine physicians on a wide variety of topics encompassed by the expanse of Wilderness Medicine. Subjects covered will include envenomations, altitude illness, heat and cold injuries, water purification, traveler's diarrhea, and dive medicine, etc. Subjects covered can be tailored to group interest and experience.

Grading System: Satisfactory/Unsatisfactory

EMED5085WM. Phase II

Elective: Introduction to Wilderness Medicine

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Weekly seminars will be conducted by the Emergency Medicine physicians on a wide variety of topics encompassed by the expanse of Wilderness Medicine. Subjects covered will include envenomations, altitude illness, heat and cold injuries, water purification, traveler's diarrhea, and dive medicine, etc. Subjects covered can be tailored to group interest and experience.

Grading System: Satisfactory/Unsatisfactory

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FMP5000. Basic Clerkship Family Medicine3 lecture hrs | 0 lab hrs | 40 clinical hrs |
15 credit hrs*Prerequisite: Successful completion of Phase I*

This six week clerkship is a supervised experience in the evaluation and management of patients seen primarily in the ambulatory family medicine practice setting. Many of the patients have undifferentiated health problems. Evaluation and management of health problems are emphasized. Students may draw assignments at the following Georgia Family Medicine Residency Programs: Medical College of Georgia and TriCounty Satellite Clinics

Grading System: ABCDF

FMP5003. Preceptorship Family Practice (Special Elective)5 lecture hrs | 0 lab hrs |
50 clinical hrs | 10 credit hrs*Prerequisite: None*

The student may choose from Preceptors in various communities across the state who have agreed to assist in medical student teaching. These Preceptors, who have been screened by the Joint Board of Family Practice, have undergone training for their teaching roles. This elective provides the student with a supervised experience in the evaluation and management of patients with undifferentiated clinical problems encountered in the practice of Family Medicine. The student will participate in the office practice, hospital rounds, house calls, emergency room visits, and selected community activities. (Participation in the elective must be arranged and approved by the Department of Family Medicine; contact Medical Student Coordinator, Ext. 4075.)

Grading System: ABCDF

FMP5004. Clinical and/or Research Elective in Family Medicine (Special Elective)1 lecture hrs | 0 lab hrs | 50 clinical hrs |
7 credit hrs*Prerequisite: None*

Students wanting to pursue special educational electives with Family Medicine Preceptors, Residencies or Faculty can make arrangements for this unique experience through the department of Family Medicine. These experiences could include: patient care, research, special projects involving Psychosocial aspects of Medicine, drug dependency, family therapy, and other issues related to the provisions of health care to entire families. (Participation in this elective must be arranged through and approved by the Department of Family Medicine, Medical College of Georgia; contact Medical Student Curriculum Coordinator, ext. 4075.)

**FMP5007. Family Medicine Residency
Externship, FMP Residency Program, Floyd
Medical Center, Rome, GA**5 lecture hrs | 0 lab hrs | 50 clinical
hrs | 10 credit hrs*Prerequisite: FMP 5000, MED 5000, PSY 5000, OBG 5000, PED 5000*

This elective with the Family Practice Residency Training Program of the Floyd Medical Center in Rome, Georgia, provides the student with clinical experience in both ambulatory and inpatient settings of Family Practice. Concepts of comprehensive and longitudinal health care will be emphasized. In addition to the clinical exposure, the student will also participate in daily group and individual teaching sessions.

Grading System: ABCDF

**FMP5009. Family Practice Residency
Externship, Memorial Medical Center,
Savannah, GA**5 lecture hrs | 0 lab hrs | 50 clinical
hrs | 10 credit hrs*Prerequisite: FMP 5000, MED 5000, PSY 5000, OBG 5000, PED 5000*

This elective at the Family Practice Residency Training Program of the Memorial Medical Center in Savannah, Georgia, provides the student with clinical experience in both ambulatory and inpatient settings of Family Medicine. In addition to the clinical exposure, the student also participates in daily group and individual teaching sessions. The student also participates in the provision of longitudinal and comprehensive health care.

Grading System: ABCDF

**FMP5010. Family Practice Rural Medicine
Externship, Warrenton, GA (Special Elective)**5 lecture hrs | 0 lab hrs | 50 clinical
hrs | 10 credit hrs*Prerequisite: FMP 5000, MED 5000, PSY 5000, OBG 5000, PED 5000*

This elective is rural Family Medicine and is provided through the TriCounty Health System, Inc. in Warrenton, Crawfordville and Gibson, Georgia, which serves as a rural teaching site for the Family Practice Residency Program at the Medical College of Georgia. The student has supervised exposure to a population of patients with undifferentiated health problems and actively participates in the evaluation and management of these problems. The student becomes familiar with the uniqueness of rural health care practice and establishes an appreciation for frequently encountered problems both acute and chronic. The student also has daily group and individual teaching sessions. (Participation in this elective must be arranged through and approved by the Department of Family Medicine, Medical College of Georgia; contact Medical Student Curriculum Coordinator, ext. 4075.)

Grading System: ABCDF

FMP5011. Subinternship in Inpatient Family Medicine, Family Medicine Program, Medical College of Georgia

7 lecture hrs | 0 lab hrs |
50 clinical hrs | 10 credit hrs

Prerequisite: FMP 5000

This elective is provided through the Family Medicine Inpatient Service of the Department of Family Medicine, Medical College of Georgia. This service provides the student with an in-depth exposure to the broad range of medical problems confronting the Family Physician in a hospital environment. The student assumes the primary medical care responsibilities for patients on the service and is supervised by Family Medicine Faculty and Senior Family Medicine residents. The student participates in all phases of patient evaluation from admission to discharge planning. Further information regarding this elective may be obtained from Julie Hendrich, M.D., Department of Family Medicine, 721-4674. (Participation in this elective must be arranged and approved by the Department of Family Medicine, Medical College of Georgia; contact Student Curriculum Coordinator, ext. 4075).

Grading System: ABCDF

FMP5013. Family Practice Residency Externship, Albany, GA (Special Elective)

5 lecture hrs | 0 lab hrs | 50 clinical
hrs | 10 credit hrs

Prerequisite: FMP 5000, MED 5000, PSY 5000, OBG 5000, PED 5000

The elective at the Southwest Georgia Family Practice Program at Phoebe Putney Memorial Hospital in Albany, Georgia provides the student with clinical experience in both ambulatory and inpatient settings of Family Medicine. In addition to the clinical exposure, the student also participates in daily group and individual teaching sessions. The student also participates in the provision of longitudinal and comprehensive health care.

Grading System: ABCDF

FMP5014. Family Practice Residency Externship, Morrow, GA (Special Elective) 5 lecture hrs | 0 lab hrs | 50 clinical hrs | 10 credit hrs

Prerequisite: FMP 5000, MED 5000, PSY 5000, OBG 5000, PED 5000

This elective with the Family Practice Residency Program of Georgia Baptist Medical Center is located in Morrow, Georgia (17 miles south of the hospital). It provides the student with clinical experience in both ambulatory and inpatient settings of Family Practice. A special emphasis of our rotation is the incorporation of the principles of Community Oriented Primary Care in the curriculum. Longitudinal ambulatory care is stressed during the rotation. The student will also participate in all lectures and in individual teaching sessions.

Grading System: ABCDF

FMP5015. Primary Care Sports Medicine (Special Elective) 5 lecture hrs | 0 lab hrs | 50 clinical hrs | 7 credit hrs

Prerequisite: None

The primary care sport medicine elective is a clinical rotation for students interested in sports medicine. Through this rotation the student will be exposed to the wide range of sports medicine problems managed by a family practice sports medicine physician. The student will receive clinical experience in the Sports Medicine Clinic at MCG as well as participating in the field-side medical coverage of various sporting events in the community. Following this rotation the student should be able to perform a thorough musculoskeletal physical examination and be familiar with the management of common sports medicine injuries. The student will be evaluated on their ability to perform the musculoskeletal examination and their evaluation of patients during the rotation. (Participation in this elective must be arranged through and approved by the Department of Family Medicine Student Curriculum Coordinator, ext. 4075.)

Grading System: ABCDF

FMP5016. Family Practice Residency Externship, Waycross, GA (Special Elective) 7 lecture hrs | 0 lab hrs | 50 clinical hrs | 10 credit hrs

Prerequisite: FMP 5000, MED 5000, PSY 5000, OBG 5000, PED 5000

This elective with the residency program of the Satilla Regional Medical Center is located in Waycross and Blackshear, Georgia. It provides the student with clinical experience in both ambulatory and inpatient settings of Family Practice and will emphasize continuity of care. Community involvement will also be stressed. The student will participate in daily group and individual teaching sessions.

Grading System: ABCDF

FMP5018. Salvation Army Homeless Medical Clinic, Augusta, GA (Special Elective)

1 lecture hrs | 0 lab hrs | 30 clinical hrs |
7 credit hrs

Prerequisite: None

This elective consists of attendance at the Thursday evening clinics (four Thursdays) and three day clinics per week. Also required is attendance at one lecture and one workshop per week. Lectures would address issues related to the homeless population in general as well as medical care issues. Included in these lectures would be group discussions of topics such as: problems faced by the homeless population; events leading to a person becoming homeless and disease and illness in the homeless population. Workshops will cover skills relative to acute care settings. Students enrolled in this elective will also be required to complete a project related to health care and the homeless. Students will be required to meet with a facilitator once per week for project management. At the end of the elective, students will be required to formally present the project to the course director, students and other interested parties. Projects could lead to potential publication.

Grading System: ABCDF

FMP5019. Phase III Elective: Procedures in Family Medicine

10 lecture hrs | 0 lab hrs | 30 clinical hrs | 7 credit hrs

Prerequisite: Successful completion of Core Rotations

This is a clinical elective offered in the Department of family Medicine at MCG with special emphasis on procedural medicine. This rotation is designed for medical students with an interest in Family Medicine and a desire to learn more about procedures commonly performed by family physicians. Students will be assigned on half day clinic per week in each of the following: flexible sigmoidoscopy, upper endoscopy, minor surgery, treadmill evaluations and osteopathic manipulations. Remaining time will be spent evaluations patients in the Family Medicine Center. (Participation in this elective must be approved by the Department of Family Medicine, MCG. Contact the Medical Student Coordinator, ext 1-4075)

**FMP5085A. Phase I
Elective: Continuity
Clerkship in Family
Medicine**

0 lecture hrs | 3 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

It is the goal of the Family Medicine clerkship elective to assist the student in confronting and dealing with the intense experiences which are part of the process of becoming a physician as well as the realistic application of technical knowledge and skills to the practice of medicine. The student will have the opportunity to (1) be exposed to role models demonstrating good doctor/patient relationships; (2) apply basic science knowledge to patient problems; (3) learn interviewing skills by observation and practice; (4) improve physical diagnosis techniques; (5) observe and practice office procedures and skills (veni puncture, suturing and EKG); (6) learn various aspects of longitudinal care; (7) present patient problems to faculty; and (8) enter into problem solving process with fellow students and faculty.

Grading System: Satisfactory/Unsatisfactory

**FMP5085C. The Spirit
Catches You**

2 lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

A overall view of the cultural clashes that exist between patient culture and the culture of medicine. Applications of explanatory models will be applied to local cultures and/or those selected by students.

Grading System: Satisfactory/Unsatisfactory

**FMP5085G. Geriatric
Medicine/Geriatric Psychiatry**

2 lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

A study in common medical and psychiatric problems. Students learn the basics of the mental status exam and physiological changes occurring with normal aging.

Grading System: Satisfactory/Unsatisfactory

FMP5085H. Phase I

**Elective: Salvation Army
Homeless Medical Clinic
Elective**

0 lecture hrs | 0 lab hrs | 38 clinical hrs | 1 credit hrs

Prerequisite: None

This elective experience consists of attendance at six medical clinics at the Salvation Army over the course of the semester. During their time at the clinic, the students will gain experience in taking vitals and gathering subjective information from patients on an individual basis. Guided by junior and senior students and attending and resident physicians, the first year students will also gain experience in the area of physical examination of patients, formulation of a diagnosis, and in planning course of action for patients with whom they are involved.

Grading System: Satisfactory/Unsatisfactory

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**ITD5008. USMLE Step 1
Preparation Elective**

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Phase I and Phase II

This elective is designed for those students who have experienced difficulty in passing USMLE Step1. The elective will be tailored to each individual student's needs. Students are required to submit a written study plan to include: 1) preparation strategies and resources to be used and 2) study schedule with the number of preparation hours per day and the specific topics covered. Students must demonstrate communication with their faculty advisor on a weekly basis. Grading is pass/ fail. Students must meet all the requirements to successfully pass the elective. This elective is by arrangement only. (Dr. T. Andrew Albritton, Associate Dean for Curriculum)

Grading System: Satisfactory/Unsatisfactory

**ITD5009. USMLE Step 1
Preparation Elective**

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: Phase I and Phase II

This elective is designed for those students who have experienced difficulty in passing USMLE Step1. The elective will be tailored to each individual student's needs. Students are required to submit written study plan to include: 1)preparation strategies and resources to be used and 2) study schedule with the number of preparations hours per day and the specific topics covered. Students must demonstrate communication with their faculty advisor on a weekly basis. With the board review course of their choice as part of the elective. Grading is pass/fail. Students must meet all the requirements to successfully pass the elective. This elective is by arrangement only. (Dr. T. Andrew Albritton, Associate Dean for Curriculum)

Grading System: Satisfactory/Unsatisfactory

**ITD5085. Phase I Elective:
Pathophysiology: Clinical
Correlates and Molecular
Medicine**1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit
hrs*Prerequisite: None*

This seminar will use clinical case discussions to analyze topics in pathophysiology that relate to molecular mechanisms of disease. Sessions will include case discussions and analysis of relevant journal articles.

Grading System: Satisfactory/Unsatisfactory

ITD5085A. Phase I Elective:**Seminars in Complementary and Alternative Medicine**

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Elective will consist of five to six sessions with guest speakers. Speakers will talk about their backgrounds and training, their areas of practice, and how their fields of healing complement conventional therapies. Areas of interest will include chiropractic, osteopathic, herablism, massage therapy, aromatherapy and others. Students must attend at least four sessions for credit.

Grading System: Satisfactory/Unsatisfactory

ITD5085B. Phase I**Elective: Spirituality and Religion in Medicine**

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This class will provide a survey of health-care related issues in several major world religions, such as Christianity, Islam, Judaism, Hinduism, and Buddhism, as well as a few lesser-known ones. This general background will enable students to serve as more informed, compassionate, and effective physicians through a more wholistic approach to their patients.

Grading System: Satisfactory/Unsatisfactory

ITD5085C. Beyond the Path Reportlecture hrs | lab hrs | clinical hrs |
1 credit hrs*Prerequisite: None*

This course will focus on issues surrounding end of life care. Through the use of lecture, small group discussion, and hospice patient interaction, the students will gain skills and knowledge of effective palliative & hospice care.

Grading System: ABCDF

ITD5098C. Off-Campus Summer Preceptorship0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs*Prerequisite: None*

This elective is offered to provide the student with experience in an off-campus setting. The student will make arrangements to accompany a mentor or preceptor in his/her office and/or hospital functions during the period of the elective.

Grading System: ABCDF

ITD5170. Neuroscience9 lecture hrs | 2 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: First year standing in the School of Medicine.*

An integrated course covering the structure and function of the human nervous system, with an introduction to clinical applications. The Departments of Cell Biology and Anatomy, Physiology and Endocrinology, Neurology, and the Division of Neurosurgery participate.

Grading System: ABCDF

ITD5250. Medical Microbiology6 lecture hrs | 1 lab hrs | 0 clinical hrs |
12 credit hrs*Prerequisite: Completion of Phase I*

This course combines principles of immunology, medical microbiology and infectious diseases.

Grading System: ABCDF

ITD5260. Introduction To Clinical Medicine4 lecture hrs | 0 lab hrs | 0 clinical
hrs | 6 credit hrs*Prerequisite: Completion of Phase I*

Introduces selected topics in medicine, pediatrics, surgery, obstetrics and gynecology. Relates pathophysiological and biochemical abnormalities of disease processes to the clinical signs and symptoms of the disease.

Grading System: ABCDF

**ITD5295A. National Board
Review I**

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Completion of Phase I

A systematic review for the USMLE Step I examination

Grading System: Satisfactory/Unsatisfactory

**ITD5295B. National Board
Review II**

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: Completion of Phase I

A systematic review for the USMLE Step I examination

Grading System: Satisfactory/Unsatisfactory

**ITD5540. Basic
Science Review**

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 12 credit hrs

Prerequisite: None

The purpose of this variable credit hour course is to assist Phase 2 medical students who have been unsuccessful in previous bid(s) to pass the United States Medical Licensing Examination: Part 1 (USMLE:S1). Enrolled students will engage in a structured basic science review under the supervision of the course director. Typically, the review will address the nine major science disciplines represented on the USMLE:S1, i.e, gross anatomy, behavioral sciences, biochemistry (including genetics), cell biology (histology and embryology), microbiology, neuroscience, pathology, pharmacology, and physiology. Relative emphasis given to each basic science discipline will be determined by the student's performance on previous administration(s) of the USMLE:S1. The course will feature selective audit of Phase 1 and 2 courses being taught during the Spring semester, guided self-study supported by peer tutoring, and faculty consultations/tutoring. Enrolled students will be obligated to commit themselves to the course's requirements by signing a participation contract.

Grading System: Satisfactory/Unsatisfactory

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MED5000. Basic Clerkship Medicine0 lecture hrs | 40 lab hrs | 30 clinical
hrs | 10 credit hrs*Prerequisite: None*

This 12 week core clerkship provides background in the fundamentals, principles and skills of Internal Medicine. Students actively participate in patient care as a member of the health care team. Bedside clinical skills, patient presentations, write-ups, logical approach to diagnostic decision making, as well as accumulation and synthesis of medical knowledge are emphasized. Every effort is made for all students to spend 8 weeks on inpatient services (at least one month on a general medicine service) and one month (if possible) in the ambulatory setting.

Grading System: ABCD

MED5001. Dermatologylecture hrs | lab hrs | clinical
hrs | 7 credit hrs*Prerequisite: None*

One month clerkship experience on the Dermatology service. Students will see inpatients and outpatients at the MCG Hospital and Clinics and also outpatients at Dermatology clinics at Fort Gordon, and VA Hospitals. Students participate in Dermatopathology Conferences, Journal Clubs, and Basic Science Seminars. Supervision will be provided by the full time staff and clinical faculty of the Section of Dermatology and the Dermatology housestaff.

Grading System: ABCDF

MED5002. Off-Campus Dermatology (Special Elective—Green Sheet)lecture hrs | lab hrs |
clinical hrs | 7 credit hrs*Prerequisite: MED 5001*

Off campus electives may be arranged, with prior approval of the faculty.

Grading System: ABCDF

MED5008. Acting Internship at VA Hospitallecture hrs | lab hrs | clinical hrs |
10 credit hrs*Prerequisite: MED 5008*

Students in this elective function as acting interns on the general medicine services at the Veterans Administration Hospital. The student will alternate patients with the intern in the initial workup treatment and care of these patients. The student will be closely supervised by the resident and faculty physician attending on the service. The acting intern will be responsible for planning and instituting the diagnostic workup and therapeutic program for his patients. In addition, he/she will assist in the teaching of junior medical students assigned to his service. The acting intern's on call schedule will be identical to that of the ward team.

Grading System: ABCDF

MED5009. Migrant and Under Served Health Care Electives

lecture hrs | lab hrs | 40 clinical hrs |
7 credit hrs

Prerequisite: MED 5000

Students will accompany the Southeast Regional Care Corporation unit to the field to participate in the medical care of migrant farm workers and other under served and uninsured individuals. Further development of students' clinical, diagnostic decision making, and patient management skills are emphasized. In addition, students will learn about running a clinic and gain an understanding of coding and billing procedures and Medicaid/Medicare requirements and regulations. This elective is by arrangement only. (T. Andrew Albritton, MD)

Grading System: ABCD

MED5010. Rheumatology

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: None

A clinical multidisciplinary experience in the rheumatic diseases with a basic core of material pertinent to major diseases in this area; experience with consulting an clinical material. Special desires for more defined endeavor by the student will be considered.

Grading System: ABCDF

MED5011. Acting Internship at MCG Hospital

10 lecture hrs | 0 lab hrs | 40 clinical
hrs | 10 credit hrs

Prerequisite: MED 5000

Students taking the acting internship at MCG will essentially function as an intern on the team, admitting patients in sequence with the interns and working directly under the resident. Acting interns will be expected to attend all conferences the interns attend. The acting intern will complete the initial work up and determine the treatment plan in conjunction with the resident. The acting intern will function as the primary care physician for his/her patients but will be closely supervised in all activities by the resident and attending faculty physician. The acting interns on call schedule will be identical to that of the ward team.

Grading System: ABCDF

MED5012. Hematology/Oncology

lecture hrs | lab hrs |
clinical hrs | 10 credit
hrs

Prerequisite: MED 5000

Objective: This elective is designed to provide the basics in clinical hematology and medical oncology. In-depth study of blood and marrow morphology is emphasized. An approach to diagnosis and management as well as general principles of cancer chemotherapy will be stressed. The importance of interdisciplinary cancer decision making (internist, surgeon, radiation therapist) will be emphasized. Two half-day clinics each week are arranged to emphasize the diagnosis and therapy of common hematologic and oncologic disorders.

Grading System:
ABCDF

MED5014. Rehabilitation Medicine at Walton Rehabilitation Hospital

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: MED 5000

Objectives of the elective will be to learn general principles of rehabilitation medicine in the hospital setting, in addition to participation in a multidisciplinary approach to treatment of patients undergoing rehabilitation. The student will have some clinical responsibility for patients admitted to the hospital and follow them through their rehabilitation. Specialty programs for Brain Injury, Pediatric Rehab., Spinal Cord Injury, Stroke Rehab.

Grading System: ABCDF

MED5016. Nephrology Consult Elective

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: MED 5000

Experience in clinical nephrology through participation in inpatient consultations, teaching conferences, and once weekly general nephrology outpatient clinic.

Grading System: ABCDF

MED5017. Cardiology Consultation Service at MCGHC

lecture hrs | lab hrs | clinical hrs | 7 credit hrs

Prerequisite: MED 5000

The MCG Cardiology elective is an integrated rotation between the cardiology consult service and the special procedure labs. Students time will be divided between the consult service and the labs. On the consult service the student will be exposed to various cardiovascular diseases in medical and pre and post-operative surgical in-patients. The student will be part of the consultative team working closely with the cardiology attending and the fellow. Patients will be seen with bedside teaching emphasizing physical and differential diagnosis. The student will be expected to provide references appropriate for each case evaluated. During this time, the student will become familiar with the indications, usefulness and limitations of diagnostic tests and special procedures such as echocardiography, cardiac catheterization, stress testing, electrophysiology studies and nuclear cardiology. Each week the student will spend one day in one of the special procedures laboratories (cardiac catheterization lab, ECHO lab, electrophysiology labs and Nuclear/stress testing lab.) The appropriate attending and fellow prior to and during the lab day will provide didactic teaching. Students will have an opportunity to see left and right catheterizations, coronary interventions, transthoracic and transesophageal echocardiography, catheter ablations, pacemaker and/or AICD implantations, cardioversions and stress testing. The EKG laboratory will provide EKGs each day to be read with the EKG attending. Invasive and non-invasive conferences are scheduled throughout the week and journal club is once a month. Students are required to attend conferences. Feedback will be given to the students biweekly from the rotation coordinator.

Grading System: ABCDF

MED5018. Cardiology Consultation Service at VA

lecture hrs | lab hrs | clinical hrs | 7 credit hrs

Prerequisite: MED 5000

The emphasis of this rotation is on consultative cardiology and electrocardiographic interpretation. The student will work closely with the cardiology attending and the cardiology fellow. The major clinical emphasis is on physical diagnosis and differential diagnosis of various cardiovascular diseases. The student will read a considerable number of electrocardiograms. Students will be familiarized with the indications, usefulness and limitations of special procedures such as echocardiography, stress testing, nuclear cardiology and cardiac catheterization. The student will attend all weekly conferences of the Department of Critical Care.

Grading System: ABCDF

MED5019. Cardiology at Eisenhower Medical Center (Ft. Gordon)

lecture hrs | lab hrs | clinical hrs | 7 credit hrs

Prerequisite: MED 5000

This course is designed to provide basic knowledge in the problems of heart disease and its complications. Students will participate in the care of patients in the Intensive Care Unit as well as on medical wards and outpatient service. They will also spend time understanding and reading electrocardiograms, phonocardiograms, echocardiograms (M mode and 2D), and Graded exercise tests (GXT).

Grading System: ABCDF

MED5021. Gastroenterology at MCGH

lecture hrs | lab hrs | clinical hrs | 7 credit hrs

Prerequisite: MED 5000

This course is designed to provide an understanding of clinical aspects of diseases of the digestive system, pancreas and liver, including endoscopy, interpretation of gastrointestinal x-rays, biopsies and laboratory results. It consists of rounds, conferences and clinics at the MCG Hospital.

Grading System: ABCDF

MED5022. Clinical Cardiology

lecture hrs | lab hrs | clinical hrs | 7 credit hrs

Prerequisite: MED 5000

The student will serve as an extern to one physician engaged in the practice of cardiology. This will involve diagnostic workup, rounding on hospitalized patients, and training in the use of invasive and noninvasive techniques of patient study including EKG, fluoroscopy, office and hospital Nuclear Cardiology, treadmill, echocardiography, external pulse recordings, cardiac catheterizations. An 8 bed coronary care unit is heavily utilized and emergency procedures are stressed.

Grading System: ABCDF

MED5023. Pulmonary Diseases Consult

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: MED 5000

This elective is designed to provide experience in consultative pulmonary medicine. Emphasis is placed upon the clinical evaluation of patients with altered lung function, and the appropriate use of both invasive and noninvasive pulmonary diagnostic procedures. The student will gain experience in interpretation of chest roentgenograms, pulmonary function tests, and arterial blood gases. Selected pulmonary topics are covered in the weekly pulmonary conference.

Grading System: ABCDF

MED5024. Infectious Diseases

lecture hrs | lab hrs | clinical hrs |
7 credit hrs

Prerequisite: MED 5000

This clinical consultation service provides experience in the diagnosis and management of patients with infections, interpretation of stained specimen cultures and sensitivity data, serology and the appropriate use of antimicrobial and antiviral agents. The elective consists of rounds, clinics and conferences at the MCG Hospital and Clinics, VA Medical Center, and Dwight D. Eisenhower Army Medical Center. Internal Medicine Residents are usually available at VA, MCG and FT. Gordon hospitals; infectious disease fellows may additionally attend at the VA and MCG hospitals. Daily didactic instruction is provided. On call availability is needed. Students may elect which hospital with preferences honored insofar as possible. MCG and VA physicians routinely make consultation rounds at both the VA Medical Center and MCG Hospital and Clinics concurrently (in the same month). Thus, patients are assigned in rotation, not on the basis of hospital preference during these months. A joint ID problem conference rotates weekly between the four hospitals and is held Friday at 10:00 AM. MCG and VA students routinely attend two clinics weekly: Monday p.m., Tuesday a.m. or Wednesday p.m. (MCG) and Thursday a.m. (VA or MCG). HIV disease is common, particularly in these clinics. The ID office (Ext. 721-2236) can give the students the attendings name

for any month after assignments are made.

Grading System: ABCDF

MED5025. Preceptorship in Internal Medicine (Special Elective—Green Sheet)

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: MED 5000

Clinical preceptorship spent working closely with an internist. Each student will accompany the preceptor in his/her office and hospital functions during the period of the elective. Before approval the student must provide a written statement from the prospective preceptor, accepting student to do elective, including description of the content of the elective and the name of the preceptor responsible for evaluation.

Grading System: ABCDF

MED5026. Critical Care Medicine (VA ICU)

lecture hrs | lab hrs | clinical hrs |
10 credit hrs

Prerequisite: MED 5000

A primary care elective where the student can expect patient care teaching in all aspects of Critical Care. Especially valuable to those interested in Surgery, Anesthesia or Medicine. Work with a critical Care Team: Intern, Resident, Fellow, Staff.

Grading System: ABCDF

MED5027. Off-Campus Elective (Special Elective—Green Sheet)

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: MED 5000

Special arrangements can be made for elective periods of one month in the Department of Medicine at other medical schools and teaching institutions. These electives can be spent in general Internal Medicine or medical subspecialties. The following must accompany the Green Sheet: written statement accepting student to do elective including description of the content of the elective and name of preceptor responsible for evaluation.

Grading System: ABCDF

MED5028. Research Elective in Medicine (Special Elective—Green Sheet)

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: Approval by Faculty Member with whom research will be done

Opportunity to participate in research programs being conducted by members of the faculty of the Department of Medicine. Arrangements to be made by the student with a member of the faculty. A description of proposed project must be submitted to and approved by Dr. Walter Moore, BI-5072, Ext. 2055. A copy of the description must accompany the Green Sheet. If the duration of the elective is more than one month, students only receive credit for a one month elective. (The research elective in Metabolic and Endocrine Disease requires MED 548 as a prerequisite.)

Grading System: ABCDF

MED5030. Advanced Internship at Atlanta Medical Center

lecture hrs | lab hrs | clinical hrs |
10 credit hrs

Prerequisite: MED 5000

The Department of Medicine at Atlanta Medical Center in Atlanta, Georgia offers a clerkship in General Internal Medicine and all subspecialties. Clerkships will involve evaluation and management of both in- and outpatients. The program, to include conferences, rounds and seminars, is under the direction of full time department physicians in Internal Medicine. On Call Schedule is individualized, depending on rotation but will be no more frequently than every fourth night.

Grading System: ABCDF

MED5031. Clinical Cardiology

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: MED 5000

The student will serve as an extern to two physicians engaged in the group practice of cardiology. This will involve diagnostic workup, rounding on hospitalized patients, and training in the use of invasive and noninvasive techniques of patient study including EKG, fluoroscopy, treadmill, echocardiography, nuclear cardiology studies, Holter studies, pacemaker insertion, cardiac catheterizations, coronary angioplasty and stents. Also, there is exposure to a busy cardiac office practice. A 16 bed coronary intensive care unit and telemetry unit are heavily utilized and emergency procedures are stressed.

Grading System: ABCDF

MED5033. Pulmonary Medicine Consult at VAMC

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: Pulmonary Medicine Consult at VAMC

Consult service elective featuring the availability of the full gamut of pulmonary diagnostic techniques; emphasis on pathophysiology and its application to patient care.

Grading System: ABCDF

MED5034. Pulmonary/Medical Critical Care

lecture hrs | lab hrs |
clinical hrs | 10 credit
hrs

Prerequisite: MED 5000

This elective is designed to provide an intensive experience in critical care medicine. Emphasis is placed upon clinical evaluation and management of critically ill patients: mechanical ventilatory support, hemodynamic and ventilatory monitoring and other critical care interventions. Didactic sessions, conferences and teaching rounds provide a broad view of clinical approaches to critically ill patients.

Grading System: ABCDF

MED5037. Gastroenterology at Eisenhower Medical Center, Ft. Gordon, for 4th year medical students

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: MED 5000

The student is expected to participate in all aspects of the Gastroenterology service, including inpatient and outpatient consultations, and to observe GI procedures (such as gastroscopy, colonoscopy, laparoscopy). The student will be taught proctoscopy in the weekly proctoscopy clinic. Basic GI physiology and pathophysiology will be stressed. The number of patients seen will be limited and the student will be expected to provide references appropriate for each case he/she evaluates. A reading syllabus covering basic GI physiology and disease will be provided. The student will be expected to give a 15 minute seminar once a week on the topic of his/her choice (covering an area of basic GI physiology). The student is expected to attend GI Journal Club and GI Pathology conferences Thursday afternoon at the Medical College of Georgia.

Grading System: ABCDF

**MED5039. Clinical Endocrinology (Medicine)
Interrelates with ITD 501 E**

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: MED 5000

Inpatient consultations and ambulatory clinics at the MCGH and VAMC are the primary activities of the elective. These activities are carried out in association with one or more medical residents and a clinical endocrine fellow. They are supervised by members of the Section of Endocrinology and Metabolism. The supervised management of cases encountered in these settings will provide the vehicle for teaching. Thyroid, adrenal, parathyroid, pituitary and gonadal diseases as well as diabetes, developmental problems, virilization and electrolyte disorders will be discussed. There will be opportunities for didactic presentations and students will be expected to read relevant clinical literature. A textbook and collection of reprints is provided on loan and a series of core didactic lectures is presented for students on the rotation. Student responsibilities will include participation in Section inpatient consultation and clinic activities, as well as the weekly clinical conference at which case presentations will be made.

Grading System: ABCDF

MED5046. Endocrinology Service at Eisenhower Army Medical Center

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: MED 5000

The student will participate in rounds, conferences, clinics and ward work. The staff of the Endocrinology Clinic will serve as faculty for this course. Inpatient and outpatient consultations will be performed.

Grading System: ABCDF

MED5047. Medical Intensive Care at DDEAMC

5 lecture hrs | 0 lab hrs | 40 clinical hrs |
7 credit hrs

Prerequisite: MED 5000

Primary care acting intern experience in the ICU setting. Acting intern will provide primary care for up to 3 patients under the supervision of a resident and attending physician. Call schedule will be every fourth night; rounds on Saturday and Sunday required. One day off each week.

Grading System: ABCDF

MED5050. Inpatient Cardiology at Atlanta Medical Center (Special Elective)

15 lecture hrs | 0 lab hrs | 40 clinical
hrs | 7 credit hrs

Prerequisite: MED 5000

This rotation is an acting internship and will concentrate on the inpatient rotation with the initial workup and management of cardiology patients from the emergency room as well as through consultation. The student will follow the patient through any inpatient testing including exercise stress testing, echocardiogram or cardiac catheterization. the rotation will include both intensive care as well as telemetry and ward patients. This rotation will require weekend rounding and every fourth night on-call responsibilities in conjunction with the rounding team. participation in the Morning Report and medicine conferences throughout the week will be required.

Grading System: ABCDF

MED5051. Outpatient Cardiology at Atlanta Medical Center and Private Practice Office (Special Elective)

15 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: MED 5000

This elective will allow the senior student to participate in cardiology practice in the outpatient setting. The student will do a new patient workup each day for a variety of cardiovascular problems and follow those patients through their workup including stress testing, nuclear cardiology and echocardiogram. The student will get a working knowledge of these three outpatient procedures and their diagnostic capabilities. Outlying clinics outside of Atlanta may or may not be added depending on the student's interest.

Grading System: ABCDF

MED5052. Gastroenterology at Atlanta Medical Center (Special Elective)

5 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: MED 5000

Students on this elective will rotate with the four gastroenterology attendings, caring for patients in the hospital, doing consults and observing gastrointestinal procedures. The student will also have the opportunity to see patients in the office with the various attendings and review liver pathology slides with John Galambos, M.D. The student would be expected to attend all conferences and will be asked to give a conference discussion at the medical-surgical conference.

Grading System: ABCDF

MED5055. Critical Care and Pulmonary Medicine (Special Elective)

10 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: MED 5000

The student will work with 6 critical care physicians at Doctor's Hospital. These physicians provide seven days per week, 24-hour a day coverage for inpatients at the hospital. The student will be assigned to round on, and manage under supervision, between two or three critically ill patients, depending on the complexity and student abilities. The practice consists of patients admitted to the Burn Unit, admission of unassigned medical and critically ill patients from the emergency room, inpatient consultation to MICU and SICU, and management of critically ill patients accepted in transfer from outlying hospitals. All types of acute medical problems are seen in this practice environment. A pre- and post-test will be administered as learning tools, rationales for correct answers will be provided to the student. There is an extensive reference list and journal library as well as a textbook library. The student will have one-on-one teaching with all seven of the clinical faculty. Experiences in diagnostic studies are also available for the interested student.

Grading System: ABCDF

MED5056. Epidemiology–Atlanta (Special Elective)*

10 lecture hrs | 0 lab
hrs | 40 clinical hrs |
7 credit hrs

Prerequisite: MED 5000

Months Offered: September through June (applications must be submitted to the Epidemiology Program Office at CDC by May 30 of the student's third year) This elective is designed to introduce the student to applied epidemiology, preventive medicine, and public health as practiced at CDC. Students have the opportunity to actively assist in epidemiologic investigations of infectious diseases and in studies of a wide variety of public health problems such as chronic, environmental, and occupational diseases, injuries, and reproductive health. Students work under the supervision of CDC epidemiologists and work on specific projects. Students are also exposed to day-to-day operations and a broad range of activities at CDC. Familiarity with computers and data analysis is helpful but not essential. Students are responsible for providing their own living and travel expenses.

Grading System: ABCDF

MED5059. Geriatric Medicine, Savannah, GA (Special Elective*)

0 lecture hrs | 0 lab hrs | 40 clinical
hrs | 7 credit hrs

Prerequisite: MED 5000

Students will participate in daily discussion of all geriatric admissions and work rounds. The students will also participate in geriatric clinics to work up a variety of geriatric syndromes including falls, incontinence, dementia, syncope, failure to thrive, sensory impairment, and cardiovascular disease in the elderly. Students will be given reading assignments of geriatric core curriculum. Students will have opportunity to observe, and if interested, actively participate in urodynamics and tilt table procedures. Students will also participate in weekly "Geriatric Currents" and monthly Geriatric-Psych Case Conferences. Students will also attend all medical education programs including daily Noon Conferences, Friday Grand Rounds, and may also participate in medical morning report.

Grading System: ABCDF

MED5063. Outpatient Cardiology/Atlanta (Special Elective)

0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: None

This elective will allow the senior student to participate in a busy cardiology practice in the outpatient setting. The student will be involved in the evaluation of new patients and consultations, in terms of physical examinations and discussion of acceptable methods of diagnosis and treatment. Cardiovascular risk assessment, diagnosis and treatment are emphasized. Hyperlipidemia management and women and heart disease are also a special focus. The student will be involved daily with treadmill exercise testing including nuclear stress testing and stress echocardiography. Echocardiograms, EKGs, Holter monitoring, and Event recordings are reviewed daily. The student will have exposure to Electron Beam CT for the diagnosis of CAD.

Grading System: ABCDF

MED5065. Pulmonary/Critical Care in South Georgia (Special Elective*)

0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: None

Under the direction of a pulmonologist Dr. Fred Rosenblum, this elective will allow exposure to both inpatient critical care and pulmonary medicine as well as outpatient pulmonary management. Dr. Raul Santos, a nephrologist, and Dr. Craig Wolff, a pulmonologist, will also participate. All three have their critical care certification and practice at Archbold Medical Center in Thomasville, Georgia. The elective will offer a broad opportunity to participate directly in patient care, procedures, and didactic sessions with active clinicians.

Grading System: ABCDF

MED5066. Community Endocrinology, Diabetes and Metabolism Elective (Special Elective*)0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs*Prerequisite: None*

This clinical rotation is offered through the office Dr. Ali Rizvi, who is an endocrinologist in private practice in Augusta. The student will learn about all aspects of this subspecialty, including diabetes, nutrition, lipid disorders, thyroid, endocrine hypertension, osteoporosis, calcium metabolism, pituitary adrenal and gonadal disorders, erectile dysfunction, menopause management, basic infertility workup, hirsutism, growth and pubertal problems, and endocrine malignancies. There is ample exposure to insulin pump therapy, office thyroid ultrasound, thyroid fine-needle aspiration biopsy, bone densitometry, endocrine imaging, interpretation of tests and assays, and endocrine emergencies like diabetic ketoacidosis. Patients are seen in the ambulatory setting and there is an active inpatient and consultation service. Preventive and primary care needs of many patients are fulfilled in addition to management of their endocrine problems. Students will be involved in the evaluation of new patients and consults as well as follow-up of established patients. The physician-preceptors work closely with certified diabetes educators at the ADA-recognized Diabetes Program of University Hospital, which offers the senior medical student exposure to intensive diabetes management and the opportunity to participate in community activities like diabetes camps and retreats, fund-raising walks, etc. The student is assured a supportive atmosphere for office and bedside interaction and is expected to attend didactic and teaching conferences at both University and MCG. He/She is encouraged to develop case presentation and physical exam skills, differential diagnoses, and perform critical review of relevant medical literature. They may pursue a small/clinical research project of their own interest with preceptor guidance during this rotation.

Grading System: ABCDF

MED5067. Acting Internship Off Campus (Special Elective—Green Sheet*)10 lecture hrs | 0 lab hrs |
40 clinical hrs | 10 credit hrs*Prerequisite: MED 5000*

Students taking the acting internship will essentially function as an intern on the team, admitting patients in sequence with the interns and working directly under the resident.

Grading System: ABCDF

MED5069. Pulmonary/Medical Critical Care Selective at Atlanta Medical0 lecture hrs | 0 lab hrs |
40 clinical hrs | 10 credit
hrs*Prerequisite: MED5000*

This elective provides an intensive experience in critical care medicine. Under the supervision of the critical care attending physician, students will evaluate and manage critically ill patients. Students will have the opportunity to gain experience with mechanical ventilator management, hemodynamic monitoring, and other critical care interventions.

Grading System: ABCD

MED5085B. Introduction to Clinical Cardiology

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

The elective will emphasize the clinical application of cardiovascular anatomy and physiology. Student will be given an opportunity to apply basic science knowledge to different aspects of clinical cardiology.

Grading System: Satisfactory/Unsatisfactory

MED5085C. Phase I Elective: Cancer Biology/Cancer Treatment

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The objective of this course is to discuss with a group of medical students our current understanding of the molecular mechanisms involved in the development of a variety of cancers, such as cancer of the breast, colon, lung, ovary and prostate. Topics may include cancer risk factors, the molecular basis of cancer treatment, treatment options, possible improvements of patient outcomes, as well as cancer prevention. The importance of continuing cancer research will also be emphasized. It is hoped that this course will provide strong incentive to some students to learn more about the challenges that our nation faces in fighting cancer, and may motivate them to become oncologists and/or cancer research scientists.

Grading System: Satisfactory/Unsatisfactory

MED5085D. Dermatology Experience

lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

Students will be exposed to patients in the Dermatology clinic, followed by discussion of Dermatologic conditions and treatments. Students will also observe various procedures.

Grading System: Satisfactory/Unsatisfactory

**MED5085R. Phase I Elective:
Clinical Rheumatology**

0 lecture hrs | 0 lab hrs | 4 clinical hrs | 1 credit hrs

Prerequisite: None

Student will accompany the attending to the clinic and will observe history and physicals as well as procedures.

Grading System: Satisfactory/Unsatisfactory

**MED5085S. Phase I Elective:
Introduction to Spanish in
Medical Practitioners**

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

A basic course in commonly used medical terms in Spanish.

Grading System: Satisfactory/Unsatisfactory

**MED5098C. Off-Campus Medicine Summer
Preceptorship**

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective is offered to provide the student with experience in an off-campus setting. The student will make arrangements to accompany a preceptor in his/her office and hospital functions during the period of the elective.

Grading System: ABCDF

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NEU5000. Basic Clerkship in Neurology8 lecture hrs | 0 lab hrs | 40 clinical
hrs | 10 credit hrs*Prerequisite: Successful completion of Phase II*

This four week clerkship provides an introduction to general neurological problems through direct supervised patient management. The acquisition of basic skills in history taking and physical diagnosis of neurological patients are stressed. Emphasis is placed on the ability to assimilate historical information and physical findings to diagnose an existing neurological lesion. The recognition and management of neurological lesion. The recognition and management of neurological emergencies is included.

Grading System: ABCDF

NEU5001A. Acting Internship in Adult Neurology 5001A–MCG Hospital10 lecture hrs | 0 lab hrs | 40 clinical
hrs | 10 credit hrs*Prerequisite: NEU 5000*

This is a patient care elective. The student will have primary care responsibility for a block of neurological inpatients. The student will participate in rounds and conferences and will assist with the diagnostic procedures involving his/her patients. The student will be expected to participate in the on-call rotation with other housestaff. (Contact Neurology office, 721-1990.)

Grading System: ABCDF

NEU5001B. (Special Elective)0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 10 credit hrs*Prerequisite: NEU 5000*

This is a patient care elective. The student will have primary care responsibility for a block of neurological inpatients. The student will participate in rounds and conferences and will assist with the diagnostic procedures involving his/her patients. The student will be expected to participate in the on-call rotation with other housestaff. (Contact Neurology office, 721-1990.)

Grading System: ABCDF

NEU5002A. Consultation and Clinics in Adult 5002A–MCG Hospital0 lecture hrs | 0 lab hrs | 40 clinical
hrs | 7 credit hrs*Prerequisite: NEU 5000*

This elective is designed to provide an introduction into decision making in Neurology. The student will attend Adult Neurology Clinics and participate in the direct evaluation of patients. There is ample opportunity to examine and evaluate patients with a wide range of neurological problems. A close working relationship with the neurology attending faculty will allow maximal learning potential. (Contact Neurology office, 721-1990.)

Grading System: ABCDF

NEU5002B. Neurology (Special Elective)
5002B-VA Medical Center

0 lecture hrs | 0 lab hrs | 0 clinical
 hrs | 7 credit hrs

Prerequisite: NEU 5000

This elective is designed to provide an introduction into decision making in Neurology. The student will attend Adult Neurology Clinics and participate in the direct evaluation of patients. There is ample opportunity to examine and evaluate patients with a wide range of neurological problems. A close working relationship with the neurology attending faculty will allow maximal learning potential. (Contact Neurology office, 721-1990.)

Grading System: ABCDF

NEU5003. Computer Applications in Neurology
(Special Elective)

lecture hrs | lab hrs | clinical
 hrs | 3 credit hrs

Prerequisite: None

This elective allows the student to develop an understanding of computer applications in Medicine and Neurology. The student will use the Neurology Department's computer system, which consists of 60 computers organized in a local area network using the Netware operating system. Such a system represents the forefront of computerized technology. Many projects are available for the student to work on, including the development of patient databases, artificial intelligence, and signal analysis. The student will work on a program under the direction of Dr. Michael Rivner. Programs will be written in C, Basic, Pascal or Fortran. Compilers are available in all of these languages. No prior experience in programming or engineering is necessary. However such experience is highly desirable. If the student does not have experience in programming, programming will be taught during this elective period, mainly by self study. The following projects are currently active: (1) Neurology patient database; (2) Billing systems; (3) EMG signal analysis and spike detection; (5) Stroke patient database; (7) Decision analysis in Neurology and/or EMG; and (8) Generalized systems programming. After completion of this elective, it is believed that the student will have a firm understanding of the role that computers play in medicine. Completion of this elective will allow the student to become familiar and confident about computer systems in medicine. All students who desire to find out more about this elective are encouraged

to contact Dr. Michael H. Rivner in the Department of Neurology (721-2681).

Grading System: ABCDF

NEU5003C. Clinical and Research Electives in Neurology (Special Elective) 5004C–Off Campus—Green Sheet

10 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: NEU 5000

The following electives will allow the student an opportunity to concentrate on a specific area of Neurology. Clinical responsibility and/or research opportunities are available. In most instances, the specific program can be tailored to the interests and needs of the student. These electives must be arranged with the individual preceptor at least two months prior to the beginning of the rotation.

Grading System: ABCDF

NEU5004A. Clinical and Research Electives in Neurology (Special Elective) Location: 5004A–MCG Hospital

3 lecture hrs | 0 lab hrs | 40 clinical
hrs | 7 credit hrs

Prerequisite: NEU 5000

The following electives will allow the student an opportunity to concentrate on a specific area of Neurology. Clinical responsibility and/or research opportunities are available. In most instances, the specific program can be tailored to the interests and needs of the student. These electives must be arranged with the individual preceptor at least two months prior to the beginning of the rotation.

Grading System: ABCDF

NEU5004B. Clinical and Research Electives in Neurology (Special Elective) 5004B–VA Medical Center

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 7 credit hrs

Prerequisite: NEU 5000

The following electives will allow the student an opportunity to concentrate on a specific area of Neurology. Clinical responsibility and/or research opportunities are available. In most instances, the specific program can be tailored to the interests and needs of the student. These electives must be arranged with the individual preceptor at least two months prior to the beginning of the rotation.

Grading System: ABCDF

NEU5005. Phase III Elective: Acting Internship in Child Neurology

4 lecture hrs | 0 lab hrs | 20 clinical hrs | 10 credit hrs

Prerequisite: NEU5000

This is a patient care elective. The student will have primary care responsibility for a block of child neurology patients. The student will participate in rounds and conferences and will assist with the diagnostic procedures involving his/her patients. The student will be expected to participate with the housestaff. (contact Dr. James Carroll, 721-3371)

Grading System: ABCD

NEU5085. Phase I Elective:

Clinical Neurology: Approach to Patients and Tests

1 lecture hrs | 8 lab hrs | 15 clinical hrs | 1 credit hrs

Prerequisite: None

The course will consist of a combination of didactic lectures and clinical experience in the MCG outpatient and inpatient settings

Grading System: Satisfactory/Unsatisfactory

NEU5085J. Phase I

Elective: Jewish Medical Ethics

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Contemporary medical problems will be discussed and how they relate to Jewish law. Each week a specific medical issue will be discussed and how it relates.

Grading System: Satisfactory/Unsatisfactory

NEU5085S. Phase I

Elective: Sleep Disorders

1 lecture hrs | 3 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The purposes of this course are to understanding physiology of sleep; provide an overview of sleep disorders in humans; recognize sleep disturbances; and use case studies and review articles relating to sleep disorders.

Grading System: Satisfactory/Unsatisfactory

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OBG5000. Basic Clerkship in Obstetrics and Gynecology 14 lecture hrs | 0 lab hrs | 72 clinical hrs | 10 credit hrs

Prerequisite: Successful completion of Phase II

This required basic clerkship of four weeks' duration combines inpatient and outpatient experience in human reproduction and in disorders of the female reproductive system. About half of all students will be at MCG where they will rotate through the subspecialty services. Some students may draw assignment at (1) University Hospital in Augusta

Grading System: ABCDF

OBG5001. Obstetrics and Gynecology Hospital/Medical School (Special Elective—Green Sheet)

10 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: Satisfactory Completion of OBG 5000

This elective is offered by arrangement with various hospitals, or affiliated medical schools in the United States and overseas. The course will be designed to fit each student's particular need and may be either clinically or research oriented. The student must obtain a letter of acceptance with the name of the supervisor and/or evaluator and his or her curriculum vitae showing OB/GYN training. Formal evaluation is required.

Grading System: ABCDF

OBG5003. Obstetrics and Gynecology, University Hospital (Special Elective *)

4 lecture hrs | lab hrs | 60 clinical hrs | 10 credit hrs

Prerequisite: Satisfactory Completion of OBG 5000

This elective is offered at the University Hospital where the student works under the supervision of the Medical College of Georgia residents and clinical faculty on the ward service. The student is given responsibility for the evaluation and care of patients consistent with demonstrated abilities. Formal evaluation is required. A large portion of this rotation consists of outpatient services. The student will be expected to take an active role in the following areas: Initial assessment and follow-up of pregnant patients, both routine and high risk Preventive services involved in the routine gynecologic annual visit. Evaluation of routine outpatient gynecological problems. Assist in obstetrical triage, labor management, deliveries, gynecologic procedures and daily rounds.

Grading System: ABCDF

OBG5004. Research/Laboratory Elective at MCG (Special Elective)

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 7 credit hrs

Prerequisite: Satisfactory Completion of OBG 5000

The student will have the opportunity to design original studies or pursue ongoing research projects in either the biochemical or biophysical assessment laboratories. This elective is flexible and can be tailored to the specific interests of the student. Current projects include intrauterine fetal breathing observation, analysis of fetal heart rate patterns, evaluation of fetal lung maturation in various maternal/fetal conditions. This elective is by arrangement only.

Grading System:
ABCDF

OBG5006. Reproductive Endocrinology and Genetics Elective at MCG (Special Elective)

17 lecture hrs | 0 lab hrs |
50 clinical hrs | 7 credit hrs

Prerequisite: Satisfactory completion of OBG 5000

The student will participate in the Reproductive Endocrinology and Genetics Clinic at the Medical College of Georgia. One entire day per week will be devoted to the prenatal diagnosis and preconceptional genetic counseling. Two days at the Medical College of Georgia each week will be devoted to infertility surgery. Two days will be devoted to the management of patients, single or couples, with reproductive endocrine problems. The general diagnostic areas which will be covered are as follows: Evaluation, diagnosis and management of couples with infertility. Diagnosis and management of menstrual dysfunction Diagnosis and management of androgen over production. A knowledge of gross and microscopic pathology relating to Reproductive Endocrinology. Contraception and family planning. Observation of reconstructive and reparative surgery involving congenital and acquired defects of the female genital tract. Gross and microscopic pathology relating to reproductive endocrinology. Basic knowledge of the pharmacology of hormones. Preconceptional and genetic counseling and prenatal diagnosis. In Vitro fertilization.

Grading System: ABCDF

OBG5085. Real Life Gynecology I

0 lecture hrs | 0 lab hrs | 3 clinical hrs | 1 credit hrs

Prerequisite: None

The elective will be comprised of clinical encounters under the direction of a GYN faculty member as well as didactic content. Clinical encounters will consist of shadowing the GYN physician and participating as a team member. The didactic components are designed to prepare students to address specific clinical situations which are encountered in Women's Health Care.

Grading System: Satisfactory/Unsatisfactory

**OBG5098. OB/Gyn Summer
Preceptorship**

2 lecture hrs | 0 lab hrs | 40 clinical hrs | 1 credit hrs

Prerequisite: None

The student will attend Grand Round, Benign and C-Section conferences when offered. The student will learn to surgically scrub and will follow patients in the clinic. The student will participate on the GYN service and attend deliveries.

Grading System: Satisfactory/Unsatisfactory

**OBG5098C. Off-Campus
OB/Gyn Summer
Preceptorship**

0 lecture hrs | 0 lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

This elective is offered to provide the student with experience in Obstetrics-Gynecology in an off-campus setting. The student will make arrangements to accompany a preceptor in his/her office and hospital functions during the period of the elective.

Grading System: Satisfactory/Unsatisfactory

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OPH5001. Ophthalmology Clerkship6 lecture hrs | 0 lab hrs |
35 clinical hrs | 7 credit hrs*Prerequisite: None*

The student participates with the residents and faculty in their daily clinical activities. This includes seeing and evaluating patients in the outpatient clinic with the residents and faculty, participation in conferences and lectures, and observation of some surgical procedures.

Grading System: ABCDF

OPH5002. Ophthalmology Research Elective (Special Elective)1 lecture hrs | 39 lab hrs |
5 clinical hrs | 7 credit hrs*Prerequisite: None*

An area of mutual interest to the student and faculty supervisor will be selected and the student will outline his research project with literature references and carry it out under supervision. A written report on the project is required at the end of the elective period.

Grading System: ABCDF

OPH5003. Ophthalmology Off Campus Experience (Special Elective—Green Sheet)0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs*Prerequisite: None*

Special arrangements can be made for elective periods of one or two months in a Department of Ophthalmology at another medical school or one that is affiliated with a medical school (Canada or USA), to study some phase of ophthalmology such as ophthalmic pathology, neuroophthalmology etc. Written approval must be obtained in advance from both the MCG Department of Ophthalmology (D. Thomas) and the Department where the elective is to be taken. A description of the off campus elective, including the names(s) of the supervising faculty member(s), must be submitted to the MCG Department of Ophthalmology before approval to take the course for credit can be considered. In addition, a letter of evaluation with specific comments regarding the student's performance and a brief description of the work completed must be received from the Department Chairman or the supervising faculty member in the Department where the off campus elective is taken. Credit for the course will not be given until all of the above have been satisfactorily completed.

Grading System: ABCDF

OPH5085. Introduction to the Practice of Ophthalmology

lecture hrs | lab hrs | 3 clinical hrs | 1 credit hrs

Prerequisite: None

This elective is an introduction to the field of Ophthalmology. Students will have opportunity to observe the daily outpatient clinical practice, instrumentation and surgery. Students will learn to develop basic exam skills.

Grading System: Satisfactory/Unsatisfactory

OPH5210. Ophthalmology

4 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Introductory course in ophthalmology consisting of a series of ten one-hour lectures introducing the student to basic ophthalmic disease processes and their management.

Grading System: Satisfactory/Unsatisfactory

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PTH5001. Current Autopsy Case Studies (Special Elective—Green Sheet)4 lecture hrs | 40 lab hrs |
clinical hrs | 7 credit hrs*Prerequisite: Phase II*

The program has been designed for the study of human disease by thorough autopsy investigation enabling the interested student to pursue his studies at a deeper level of experience. Students have the same responsibilities as the resident staff with regard to their study and presentation of autopsy cases.

Grading System: ABCDF

PTH5002. University Hospital Pathology Laboratory (Special Elective—Green Sheet)lecture hrs | lab hrs |
clinical hrs | 7 credit hrs*Prerequisite: Phase II*

Electives will be offered in most phases of practice of pathology including surgical pathology, autopsies, hematology, blood banking, chemistry, bacteriology, immunopathology or cytology. Special work will be assigned to the student for background purposes. Can be offered singularly or in combination.

Grading System: ABCDF

PTH5003. Surgical Pathology (Special Elective—Green Sheet)10 lecture hrs | 40 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: Phase II*

To participate in all activities of Surgical Pathology. Students will function as supervised residents. They will participate in the examination of tissues and the rendering of diagnoses to clinicians. Students will be part of modern surgical pathology. Limited responsibility under supervision will be commensurate with ability.

Grading System: ABCDF

PTH5009. General Clinical Pathology Laboratory (Special Elective—Green Sheet)1 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: Phase II*

This elective is based on the practical application of clinical laboratory methods and evaluation of results. This objective will be pursued through patient rounds, interpretation of laboratory data, participation in patient treatment, particularly the use of blood and blood components, the development of tests and their evaluation as to future clinical utilization. An opportunity to learn the techniques of Hematology, Microbiology, Clinical Chemistry, Microscopy, Immunohematology and Blood Banking will be available. This elective includes hands-on instruction.

Grading System: ABCDF

PTH5011. Basic Neuropathology (Special Elective—Green Sheet)0 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Phase II*

This is a basic neuropathology course designed only for a student who intends to choose pathology, neurosurgery, neurology, or other neurological science related fields as a subspecialty in his medical career.

Grading System: ABCDF

PTH5014. Off Campus Special Elective in Anatomic and Clinical Pathology (Special Elective—Green Sheet)20 lecture hrs | 5 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: Phase II*

There will be opportunity to work in selected areas of Anatomic and/or Clinical Pathology, including such fields as Surgical Pathology, Autopsy, Hematology, Blood Banking, and Microbiology in specified programs arranged with an offering pathologist. Students will have the opportunity to participate in intra- and inter-departmental conferences.

Grading System: ABCDF

PTH5019. Clinical Microbiology (Special Elective—Green Sheet)0 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: A Medical Microbiology Course*

An area of mutual interest will be explored through research, literature review, hands-on evaluation, discussions with other laboratories, etc. A written document of the findings will be produced for internal use and ideally for presentation and publication. Alternately, practical training in one or more areas of clinical microbiology can be arranged to meet the individual needs of each student.

Grading System: ABCDF

PTH5024. Gastrointestinal Pathology20 lecture hrs | 60 lab hrs |
0 clinical hrs | 7 credit hrs*Prerequisite: Phase II*

The elective is designed for students to participate in all aspects of diagnostic GI liver pathology service at MCG during his/her allotted time. Specific one-to-one histopathologic instruction will be tailored to the student's field of greatest interest, e.g., liver biopsy interpretation of hepatitis. This will include, but is not limited to, review of Dr. Vartanian's GI liver study slides. The student may elect to embark on a research project, which he/she is expected to complete.

Grading System: ABCDF

PTH5025. Pathology Research

2 lecture hrs | 6 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Phase II Pathology

This elective consists of research experience in selected areas of pathology through special arrangement with a member of the faculty of the department of Pathology. Arrangements should be made by the student with a member of the faculty. A description of the proposed project must be submitted to and approved by Dr. Stephen Peiper, Ext 2923. A copy of the description must accompany the Green Sheet. If the duration of the elective is more than one month, students only receive credit for a one month elective.

Grading System: ABCDF

**PTH5085. Phase I Elective:
Basic Cardiovascular
Pathology**

0 lecture hrs | 5 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective is designed for students who might choose pathology, cardiology or cardiovascular surgery as career track subspecialties. Practice correlations between invasive and non-invasive diagnostic techniques commonly used in clinical cardiology and using the gross and histomorphologic findings of current cases of the MCG/VAMC Heart Registry-Surgical Pathology and Autopsy cases in acquired and congenital heart diseases will be stressed. Students will be encouraged to formulate a project which could lead to a publication.

Grading System: Satisfactory/Unsatisfactory

**PTH5085C. Phase I Elective:
Cancer Cytogenetics**

0 lecture hrs | 8 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective will acquaint the student to cancer cytogenetics and its clinical application in the management of the cancer patient. The student will be exposed to modern cytogenetic techniques, including cell culturing and harvesting procedures for obtaining chromosome slides, performing various chromosome banding techniques, microscopic analysis to identify normal and abnormal chromosomes, photography and computer-assisted karyotyping.

Grading System: Satisfactory/Unsatisfactory

**PTH5085G. Phase I Elective:
Gastrointestinal Pathology/Hepatic
Pathology**

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective will give the student a basic familiarity with needle biopsies of the liver and endoscopic biopsies of the alimentary tract. Microanatomic findings underlie the clinical presentation and course of patients with alimentary tract disease and are interpreted in light of the entire clinical background.

Grading System: Satisfactory/Unsatisfactory

**PTH5085H. Phase I
Elective: Hematology in
General Medical Practice**

0 lecture hrs | 2 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Blood smears and laboratory instruments will be employed to introduce first year medical students to hematologic practice with reference to general medicine. Two-by-two inch photomicrographs and seminar format will be employed. Anemia, white cell, and hemostatic disorders will be covered.

Grading System: Satisfactory/Unsatisfactory

**PTH5085P. Phase I
Elective: Phlebotomy**

0 lecture hrs | 3 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective is designed for students who wish hands-on instruction and practice in obtaining blood specimens for laboratory examination. Primary emphasis is on proper patient identification, venous and capillary collection and specimen handling. Practical experience includes collections mostly from ambulatory patients.

Grading System: Satisfactory/Unsatisfactory

PTH5240. Pathology

60 lecture hrs | 8 lab hrs | 0 clinical
hrs | 12 credit hrs

Prerequisite: Completion of Phase I

Introduction to human diseases through small-group study of individual cases with guidance by the teaching faculty. Emphasis is on understanding the pathogenesis of structural changes at the gross, microscopic and ultrastructural level and changes at the gross, microscopic and ultrastructural level and correlation with the resulting alterations of laboratory and clinical data. Approximately 80 cases with gross material, selected microscopic slides, clinical laboratory data and other data are divided into four categories: hemodynamic, neoplastic, inflammatory, and genetic/metabolic/environmental. Groups of about 16 students meet with an instructor in a laboratory module to learn by analysis and presentation of the case material. Lectures are used to introduce the students to the major diseases

Grading System: ABCDF

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PED5000. Basic Clerkship in Pediatrics28 lecture hrs | 0 lab hrs | 40 clinical
hrs | 15 credit hrs*Prerequisite: Successful completion of Phase II*

This six week pediatric clerkship provides basic education in child health. The recognition of normal developmental patterns, as well as the impact of age upon the expression of history taking, physical assessment, and laboratory interpretation within the various age groups that comprise pediatric practice. A lecture conference series accompanies the clinical rotations (nursery, ward and clinics) and is designed to teach the students how to approach common pediatric conditions including health maintenance.

Grading System: ABCDF

**PED5001. Substitute Neonatal Intern
(Special Elective)**10 lecture hrs | 0 lab hrs | 50 clinical
hrs | 10 credit hrs*Prerequisite: PED 5000*

The student will serve in the same capacity as a first year house officer being directly responsible for patients admitted to the Neonatal Nurseries. The student will be supervised by the senior NICU resident, the neonatal fellow, neonatal nurse practitioner and the NICU attending. Evaluation and management of high risk infants will be emphasized and special techniques and procedures used in the care of the sick newborn will be employed.

Grading System: ABCDF

**PED5002. Off Campus Special Elective (Special
Elective—Green Sheet)**0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs*Prerequisite: PED 5000*

This special elective is offered to provide the student with experience in pediatrics in an off campus setting. It can be served either in a hospital or in a preceptor's office by prior arrangement with them and the department. Selection of a setting can be best accomplished through counsel with your advisor.

Grading System: ABCDF

**PED5004. Off Campus Preceptorship (Special
Elective—Green Sheet)**15 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs*Prerequisite: Phase II*

Clinical experience in child health in an off campus setting approved by Dr. White, Ext. 1-3781.

PED5005. Pediatric Cardiology (Special Elective)

10 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: PED 5000

This course offers experience in the study of congenital and acquired heart disease with emphasis on the clinical manifestations and findings, and interpretation of diagnostic tests. Correlation of the anatomic malformation with the physiologic alterations are emphasized as well as the natural history and prognosis. A series of tutorial sessions and a course of ECG interpretation will be provided as well as the opportunity to attend teaching sessions within the section. Each day begins with a tutorial. The remainder of the day is devoted to the evaluation and management of infants, children and adults with congenital heart disease seen in the pediatric cardiology practice site.

Grading System: ABCDF

PED5006. Allergy and Clinical Immunology (Special Elective)

10 lecture hrs | 0 lab hrs | 50 clinical hrs | 7 credit hrs

Prerequisite: None

Students will evaluate patients of all ages presenting with a variety of disorders ranging from common respiratory and cutaneous allergies to uncommon immunologic disorders. Students will gain experience with allergen skin testing, pulmonary function tests and microscopic examinations of sputum and nasal secretions. Two conferences and two pre-clinic lectures are presented each week.

Grading System: ABCDF

PED5007. Pediatric Research (Special Elective)

12 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: None

This elective consists of research experience in selected areas of pediatrics through special arrangement with the pediatric faculty. For example, if a student desires to have an in-depth experience around a procedural technique or a specific investigative methodology, he/she may arrange this with a member of the faculty.

Grading System: ABCDF

PED5009A. Pediatric Clinical Assistantship at MCG (Special Elective)

10 lecture hrs | 0 lab hrs | 50 clinical hrs | 10 credit hrs

Prerequisite: PED 5000

The Pediatric substitute intern will serve as an active member (acting intern) of the Pediatric Housestaff under the supervision of the Pediatric Resident and a Pediatric Faculty member. The student will have the opportunity for progressive experience in inpatient care. One student will be assigned to the General Inpatient Pediatric service, and one student will be assigned to the Pediatric Hematology/Oncology service. In December, January, February and March, there will be openings for two students on the General Inpatient Service. When signing up for this elective, please specify General or Hematology/Oncology. Due to the limited number of Pediatric Sub-Internships available at MCG, only those students who have declared for Pediatrics will be able to sign up during the first six weeks of the elective sign-up period. After this initial six-week sign up period, all students will be able to apply for any available positions, regardless of career choice.

Grading System: ABCDF

PED5011. Pediatric Gastroenterology (Special Elective)

10 lecture hrs | 0 lab hrs |
30 clinical hrs | 7 credit hrs

Prerequisite: PED 5000

This special elective provides the student an opportunity to participate in the diagnosis and management of gastrointestinal and hepatic disease in children and adolescents (acute and chronic). Patients are seen in clinic, on the inpatient wards and through the operating rooms and endoscopy suite. Topics include acute and chronic diarrhea, recurrent abdominal pain, inflammatory bowel disease, hepatitis (acute and chronic), persistent vomiting, hyperbilirubinemia, gastrointestinal bleeding, constipation, enteral and parenteral nutrition. A directed reading list will be provided to supplement "hands-on" experience.

Grading System: ABCDF

PED5012A. Pediatric Elective at Memorial Health

lecture hrs | lab hrs | clinical
hrs | 7 credit hrs

Prerequisite: PED 5000

This elective will provide the student with experiences in (PED5012A) Neurology, (PED5012B*) General Pediatrics, (PED5012C) Sub-Specialty Electives: Adolescent Medicine, Gastroenterology, Hematology/Oncology, Child Abuse and Protective Services. Sub-Specialty Electives may be taken individually or in paired combinations, with flexibility to meet the student's individual clinical pursuits. (Outpatient or inpatient experience can receive major emphasis). Specify area(s) you are requesting. *Please note that PED 5012B qualifies as a Pediatric Sub-Internship when taken as an inpatient experience.

PED5012B. Pediatric Elective at University Medical Center

10 lecture hrs | 0 lab hrs | 50 clinical hrs | 10 credit hrs

Prerequisite: PED 5000

This elective will provide the student with experiences in (PED5012A) Neurology, (PED5012B*) General Pediatrics, (PED5012C) Sub-Specialty Electives: Adolescent Medicine, Gastroenterology, Hematology/Oncology, Child Abuse and Protective Services. Sub-Specialty Electives may be taken individually or in paired combinations, with flexibility to meet the student's individual clinical pursuits. (Outpatient or inpatient experience can receive major emphasis). Specify area(s) you are requesting. *Please note that PED 5012B qualifies as a Pediatric Sub-Internship when taken as an inpatient experience.

Grading System: ABCDF

PED5012C. Pediatric Elective (Special Elective)

10 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: PED 5000

This elective will provide the student with experiences in (PED5012A) Neurology, (PED5012B*) General Pediatrics, (PED5012C) Sub-Specialty Electives: Adolescent Medicine, Gastroenterology, Hematology/Oncology, Child Abuse and Protective Services. Sub-Specialty Electives may be taken individually or in paired combinations, with flexibility to meet the student's individual clinical pursuits. (Outpatient or inpatient experience can receive major emphasis). Specify area(s) you are requesting. *Please note that PED 5012B qualifies as a Pediatric Sub-Internship when taken as an inpatient experience.

Grading System: ABCDF

PED5013. Pediatric Infectious Disease (Special Elective)

10 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: PED 5000

The Objectives of this rotation include: To provide a one month rotation on the Pediatric Infectious Disease Service in order for the student to gain greater experience in diagnosis and management of infectious diseases in infants and children. To learn how to evaluate and complete (write-up) a pediatric consult. To integrate the clinical evaluation of a child with a presumed infectious disease with appropriate microbiology tests (bacterial, fungal and viral cultures, rapid antigen testing, HIV viral load/genotype, serology, etc.) This may include some time working with microbiology technologists directly on the processing of culture specimens, evaluating growth/change in cultures, and interpreting biochemical and other tests to identify specific organisms, etc. To research and present one major topic in pediatric infectious diseases during this rotation.

Grading System: ABCDF

PED5014. Well Baby Nursery Substitute Intern (Special Elective)

10 lecture hrs | 0 lab hrs | 40 clinical hrs | 10 credit hrs

Prerequisite: PED 5000

Student will act in the same capacity as a first year house officer. Student will be responsible for admit and discharge examinations, attendance at deliveries and management of well infants and those with minor problems under the supervision of a pediatric resident and general pediatric faculty member. Four in-house call nights are required, as chosen by the student.

Grading System: ABCDF

PED5016. University Hospital Pediatric Emergency Room (Special Elective)

5 lecture hrs | 0 lab hrs | 40 clinical hrs | 10 credit hrs

Prerequisite: PED 5000

This elective offers the student exposure to a variety of presentations and problems in Pediatric Acute Care; medical illnesses, trauma, minor surgical procedures, as well as major emergencies. There will be an opportunity to assume progressive responsibility for patient care as an extern under the supervision and guidance of Emergency Room pediatricians. Emphasis is placed on experiential learning and you will follow your patients' progress in this unique Emergency Room setting. You will be required to work every other weekend.

Grading System: ABCDF

PED5018. Pediatric Critical Care (Special Elective)

12 lecture hrs | 0 lab hrs | 50 clinical hrs | 10 credit hrs

Prerequisite: Must have completed PED 5000 with a grade of B or above

This course is intended for students interested in critical care of infants and children. Students are assigned patients under the supervision of the critical care team and pediatric ICU attending. The focus of student teaching is to learn the basic skills needed for rapidly assessing and treating the critically ill child. Students are taught how to integrate a multiple organ systems approach to problem solving for such medical conditions as respiratory failure, shock, coma, pediatric trauma and care of the post-operative cardiac patient. This elective is NOT an acting internship. The setting is the Pediatric ICU at MCG Hospital. Those individuals interested in pediatrics, emergency medicine, anesthesiology or surgery are encouraged to enroll. Night call is arranged through the Pediatric ICU attending and average one night out of four. Enrollment is limited to two students per month.

Grading System: ABCDF

PED5020. Pediatric Endocrinology (Special Elective)

20 lecture hrs | 0 lab hrs |
20 clinical hrs | 7 credit hrs

Prerequisite: PED 5000

This elective is designed to familiarize the student with normal variations in prepubertal and pubertal growth patterns, the diagnostic approach to pediatric endocrine conditions and the ongoing management of the conditions. The weekly Pediatric Diabetes Clinics offer the student the opportunity to become familiar with the multidisciplinary approach to a chronic condition. In addition, each week there will be a discussion of a chosen topic.

Grading System: ABCDF

PED5022. Pediatric Pulmonology (Special Elective)

24 lecture hrs | 0 lab hrs |
16 clinical hrs | 7 credit hrs

Prerequisite: PED 5000

A four week rotation in Pediatric Pulmonology will include both inpatient consultation and outpatient management regarding patients with cystic fibrosis, bronchopulmonary dysplasia, asthma, recurrent pneumonias and other common and uncommon respiratory disorders. Didactic sessions are conducted weekly with a reading list provided at the beginning of the course.

Grading System: ABCDF

PED5023. Adolescent Medicine Elective (Special Elective)

10 lecture hrs | 0 lab hrs | 20 clinical
hrs | 7 credit hrs

Prerequisite: PED 5000

This elective provides a concentrated student exposure to adolescent medicine in the primary care (outpatient) environment. The spectrum of care can be expected to include acute and chronic illnesses, gynecologic care, sports medicine, psychosocial and family disorders, growth problems, contraceptive counseling, issues related to adolescent sexuality, and substance abuse disorders. The instructional focus will concentrate upon accurate, extended history taking and communication skills needed to care for this challenging patient population. Recognition and appreciation of the common maladies of adolescence will be taught and their treatments will be demonstrated. Ample time is allowed for the student to review the current literature on a medical topic of interest and write a review article during the month.

Grading System: ABCDF

**PED5024. Pediatric Critical Care—MHUMC Savannah
(Special Elective—Green Sheet)**12 lecture hrs | 0 lab hrs |
50 clinical hrs | 8 credit hrs**Prerequisite: PED 5000**

This elective in pediatric critical care provides the senior medical student (acting intern) the opportunity to evaluate and manage the critically ill pediatric patient. The student will participate in the diagnosis and management of critically ill children using the history, physical examination, laboratory data and other invasive and non-invasive techniques. A physiologic approach to the evaluation and management of the critically ill patient will be taught and emphasized as it applies to pediatric critical care. Major topics to be covered include: fluid and electrolytes, closed head injury, seizures, respiratory distress/arrest, shock (cardiogenic and non-cardiogenic), poisoning/toxicology, and sepsis.

Grading System: ABCDF

**PED5027. Neonatology Sub-Internship (Special
Elective)**10 lecture hrs | lab hrs | 50 clinical
hrs | 10 credit hrs**Prerequisite: PED 5000**

The objective of the Neonatology Sub-Internship is to give the student an understanding of the practice of Neonatology. The student will be offered the opportunity to provide supervised primary care to neonates in the NICU with responsibilities similar to the NICU resident on a limited number of patients. The clinical experience will be supplemented with a core neonatal lecture series and individualized conferences with the Neonatologist. Students electing this elective should have interest in Pediatrics, Neonatology, Perinatal Medicine, Obstetrics of Intensive Care. Arrangements should be made by contacting the Perinatal Administrator Glenda Driskell at 706/571-1692.

PED5028. Pediatric Specialty (Special Elective)10 lecture hrs | lab hrs | 40 clinical hrs |
7 credit hrs*Prerequisite: PED 5000*

This elective will provide the student with experiences in (a) Pediatric Cardiology, (b) Pediatric Gastroenterology, and (c) Pediatric Hematology/Oncology. (1) In Pediatric Cardiology, the student will attend outpatient pediatric cardiology clinics one or two days per week. At the end of the elective the student should be able to describe the components of the normal and abnormal pediatric cardiac examination, discuss the events of the cardiac cycle as they relate to the hemodynamics of congenital heart disease and discuss the evaluation and treatment of patients with palpitations, chest pain or syncope. (2) In Pediatric Gastroenterology, the student will attend pediatric gastroenterology clinic on or two days a week. The student will follow inpatient gastroenterology patients with the attending physician. The student will also observe endoscopic procedures and during the month will prepare a pertinent topic for discussion. (3) In Pediatric Hematology/Oncology the student will follow inpatient and outpatient hematology/oncology patients and consults. The student will be exposed to a wide variety of common pediatric hematologic disorders. The student will gain experience in performing lumbar punctures and bone marrow aspirates. Arrangements should be made by contacting the Pediatric Department Secretary, Elaine Baker at 706/571-1220.

Grading System: ABCD

PED5029. Phase III Elective: Pediatric and Adult Hemophilia Inpatient/Outpatient Exposure4 lecture hrs | 4 lab
hrs | 8 clinical hrs |
7 credit hrs*Prerequisite: PED5000*

This elective will offer the student exposure to a unique multidisciplinary experience: The opportunity to see patients evaluated in the Pediatric Comprehensive Hemophilia clinic and to observe interactions with social workers, physical therapists, pediatric surgeons, dentists, and hematologists as children are cared for in a comprehensive care clinic setting. A visit to the coagulation laboratory will illustrate how laboratory test interpretation is vital to successful patient management. This is an opportunity to see how preventative medicine and good medical care can decrease the side effects of a congenital clotting deficiency in a unique patient population. The elective will allow the student to attend a week of summer camp where the children will be interacting with each other and with the counselors in a normal and friendly environment. At the camp, they will learn how to infuse patients and how the patients learn to become "self-infusers." They will be able to take part in self-infusion classes where parents and children learn how to give clotting factor as well as a teen activity where adolescents can be observed interacting with each other and discussion the ramifications of having hemophilia. They will be invited to attend a carrier luncheon discussion session where women who carry the genetic deficiency state are offered a unique platform to discuss knowing about their carrier status and how they deal with this situation. There will be an opportunity to attend home visits with the outreach nurses from Hemophillia of Georgia. *Arrangements should be made by contacting Dr. Bell at 706/721-3626.

Grading System: ABCD

PED5085. Phase I Elective:

Students in Community Involvement 10 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Students for Community Involvement (SCI) is a two-part elective focused on teaching first and second year medical students principles of preventive cardiology and then giving students an opportunity of going into classrooms throughout the state of Georgia to spread the word about preventive medicine. As part of the elective, there are a series of noon-time "Eat and Learn" lectures on cardiovascular disease, elucidating the role of nutrition, exercise, and smoking in the disease process.

Grading System: Satisfactory/Unsatisfactory

PED5085A. Introduction to Pediatric Health Promotion/Disease Prevention Research

1 lecture hrs | 2 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Shadow faculty and research staff in their research activities. Topics include evaluation of genetic and environmental contributors to cardiovascular (CV) disease development in youth, neurohormonal mechanisms responsible for changes in CV structure and function,, social and community determinates of health behavior, prevention of CV disease and type 2 diabetes in youth via exercise, smoking prevention, stress reduction, safe exercise practices in the heat incl. Sickle cell trait, and community interventions. Under the mentorship of a GPI faculty member, each student will complete an annotated bibliography in an area to be selected by the student within the first 3 weeks, and give a brief talk on the topic.

Grading System: Satisfactory/Unsatisfactory

PED5085C. Phase I

Elective: Pediatric Cardiology

2 lecture hrs | 0 lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: None

The students will learn the application of cardiovascular anatomy and physiology to clinical pediatric cardiology (physical examinations, EKG, x-ray, Echo, exercise testing and catheterization.)

Grading System: Satisfactory/Unsatisfactory

PED5085D. Developmental Pediatrics

1 lecture hrs | lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: None

The student will see children in the Special Child Clinic. They will be a part of the evaluations with the team decision making process. They will have opportunity to observe children with autism, cerebral palsy, behavior problems, development delay and school problems.

Grading System: Satisfactory/Unsatisfactory

PED5085E. Phase I Elective: Fetal Echocardiography

1 lecture hrs | 3 lab hrs | 0 clinical hrs | 1 credit
hrs

Prerequisite: None

Students will attend echocardiography lectures for pediatric cardiology and learn how to make measurements in preparation for summer research.

Grading System: Satisfactory/Unsatisfactory

PED5085G. Clinical Genetics

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Students will learn about the evaluation of patients with genetic disorders, birth defects, and metabolic disease. Students will learn about genetic testing including spending times in chromosome lab, seeing their own Karo type performed if they wish. Students will participate in patient clinic visits as an observer and will learn and observe genetic counseling sessions.

Grading System: Satisfactory/Unsatisfactory

PED5085H. Phase I Elective: Pediatric Hematology/Oncology

1 lecture hrs | 1 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

This elective will introduce the student to clinical pediatric hematology/oncology. The diagnosis of cancer and blood diseases in children will be illustrated by pertinent history, physical findings, blood and bone marrow smears. The special hematology laboratory will be visited, and we will learn about old and new technology. There will be demonstrations of venipuncture, spinal tap and bone marrow aspiration and needle biopsy.

Grading System: Satisfactory/Unsatisfactory

PED5085I. Introduction to Integrative Medicine

2 lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

A study in the practice of utilizing the best and most effective healing modalities from "Complementary" or "Alternative" Medicine in conjunction with conventional, or "Western" medicine.

Grading System: Satisfactory/Unsatisfactory

PED5085L. Phase I Elective: Communicating with Children

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

The goal of the elective is to highlight relevant psychosocial and developmental issues and demonstrate effective communication techniques with children, birth through adolescence.

Grading System: Satisfactory/Unsatisfactory

**PED5085N. Phase I Elective:
Neonatal Physiology and
Pathophysiology**

1 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit
hrs

Prerequisite: None

Neonatal physiology.

Grading System: Satisfactory/Unsatisfactory

**PED5085P. Phase I Elective:
Clinical Experience in
Pediatric Pulmonology**

0 lecture hrs | 0 lab hrs | 3 clinical hrs | 1 credit hrs

Prerequisite: None

Clinic exposure to subspecialty patients in pediatric pulmonology, shadowing residents and faculty. Exposure to pulmonary function testing mechanics and interpretation and possibly to bronchoprovocation, if the occasion arises. Primarily observational clinical experience.

Grading System: Satisfactory/Unsatisfactory

**PED5085T. Telemedicine
Asthma Clinic**

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 credit hrs

Prerequisite: None

Student will become familiar with use of otoscope, stethoscope, ophthalmoscope on both sending and receiving end of telemedicine camera/monitors. Examples of current state of knowledge and treatment of allergic disease and asthma will also introduce the student to interpreting pulmonary function studies and use of anti-inflammatory therapies.

Grading System: Satisfactory/Unsatisfactory

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PHM5004. Research Elective in Pharmacology (Special Elective—Green Sheet)

lecture hrs | lab hrs |
clinical hrs | 4 credit hrs

Prerequisite: Approval by faculty member with whom research will be done

Opportunity to participate in research programs being conducted by members of the faculty of the Department of Pharmacology and Toxicology.

Grading System: ABCDF

PHM5270. Pharmacology/Toxicology

6 lecture hrs | 2 lab
hrs | 0 clinical hrs |
7 credit hrs

Prerequisite: Second-year standing in the School of Medicine.

The necessary background to practice rational drug therapy is provided in this one semester course. Emphasis is on the major classes of drugs, their mechanisms of action, patient factors affecting their pharmacokinetics and adverse actions.

Grading System:
ABCDF

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**PHY5085. Phase I Elective:
Psychoneuroimmunology and Mind-Body
Medicine**

2 lecture hrs | 0 lab hrs | 0 clinical hrs |
1 credit hrs

Prerequisite: None

Each student will be expected to share his or her own life's story with the rest of the group and to report on a paper dealing with some aspect of psychoneuroimmunology or mind-body medicine. Guest lecturers will share aspects of their stories and talk about mind-brain-body interactions, Sufi and Buddhist style meditation, yoga, and the medical-spiritual interface.

Grading System:
Satisfactory/Unsatisfactory

PHY5150. Physiology

10 lecture hrs | 0 lab hrs | 0 clinical
hrs | 11 credit hrs

Prerequisite: First-year standing in School of Medicine

A one semester course presenting an intensive treatment of mammalian organ system physiology including the cell, electrophysiology, peripheral nerve and reflexes, muscle, cardiovascular, respiration, body fluids, kidney, gastrointestinal and endocrine.

Grading System: ABCDF

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PSY5000. Basic Psychiatry

4 lecture hrs | 0 lab hrs | 40 clinical hrs | 15 credit hrs

Prerequisite: Successful completion of Phase II

This required six week clerkship will allow the student intensive experience with diagnosis and the treatment of psychiatric patients. The student will perform a complete evaluation of assigned patients, with collaboration and guidance of the staff, including a physical and mental status examination involved in formulating and carrying out a treatment plan for the patient including use of individual psychotherapy, psychopharmacology, family therapy, group therapy and other therapeutic modalities.

Grading System: ABCDF

PSY5004. Family Therapy (Special Elective)

2 lecture hrs | 3 lab hrs | 10 clinical hrs | 7 credit hrs

Prerequisite: PSY 5000

Students desiring supervision and training in the psychiatric assessment and treatment of individuals from a family systems perspective are encouraged to sign up for this elective. Students can expect to be involved in the treatment of marital and family therapy cases in both the outpatient and inpatient units. Supervision for these activities will be provided by faculty and will include live case observation as well as opportunities in psychotherapy. Students will attend Residents' Family Therapy Seminars, Weekly Outpatient Live Case Conferences, and Inpatient Family Assessment and Treatment Teams. Students will be assigned readings designed to acquaint them with basic and advanced clinical issues involved in Family Therapy approaches to treatment.

Grading System: ABCDF

PSY5006. The Brain vs. Mind Conundrum Elective in Neuroimaging

3 lecture hrs | 0 lab hrs | 30 clinical hrs | 7 credit hrs

Prerequisite: PSY 5000

This elective explores the organic basis of behavioral disorders with special emphasis on schizophrenia. Modern neuroimaging techniques including computerized image analysis, quantitative shape determinations and texture analysis will pinpoint areas of abnormal brain morphology that are amenable to study with higher resolution techniques. Putative pathological foci will be dissected by light microscopy or neurochemistry. The importance of the results will be analyzed according to application to the patient clinically. The student will be involved in understanding neuroimaging techniques and their clinical application.

Grading System: ABCDF

**PSY5007. Eating Disorders Rotation
(Special Elective)**0 lecture hrs | 0 lab hrs | 40 clinical hrs |
7 credit hrs*Prerequisite: PSY 5000*

Students will be given an opportunity to be an active member of the MCG Eating Disorders Treatment Team. Dependent upon previous experience, students will be given a number of responsibilities to include the observation and participation of initial assessments and evaluations as well as individual and group psychotherapy of both inpatient and outpatient eating disordered patients. Psychopharmacological management and medical assessment and treatment will also be emphasized. Reading material will be provided concerning a comprehensive biopsychosocial approach to the assessment and treatment of eating disorders.

Grading System: ABCDF

**PSY5010. Inpatient Psychiatry (Special
Elective)**2 lecture hrs | 0 lab hrs | 40 clinical
hrs | 7 credit hrs*Prerequisite: PSY 5000*

3-South is an adult inpatient psychiatric unit offering an interdisciplinary approach to patient care. The student will be included as an integral part of a general hospital psychiatry inpatient team. Responsibilities will include direct patient care, participation in team meetings, participation in group therapy, psychotherapy with supervision, and associated didactic learning experiences. The diverse patient population on 3South will provide the student with learning experiences in Eating Disorders, Electroconvulsive Therapy and Organic Mental Disorders, as well as Mood and Psychotic Disorders. The student will also have the opportunity of gaining experience in crisis intervention, family therapy, psychopharmacology, application of behavioral therapy, inpatient psychotherapy and management of medical problems contributing to psychiatric illness.

Grading System: ABCDF

**PSY5017. Clinical Neurobiology Research
Seminar**4 lecture hrs | 40 lab hrs |
20 clinical hrs | 7 credit hrs*Prerequisite: PSY 5000*

The objective of the Clinical Neurobiology Research Seminar will be to familiarize the student with current topics in the clinical neurosciences. Emphasis will be placed on a critical reading of the literature, with teaching focused on methods of evaluating the integrity and context of the research literature. Topics will focus on the relationship of behavior to brain chemistry. Discussion will highlight the functional role of different neurotransmitter receptor subtypes, neuropeptides, and second messengers in regulation of stress adaptation, and the expression of cognitive, emotional and perceptual behaviors. The course will review selected advances in behavioral neuroendocrinology, neuropharmacology and the genetic bases of personality. Each student will be required to write a review paper for course completion. The goals of the seminar will be both to contribute toward the development of the student's interest in a particular area, as well as to integrate an understanding of where the field is advancing relevant to future physician careers.

Grading System: ABCDF

PSY5085. Phase I

Elective: Eating Disorders

1 lecture hrs | 0 lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: None

Students will be exposed to the assessment and treatment of anorexia nervosa, bulimia nervosa and various other feeding disorders. Experience may include initial evaluations, consultations within the Children's Medical Center and MCG Hospital and observation of individual, group and family therapy with patients presenting the aforementioned diagnoses.

Grading System: Satisfactory/Unsatisfactory

PSY5085P. Really Neat Stuff in Psychiatry!

3 lecture hrs | lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

A study of interesting aspects in normal and abnormal psychology and how they are presented in, and are relevant to, everyday life.

Grading System: Satisfactory/Unsatisfactory

PSY5160. Behavioral Science/Psychiatry I

6 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 credit hrs

Prerequisite: First-year standing in the School of Medicine.

An introduction to the basic principles of behavioral science and the field of clinical psychiatry, including biological, psychological, and social paradigms for understanding human thoughts, feelings, and behavior, psychological development through the life cycle, psychiatric interviewing and mental status exam, physician-patient interactions, mental illnesses of children and adults, domestic violence, and grief and bereavement.

Grading System: ABCDF

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RAD5001. Radiology10 lecture hrs | 0 lab hrs | 30 clinical
hrs | 7 credit hrs*Prerequisite: None*

The four week elective provides a basic overview of clinical radiology. Students rotate through most of the major areas of radiology, participating in the clinical diagnostic process. In addition to clinical rotations, lectures and case conferences are scheduled throughout the rotation. The primary goal of the elective is to help the student develop a better understanding of the functions of radiology as a contributor to primary care of the patient. The student will learn to recognize certain basic radiographic signs and patterns; however, it is not intended that students will be able to "read" a radiograph at the end of the elective.

Grading System: ABCDF

**RAD5003. Clerkship in Pediatric Radiology
(Special Elective)**10 lecture hrs | 0 lab hrs | 30 clinical
hrs | 7 credit hrs*Prerequisite: None*

This clerkship is designed for students who have an interest in either Diagnostic Radiology, Pediatrics, or Family Medicine. The four-week rotation will include exposure to radiography, fluoroscopy, CT, ultrasound, and MRI of the pediatric patient. In addition to didactic lectures, the student will attend film reading sessions with faculty and resident(s).

Grading System: ABCDF

**RAD5085. Phase I Elective:
Introduction to Radiology**

2 lecture hrs | 0 lab hrs | 2 clinical hrs | 1 credit hrs

Prerequisite: None

Examine the process of radiologic diagnosis through assigned readings, clinical activities, and discussions with faculty. A daily log of activities and impressions will be kept and turned in to the course coordinator at the end of the course.

Grading System: Satisfactory/Unsatisfactory

**RAD5098. Introduction to
Radiology Oncology**

0 lecture hrs | 0 lab hrs | 6 clinical hrs | 1 credit hrs

Prerequisite: RAD 5085

This course provides a basic introduction to radiation oncology. Students will observe and participate in the therapeutic patient workup. The primary goal of the elective is to help the student develop a better understanding of the functions of the radiation oncologist and a radiation therapy center.

Grading System: Satisfactory/Unsatisfactory

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SUR5000. Basic Clerkship in Surgery 2 lecture hrs | 0 lab hrs | 60 clinical hrs | 15 credit hrs

Prerequisite: Successful completion of Phase II

This six (6) week clerkship provides fundamental experience in general surgery. Although most of the students' time will be spent helping to care for inpatients, they will also participate in outpatient clinics. Emphasis will be placed on diagnostic evaluation, as well as preoperative and postoperative care. Evaluation of common outpatient conditions often seen by surgeons will also be emphasized.

Grading System: ABCDF

SUR5002. General Surgery Research (Special Elective—Green Sheet) 15 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: None

Individual students may elect to study in depth, for a period of one to two months, any specific area in surgery under the guidance of the faculty member most familiar with that specific area. A thesis or report on the subject chosen is a necessary part of this elective. No student is eligible for more than one such elective. (Chairman and Staff)

Grading System: ABCDF

SUR5003. Preceptorship (Special Elective—Green Sheet) 15 lecture hrs | 0 lab hrs | 40 clinical hrs | 7 credit hrs

Prerequisite: SUR 5000

Clinical experience with individual private preceptor, in his office, operating room and hospital. (Individual arrangements must be made through both the Chairman of Surgery and the Clinical Surgeon involved.)

Grading System: ABCDF

SUR5004. Off Campus Experience (Special Elective—Green Sheet) lecture hrs | lab hrs | clinical hrs | 7 credit hrs

Prerequisite: SUR 5000

Students may elect off campus experience in some phase of surgery in some other Medical School or institution for a period of one to two months. For help in making arrangements, interested students should contact the Medical College of Georgia counterpart of the individual at the other institution with whom he wishes to work. Such electives must be an identifiable course of instruction. An evaluation of student's performance will be required. No student is eligible for more than one such elective. (Chairman of Surgery)

**SUR5005. Senior Student Trauma Rotation
(Special Elective)**lecture hrs | lab hrs | clinical hrs |
10 credit hrs*Prerequisite: SUR 5000*

The student will be assigned to the Director of the Trauma Service and be responsible to him. The experience will include trauma call, trauma surgery, patient care in the trauma intensive care unit, and patient care in the outpatient clinics. Lectures on trauma care and trauma system development will be included. An introduction to the principles and practices of prehospital care, to include experience on both helicopter and ground EMS services, is included. (Carl R. Boyd, M.D.) Objectives: To give the student an understanding of the principles and practice of care of the multiple injured patient. Also, the student should gain an understanding of the importance of the trauma care system development in prehospital care of the trauma patient. Evaluation: Evaluation will be by direct observation by the preceptor and also by standardized written tests at the end of the rotation.

Grading System: ABCDF

**SUR5006. Advanced Clerkship at Memorial
Medical Center, Savannah, GA (Special
Elective)**40 lecture hrs | 0 lab hrs | 20 clinical
hrs | 10 credit hrs*Prerequisite: SUR 5000*

During this elective experience the student will be assigned to one of the general surgical services and function as an intern under the watchful eye of the chief resident and chief of service. He or she can expect to be responsible for assigned patients, do a complete work up, scrub on the surgery, be asked to write orders, and follow the patient throughout their hospital course. This elective will be useful in allowing the students to determine whether they wish to pursue a career in surgery or not.

Grading System: ABCDF

**SUR5007. Substitute Internship (Special
Elective—Green Sheet)**lecture hrs | lab hrs |
clinical hrs | 10 credit hrs*Prerequisite: SUR 5000*

Students on this elective will function as substitute interns on the General Surgical Services at the Medical College of Georgia Hospitals. The student will be assigned to a specific surgical service and will function as an integral part of that service. The student is expected to initiate the clinical data base, begin diagnostic measures, and where possible, to perform surgical procedures with supervision. In addition, he will participate in the teaching responsibilities, conferences, clinics, and operating experiences of the service to which he/she is assigned and will be assigned night call responsibilities.

Grading System: ABCDF

SUR5008. Clinical Management of the Critically Ill/Injured Patient 0 lecture hrs | 0 lab hrs | 40 clinical hrs | 10 credit hrs

Prerequisite: SUR 5000

The student will be involved in the care of patients on the Burn/Trauma Service. These patient frequently have injuries and functional disruption of multiple organ systems and therefore offer opportunities not only in learning management of burns and trauma, but also critical care. Cardiovascular, pulmonary and renal physiology are stressed and the frequent use of mechanical ventilatory support and invasive cardiovascular monitoring provide extensive experience in care of the critically ill. The interrelationship of anatomy, pathophysiology, biochemistry, pharmacology and microbiology is studied in relationship to the management of burns, trauma and critical care. Selected readings, didactic presentations, video taped lectures, perceptually instruction and clinical interface are all used as teaching methodology. These students participate as an active member of the patient care team.

Grading System: ABCDF

SUR5013. Surgical Critical Care/Trauma Clerkship (Special Elective)

20 lecture hrs | 0 lab hrs |
40 clinical hrs | 10 credit hrs

Prerequisite: Core Curriculum

During assignment at Atlanta Medical Center, students will be introduced to Surgical Critical Care and Trauma. There is an 18 bed Surgical Intensive Care Unit (SICU) and a moderately busy Trauma Surgery service, and VICU and CVICU. During this rotation, the student will be assigned to patients in the SICU related procedures. There are daily teaching rounds in the SICU with the faculty and housestaff, as well as a variety of surgical conferences on a weekly basis. The exposure to trauma patients is varied and depends on the types of patients admitted. The majority have received blunt injury and are assessed in the trauma admitting area. There is opportunity to spend time with the helicopter team relative to transport care and issues. A surgical library is provided for reading and study during free time and academic pursuit along these lines is stressed while learning practical experience of patient evaluation and care.

Grading System: ABCDF

SUR5015. Tutorial in the History of Medicine 2 lecture hrs | 10 lab hrs | 0 clinical hrs | 5 credit hrs
(Special Elective-Green Sheet)

Prerequisite: Months Offered: August through June

The student will perform research on a selected topic in the history of medicine. He/she will meet regularly with Dr. Nesbit for discussion and will prepare a paper suitable for submission for presentation/publication. Elective must be approved by Dr. Robert Nesbit. (BB-4513A, Ext. 4761)

Grading System: ABCDF

SUR5085. Phase I
Elective: Surgical 1 lecture hrs | 0 lab hrs | 8 clinical hrs | 1 credit hrs
Basic Skills

Prerequisite: None

This elective is designed to expose the student to basic surgical skills. These are skills commonly used by both surgeons and non-surgeons. In the first two hour session, the student will learn to tie a two handed square knot. In the second session the student will learn more advanced knot tying skills and some basic suturing techniques. The student receives a knot tying board and manual.

Grading System: Satisfactory/Unsatisfactory

SUR5085A. Orthopedic Surgery lecture hrs | lab hrs | 4 clinical hrs | 1 credit hrs

Prerequisite: None

Student will observe various orthopaedic surgeries once a week.

Grading System: Satisfactory/Unsatisfactory

SUR5085C. Introduction to Cardiovascular Laboratory Research

1 lecture hrs | 2 lab hrs | clinical hrs | 1 credit hrs

Prerequisite: None

The student will be exposed to the basic science research in the cardiovascular field. The student will observe and participate directly in the animal preparations, data recording, and interpretations of results. This elective will provide introductory exposure to basic laboratory research in the cardiovascular field.

Grading System: Satisfactory/Unsatisfactory

SUR5085N. Early Exposure to Neurosurgery

lecture hrs | lab hrs | 3 clinical hrs | 1 credit hrs

Prerequisite: None

Students will get exposure to various neurosurgical procedures with emphasis on the anatomy and basic pathophysiology.

Grading System: Satisfactory/Unsatisfactory

SUR5085O. Phase I Elective: Introduction to Otolaryngology

0 lecture hrs | 0 lab hrs | 1 clinical hrs | 1 credit hrs

Prerequisite: None

Exposure to patients in clinic or operating room.

Grading System: Satisfactory/Unsatisfactory

SUR5098C. Pediatric Cardiothoracic Surgery

3 lecture hrs | lab hrs | 35 clinical hrs | 1 credit hrs

Prerequisite: None

The objective of this elective is to give the student a broad exposure to the surgical management of congenital heart disease by exposing the student to pre-op evaluations, surgeries, and post-op care of patients.

Grading System: Satisfactory/Unsatisfactory

SUR5098D. Community Mentorship Program at MCG

2 lecture hrs | 0 lab hrs | 4 clinical hrs | 1 credit hrs

Prerequisite: Successful completion of Freshmen year of medical school.

The student will be responsible for devising and teaching a didactic course for the community students participating in the mentorship program. The student will also be responsible for providing one-on-one mentoring for the high school/freshmen college students. The student should have a strong interest in teaching and introducing these high school/college students to the medical profession. The first two months of the course will be spent on learning PowerPoint and other audiovisual modalities with related instructions from faculty which will aid in lecturing the participants. The first two weeks of July will be spent developing the courses for participants. The last two weeks of July will be spent teaching the participants of the program.

Grading System: Satisfactory/Unsatisfactory

SUR5200. Neurosurgery Clerkship

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 7 credit hrs

Prerequisite: NEU 5000

This externship provides opportunity for combining the direct patient care responsibilities of a junior house officer with practice in performing neurological examinations while participating with staff members in the practice of neurosurgery. The extern will be assigned eight patients for which he will have primary responsibility for daily care under the supervision of the senior house officer and staff of the Neurosurgery Service. He will participate in patient evaluations in the clinic and in daily teaching conferences. This elective provides for a close working relationship between the staff and the student while at the same time providing opportunity for patient care responsibilities.

Grading System: ABCDF

SUR5202. Neurosurgery Preceptorship (Special Elective—Green Sheet)

lecture hrs | lab hrs |
clinical hrs | 7 credit hrs

Prerequisite: NEU 5000

This elective provides an opportunity for students who wish to study neurosurgery at another institution. It will be necessary to talk over the needs of the student in detail with Dr. Mark Lee prior to making arrangements for this elective.

Grading System: ABCDF

SUR5250. Otolaryngology

0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: None

This clerkship is designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neurotology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of Otolaryngology.

Grading System: ABCDF

SUR5251. Otolaryngology Surgery

5 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: None

This clerkship is designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, endoscopy and neurotology.

Grading System: ABCDF

SUR5252. Otolaryngology Off Campus Experience (Special Elective—Green Sheet)

0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: None

Students may elect off campus experience in place of Otolaryngology in some other medical school or institution for a period of one to two months. For help in making arrangements, interested students should contact the Section of Otolaryngology here at the Medical College of Georgia. Arrangements then can be made with the counterpart at the other institution. An evaluation of the student's performance will be required.

Grading System: ABCDF

SUR5275. Orthopedics Clerkship (Special Elective)

0 lecture hrs | 0 lab hrs | 40 clinical
hrs | 7 credit hrs

Prerequisite: SUR 5000

Location: MCG Hospital and Clinics, VA Hospital, University (Designate location)

Grading System: ABCDF

SUR5278. Orthopedics Off Campus Experience (Special Elective—Green Sheet)

0 lecture hrs | 0 lab hrs |
40 clinical hrs | 7 credit hrs

Prerequisite: SUR 5000

Location: To be provided at the time of registration

Grading System: ABCDF

**SUR5282. Orthopedic Surgery Research
(Special Elective)**

20 lecture hrs | 0 lab hrs | 40 clinical
hrs | 2 credit hrs

Prerequisite: SUR 5000

This elective is designed to provide the student with research experience in orthopaedic surgery. The student may suggest a research proposal or participate in one of the studies that are currently ongoing in the section. These studies include investigations in tissue responses to implanted biomaterials, evaluation of implants and tissue interfaces to implants and patient outcome studies in a variety of clinical areas.

Grading System: ABCDF

**SUR5283. Phase III Elective: Sports
Medicine**

0 lecture hrs | 0 lab hrs | 45 clinical hrs |
7 credit hrs

Prerequisite: PED5000, SUR5000, FMP5000, 4th year students only

This exciting new elective will expose the student to all disciplines of sports medicine. Throughout the month, time will be spent with primary care sports medicine and orthopedic physicians, along with physical therapists and athletics trainers. During the month the students will learn how to perform a musculoskeletal examination, formulate a differential diagnosis and apply the treatment principles of common sports injuries. In addition, the student will learn the role of the physical therapist in the rehabilitation of an athlete and "on-field" management of common sports medicine injuries. The students will be evaluated on their examination skills, participation and interaction with all disciplines. During the month the student will be expected to participate in all of the sports medicine activities taking place. These include clinics at the Sports Medicine center, Augusta State University, Augusta Ballet, Davidson High School for the Performing Arts, local high schools, the operating room and a variety of "live" events. (Arrangements to participate in this elective should be made with Dr. Joel Brenner) (Drs. Brenner, Curl, Hunter, Valentine)

Grading System: ABCD

SUR5325. Thoracic and Cardiac Clerkship

0 lecture hrs | 0 lab hrs | 0 clinical
hrs | 10 credit hrs

Prerequisite: SUR 5000

This elective is designed to provide additional experience in pathophysiology and treatment of intrathoracic disease. The student participates with the chief resident and/or attending thoracic surgeon in answering consultations regarding patients with potential thoracic surgical problems on other services. In addition, opportunities are available for experience in treatment of critically ill patients in the surgical intensive care unit. Responsibilities of the student are entirely separate from those taking the required subspecialty clerkship. (SUR 5000) In addition, the student participates in all conferences, rounds and clinics.

Grading System: ABCDF

SUR5327. Community Mentorship Program at MCG 2 lecture hrs | 0 lab hrs | 4 clinical hrs | 3 credit hrs

Prerequisite: Successful completion of third year of medical school.

The student will be responsible for devising and teaching a didactic course for the community students participating in the mentorship program. The student will also be responsible for providing one-on-one mentoring for the high school/freshmen college students. The student should have a strong interest in teaching and introducing these high school/college students to the medical profession. The first two weeks of July will be spent developing the courses for participants. The last two weeks of July will be spent teaching the participants of the program.

Grading System: ABCDF

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NUR3100. Principles of Professional Nursing Practice4 lecture hrs | 6 lab hrs |
0 clinical hrs | 6 credit hrs*Prerequisite: Junior Level Status in the School of Nursing*

This is an introductory course in health assessment and beginning principles of nursing care. Didactic classes and lab experiences provide a foundation on which students can build their professional nursing knowledge and practice. Strategies for health assessment, promotion, and basic provision of nursing care will be emphasized.

Grading System: ABCDF

NUR3101. Foundations I: Concepts of Professional Nursing Practice2 lecture hrs | 0 lab hrs |
0 clinical hrs | 2 credit hrs*Prerequisite: Junior Level Status in the School of Nursing*

The purpose of this course is to explore the beginning development of professional nursing practice. Nurses' professional roles, professional values, and standards will be presented. The historical development of the nursing profession will be analyzed. Emphasis is placed on critical thinking, problem-solving, decision-making models, and the contribution of theory to nursing practice. Professional communication skills and group dynamics will be examined.

Grading System: ABCDF

NUR3102. Pathophysiology and Pharmacology I3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Junior level status in the School of Nursing*

This course introduces the pathophysiological basis of illness and the basic principles of clinical pharmacology. The focus of this course is on compromises in the body's ability to meet its physiological needs integrated with nursing-based pharmacologic interventions in response to these compromises.

Grading System: ABCDF

NUR3102I. Pathophysiology and Pharmacology I3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Admission to RN-BSN or RN-MSN/MN program*

This on-line course introduces the pathophysiological basis of illness and the basic principles of clinical pharmacology. The focus of this course is on compromises in the body's ability to meet its physiological needs integrated with nursing-based pharmacologic interventions in response to these compromises.

Grading System: ABCDF

NUR3103. Lifespan I: Nursing Care of the Beginning Family

3 lecture hrs | 0 lab hrs | 6 clinical hrs | 5 credit hrs

Prerequisite: NUR 3100; fall semester concurrent with NUR 3101, NUR 3102; spring semester concurrent with NUR 3201, NUR 3202.

Examination of the health and wellness activities of individuals and their families from birth to age 20. Emphasizes theories regarding beginning families and child-rearing, well-child assessment, and common health problems in children and adolescents. Explores compromises to physical, social and mental health common during these ages and the impact of these compromises on the individual and family are explored. Professional nursing activities that promote and restore optimal health/wellness are the focal points for didactic and clinical experiences. Through the use of various problem-solving methods, students can apply didactic information in actual patient situations and will be guided in bridging nursing theory and practice and in making decisions regarding nursing care. Clinical activities occur in a myriad of nursing practice settings which are both hospital and community-based.

Grading System: ABCDF

NUR3104. Lifespan II: Nursing Care of the Young Family

3 lecture hrs | 0 lab hrs | 6 clinical hrs | 5 credit hrs

Prerequisite: NUR 3100; fall semester concurrent with NUR 3101, NUR 3102; spring semester concurrent with NUR 3201, NUR 3202.

Examines the health and wellness activities of individuals and their families from age 20 to 45. Lifespan relevant issues such as childbearing, parenting roles, family theory, individual development and common health problems in young adulthood. Explores compromises to physical, social and mental health common during these ages and the impact of these compromises on the individual and family. Professional nursing activities that promote and restore optimal health/wellness are the focal points for didactic and clinical experiences. Through the use of various problem-solving methods, students can apply didactic information in actual patient situations and will be guided in bridging nursing theory and practice and in making decisions regarding nursing care. Clinical activities occur in a myriad of nursing practice settings which are both hospital- and community-based.

Grading System: ABCDF

NUR3201. Foundations II: Health Care Environments

2 lecture hrs | 0 lab hrs | 0 clinical hrs | 2 credit hrs

Prerequisite: NUR 3100, NUR 3101

This course examines the rapidly evolving field of health care and the central role of nurses as health care providers. Community based nursing practice which encompasses all health care environments is introduced. Focus is given to topics such as health care along a continuum, health care structures, and the influence of information driven and outcomes based health care systems. Nursing practice derived from national, regional, and local health priorities serve as central points for discussion. Trends which influence health and the choices people make regarding health care are explored. Students participate in learning opportunities involving analysis of practice-related issues and forecasting of trends in U.S. Health care.

Grading System: ABCDF

NUR3202. Pathophysiology and Pharmacology II

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: NUR 3102

This course continues to introduce the pathophysiological basis of illness and the basic principles of clinical pharmacology. The focus of this course is on compromises in the body's ability to meet its physiological needs integrated with nursing-based pharmacologic interventions in response to these compromises.

Grading System: ABCDF

NUR3202I. Pathophysiology and Pharmacology II

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: NUR 3102I

This online course continues to introduce the pathophysiological basis of illness and the basic principles of clinical pharmacology. The focus of this course is on compromises in the body's ability to meet its physiological needs integrated with nursing-based pharmacologic interventions in response to these compromises.

Grading System: ABCDF

NUR3203. Lifespan III: Nursing Care of the Middle Family

3 lecture hrs | 0 lab hrs | 6 clinical
hrs | 5 credit hrs

Prerequisite: NUR 3100; fall semester concurrent with NUR 3101, NUR 3102; spring semester concurrent with NUR 3201, NUR 3202.

Examines the health promotion and wellness activities of those age 45-65. Explores compromises to physical, social and mental health common during this age period and the impact on the individual and family. Professional nursing activities that promote and restore optimal health/wellness are focal points for didactic and clinical experiences. Clinical activities occur in a myriad of nursing practice settings, which are both hospital- and community-based.

Grading System: ABCDF

NUR3204. Lifespan Iv: Nursing Care of the Mature Family

3 lecture hrs | 0 lab hrs | 6 clinical hrs | 5 credit hrs

Prerequisite: NUR 3100; fall semester concurrent with NUR 3101, NUR 3102; spring semester concurrent with NUR 3201, NUR 3202.

Examines the health promotion and wellness activities of individuals and their families age 65 and older. Explores compromises to physical, social and mental health common during this age period and the impact on the individual and family. Focuses on lifespan-relevant issues such as loss, grief, caregiver roles and community resources. Professional nursing activities that promote and restore optimal health/wellness are focal points for didactic and clinical experiences. Clinical activities occur in a myriad of nursing practice settings, including hospital, extended care, home and community settings.

Grading System: ABCDF

NUR4301. Foundations III: Impact of Research and Legal/Ethical Issues on Professional Nursing Practice

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status in the School of Nursing

The purpose of this course is to provide the students with opportunities to explore legal/ethical issues in nursing and the importance of research to nursing practice. Emphasis is placed on preparation for dealing with the legal and ethical problems they will be faced with in day to day nursing situations. The research process will be examined as it applies to nursing practice. The course is designed so that the student can develop critical thinking skills while analyzing case studies involving legal/ethical dilemmas and critiquing published nursing research.

Grading System: ABCDF

NUR4301I. FoundationsIII: Impact of Reasearch and Legal/Ethical Issues on Professional Nursing Practice

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Admission to RN-BSN or RN-MSN/MN Program

Online course. The purpose of this course is to provide the students with opportunities to explore legal/ethical issues in nursing and the importance of research to nursing practice. Emphasis is placed on preparation for dealing with the legal and ethical problems they will be faced with in day to day nursing situations. The research process will be examined as it applies to nursing practice. The course is designed so that the student can develop critical thinking skills while analyzing case studies involving legal/ethical dilemmas and critiquing published nursing research.

Grading System: ABCDF

NUR4302. Professional Nursing Management of Individuals and Families Experiencing Complex Health Problems

3 lecture hrs | 0 lab hrs |
18 clinical hrs | 9 credit hrs

Prerequisite: Junior level courses

This course focuses on health promotion, restoration and rehabilitation through application of principles of nursing practice with individuals and families experiencing complex health problems. Emphasis is on continuity of care, collaboration with the health care team and mobilization of resources for individuals and families with complex physical, mental and social health problems. Clinical experiences occur in a variety of settings.

Grading System: ABCDF

NUR4401. Foundations IV: Health Care Leadership, Management and Partnerships in Community-Based Care

2 lecture hrs | 0 lab hrs |
3 clinical hrs | 3 credit hrs

Prerequisite: Junior level courses

This course will focus on the development of knowledge and skills needed to promote health care of population groups. The course examines the impact of changes of health care on aggregate groups. Theories, concepts and models are presented and students have an opportunity to develop competencies of leadership and management needed for collaboration with community members, health care providers as well as agencies and resources in the community. The overall purpose of this course is to develop and apply creative and effective roles for managing and leading in the delivery of nursing care.

Grading System: ABCDF

NUR4401I. Foundations IV: Health Care Leadership, Management and Partnerships in Community-Based Care

2 lecture hrs | 0 lab hrs |
3 clinical hrs | 3 credit hrs

Prerequisite: Admission to RN-BSN or RN-MSN/MN Program

This online course will focus on the development of knowledge and skills needed to promote health care of population groups. The course examines the impact of changes of health care on aggregate groups. Theories, concepts and models are presented and students have an opportunity to develop competencies of leadership and management needed for collaboration with community members, health care providers as well as agencies and resources in the community. The overall purpose of this course is to develop and apply creative and effective roles for managing and leading in the delivery of nursing care.

Grading System: ABCDF

NUR4402. Professional Nursing Practice

3 lecture hrs | 0 lab hrs | 18 clinical
hrs | 9 credit hrs

Prerequisite: Junior level courses and Fall Semester Senior level courses

This course focuses on the principles of professional nursing practice and provides the student the opportunities to synthesize and integrate previous learning experiences. The purpose of this course is to provide comprehensive clinical experiences for the student to assist in the transition from student to professional nurse.

Grading System: ABCDF

NUR4500. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Senior level status or permission of faculty advisor.

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include didactic modalities; no clinical

Grading System: Satisfactory/Unsatisfactory

NUR4501. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Senior level status or permission of faculty advisor.

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: ABCDF

NUR4502. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 - 6 credit hrs

Prerequisite: Senior level status or permission of faculty advisor

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: ABCDF

NUR4503. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Senior level status or permission of faculty advisor

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: ABCDF

NUR4504. Independent Study

0 lecture hrs | 0 lab hrs |
0 clinical hrs | 4 - 6 credit hrs

Prerequisite: Senior level status or permission of faculty advisor

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: ABCDF

NUR4505. Independent Study

0 lecture hrs | 0 lab hrs | 0 clinical hrs | 1 - 3 credit hrs

Prerequisite: Senior level status or permission of faculty advisor

This course enables the student to pursue a specified area of study which supports the student's program of study. Teaching strategies include dyadic modalities; no clinical.

Grading System: Satisfactory/Unsatisfactory

NUR4602. Substance Abuse Nursing

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: None

This elective provides a broad overview of substance abuse and dependency as a major health problem with a central focus on nursing issues. The nursing care roles and responsibilities of these clients in the hospital and community receive primary emphasis. Attention is given to the consequences of abuse and dependency on family members and special populations. Commonly abused substances and their effects are reviewed. Students examine their personal attitudes toward substance abusers and substance-abuse disorders as health problems. Contemporary treatment philosophies to assist clients to achieve and maintain recovery are discussed. Students will attend community based support groups for the client and family. Use of the Internet may be required.

Grading System: ABCDF

NUR4603. Nutrition in Clinical Nursing

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

Focuses on the nutritional needs of the client as related to alterations in health and/or environment. The influences of sociocultural and biophysical factors that impact nutrition are analyzed. Client's nutrition are critiqued to assess client needs and make referrals when appropriate.

Grading System: ABCDF

NUR4604. Application of Diagnostic Interpretation

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

This elective builds upon the basic laboratory and diagnostic information received in junior courses while, introducing deeper analysis and interpretation of these tests. Content will focus on the integration of pathophysiology, pharmacology and physical assessment as applied to laboratory and diagnostic test interpretation. Selected therapeutic modalities will also be discussed. The role of nurse in preparing clients for and/or receiving them after testing will be explored, with client teaching needs integrated throughout.

Grading System: ABCDF

NUR4605. Issues in Women's Health Care

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: None

This survey course offers an introduction to students on contemporary and discussed in bi-weekly seminars in women's health. Examine society's impact on women's health and information about women's common health concerns.

Grading System: ABCDF

NUR4606. Perioperative Nursing

2 lecture hrs | 0 lab hrs |
3 clinical hrs | 3 credit hrs

Prerequisite: Completion of all Junior Level courses

The purpose of this course is to introduce the student to the roles of the professional nurse in the perioperative setting. Students will have the opportunity to implement the nursing process within the preoperatives, intraoperative, postoperative and postrecovery phases of the patient's surgical experience.

Grading System: ABCDF

NUR4607. Nursing Care of the Client with Dysrhythmias

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

EKG Interpretation and Nursing Interventions is a course designed to provide nursing students with a comprehensive understanding of normal and abnormal cardiac electrophysiology. The learner is expected to utilize knowledge obtained from the previous pathophysiology course when discussing pathology related to arrhythmias. A major emphasis will be on nursing interventions specific to the care of clients experiencing arrhythmias. Learning activities are intended to stimulate critical thinking skills and offer an appreciation towards caring for clients with dysrhythmias.

Grading System: ABCDF

NUR4608. Concepts of Rural Nursing

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Completion of junior level courses

The course focuses on the organization and functioning of nursing within health delivery systems in rural areas. Emphases are placed on social, economic, and cultural variables that impact on rural health, and on the responses of rural communities, health agencies and hospitals to these unique health care needs. Students conduct a rural community assessment and develop case studies and plans of care for patients with long-term health care problems who reside in specific rural areas. A comprehensive field trip is included with presentations from a wide variety of rural health care providers.

Grading System: ABCDF

NUR4609. Nursing Management of the Patient with HIV Disease3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Senior level status*

This course focuses on the nursing management of the patient with HIV disease. Its intent is to enable the beginning nursing student to identify early prodromal signs of HIV disease and to have a basic understanding of the management and treatment of opportunistic infections identify psychosocial problems and interventions associated with HIV disease, modes of transmission and safer sex behaviors. Additionally, the student will learn about historical issues of HIV disease and emerging pharmacologic treatment strategies.

Grading System: ABCDF

NUR4610. School Health Nursing3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Completion of NUR 3100*

This course will give students an opportunity to focus on the health needs of the school health population including students, parents and faculty. An aggregate approach to health promotion and disease prevention will be addressed with emphasis on primary and secondary prevention measures. Students will use health assessment and health education principles in meeting the selected needs of individuals, families and groups.

Grading System: ABCDF

NUR4611. Entrepreneurship in Nursing3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Senior level status*

The purpose of this course is to provide the students the opportunity to explore an entrepreneurship career in nursing. Special emphasis will be placed on the learners understanding of the steps for developing, implementing, and maintaining a business including: self discovery and assessment

Grading System: ABCDF

NUR4612. Nursing in Human Loss and Grieving3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Senior level status*

The purpose of this course is to prepare the student to care for persons who are dying and/or grieving and/or experiencing other forms of loss. Emphasis is placed on personal growth of the students and on interventions with the patient and family. Theories and skills in working with dying persons and their families are explored. In addition, legal and ethical considerations are explored. Exercises in personal experience of loss, grief and death are conducted.

Grading System: ABCDF

NUR4613. Assessment of Parent-Child Interactions

2 lecture hrs | 3 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all Junior Level courses

The health care professional is introduced to quantitative and qualitative methods used to assess the vulnerability of infants, children and their families. Clinical application of assessment processes are included.

Grading System: ABCDF

NUR4614. Principles of Oncology Nursing

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Senior level status

This is an introductory course in the principals of oncology nursing. It includes pathophysiology, treatment modalities, screening modalities, side effects management, care of persons with solid tumor cancers and utilization of the nursing process in caring for adults with cancer.

Grading System: ABCDF

NUR4615. Complementary Healing Modalities

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

This course enables the student to explore a wide variety of complementary health care measures such as herbal/therapy, acupuncture and reflexology available to, and utilized by people. Students study ways to understand and work with complementary healers and practitioners. The legal and ethical problems are also investigated. Complementary modalities including home remedies are analyzed to determine their efficacy. The primary purpose of this course is to familiarize the student with complementary health care modalities and the providers that practice various modes of therapy.

Grading System: ABCDF

NUR4616. Externship: Care of the Ill Child and the Family 2 lecture hrs | 0 lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Completion of all junior level courses

This workstudy-type course provides extensive clinical opportunities dealing with hospitalized children and their families. Students apply knowledge and nursing skills in selected care settings while being employed as a patient care assistant 32 hours per week. Didactic instruction focuses upon growth, developmental and pathophysiologic issues related to common childhood disorders.

Grading System: ABCDF

NUR4617. Adult Nursing Externship 2 lecture hrs | 0 lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Completion of all junior level courses

The purpose of this course is to provide the student with a unique learning opportunity to build on principles of nursing basic to the care of adult patients experiencing various health alterations. Students will explore selected concepts related to the care of the adult patient and use the nursing process to plan care of the patient and his/her family

Grading System: ABCDF

NUR4618. Critical Care Nursing 3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all junior level courses

This course provides the theoretical and functional base for the complex management of adult clients with complicated medical and surgical health problems treated in critical care settings. Fundamental concepts include an overview of the practice of critical care nursing

Grading System: ABCDF

NUR4619. Externship: Care of the Family During the Perinatal Experience 2 lecture hrs | 0 lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Completion of all junior level courses

The purpose of this course provides opportunities for students to expand their knowledge base in childbearing processes, the neonatal period of family dynamics and the nursing process. Opportunities are available to increase assessment, communication, and crisis intervention skills while students are employed as a Patient Care Assistant for 32 hours per week. Current trends and issues relevant to deviations from the normal childbearing process or the normal neonatal period are investigated.

Grading System: ABCDF

NUR4620. Ethical Decision Making: An Interdisciplinary Approach3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs*Prerequisite: Senior level status*

This course lays the foundation for collaborative interdisciplinary decision making which occurs within the context of health care. Emphasis is placed on case-study analysis and dialog between key players.

Grading System: ABCDF

NUR4621. Principles of Oncology Nursing3 lecture hrs | 0 lab hrs | 9 clinical
hrs | 6 credit hrs*Prerequisite: Completion of all junior level courses*

This is an introductory course in the principals of oncology nursing. It includes pathophysiology, treatment modalities, screening modalities, side effects management, care of persons with solid tumor cancers and utilization of the nursing process in caring for adults with cancer in the inpatient and outpatient oncology settings. Each clinical experience will be a precepted experience by a chemotherapy certified registered nurse or an oncology certified registered nurse (OCN, AOCN).

Grading System: ABCDF

NUR4622. High-Risk Neonatal Nursing3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Senior level status; concurrent enrollment in NUR 4402*

This course provides the student with information related to (1) the physiological and pathophysiological phenomena associated with the high-risk newborn; (2) clinical assessment and management of the high-risk neonate; and (3) synthesis of data for planning and providing nursing care of the high-risk neonate and family.

Grading System: ABCDF

NUR4623. Spirituality in Nursing3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs*Prerequisite: Senior level status*

This course will explore the relationship between spirituality and nursing and what effects the spirituality of the client and/or the nurse have upon health and healing. The student will define their own spirituality and explore the spiritual perspectives of world religions as related to healing. Other topics to be explored will include, but are not limited to, the effects of prayer and meditation on healing, life after death experiences, spirituality and dying, and the spirituality of Florence Nightingale. Interests of the class will help determine specific content within the topical outline that will be taught. The primary purpose of this course is to familiarize the student with the spiritual perspective of nursing and assist them to identify and develop their own spiritual nursing practices.

Grading System: ABCDF

NUR4624. Forensic Nursing: Online

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

The purpose of this course is to explore the emerging specialty of forensic nursing. This exploration will be accomplished online as the student accesses course materials via computer. The historical and theoretical development of forensic nursing will be examined. The student will analyze the scope and standards of forensic nursing practice. Areas of specialization within forensic nursing will be addressed. Issues related to interpersonal violence and child maltreatment will be examined. The student will relate how state and federal laws may impact nursing practice and evidence collection. Emphasis will be placed on the role of forensic evidence collection and documentation in all areas of nursing practice.

Grading System: ABCDF

NUR4625. Perioperative Nursing Externship

2 lecture hrs | 0 lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Completion of junior level courses

The purpose of this course is to introduce the student to the roles of the professional nurse in the perioperative setting. Students will have the opportunity to implement the nursing process within the preoperative, intraoperative, postoperative, and post-recovery phases of the patient's surgical experience. The student, employed as a Senior PCA, will demonstrate responsible work-role behaviors in the work setting.

Grading System: ABCDF

NUR4626. Patient, Family and Staff Education

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

This course provides an introduction to the role of the nurse as an educator. The concepts of education, which include needs assessment, program design and planning, teaching strategies, learning, and evaluation are presented. The nurse-educator role, as implemented in a variety of situations and with various age groups, also is presented. Class participants will have an opportunity to engage in a teaching-learning activity.

Grading System: ABCDF

NUR4627. Topics in Obstetric Nursing

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Senior level status

The purpose of this course is to provide opportunities for students to deepen and expand their knowledge base in childbearing processes, family dynamics, and the nursing process. Theoretical information will be presented and discussed in a didactic setting. Current trends and issues relevant to deviations from the normal childbearing process will be investigated. Students also will explore the professional role of the nurse when dealing with individuals and families during the childbearing period. Specific roles to be examined are the legal and ethical responsibilities of the nurse during crisis situations.

Grading System: ABCDF

NUR4628. Populations at Risk in Public Health Nursing

0 lecture hrs | 3 lab hrs | 3 clinical hrs | 2 credit hrs

Prerequisite: Completion of all junior level courses

This course will focus on building and applying knowledge and skills needed for the practice of public health nursing for at-risk populations in the community. Nursing interventions related to the promotion of health of communities based on local, state and national data and priorities are emphasized. The course is intended to provide opportunities for students to use techniques of nursing leadership to collaborate with community members, and public and private partners, to identify, implement, and evaluate programs. interventions that will improve the health and well being of the community. Community-based clinical experiences allow the student to apply and demonstrate integration of knowledge and clinical skills.

Grading System: ABCDF

NUR4629. Nicotine Addiction and Treatment Strategies

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of anatomy and physiology

This web-enhanced course examines nicotine addiction and its social, physical, psychological, financial, legal, and ethical impacts on our society. This course will provide an overview of the pharmacology of nicotine addiction; individual, environmental, and genetic risk factors for initiation, prevention strategies among youth and adolescents; behavioral and pharmacological treatments of nicotine addiction; and health care policies to promote prevention and cessation of nicotine addiction.

Grading System: ABCDF

NUR4630. HIV Management in Health Care1 lecture hrs | 0 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Approval of program director, chair or faculty*

The purpose of this course is to introduce students to the various issues related to planning/providing care for persons across the spectrum of HIV disease. Students from various schools will participate in course information within this course. Each will have the opportunity to explore links and activities specific to their discipline. This course will examine the many aspects of HIV/AIDS related to physical, psychosocial, legal, ethical, and community issues. The course will focus on the epidemiological, medical, Political/ethical, and legal trends related to HIV disease. The relationship of HIV disease and immune function will be discussed. Risk behaviors and prevention techniques for HIV will be emphasized. This course will facilitate students in developing safe and compassionate care of persons with various stages of HIV disease. This is a web based course designed to enhance and facilitate student learning.

Grading System: ABCDF

NUR4630I. HIV Management in Health Care1 lecture hrs | 0 lab hrs |
3 clinical hrs | 3 credit hrs*Prerequisite: Approval of program director, chair or faculty*

The purpose of this course is to introduce students to the various issues related to planning/providing care for persons across the spectrum of HIV disease. Students from various schools will participate in course information within this course. Each will have the opportunity to explore links and activities specific to their discipline. This course will examine the many aspects of HIV/AIDS related to physical, psychosocial, legal, ethical, and community issues. The course will focus on the epidemiological, medical, Political/ethical, and legal trends related to HIV disease. The relationship of HIV disease and immune function will be discussed. Risk behaviors and prevention techniques for HIV will be emphasized. This course will facilitate students in developing safe and compassionate care of persons with various stages of HIV disease. This is a web based course designed to enhance and facilitate student learning.

Grading System: ABCDF

NUR4631. Informatics and Technology in Healthcare

lecture hrs | lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Senior Level status in the School of Nursing

The purpose of this online course is to explore the emerging specialty of informatics and examine the use of technology in healthcare. The theoretical development of healthcare informatics will be examined. The student will analyze the scope and standards of informatics nursing practice. Current and emerging health care technologies will be investigated with an emphasis on the actual and potential effects of these technologies on the work of nurses, the process of care and patient outcomes.

Grading System: ABCDF

NUR4631I. Informatics and Technology in Healthcare

lecture hrs | lab hrs | 3 clinical hrs | 3 credit hrs

Prerequisite: Senior Level status in the School of Nursing

The purpose of this online course is to explore the emerging specialty of informatics and examine the use of technology in healthcare. The theoretical development of healthcare informatics will be examined. The student will analyze the scope and standards of informatics nursing practice. Current and emerging health care technologies will be investigated with an emphasis on the actual and potential effects of these technologies on the work of nurses, the process of care and patient outcomes.

Grading System: ABCDF

NUR4632. Professionalism and Leadership in Nursing

3 lecture hrs | 0 lab hrs | 0 clinical hrs | 3 credit hrs

Prerequisite: Completion of all Junior level nursing courses.

This course focuses on the principles of leadership and professionalism. It will provide the participant the opportunity to explore their personal values and beliefs concerning nursing. Emphasis will also be placed on development of personal career maps, identifying goals, and how these goals can be met. The participant will develop and practice skills in assertiveness, conflict management, as well as verbal and written presentations.

Grading System: ABCDF

NUR4991I. Population Health

3 lecture hrs | 3 lab hrs | clinical
hrs | 4 credit hrs

Prerequisite: Acceptance into the RN-BSN program or special non-degree student status.

This course combines knowledge and skills from public health science and professional nursing practice to guide students in the promotion of population health. Through assessment and analysis of the health status of a chosen population, students intervene to influence change and promote health., Emphasis is placed on professional nursing judgment, partnership development and empowerment of populations for the improvement of the health. Students have an opportunity to develop competencies of leadership through collaboration with community leaders, decision makers, health care providers, and the people of the community. Epidemiological, educational and change models are used to design and evaluate interventions aimed at the promotion of population health.

Grading System: ABCDF

NUR4993I. Health Appraisal & Promotion for the Individual & Family

3 lecture hrs | 0 lab hrs | 0 clinical
hrs | 3 credit hrs

Prerequisite: Admission to RN-BSN or RN-MSN/MN Program

This online course present the knowledge and skill base for health assessment of individuals and families across the lifespan. Nursing interventions related to the promotion of health for individuals and families based on state and national priorities are emphasized. Community based clinical experiences allow the student to demonstrate the integration of knowledge and clinical skills.

Grading System: ABCDF

NUR4994GI. Synthesis in Professional Nursing

3 lecture hrs | 0 lab hrs |
9 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of NUR3102, NUR4301, NUR4995 (NSG7030), NUR 4993 and/or concurrent enrollment in NUR3202 and NUR4401.

This online courses focuses on the application of professional nursing practice. Opportunities exist for students to synthesize and integrate theory in development of the professional role. Concepts related to leadership, management, policy, resource utilization, and planning/evaluating services are critically examined. Students choose a track (education, management, health policy, research or professional practice) for their clinical experience for professional development within an area of interest.

Grading System: ABCDF

NUR4994I. Synthesis in Professional Nursing

3 lecture hrs | 0 lab hrs |
9 clinical hrs | 6 credit hrs

Prerequisite: Successful completion of NUR3102, NUR4301, NUR4995 (NSG7030), NUR 4993 and/or concurrent enrollment in NUR3202 and NUR4401.

This online courses focuses on the application of professional nursing practice. Opportunities exist for students to synthesize and integrate theory in development of the professional role. Concepts related to leadership, management, policy, resource utilization, and planning/evaluating services are critically examined. Students choose a track (education, management, health policy, research or professional practice) for their clinical experience for professional development within an area of interest.

Grading System: ABCDF

NUR4995I. Professional Issues

3 lecture hrs | 0 lab hrs |
0 clinical hrs | 3 credit hrs

Prerequisite: Admission to the RN-BSN Program

This online course addresses the transition from the RN student's basic educational preparation to the baccalaureate professional practice. Concepts, issues, and theories impacting nursing and health care are analyzed. This course emphasizes professional role development and trends and predictions for professional nursing practice.

Grading System: ABCDF

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Philosophy

Professional education should provide for self-development as well as for intellectual growth. Education is a multidimensional process involving the acquisition of knowledge with understanding, continual self-growth and maturation, and scholarly inquiry. Thus, the educational format interweaves the basic and clinical sciences, liberal arts, and interpersonal relations to produce a responsible citizen who shows interest and concern for the welfare of self, family, and the community.



An essential for any professional is the development of a genuine concern for the public's well-being. This encourages the development of nonprejudicial attitudes which recognize people as individuals with personal needs. Ethical principles are actively promoted as the basis for relationship and service. Each graduate is responsible for professional actions and judgments when rendering public service. The educational program strives to meet the physical and emotional as well as the oral health needs of individuals and groups with the utmost competence and empathy.

The faculty of the Department of Dental Hygiene believes in the development of democratic ideas which will enable students and graduates to participate as active members of society.



Student-student and student-faculty interactions aid both in molding leadership qualities and in promoting the ability to work cooperatively while retaining individuality. Each professional must be able to work in a cooperative setting with

other health professionals in a united effort to provide quality total patient care. Support and participation is expected in professional and civic organizations as well as in issues affecting health services to the public.

To be competent and effective, the professional must be a lifelong student, one who seeks and applies new knowledge and skills. The student should work continuously and diligently to improve and advance the standards by which the profession is governed. Equally important, the dental hygienist must educate and motivate the public to appreciate and practice excellent oral health habits, promote overall general health, and encourage the acceptance of responsibility for health-conscious behavior.

Members of the Department of Dental Hygiene recognizes its responsibility to establish and maintain exemplary educational and service standards. The delivery of excellent comprehensive patient care is facilitated by open communication between the department and other programs on and off campus whereby the exchange of information of the latest advancements in health care and educational modes is encouraged.

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*Kimberly Hall, RDH, BS
Part-Time Instructor*



*Emily Hanna, BS
Instructor*



*Cynthia Hughes, MEd
Instructor*



*Tina Moses, DMD
Instructor*



*Sue Ward, MEd
Instructor*



*Ramona Aune
Adm. Specialist 1*



*Robin Kitchens
Adm. Specialist 2*



*Gloria Paulos
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*Ana Thompson, BS
Research Proj. Mgr.*

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GENERAL STATEMENT ON TECHNICAL STANDARDS

The Medical College of Georgia is a state supported institution with a primary goal of educating health care providers for the citizens of the state of Georgia. The ethical practice of dental hygiene requires intellectual ability, physical competence and personal responsibility. Therefore, all requirements for admission must be satisfactorily completed unassisted. In addition to demonstrating personal characteristics appropriate for a career in a health care profession, qualification for admission to, and, following completion of the curriculum, graduation from, the dental hygiene program requires satisfaction of the following general standards:

- sufficient intellectual capacity to fulfill the curricular requirements of the various required basic science, dental sciences and clinical courses;
- ability to communicate with patients, colleagues, faculty, staff and other members of the health care community;
- physical ability to learn and safely perform the various technical skills required to complete the dental hygiene curriculum; and
- sufficient emotional stability and responsibility to withstand the stresses, uncertainties and changing circumstances that characterize the practice of dental hygiene.

TECHNICAL STANDARDS FOR THE DEPARTMENT OF DENTAL HYGIENE

In addition to the general standards stated above, students must be able to satisfy all of the following specific technical standards:

All entering students must have the ability to read technical English rapidly and with comprehension; communicate with faculty, patients and peers in English using reasonable grammar and syntax; and attend class. Successful completion of the basic science and clinical science curricula requires physical competence, intellectual ability and personal responsibility of the student to levels facilitating competency in the following tasks and techniques:

Observe and collect data from demonstration, laboratory

assignments and lectures in the basic and dental sciences.

Examine, evaluate and diagnose the oral health status of a child, adolescent, adult and geriatric patient.

Observe the patient accurately at a distance and close at hand.

Position him/herself in such a manner as to make it possible to examine the patient thoroughly, and perform inspection, palpation, percussion, and auscultation as necessary to complete the oral evaluation of the patient.

Develop an understanding of current radiation safety principles.

Become competent in obtaining and interpreting diagnostic oral radiographs.

Assess the oral hygiene treatment needs of special patients, such as the medically, mentally or physically compromised patients, and the socially and culturally disadvantaged.

Develop appropriate communication techniques compatible with handicapping or compromising disorders.

Develop the skills required to interpret the results of the physical evaluation and to develop an appropriate oral hygiene treatment plan.

Educate and motivate patients regarding their role in establishing and maintaining oral health.

Control pain and anxiety by utilizing topical pharmacological anesthetics, as well as through modeling and biofeedback.

Prevent and manage dental and medical emergencies. This includes having the capacity to perform cardiopulmonary resuscitation and other appropriate life support measures for medical emergencies that may be encountered in a dental practice.

Assess attachment levels and probing periodontal pockets, as well as perform root debridement and soft tissue management.

Recognize malocclusion in the primary, mixed and permanent dentition.

Develop an understanding of basic dental school protocol, practice, and organization by assisting in a variety of clinics in the School of

Dentistry.

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Frequently Asked Questions

Prospective students have a wide variety of background questions. Some of the most frequently asked questions are outlined.

General Information

Admission Procedure/Process

All interested students must submit their application to the Office of Academic Admissions at the Medical College of Georgia. Each application is reviewed by an admissions committee. If any part of an application is not complete, the applicant may be contacted for the missing information.

Each application is reviewed by all members of the committee. Final admission decisions are made based upon grade point averages (both overall and the math/science GPA), letters of recommendation, other language test scores as appropriate, and an assessment of the motivation and personal qualities of the applicant that are deemed most conducive to the successful completion of the program. Preference is given to residents of Georgia. The Office of Academic Admissions will notify the applicant, via mail, the final decision of the Admissions Committee.

What is the application deadline?

It is a good idea to apply early so time is allowed for advisement regarding prerequisites. It is suggested that the application process begin in the fall or winter for the following academic year. The deadline for the baccalaureate program is July 1. The completed application and all required materials for a completed application are due on this date.

What "counts" in admission?

The admissions committee uses a weighted formula that is based on the success of prior applicants. The formula weighs cumulative grade point average and math/science grade point average. Priority is also included for Georgia residents, quality of references, autobiographical section content, and writing ability (See application form). References who have the ability to rate work skills or prior academic performance are recommended. Also, the admissions committee is interested in the reasons for entering the dental hygiene profession and in the applicant's ability to express the motivation

behind their decision. The committee does not require personal interviews. However, a visit to the campus is encouraged prior to matriculation.

Will having dental assisting experience increase my chances for acceptance?

Dental assisting experience is not required prior to admissions. However, dental assisting certification (CDA) is noted by the admissions committee.

Grades

What kind of grade point average (GPA) do I need to have?

The cumulative GPA of all college work must be a minimum of a 2.3 (on a 4.0 scale). However, due to competition, the previous classes have an average GPA well above the minimum.

I didn't know what I wanted to do when I went to school ten years ago and got poor grades. After working for five years, I now know that I want to be in dental hygiene. I've gotten good grades since returning to school. Can you "forgive" my old grades?

You can request consideration as a nontraditional student if you were out of school for more than two years. If the committee agrees, we can compute your grade point average based on all prerequisite courses taken the first time you were in school and all courses taken since you returned to school. We can also give special consideration for an applicant who had a "bad" quarter/semester due to circumstances beyond his/her control. For example, an applicant may be an honor student, but received "F"s for one quarter/semester since he/she withdrew after the deadline due to hospitalization following an accident.

It's been more than ten years since I took some of my science courses? Will I have to retake them?

Yes, the required sciences courses should have been taken in the past few years so that you have current science course information. Applying early will allow us to evaluate your courses in time for you to take any additional courses needed to meet prerequisites.

Would it be to my advantage to take more science courses than the minimum required?

Yes, additional chemistry and laboratory sciences are recommended. Experience shows that a strong science background is needed to successfully complete the dental hygiene curriculum.

Do I have to complete all my prerequisites before I can apply?

No. We can consider your application before you have completed all of the prerequisites. There is a page in the application where you must indicate where and when you took or plan to take each prerequisite. Be sure to check that the courses you need will be offered in the quarter/semester you plan to take them. Applicants who have not completed all prerequisites may be offered "provisional acceptance pending satisfactory completion of prerequisites" prior to registration.

Will I be able to work while attending your program?

Our programs are very demanding. Classes generally meet all day Monday through Friday with homework assignments that fill evening and weekend hours. We cannot prohibit you from working while in school, but most students find it extremely difficult. The Student Financial Aid Office is very helpful in finding alternative resources.

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September 24, 2003



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[Stafford Loan Exit Counseling](#)

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(find out about your student loan history)

[FAFSA On the Web](#)

[Debt Help](#) (Education Debt Management by the Association of American Medical Colleges)

[ELM Resources](#)

[Citibank Student Loans](#)

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[Georgia Student Finance Commission \(HOPE/Loans\)](#)

[Exit Loan Counseling Seminar \(pdf\)](#)

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[State Medical Education Board Scholarships and Loan Repayment Programs](#)

[Residency and Residency Relocation Loans](#)

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[General Financial Aid Guide \(pdf\)](#)

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[Identity Theft](#)

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October 03, 2003

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Fax:(706)721-8857
email:
mcollins@mail.mcg.edu

Accreditation Status

The Department of Dental Hygiene program is accredited by the Commission on Dental Accreditation American Dental Association, 211 E Chicago Ave, Chicago, IL 60611-2678.
Telephone: 312-440-4653.

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Course Descriptions

Descriptions of courses taught at the Medical College of Georgia may be found by following the links below. Please choose the school in which the course is taught.

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- [School of Dentistry](#)
- [School of Graduate Studies](#)
- [School of Medicine](#)
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General Admission Criteria

Admission is based on the applicant's prior academic performance at the college level and on an assessment of the applicant's motivation and personal qualities needed to successfully complete the program.

1. Prior to enrollment, the applicant must have completed a [core curriculum](#) of 60 semester hours at another accredited college or university.
2. A grade point average of at least 2.3 (on a 4.0 scale) on previous college work is required for consideration.
3. Two letters of recommendation are required.
4. Applicants whose first language is not English must submit official [TOEFL](#) scores. A minimum score of 213 on the computer-based exam or 550 on the paper exam is required for admission consideration.

Application Procedures

The Admissions Committee selects the applicants who seem best qualified for the program from among those who apply. Application forms are available from the [Office of Academic Admissions](#).

Applications for admission are encouraged by July 1, but will continue to be processed until the class has been filled.

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Estimated Fees and Expenses

In addition to [matriculation and other fees](#) common to all programs, estimated expenses specific to dental hygiene are shown below. These figures are based upon the normal experience of our students. In some cases, costs may be higher.

	First Year	Second Year
Books and supplies	\$750	\$350
Instruments/equipment	834	556
Uniforms	200	50
Liability insurance	15	15
National Board Exam		140
Southern regional testing		
Georgia State Board and Georgia		550
Jurisprudence Exams		25
Georgia Dental Hygiene License		50
Application Fee		
Other (travel, graduation, etc.)	120	80
Total	\$1,919	\$ 1,816

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Curriculum

Junior Year

Credit Hours

Fall

DHY 3130	Clinic I	5
DHY 3110	Theory and Practice I	3
DHY 3120	Dental Anatomy	2
AHS 3610	Ethics for Health Professionals	1
ANMD 3140	Oral Anatomy and Physiology	4
Semester Total		15

Spring

DHY 3200	Clinic II	4
DHY 3210	Theory and Practice II	3
RADD 3290	Dental Radiology	2
BCMD 3250	Biological Chemistry and Microbiology	4
PER 3260	Periodontics	1
OBI 3133	Nutrition	1
Semester Total		15

Summer

DHY 4300	Patient Care I	3
DHY 4310	Seminar I	2
DHY 4320	Research Design and Critical Thinking	3
DHY 4420	Dental Materials	2
DHY 4440	Community Health	2
Semester Total		12

Fall

DHY 4400	Patient Care II	4
DHY 4411	Seminar II	3
PHM 4430	Pharmacology	3
RADD 4490	Radiologic Technique I	1
DHY 4450	Dental Specialty Clinic I	1
PATH 4330	Pathology	3
Semester Total		15

Spring

DHY 4500	Patient Care III	4
DHY 4510	Seminar III	2
RADD 4590	Radiologic Technique II	1
OMD 4520	Oral Medicine	2
PER 4570	Periodontal Seminar	2
DHY 4550	Dental Specialty Clinic II	1
DHY 4540	Practice Administration	2
DHY 4560	DH Practicum	2
	Semester Total	16
	PROGRAM TOTAL	73

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Student Evaluation

The Student Evaluation Committee

The Student Evaluation Committee monitors the academic progress of dental hygiene students. At midterm, the end of each semester, and at any other time deemed appropriate, the Student Evaluation Committee reviews and evaluates each student's clinical and didactic performance. For each student whose GPA reflects academic difficulty at the end of a semester, the committee recommends one of the following to the chairman of the DADS:

1. continued enrollment as a regular student, special student or student on academic probation;
2. repetition of course work or a portion of the curriculum in any deficient areas, as appropriate; or
3. dismissal.

Failing Grades

When a student fails a course, the course must be repeated. However, only those students who have demonstrated satisfactory attendance and academic/clinical efforts as defined at the beginning of the course by the course director may repeat a course. Students may be required to repeat an entire course, selected courses, a complete academic year or withdraw from the program.

Special Students

Any student who, as a result of academic deficiencies, is required to study in an altered curriculum (e.g., more courses, fewer courses or different courses than the student's class would normally be taking) will be considered a special student. All F and D grades must be repeated.

Academic Probation

Any student whose GPA for any semester is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of the semester will be on academic probation subject to

the provisions of the following dismissal policies.

Academic Dismissal

A. Automatic academic dismissals

1. Dismissal will occur if a student:

- a. Receives a failing grade in all academic courses in any semester in which the student attempts more than one academic course;
- b. Fails to achieve and maintain at least a 1.80 cumulative GPA for all resident work after 30 hours and a 2.0 for all resident work at the end of any academic year thereafter;
- c. Fails to achieve a semester GPA of at least 2.0 in the semester immediately following his/her placement on probation;
- d. Fails a required course twice.

Any student dismissed for academic reasons and seeking to be readmitted may reapply for the next regular admission date following standard application procedures.

Where circumstances warrant, a student dismissed under the provisions of this policy may be reinstated as a student on probation upon written authorization of the dean and subject to conditions of continuation established by the dean at the time of reinstatement.

Students dismissed under the provisions of the automatic academic dismissal policy may appeal to the dean. The dean may uphold the dismissal or reinstate the student as a regular student, or a special student on an altered curriculum, or as a student on academic probation. The dean's decision is final for the School of Allied Health Sciences.

Any first-year student subject to dismissal under the provisions of the automatic dismissal policy may petition the Student Evaluation Committee to repeat the first year of the curriculum during the next regularly scheduled academic year. The Student Evaluation Committee will recommend to the DADS chairman whether the student should be allowed to repeat the

first year. The chairman's recommendation will be communicated to the dean.

B. Other conditions for dismissal

1. Any student on academic probation may be considered by the Student Evaluation Committee for dismissal.

Students being considered for dismissal under the provisions of Section B.1., above, have the right to a hearing before the Student Evaluation Committee prior to a final recommendation. The dean may rescind, alter or uphold the recommendation. The dean's decision is final for the School of Allied Health Sciences.

Appeal of Dismissal

Any student may appeal a dismissal decision to the dean of the School of Allied Health Sciences. The dean's decision may be appealed to the president in accordance with MCG policy (see [Student Handbook](#)).

Readmission

Students dismissed from the Department of Associated Dental Sciences may apply for admission to the next regularly scheduled entering class by submitting the standard application for admission and following normal admissions procedures.

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Application Procedures

Application forms with instructions may be obtained from the [Office of Academic Admissions](#). Early application is recommended. An application fee of \$30 is required.

Admission Criteria

All applicants for undergraduate degree programs in the School of Allied Health Sciences must satisfy the requirements of the University System Core Curriculum for University System students. Applicants from non-System schools must satisfy the requirements of the Medical College of Georgia core curriculum for non-System students.

CPR certification and **completion of a first aid course** are required prior to enrolling in the School of Allied Health Sciences. Computer literacy is expected of all students, especially for word processing.

General selection criteria include:

Cumulative grade point average

Grade point average in math and sciences

References

Knowledge of the field

Completion of prerequisite general education coursework

Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with over-all grade point average. The importance of previous health-care experiences varies from program to program. Some departments require a personal interview.

Complete information pertaining to application, admission, fees and expenses, loans and scholarships can be found in the [General Information](#) section of the Catalog. Any additional requirements or financial resources specific to programs will be found in [each Department's section](#) of the Catalog.

Academic Policies

Technical Standards

Admission to and graduation from the School of Allied Health Sciences requires satisfaction of the [university's technical standards](#) and any specific programmatic standards.

Professional Liability Insurance

Insurance is required of all students enrolled in the School of Allied Health Sciences. Costs of this insurance are included as part of tuition and fees. Specific information may be obtained from the Office of the Dean.

Academic Probation, Dismissal and Suspension

The University's general policies for undergraduate students are contained in the [General Information Section](#) of the Catalog. Please refer to that section for the Academic Dismissal policy. Where more stringent department dismissal standards apply, the faculty recommends dismissal to the Dean.

Academic Probation

Any student in the School of Allied Health Sciences, whose GPA for any semester is below 2.0 (on a 4.0 scale) or whose cumulative grade point average is below 2.0 at the end of the semester, will be on academic probation and may be subject to a department recommendation to the Dean for dismissal.

Non-Academic (Administrative) Dismissal

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if, in the opinion of the faculty, the student's knowledge, character, or mental or physical fitness cast grave doubts upon his potential capabilities as a practitioner in the field of training. The student is subject to a department recommendation to the Dean for dismissal.

A student may be administratively withdrawn from the Medical College of Georgia when in the judgment of the Dean it is determined that the student exhibits behavior which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others, or (b) causes the student to interfere with the rights of other members of the university

community or with the exercise of any proper activities or functions of the university or its personnel, or (c) causes the student to be unable to meet institutional academic, disciplinary or other requirements for admission and continued enrollment, as defined in the student conduct code, MCG Catalog, Student Handbook and other publications of the university, or (d) casts doubts upon a student's character and/or on the potential capabilities as a health science or basic science professional.

School dismissal decisions may be appealed following established School procedures.

Graduation

Information on graduation requirements is located in the [General Information](#) section of the Catalog.

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School History

The School of Allied Health Sciences at the Medical College of Georgia was established as an administrative entity in 1968. Prior to this date, a Master of Science program in medical illustration and Bachelor of Science programs in health information management, medical technology and radiography had been active; in 1967, the dental hygiene program was initiated. Since then, programs in occupational therapy, physician assistant, nuclear medicine technology, respiratory therapy, diagnostic medical sonography and radiation therapy technology have been added. All associate degree programs were discontinued in 1998. The program in physical therapy was changed to a graduate program in 1996.

Professional certificate programs are offered in diagnostic medical sonography, nuclear medicine technology, radiation therapy technology and medical technology.

The Master of Physical Therapy and the Master of Science in Medical Illustration are offered through the School of Graduate Studies. A Master of Health Education and a Master of Science are available through the School of Graduate Studies for qualified allied health practitioners.

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Outcomes

The purpose of education in the allied health professions is to prepare individuals to practice as competent health professionals. This includes at least the ability to:

- Select and effectively use specialized equipment; tools; physical, material and environmental resources.
- Use language to communicate and to clarify values and understandings.
- Interact effectively so that human relationships are promoted and transactions clarified.
- Utilize thought processes, which reflect disciplined use of observation, critical analysis, judgment and decision-making.

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School of Allied Health Sciences

Educational Priorities by Rank

Goal	Rank
Be renowned for effective teaching outcomes and integration of research and service.	1
Systematically analyze potential applicant pools and develop marketing plans with feeder Institutions.	2
Identify & collect systematic and consistent data for our targeted benchmarks and outcomes related to education (i.e., student satisfaction, retention, minority representation, working in rural areas, employer satisfaction, exam or certification scores). (i.e., Carnegie recognition and ranking in US News and World Reports).	3
Enhance faculty development opportunities to make MCG Allied Health faculty the premier educators in their respective fields.	4
Enhance clinical education opportunities including training sites for students (i.e., faculty practice, community outreach, Centers of Excellence, interdisciplinary teams).	5
Improve faculty salaries to allow recruitment of experienced faculty within our disciplines.	6
Adapt departmental offerings to reflect current jobs market (i.e., certificate programs, specialty training).	7

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Facilitate new educational relationships with underserved areas and underrepresented populations (i.e., enhancing our relationship with AHECs).	8
Create transfers and articulation agreements with other units in the University System, the Department of Technical and Adult Education, and Academic Common Market institutions that enhance the enrollment and education outcomes for all partners.	9
Work collaboratively in achieving common educational goals across disciplines by sharing faculty resources (i.e., teach common content area, common job functions).	10
Develop a regional, national, and international presence in distance education.	11
Establish stipends and assistantships to support our SAHS graduate students.	12
Expand community outreach within our SAHS educational programs to improve rural health and intervention needed for Georgia's residents.	13
Expand interdisciplinary education within our School (i.e., health promotion, disease prevention, screening, patient education, ethics, patient assessment, CPR, communications, Spanish for healthcare delivery systems, reimbursement and coding).	14
Develop and implement new entry-level clinical programs (i.e., bachelors, and masters level).	15
Develop a School advancement plan working with University Advancement for the SAHS increase corporate sponsorship, service agencies, and benefactors for capital projects, termed chairs, and student scholarships.	16

Provide leadership in development & implementation of doctoral level educational opportunities in Allied Health Sciences. Several examples might be post-professional (i.e., PhD in Rehab Sciences) and entry-level clinical degrees (i.e., DPT).	17
Utilize the transformative income generation model for the Web-based and traditional educational courses for external value and potential income through continuing education.	18
Establish new educational venues with industry and communities to expand career opportunities for graduates.	19
Partner with other schools within the institution and UGA for the Public health initiative.	20
Recruit and develop alumni and local practitioners to practitioners to participate actively with the School of donors, educators, and volunteer service providers.	21

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Policies and Procedures

Application procedures: Application forms with instructions may be obtained from the [Office of Academic Admissions](#) or may be [downloaded](#) from the Web. Early application is recommended. An application fee of \$30 is required.

Admission Criteria: All applicants for undergraduate degree programs in the School of Allied Health Sciences must satisfy the requirements of the University System [Core Curriculum](#) for University System students.

Applicants from non-System schools must satisfy the requirements of the Medical College of Georgia core curriculum for non-System students.

CPR certification and completion of a first aid course are required prior to enrolling in the School of Allied Health Sciences. Computer literacy is expected of all students, especially for word processing.

General selection criteria include:

- Cumulative grade point average
- Grade point average in math and sciences
- References
- Knowledge of the field
- Completion of prerequisite general education coursework

Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with over-all grade point average. The importance of previous health-care experiences varies from program to program. Some departments require a personal interview.

Complete information pertaining to application, admission, fees and expenses, loans and scholarships can be found in the [General Information Section](#) of the Catalog. Any additional requirements or financial resources specific to

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programs will be found in [each Department's section](#) of the Catalog.

ACADEMIC POLICIES

Technical Standards

Admission to and graduation from the School of Allied Health Sciences requires satisfaction of the [university's technical standards](#) and any specific programmatic standards.

Professional Liability Insurance

Insurance is required of all students enrolled in the School of Allied Health Sciences. Costs of this insurance are included as part of tuition and fees. Specific information may be obtained from the Office of the Dean.

Academic Probation, Dismissal and Suspension

The University's general policies for undergraduate students are contained in the General Information Section of the Catalog. Please refer to that section for the [Academic Probation, Dismissal and Suspension Policy](#). Departments may have more stringent dismissal standards. Matriculating students may refer to departmental student handbook for more information. Where more stringent department dismissal standards apply, the faculty recommends dismissal to the Dean.

Academic Probation

Any student in the School of Allied Health Sciences, whose GPA for any semester is below 2.0 (on a 4.0 scale) or whose cumulative grade point average is below 2.0 at the end of the semester, will be on academic probation and may be subject to a department recommendation to the Dean for dismissal.

Non-Academic (Administrative) Dismissal

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if, in the opinion of the faculty, the student's knowledge, character, or mental or physical fitness cast grave doubts upon his potential capabilities as a practitioner in the field of training. The student is subject to a department recommendation to the Dean for dismissal.

A student may be administratively withdrawn from the Medical College of Georgia when in the judgment of the Dean it is determined that the student exhibits behavior which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others, or (b) causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel, or (c) causes the student to be unable to meet institutional academic, disciplinary or other requirements for admission and continued enrollment, as defined in the student conduct code, MCG Catalog, Student Handbook and other publications of the university, or (d) casts doubts upon a student's character and/or on the potential capabilities as a health science or basic science professional.

School dismissal decisions may be appealed following established School procedures.

[Student Grievance and Appeal Procedure](#)

Graduation

Information on graduation requirements is located in the [General Information Section](#) of the Catalog. Please refer to the [Policy on Individual Graduation Dates](#) for students with graduation dates which precede regular graduation dates.

[top](#)



Physical Therapy Research

Research Labs:

- [Human Movement Science lab](#)
Director: Raymond Chong, Ph.D.

Faculty Research Activity:

- [Charlotte A. Chatto, MS, PT, NCS](#)
Assistant Professor
Gait measurement and intervention in persons with neurological problems
- [Raymond Chong, Ph.D.](#)
Assistant Professor
Human movement science
- [Douglas R. Keskula, PhD, PT, ATC](#)
Associate Professor and Chairman
Orthopaedics and Sports Medicine
- [Chloe D. Little, EdD, PT](#)
Assistant Professor
Ethical issues related to IRB committee practices
- [Thomas L. Stec, MHE, PT](#)
Instructor
prosthetic gait, manual therapy and higher education

The Medical College of Georgia's is undergoing rapid growth in research.

In line with this recent emphasis, the Department of Physical Therapy is committed to providing the faculty and students an environment that fosters research.

The Human Movement Science and the Physiology are our two research labs that have been established as a result of strong institutional support. The department collaborates with scientists and clinicians at the various MCG units and departments, as well as at the state, national and international communities.

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Please email comments, suggestions or questions to:
Douglas Keskula, Chairman, dkeskula@mail.mcg.edu.

September 05, 2003

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- Educational Priorities
- Policies & Procedures
- Academic Administration
- Current Faculty List
- SAHS Committees
- Faculty Job Opportunities**

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- Respiratory Therapy

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- MHE Graduate Course Schedule

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- Rural Health Care in Georgia

*School of Allied Health Sciences
Academic Administration
Dean's Office*



Shelley Mishoe, PhD
Dean and Professor
School of Allied Health Sciences

*School Mission:
"To teach ... To discover... To care"*



Carol Campbell, DBA
Associate Dean for Business
Operations



Joseph Cannon, PhD
Associate Dean for Research &
Kellett Chair

[Allied Health Rural Network](#)

[SAHS Alumni Association](#)

[RadScape](#)

[Health Resources and Services Administration Interdisciplinary Homepage](#)

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Contact Information:

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Fax:(706)721-7312
email:
dblackwe@mail.mcg.edu



W. Kent Guion, MD, MA
Associate Dean for
Academic Affairs



Patricia Sodomka, MS
Assistant Dean for Clinical Affairs



Elizabeth Wark, MBA
Coordinator of Acad. Affairs &
Asst. Professor

[Academic Administration Continued](#)

2002-2003
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School of Allied Health Sciences
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Past Chair: Ricky Joseph

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Bill Andrews (Med IL)	Gregory Passmore (Rad. Sci.)
Lester Pretlow (MT)	Art Taft (Resp. Therapy)
Letha Mosley (OT)	

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Charlotte Chatto
Jim Condon
Jerry Laurich

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Carol Campbell, SAHS representative (2001-2004)
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Faculty Affairs - Mary Downey
Student Affairs - Marie Collins

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SAHS Fac Council - Sara Haddow Reffett
Academic Affairs - Ben Taylor
Faculty Affairs - Don Maner
Student Affairs - Bonnie Dadig

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Student Affairs - Frank Dennison

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Student Affairs - Donna Domyslowski

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Frank Dennison (RT)

Medical College of Georgia

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**Suggested Generic Schedule for MHE Graduate Courses
Full Time - 4 semesters**

- **Bold type** indicates courses that must be taken
- Plain type indicates courses that are offered those semesters
- *** indicates discipline specific prefix (Go to specific disciplines for departmental requirements)

Additional Information:

For additional information regarding master degree programs which are available to allied health professionals choose:

[Advanced MHE and MS Degrees](#)

Contact Information:

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Administrative Manager
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Room AA2028
Augusta, Georgia 30912-0100
Phone:(706)721-2621
Fax:(706)721-7312
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dblackwe@mail.mcg.edu

<u>Fall 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
EDU 7005 Adult As A Learner (3)	EDU 7000 Curriculum & Instruction in Higher Education (3)	EDU 7001 Methods of Evaluation in Higher Education (3)
STA 6800 Research Statistics I (3)	EDU 7006 Instructional Processes (3)	EDU 7003 Teaching Practicum (1-3)
Discipline specific course(s) (3-v)	AHS 9020 Methods of Research (3)	*** 9210 Investigation of a Problem (1-4)
	Discipline specific course(s)	Discipline specific course(s)
<u>Fall 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
*** 9200 Special Project (var)		
or		
*** 9300 Thesis (var)		
EDU 7003 Teaching Practicum (1-3)		

Next Page:

[Schedule for MHE Graduate Courses](#)

[Part Time - 8 semesters](#)

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Suzi Hamlet, shamlet@mail.mcg.edu.

March 19, 2003

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About the HIM Profession

HIM professionals play a critical role in maintaining, collecting and analyzing the data that doctors, nurses and other healthcare providers rely on to deliver quality healthcare. They are experts in managing patient health information and medical records, administering computer information systems and coding the diagnosis and procedures for healthcare services provided to patients. HIM professionals work in a multitude of settings throughout the healthcare industry including hospitals, physician offices and clinics, long-term care facilities, insurance companies, government agencies and home care providers.

Employment and Career Opportunities

HIM professionals enjoy a broad selection of job opportunities and options for professional growth. Based on your skills, education, and interests, here are some positions available to you:


With a Bachelor's Degree:

- HIM Department Director
- HIM System Manager
- Data Quality Manager
- Chief Privacy Officer
- HIM College Instructor
- Consultant

HIM professionals work in a multitude of settings throughout the healthcare industry, from hospitals to insurance agencies.

Growth and Income

HIM professionals can expect to be in high demand as the

 [AHIMA's
Where Future Clicks
Brochure](#)

health sector expands into the next century. In fact, the Bureau of Labor Statistics cites health information technology as one of the 20 fastest growing occupations in the US.

On top of strong job prospects, competitive salaries also await HIM graduates. More than half of new HIM graduates with a bachelor's degree start with salaries in the \$30,000 to \$50,000 range. By five years out, one can earn upwards of \$50,000 - \$75,000 annually.

Most new HIM graduates with an associate's degree jump right in and earn \$20,000 to \$30,000 annually. And these figures are just averages—many HIM professionals report salaries upward from here.

How To Get Started

Step one begins with a college education. MCG grants a bachelor of science degree in health information administration. The program is a "2+2," meaning the student completes the first two years at any accredited college of choice, and the last two years on the MCG campus. Students begin the MCG program fall semester of their junior year. Students who complete the program are eligible to take the national registration exam to become a registered health information administrator.

If you've already earned a college degree and possess the prerequisites, you can earn a postgraduate certificate or second degree in health information administration. MCG also offers a post-baccalaureate certificate program in health information administration to students who are licensed or registered in nursing or an allied health profession or who have earned a bachelor's degree in business administration. For more information, contact the [Office of Academic Admissions](#)

Next Step: Certification

After completing your formal education, the next step is to successfully complete an AHIMA certification exam. A credential validates your competence as a HIM professional to employers and the public.

Registered Health Information Administrator (RHIA) This credential requires a bachelor's degree and successful performance on the RHIA certification exam.



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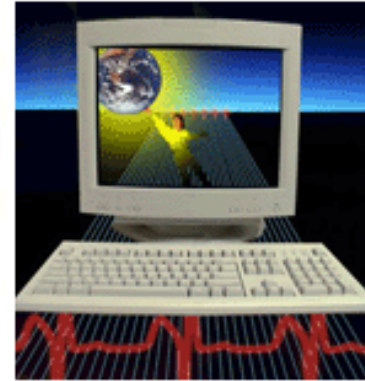
September 18, 2003

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Frequently Asked Questions

What is Health Information Administration?

HIA is the discipline dedicated to improving the quality of health information with the focus on patient health data in paper and electronic records. Health records and information are used for quality, research, management, financial, legal and policy development purposes.

What is an RHIA?

An RHIA is a Registered Health Information Administrator.

A Registered Health Information Administrator (RHIA) acts as a manager as well as an information specialist and typically assumes a leadership role. RHIAs interact with medical, financial, and administration staff to interpret data for patient care, research, statistical reporting, and planning. RHIAs also protect the privacy of your health information.

How do I become a Health Information Manager?

MCG offers two options for becoming a professional in health information management.

MCG grants a bachelor of science degree in health information administration. This four-year (2+2) program results in a [bachelor of science degree in health information administration](#).

Those choosing the four-year bachelor's degree program complete two years of liberal arts and sciences courses (the core curriculum prerequisites) at another accredited college or university. Then students transfer to MCG where they receive two years of specialty education in health information administration. Students begin the MCG program fall semester of their junior year. Graduates are prepared to take the [AHIMA](#) national registration examination to become certified as a [Registered Health Information Administrator](#).

MCG also offers a [post-baccalaureate certificate program](#) in health information administration (H.I.A). The program is a

"4+1," meaning the student who has earned a bachelor's degree in allied health, nursing or business administration may apply for MCG's post-baccalaureate certificate program in H.I.A. Students begin the MCG program fall semester. Students who complete the certificate program are eligible to take the [AHIMA](#) national registration exam to become a [Registered Health Information Administrator](#).

What makes the MCG HIM program special - and why should I want to attend?

As Georgia's health sciences university, MCG specializes in preparing health professionals and is dedicated to providing a high-quality education. Some benefits in attending the Medical College of Georgia include:

A highly qualified faculty committed to helping you succeed.

When asked about their MCG education, graduates invariably mention our caring and respected faculty. Class sizes are small, with an average student-faculty ratio of ten to one, and the environment is friendly and supportive. In a recent survey of students in the University System of Georgia, MCG ranked first in many areas of student satisfaction, including individual faculty attention.

Lots of practical, hands-on learning, in addition to regular classes.

MCG students spend time in health information departments in top-notch hospitals and clinics. This type of learning lets students quickly use new knowledge to become effective and confident of their abilities.

A great place to live and learn.

MCG is located in Augusta, Georgia, recently ranked the second most desirable place to live in the state. And the university creates its own opportunities for fun and relaxation, including various social activities and intramural sports. You'll form deep friendships

and meet students from all other health degree programs at MCG - many of whom you'll work with in the future.

When is the application deadline?

Applications for admission are encouraged by July 1, but will continue to be processed until the class has been filled.

When can I start the program?

Classes begin during fall semester.

What kinds of courses will I take in the HIM program?

The health information management profession is so attractive because you are educated in so many different and exciting areas. The [curriculum](#) offers classes in medical science, law, computer science, management, statistics, and much more. [Learn more about these intriguing courses!](#)

What kinds of prerequisites am I required to take?

[Click here](#) to view a list of core curriculum for Health Information Administration.

What is the average class size?

On the average, the class size is approximately ten per class.

Is financial aid available?

Students accepted into MCG's program are eligible for merit scholarships as well as educational loans from [AHIMA's Foundation of Research and Education \(FORE\)](#). The [Georgia Health Information Management Association](#) and the Augusta Area Health Information Management Association offer scholarships to students as well.

The MCG HIA program also offers the Charlotte Johnston and the Carmen Reyes scholarships. Please refer to the student handbook for additional information.

In addition, the [MCG Student Financial Aid Office](#) can provide more information on grants, loans, and scholarships.

What kinds of jobs do graduates get after completing the program?

HIM professionals enjoy a broad selection of job opportunities and options for professional growth. Based on your skills,

education, and interests, here are some positions available to you:

With a Bachelor's Degree:

- HIM Department Director
- HIM System Manager
- Data Quality Manager
- Chief Privacy Officer
- HIM College Instructor
- Consultant

Examples of typical employers include:

- Hospitals
- Information systems vendors
- Health clinics and group practices
- Federal government
- Insurance companies
- State governments
- Accounting firms
- Colleges and universities (as faculty)
- Legal firms
- Managed care organizations
- Consulting firms

What about the job market?

HIM professionals can expect to be in high demand as the health sector expands into the next century. In fact, the Bureau of Labor Statistics cites health information technology as one of the 20 fastest growing occupations in the US.

What is the salary range?

On top of strong job prospects, competitive salaries also await HIM graduates. More than half of new HIM graduates with a bachelor's degree start with salaries in the \$30,000 to \$50,000 range. By five years out, one can earn upwards of \$50,000 - \$75,000 annually.

Most new HIM graduates with an associate's degree jump right in and earn \$20,000 to \$30,000 annually. And these figures are just averages—many HIM professionals report salaries upward from here.

What is my next step?

Why not come take an in-depth look at this field by attending a Closer-Look Tour at the Medical College of Georgia (MCG)? These tours are designed to help people trying to either decide on the right career, or considering applying to MCG. Not only can you see the campus and the profession first-hand, we also provide career counseling. For more information, call our Academic Admissions Office at (706) 721-2725 or [Schedule a Closer-Look Tour online](#).

How may I ask a question that is not in the listing above?

Please contact Jim Condon, MSA, RHIA, CTR at jcondon@mail.mcg.edu or 706-721-3436.



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**Only \$20
per Year**

Student Resources

Curriculum Calendar

Bachelor of Science (2003-2004)

Post-Baccalaureate Certificate (2003)

Texts and Supplies

Bachelor of Science (Fall 2003)

Post-Baccalaureate Certificate (Fall 2003)

Scholarships

Students accepted into MCG's program are eligible for merit scholarships as well as educational loans from [AHIMA's Foundation of Research and Education \(FORE\)](#). The [Georgia Health Information Management Association](#) and the Augusta Area Health Information Management Association offer scholarships to students as well.

The MCG HIA program also offers the Charlotte Johnston and the Carmen Reyes scholarships. Please refer to the student handbook for additional information.

In addition, the [MCG Student Financial Aid Office](#) can provide more information on grants, loans, and scholarships.

AHIMA's Student Membership

Be sure to become a [student member](#) for only \$20 a year to receive valuable benefits from AHIMA. In addition, as a student member, you will have access to the AHIMA Student

Community of Practice!

Also, you will not want to miss reading [Beyond GPA--What Are HIM Students Really Thinking About? \(AHIMA Advantage, June 2003\)](#)

National Registration Exam

Graduates of the program are eligible to sit for the national registration examination administered by the [American Health Information Management Association \(AHIMA\)](#).

The examination is offered on-line, on-demand, year round.

Job Hunting

Find out more about [AHIMA's job and resume bank](#)

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Please email comments, suggestions or questions to:
Andrea Koppelman, akoppelman@mail.mcg.edu

September 22, 2003

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For additional information about the profession visit the [American Health Information Management](#) website



News & Updates

Another 100% Pass Rate for the RHIA Exam!

Congratulations to the recent MCG HIM graduates who all successfully passed AHIMA's Registered Health Information Administrator credentialing exam. Once again, the MCG HIM programs exceeds the national pass rate of 87%.

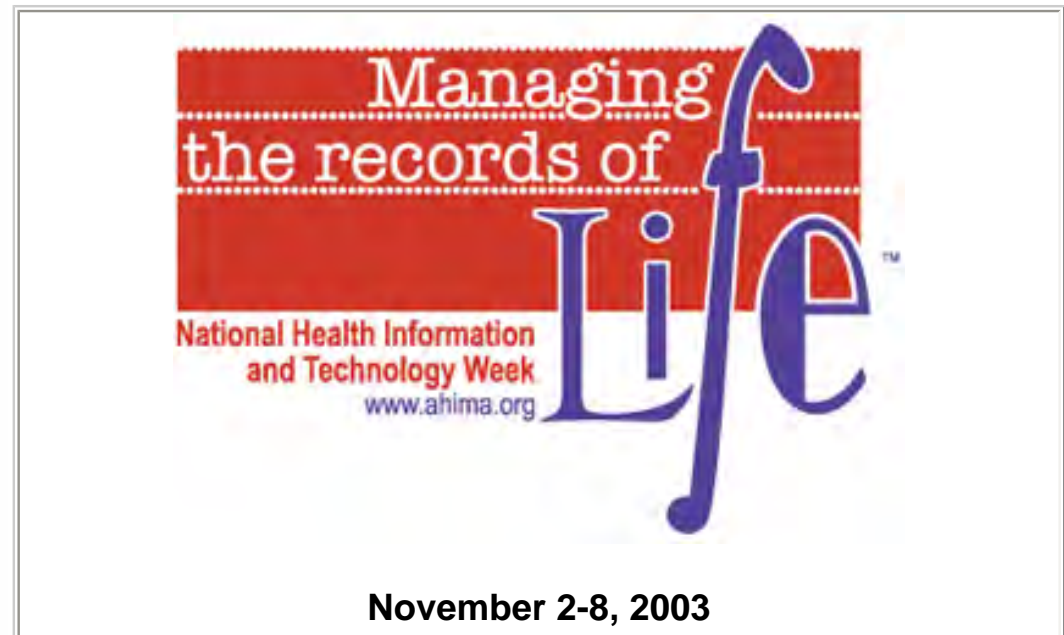
HIM Newsletter

Take a look at our latest Department of Health Information Management [newsletter!](#)

Many Thanks!

The MCG Health Information Management Department would like to thank the many [health care facilities](#) that support our program.

Health Information and Technology (HI&T) Week



[Health Information and Technology \(HI&T\) Week](#) recognizes the expanding roles of health information management (HIM) professionals. The week also educates the public and healthcare

industry on our significant contributions to patient care and the bottom line.

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What Recent Graduates are Saying About the HIM Program



- ✓ "From what I have seen and heard about other schools, MCG by far has the best curriculum. Students are exposed to all areas of HIA and are well prepared for the national exam."
- ✓ "The classes are small so there is more interaction between the teacher and students. The instructors are enthusiastic about the profession."
- ✓ "Highly qualified and caring instructors who do not hesitate to push students to their limits to excel."
- ✓ "I think MCG does a good job preparing students. Great school!"

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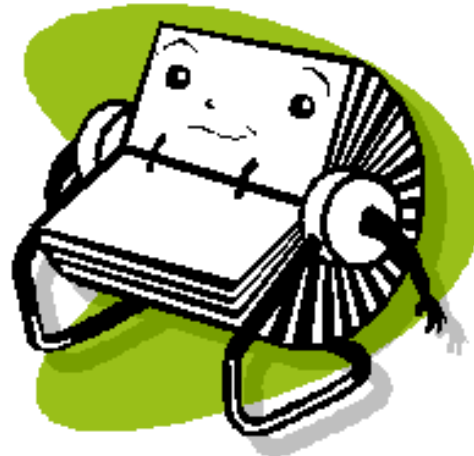
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For Information About the HIM Profession and MCG HIM Program:

Jim Condon, MSA, RHIA, CTR
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Department of Health Information Mgmt.
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Augusta, Georgia 30912-0100
Phone:(706)721-3436
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email: jcondon@mail.mcg.edu

For Website Comments, Suggestions or Questions:

Andrea Koppelman, MS, RHIA
Instructor
email: akoppelman@mail.mcg.edu

Student Spotlight !!

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Sherilyn Guerrero combines loves of computers and health care as a health information management student.

*Christine Hurley Deriso
August 2003*

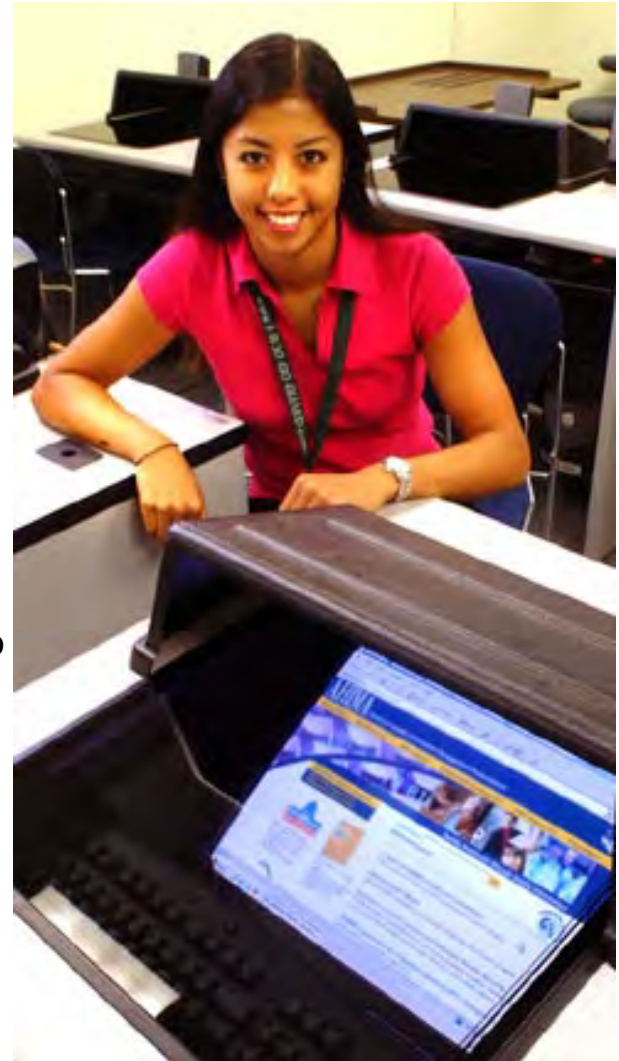
MCG Student Enjoys Sharing Filipino Heritage

Sherilyn Guerrero has always considered her Filipino heritage a plus.

“I enjoy being different,” says Ms. Guerrero, a student in the Medical College of Georgia Department of Health Information Management from Evans, Ga. “For instance, a lot of people don’t know much about the Filipino heritage, and I enjoy sharing that. I hope it makes me a little more interesting.”

But she has many more commonalities with her fellow students than differences. All of them share the goal of using data, statistics and other information to enhance health care. “I wanted to combine a career in health and computers,” she says, “so when I found out about health information management, I knew it was perfect.”

She hopes to develop information programs in the fields of epidemiology and public health. By compiling and organizing patient demographics and other health-related information, she plans to pinpoint disease trends, patterns and risk factors. This information, she says, can help health professionals and patients optimize their health and reduce



their risk of disease.

“My sister earned bachelor’s and master’s degrees in nursing from MCG,” Ms. Guerrero says, “so we’ll both be working to improve people’s health ... just from different angles.”

MCG offers a bachelor of science degree in health information administration, accepting students as sophomores after they complete the first two years of college at an accredited liberal-arts institution. Students who complete the program are eligible to take the national registration exam and become a registered health information administrator.

MCG also offers a post-baccalaureate certificate program in health information management to students licensed or registered in nursing or an allied health profession or who have earned a bachelor’s degree in business administration.

A registered health information administrator acts as a manager as well as an information specialist, typically assuming a leadership role. The professionals interact with medical, financial and administrative staff to interpret data for patient care, research, statistical reporting and planning. They also protect the privacy of health information. Career tasks also include designing computer systems for patient records and related information systems essential for the smooth operation of a health care facility.

Work environments include hospitals, clinics, long-term care facilities, medical research centers, health data organizations, insurance companies, accounting firms, law firms, managed-care organizations, pharmaceutical companies, physician practices, health agencies, local and state health departments, information systems vendors and private industry.

Because of a nationwide shortage of health information managers, career opportunities and advancement potential are excellent. Starting salaries range from \$30,000 to \$50,000 annually, depending on location and levels of responsibility. Salaries of experienced professionals reach \$50,000 to \$75,000 and up.

For more information about the field, call the department at (706) 721-3436, the MCG Office of Academic Admissions at (706) 721-2725 or visit <http://www.mcg.edu/careers/hiadmin.htm>.

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History of the Medical Technology Program at MCG

The Medical Technology/Clinical Laboratory Science program at the Medical College of Georgia is over 50 years old! The first official record made public concerning the program was published in the Journal of the American Medical Association in 1938 (Vol. 110, March 26). The program was housed in the local community hospital, known as University Hospital, with Dr. Edgar R. Pund serving as Program Director. Typical of medical technology programs at that time, the Bachelor of Science degree was required for acceptance into the twelve month program.



Three graduates completed the program in 1938 and were awarded certificates of proficiency. During the following seventeen years, 38 certificates were awarded. No students were admitted thereafter until 1957 when a new curriculum was developed involving three years of student preparation the University of Georgia, followed by 52 weeks of clinical laboratory training (3 + 1 program) in the newly constructed Talmadge Memorial Hospital, the health care component of the Medical College of Georgia. Upon successful completion of this curriculum, the student was awarded the Bachelor of Science degree in Medical Technology by the University of Georgia.

The faculty mentor for the program was Dr. Walter L. Sheppard, Professor of Pathology and Director of the Hospital Clinical Laboratories, beginning in 1948 and continuing until 1971 when he retired from the Medical College of Georgia. In his honor, achievement awards are made annually for outstanding graduates in medical

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technology and pathology. In 1987, the building housing the medical technology classrooms and laboratories was named in his honor.

Between 1958 and 1967, 38 students received the University of Georgia degree. In 1966, program graduates were granted the option of receiving the degree from the University of Georgia or the Medical College of Georgia. Thereafter, an integrated 2 + 2 program was initiated wherein students were accepted following two years of collegiate preparation with stated requirements and then admission to the seven quarters Medical College of Georgia program. In January 1968, with the approval of the Board of Regents to establish the School of Allied Health Sciences, program activities were grouped in the Department of Medical Technology, with Dr. Shepeard as Chairman.

In 1971 Dr. Armand B. Glassman, Associate Professor of Pathology and Director of the Clinical Pathology Laboratories, was named Department Chairman. Under his leadership, the Master of Health Education (MHE) degree program was initiated, and the first graduate degrees were awarded in 1976. In July 1976, Dr. Glassman resigned and Ms. Ann S. Anderson was appointed as Chairman. In March 1979, Dr. C. Robert Baisden assumed the position of Medical Director of the program in addition to his role as Director of the Clinical Pathology Laboratories.



In 1988, the new 4 + 1 program was begun, allowing students with a bachelor's in biology or chemistry to complete the medical technology program in one

year. Ms. Anderson retired as chairman in 1989 and was succeeded by Dr. Julia Crowley. The Master of Science program was begun in 1993 and the department accepted its first MS student in the fall of 1993. Also in 1993, the

Department of Medical Technology was awarded a \$281,560 Allied Health Project Grant from the Department of Health and Human Services for the development of a pilot external degree medical technology program.

In spring of 1995, the first distance students received their B.S. degrees from the Medical College of Georgia. Seven students from the northwest area of Georgia were able to graduate from the medical technology program by receiving their instruction from the Medical College via the two-way interactive audio and video system of GSAMS (Georgia Statewide Academic and Medical System). In Winter of 2000 an Internet based BS program was approved for certified MLT/CLT.

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Programs Available in Medical Technology (Clinical Laboratory Science) at MCG

- Four-year Bachelor of Science (B.S.) degree, Junior and Senior year at MCG
- One-year (Senior) B.S. degree for certified lab technicians
- One-year post-bachelor's degree or certificate for science majors with a B.S. degree
- [Master of Health Education \(M.H.E.\)](#) or
- [Master of Science \(M.S.\)](#)

Clinical laboratory scientists, also known as medical technologists, are medical professionals who use precision instruments, computers, and laboratory test procedures to help solve the mysteries of disease. This exciting high-tech field combines the challenges and rewards of both medicine and science.

With an aging population and expanding medical knowledge, laboratory professionals will be needed into the next century to meet the growing demands of the health care system. Medical technology is an exciting career choice for men and women who want a respected professional career, good pay, flexible hours, and the opportunity to help others

Medical technologists with a Bachelor of Science (B.S.) degree may work in a variety of settings such as hospitals, doctors offices, and clinics, and public health centers. They may also manage a clinical laboratory, work in research or industrial settings, or serve as clinical laboratory scientists, also known as medical technologists, are medical professionals who use precision instruments, computers, and laboratory test procedures to help solve the mysteries of disease. This exciting high-tech field combines the challenges and rewards of both medicine and science coordinators for training programs.

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Educational requirements

Core curriculum

To prepare for the degree program in medical technology, students must have 12 semester hours of chemistry (to include organic), 8 semester hours of biology (to include anatomy and/or physiology), 4 semester hours of microbiology, 3 semester hours of algebra, be computer literate, and have core courses in other sciences, humanities, and social sciences equivalent to the Freshman and Sophomore year (60 semester hours total).

Programs at the Medical College of Georgia

Along with its outstanding programs in medicine, dentistry, the bio-medical sciences, nursing, and other allied health fields, the Medical College of Georgia has one of the Southeast's premier programs in medical technology. Degree programs offered are:

Four-year B.S. degree program

At the undergraduate level, the Medical College offers the junior and senior years leading to the B.S. degree. Basic sciences and liberal arts (core curriculum) courses are taken during freshman and sophomore years at other colleges or universities. Credit for core curriculum courses is then transferred to the Medical College.

One-year post-bachelor's program for those with a four-year science degree

A one-year program is offered for students who already have four-year B.S. degree in biological sciences or chemistry and who meet the prerequisite coursework. These students have the option of obtaining a B.S. degree in medical technology or a certificate in medical technology.

B.S. degree program for MLT or CLT certified technicians
The Medical College of Georgia offers a B.S. degree program for those who are certified as MLT(ASCP), CLT(NCA), or certified by any nationally recognized agency. Thirty (30) hours of experiential credit are awarded upon admission, and applicants enter the B.S. program in the senior year. Graduates of all clinical laboratory degree programs are eligible to take national certification examinations.

Masters Degree Programs

At the graduate level, the Medical College offers the Master's in Health Education (M.H.E.) and the Master's of Science (M.S.).

Job Placement Opportunities

Medical technology starting salaries average \$25,000 and up. Jobs are available nationwide and throughout the world. Clinical laboratory science graduates are hired by such employers as:

- Hospitals
- Corporations
- Health Clinics
- Physician Offices
- Public Health Agencies
- Wellness Centers
- Industry Veterinary Clinics
- U.S. Armed Forces (as commissioned officers)
- Research Facilities

The Next Step

For further information or to receive an application for any of these programs, call the Office of Academic Admissions at (706) 721-2725, or E-mail your request to underadm@mail.mcg.edu.

International students must be proficient in English and have minimum TOEFL (Test of English as a Foreign Language) score of 550. International transcripts must be professionally evaluated prior to application.

For answers to some of the most frequently asked questions on admissions see [Answers To Your Questions](#).

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Student Laboratories

The Department of Medical Technology (Clinical Laboratory Science or Medical Laboratory Science) teaches and trains students in all five major areas of the clinical laboratory. Following is a description of each area and a few photographs of the student laboratories.



Blood Bank Immunohematology:

Blood Banking includes the study of blood groups, compatibility testing of blood, preparation of blood components, selection of blood donors, prenatal testing, quality control, and blood bank regulations.

Clinical Chemistry:

Clinical Chemistry is the application of laboratory analytical procedures with the theory, principles, analysis and correlation of disease diagnosis, treatment, and prevention. Carbohydrates, proteins, lipids, electrolytes, enzymes, hormones, and vitamins are examples of analytes measured by instrumentation in clinical chemistry.

Hematology and Body Fluids:

Hematology is the study of peripheral blood and bone marrow cells in order to diagnose various diseases. Automated cell counting and microscopic examination of blood smears assist in the study of abnormal conditions. Body fluids reviews cellular components found in urine and other fluids.

Immunology:

Immunology is the study of antigen-antibody reactions which

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occur in response to inflammatory, viral, fungal, bacterial, and neoplastic disease. Laboratory tests are used to detect immune disorders and monitor treatment.

Microbiology:

Microbiology is the application of laboratory tests for examination, isolation, and identification of fungi, parasites, bacteria, and viruses of medical significance. Antibiotic sensitivity is the most important function of clinical microbiology.

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Medical Technology Technical Standards

I. Physical Demands

- a. Ability to move around laboratory and hospital
- b. Ability to operate delicate instruments or equipment or to perform delicate procedures
- c. Ability to use microscope
- d. Normal reach: Ability to carry trays and objects weighing up to 15 pounds
- e. Good normal or corrected vision
- f. Good eye-hand physical coordination

II. Emotional Demands

- a. Ability to work quickly and accurately under stress
- b. Ability to organize work and direct others; to exercise independent judgement; to assume responsibility for own work and often the work of others
- c. Ability to communicate and maintain professional relationships with patients, physicians, and others in the hospital setting
- d. Ability to think logically and correlate information in order to solve problems

III. Professional Demands

- a. Ability to work in a thorough, careful, efficient, and organized manner, either alone or as a laboratory team member
- b. Ability to exercise ethical judgement, integrity, honest, dependability, and accountability in the clinical laboratory testing environment
- c. Ability to practice critical thinking in using problem solving, common sense, critical evaluation, decision making skills, and objectively in approaching laboratory problems
- d. Ability to use interpersonal skills such as communication, cooperation, confidentiality, and attentiveness in a positive and tactful manner
- e. Ability to project a neat, well-groomed physical appearance

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f. Computer literacy: demonstrate ability to use wordprocessor, spreadsheet, and database programs

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Requirements for Graduation

All financial obligations to the institution must be met prior to graduation.

Requirements for Baccalaureate Degrees

Requirements in addition to those listed below for baccalaureate degrees may be stated in the catalog under the sections for the School of Allied Health Sciences.

1. Recommendation by Faculty. It is implicit in the requirements for all degrees conferred by the University that the faculty of each school recommend each candidate for a degree as having met all requirements for the degree to be conferred.
2. Residence Requirements. Every candidate for a baccalaureate degree at the Medical College of Georgia must earn a minimum of 30 semester hours in residence.
3. Total Credit Requirements. A minimum of 120 semester hours (excluding physical education) is required for a baccalaureate degree.
4. Regents' Testing Program Examination Requirement. The University System of Georgia requires that each student receiving a bachelor's degree from a state-supported college must have successfully completed this examination (*See the section on the Regents Testing Program Examination in the Student Catalog*).
5. Examinations are on the History and Constitutions of the United States and Georgia. Examinations on these subjects are required of all baccalaureate degree students unless exempted by presentation of course credit dealing with these constitutions and histories. The examination will be given by the **Registrar's** office. Students are advised to meet this requirement early in their academic career.

Application for Graduation

Application for graduation must be made by each candidate on a form obtainable from the Department of Medical Technology office.

The application form should be completed by the registration of the semester in which the student will graduate. The candidates receiving a **baccalaureate degree** from the university must attend the commencement exercise at which the degree is to be conferred, unless **he/she is officially excused in writing by the appropriate academic dean**.

All students receiving a certificate degree are not permitted to participate in the commencement exercise. Their certificate degree will be mailed to them after all grades are computed before graduation.

Graduation with Honors

Baccalaureate Degrees MCG awards undergraduate degrees with honors to candidates who meet specific standards of academic excellence as measured by the grade point average. In order to be considered for a degree with honors, a student must have completed a minimum of 60 semester hours in residence for a baccalaureate degree, and only work taken in residence* will be considered. The honors grade point average is computed beginning with the semester of initial enrollment or current program for students in the School of Allied Health Sciences.

The standards for honors are as follows:

<i>Summa cum laude</i>	-	3.90
<i>Magna cum laude</i>	-	3.70
<i>Cum laude</i>	-	3.50

Certificate

MCG awards honors to students who successfully complete a program of study in a certificate program. In order to be considered for a certificate with honors, a student must have completed a minimum of 30 semester hours in residence, and only work taken in residence* will be considered. The honors grade point average is computed beginning with the semester of initial enrollment or current program for students in the School of Allied Health Sciences.

The standards are as follows:

<i>Highest Honors</i>	-	3.90
<i>High Honors</i>	-	3.70
<i>Honors</i>	-	3.50

For baccalaureate degrees and certificates, grade point averages will be rounded to the nearest hundredth to determine eligibility. This distinction of high academic achievement is placed on the student's diploma or certificate and is noted on the permanent record.

*Residence credit is defined as "course taken for which matriculation/tuition fees are paid to the Medical College of Georgia."

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Essential Requirements for CLS Students at the Medical College of Georgia

A student in the Medical Technology program at the Medical College of Georgia is expected to meet the following requirements.

Observation Requirements

- Observe laboratory demonstrations in which biologicals (e.g. body fluids, culture materials, tissue sections, and cellular specimens) are tested for their biochemical, hematological, microbiological, and immunologic components;
- Characterize the color, odor, clarity, and viscosity of biologicals, reagents, or chemical reaction products;
- Employ a clinical grade binocular microscope to discriminate among fine structural differences of microscopic specimens;
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor

Movement Requirements

- Move freely and safely about a laboratory
- Reach laboratory bench tops and shelves, patients lying in hospital beds or patient seated in specimen collection furniture;
- Travel to numerous clinical laboratory sites for practical experience;
- Perform moderately taxing continuous physical work, often requiring prolonged sitting, over several hours;
- Maneuver phlebotomy and culture acquisition equipment to safely collect valid laboratory specimens from patients;
- Control laboratory equipment (e.g. pipettes, inoculating loops, test tubes) and adjust instruments to

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perform laboratory procedures;

- Use an electronic keyboard (e.g. 101-key IBM computer keyboard) to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information

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Communication Requirement

- Read and comprehend technical and professional materials (e.g. textbooks, magazines, journal articles, handbooks, and instruction manuals);
- Follow verbal and written instructions in order to correctly and independently perform laboratory test procedures;
- Clearly instruct patients prior to specimen collection;
- Effectively, confidentially, and sensitivity converse with patients regarding laboratory tests;
- Evaluate the performance of fellow students, staff, and healthcare professionals verbally and in a recorded format (writing, typing, graphics, or telecommunications)
- Use computer software (word processor, spreadsheet, database, information systems), the Internet, and the World Wide Web for communication, education, and professional purposes;
- Independently prepare papers, prepare laboratory reports, and take paper, computer, and laboratory practical examinations

Intellectual Requirements

- Possess these intellectual skills; comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison, self-expression, and criticism;
- Ability to solve problems and think critically;
- Exercise sufficient judgment to recognize and correct performance deviations;
- Critically evaluate her or his own performance, accept constructive criticism, and look forward to improve (e.g. participate in enriched educational activities)

Behavior Requirements

- Dress to project a neat, well-groomed, professional appearance;
- Behave in a professional manner toward fellow students, faculty, and patients;
- Manage the use of time and systematize actions in order to complete professional and technical tasks within realistic constraints;
- Possess the emotional health necessary to effectively employ intellect and exercise appropriate judgment;
- Provide professional and technical services while experiencing the stresses of task-related uncertainty (e.g. ambiguous test ordering, ambivalent test interpretation), emergent demands (e.g. "stat" test orders), and a distracting environment (e.g. high noise levels, crowding, complex visual stimuli);
- Be flexible and creative and adapt to professional and technical change;
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals;
- Adapt to working with potentially offensive specimens, chemicals, biologicals;
- Support and promote the activities of fellow students and of health care professionals;
- Help foster a team approach to learning, task completion, problem solving, and patient care;
- Be honest, compassionate, ethical, and responsible;
- Forthright about errors or uncertainty

Adapted from: Fritsma, G.A., Fiorella, B.J., and Murphey, M. Essential Requirements for Clinical Laboratory Science. CLS 1996. Vol. 9, pp 40-43

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Answers to Your Questions

The following questions represent some of the most frequently asked questions about the medical technology/clinical laboratory science programs. The questions and answers are divided into different sections:

Admissions

Licensing and Certification for the Profession

Courses and Attendance

Employment

Admissions

How many students are admitted into the program?

20 students total are admitted into the 2 + 2 (two year) and 4 + 1 (senior year) programs. A varying combination of students in both programs composes the senior year of study. There may be 15 two year students and 5 one year students in one year, for example, and 13 two year students and 7 one year students in another year.

What are my chances of being admitted into the on-campus program? What about the off-campus/distance program?

The programs are fairly competitive, favoring those students with higher GPAs. An interview is also required and may be a determining factor in your admission process. Each year is different, however. We may receive many applicants one year and few applicants another year. The only sure way to determine your chances are to apply...and apply early.

A two year off-campus/distance program for certified MLTs who want a BS degree is available for approximately 10 students at a time. Click here for ["MLT Program Home Page"](#) for information.

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When is the cutoff date for applications?

Applications are accepted until the classes are full. However for the best chances of acceptance 4 + 1 program applications should be in by February 1 (classes starting Summer semester) and 2 + 2 applications by April 1 (classes starting Fall semester)

What is the minimum SAT, GPA?

SAT: No longer required.

GPA: 2.5 Math/Science; minimum 2.5 overall for the 2 year program. 2.75 for the 4+1 program.

"D" and "F" grades are NOT accepted for transfer credit.

What is required for international students?

Foreign transcripts must be evaluated by an agency in the United States. The TOEFL (Test of English as a Foreign Language) must be taken by applicants whose first language is not English. The minimum acceptable score is 600. Prerequisites must be completed prior to admission.

What if I have a transcript or degree from a non-U.S. college or university?

Your transcript must be evaluated by a professional agency in the U.S. prior to admission.

Can I attend the program part-time?

Part-time attendance is discouraged but applicants may request special consideration in writing. Preference is given to full-time students for placement in clinical settings.

Can I take just one or two courses without being enrolled as a student in the program?

You may take some didactic courses as a special student, but this applies primarily to lecture courses, as laboratory and clinical space may be limited. Fully enrolled students receive preference for placement in student laboratories and at clinical sites.

What about exemptions for coursework if I already work as a laboratory technician or have laboratory experience?

Up to 30 semester hours may be awarded as experiential credit for certified MLTs. Each applicant must be evaluated individually on a case-by-case basis.

Can I be accepted into the last year of study in your program if I already have some coursework from another Medical Technology/Clinical Laboratory Science program and just need my clinical internship?

We are not accredited for this type of program, which in reality is a 3 + 1 program. You might be able to exempt some of the junior level courses on transfer, but you would have to apply to the two year program. If you obtain a BS degree you would be eligible for the 4+1 program. Internship spaces are limited and preference is given to those students already enrolled in our regular programs.

What graduate programs are available?

Our department offers both the MHE (Masters in Health Education) and the MS (Masters of Science) degree. The MHE program offers an emphasis in education and teaching in the laboratory profession and requires a project. The MS program has a research emphasis and requires a thesis.

What are the admission requirements for graduate programs?

Our Masters programs require a GRE score of 1000, baccalaureate degree, TOEFL of 550 for all international students from non-English speaking countries, and professional credentials (or eligibility) in any allied health related discipline. Grade point average (GPA), letters of recommendation, and interview are also considered in admissions decisions. International transcripts must be evaluated by a U.S. professional evaluation agency prior to application.

When should I apply for admission to graduate programs?

You may apply any semester, but for best chance of acceptance, application should be made by June 1st.

Classes begin Fall semester, mid-August.

Licensing and Certification for the Profession

Do I have to take a licensing exam after I graduate?

National certification exams are given by the American Society of Clinical Pathologists (ASCP), the National Certification Agency (NCA) and several other professional organizations. States vary as to licensing exams, with California, Tennessee, and Florida requiring state exams. The states of Nevada, Hawaii, West Virginia, Rhode Island, Montana, Louisiana, and the island of Puerto Rico require licensing based upon national certification, but do not have a state exam.

Certification is not required in other states, but strongly suggested because most individual employers will require that their laboratory employees have certification.

What's on the national exams?

National certification exams are comprehensive and have basic knowledge recall, computation, and problem solving questions in all five major areas: blood banking, chemistry, hematology, immunology, microbiology as well as laboratory practice and management.

Do all your students pass the national exams?

80% - 100% of our students pass national exams yearly.

Courses and Attendance

Where do I take my courses?

On campus, students take most didactic and laboratory courses in the Sheppard Building. The LAST 20 weeks are spent in clinical settings: hospital affiliates found throughout the southeast.

Off-campus/distance students will take didactic courses by electronic interactive audio/video systems, satellite systems, and/or computer and e-mail systems. Their clinical training will also take place at our hospital affiliates.

What degree do I receive at the end of my studies?

All students may receive the B.S. in Medical Technology from the Medical College of Georgia. 4 + 1 students may choose to receive a certificate instead of a second B.S. degree. A decision to select the certificate instead of the degree makes no difference in qualification for national exams or for employment opportunities.

Employment

Will I get a job after graduation?

Healthcare is undergoing massive changes and upheavals at the present time and no one can project what will happen in the future. The members of our last graduating class were employed within a month of graduation.

What kinds of jobs am I qualified for after graduation?

You can work in hospitals, clinics, doctors' offices, research laboratories, reference laboratories, manufacturing and industry, veterinary clinics, forensic serology laboratories, private pathology laboratories, public health clinics.

What kind of job security will I have?

No one can say for certain, but your education gives you a broad base for employment in a variety of settings and prepares you for further education in Masters or Doctoral programs in science, medicine, education, management, law, or business. Your degree is very versatile and allows you wide flexibility in career choices. A variety of career choices will continue to be available to qualified individuals.

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Accreditation Status

The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631. Telephone: 773-714-8880.

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Medical Technology - Department Faculty



Elizabeth A. Kenimer, M.S., MT(ASCP)SBB

Chairman and Professor

email: ekenimer@mail.mcg.edu

Specialty areas:

Immunoematology, Immunology, Microbiology, Management.

Personal Interest:

Rural health care delivery, laboratory assessment of wellness, critical thinking, continuing professional development, music and the performing arts.

Quote: " Those of us who choose to be educators have a responsibility to envision the future and model this vision in all aspects of life."

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Ann H. Arnette, MHE, MT(ASCP)
email: aarnette@mail.mcg.edu

Specialty areas:
Immunology, student admissions and recruitment.

Personal interests:
Travel, sports, fitness.



Gerald Laurich, Ph.D., MT(ASCP)
email: jlaurich@mail.mcg.edu

Specialty areas:
Microbiology.

Personal interests:
Sports, motorcycling.



Regina C. Mobley, MHE, MT(ASCP)
email: rmobley@mail.mcg.edu

Specialty areas:
Hematology, Hemostasis, Body Fluids, including Urinalysis.

Personal Interests:
Traveling, health and fitness

Quote: "My greatest reward in teaching is to see how students use the knowledge and skills that faculty have taught them to become very competent and confident Medical Technologists."



Lester G. Pretlow
email: lpretlow@mail.mcg.edu

Specialty areas: Clinical Chemistry, Management
Instrument evaluation and validation

Professional Interests: Clinical Chemistry, Cancer
Research

Personal Interests:
The performing arts, health and fitness

Quote: "There is nothing more important than one's walk
with God. His presence or lack of presence establishes your
life."



Barbara L. Russell, MHE, MT(SH)
brussell@mail.mcg.edu

Specialty Area:
Point of Care Testing, Hematology, Bone Marrow

Personal:
Reading, Traveling

Quote:
"Medical Technology is an allied health profession that
plays an integral role in quality healthcare. I am proud to be
a Medical Technologist because we make a difference!"

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Department of Medical Technology - Staff



Annette Carter

email: acarter@mail.mcg.edu

Administrative Specialist IV

Employed 4/21/91



N V Zubaida

email: nzubaida@mail.mcg.edu

Registered Medical Laboratory Technician

Employed 9/1/94

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Nakia Walden

email: nwalden@mail.mcg.edu

Senior Administrative Secretary

Employed 5/3/99

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Hospital Based Faculty

Diane Turnbull, EdD
Assistant Professor
Allied Health Sciences



Specialty Area: Hematology, Safety, Education

Personal Interest: Reading, swimming, family activities, vacationing, "The Braves"

Quote: *"One of the things I like most about our profession is correlating laboratory values with the diagnosis of the patient. Teaching students and employees how to do this is very rewarding."*

MCG Hospital and Clinics - Clinical Pathology Supervisors

Joyce Oliver - Immunology Supervisor

Awards

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Specialty Area: Immunology

Personal Interest: Dance, The X-Files, Basic Science

Quote: *"I love Medical Technology and am proud to say that I am a Med Tech. I think the laboratory is a critical part of the health care team."*

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ekenimer@mail.mcg.edu

Bridget Evans - Chemistry Supervisor



Specialty Area: Chemistry

Personal Interest: Needlework, reading, shopping and traveling.

Scott Wise - Blood Bank Supervisor



Specialty Area: Blood Bank

Personal Interest: Research

Quote: *"The discipline of desire is the background of character."*

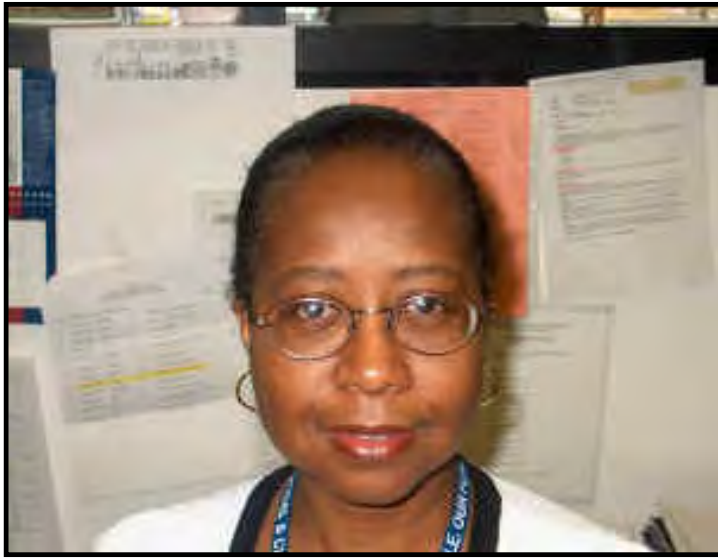
Susan Jones - Microbiology Supervisor



Specialty Area: Microbiology

Personal Interest: Reading

Mary Jonah - Hematology Supervisor



Specialty Area: Hematology

Personal Interest: Sewing and research in coagulation

Quote: *"Medical Technology is a great field to go into because of the diversity of the many skills required for this profession."*

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Internet Bachelor of Science

(Medical Technology / Clinical Laboratory Science) Distance Program for the Certified, Employed Clinical Laboratory Technician

The Department of Medical Technology at the Medical College of Georgia has developed a distance learning program via the World Wide Web for clinical laboratory technicians (MLT, CLT, etc.) who wish to obtain a BS degree.

Classes will began Fall Semester (August). The program will require (6) semesters, part time, to complete Senior year courses and concurrent internship.

Participants must be certified prior to admission by a national certification agency for medical technology/clinical laboratory science (ASCP, NCA, AMT, HEW, ISCLT, AAB) to be awarded 30 semester hours of experiential credit equivalent to the Junior year of professional study. They must also have access to a clinical laboratory for concurrent internships during the program.

Click to see [PREREQUISITES](#) or [PROPOSED DISTANCE SCHEDULE](#).

If you meet the requirements and prerequisites and would be interested in this program, please complete the SURVEY and E-mail it to: acarter@mail.mcg.edu

Also, print the LABORATORY SURVEY, ask your supervisor to fill it out and mail it to:

Annette Carter
Medical College of Georgia
Department of Medical Technology, AL-106
Augusta, Georgia 30912

must have a licensed version of Adobe Acrobat installed on your computer. The free reader only allows you to fill out and print.

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Department of Medical
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AL-106
Augusta, Georgia
(706) 721-3046
FAX (706) 721-7631
E-mail: ekenimer@mail.mcg.edu

The survey responses will be confidential.

If you are a laboratory supervisor and can participate in the program as an internship site for your employee, please click here and complete the [LABORATORY SURVEY](#).

Questions?

Send them with the survey, or e-mail acarter@mail.mcg.edu or call 1-800-723-7414, or 1-706-721-3046.

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E-mail: ekenimer@mail.mcg.edu

No

11. Is there a computer available at your facility that a student could use to access the Internet (World Wide Web)? Yes No
12. What type of financial assistance would the facility give to the student?

Tuition	Books	Travel	Release time	Other
---------	-------	--------	--------------	-------
13. Would the BS student interfere with any MLT program students' clinical experiences at the facility, or could both be assigned at the same time (the assignments and requirements for MCG students would be different from the MLT program's requirements)?

Yes	No
-----	----
- (Comment):
14. Would there be an interest in a meeting with a representative from the Department of Medical Technology at the Medical College of Georgia to discuss the program? Yes No
15. Other questions or comments?

Thank you for your help. If you have employees that are interested in the on-campus program or a future distance Internet-based program, they can contact the Department of Medical Technology at 1-(800) 723-7414.

Elizabeth Kenimer, Ed.D., MT (ASCP)

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MLT Survey

Proposed Distance BS Program for MLT's

Name:

Address:

City/State:

Zip Code:

Home Phone:

Employer:

Employer Address:

City/State:

Zip Code:

Work Phone:

Are you interested in obtaining a BS degree in medical technology?

Yes No

What level of certification do you have?

MLT CLT MT CLS

Other - (Type in Box)

What is your certification agency?

ASCP AMT NCA ISCLT

HEW/HHS

What is your job title?

Technician Technologist Supervisor

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Manager Other - (Type in Box)

What are your job responsibilities? (Check all that apply)

Chemistry Blood Bank Supervision
Generalist Hematology Microbiology
Other - (Type in Box)

How many years of experience do you have?

Less than 2 years 2-5 years More than 5 years

Which do you know how to use? (Check all that apply)

Computer E-mail Word Processor
The Internet/The Web

Do you have a computer with Internet access at home?

Yes No

Do you have a computer with Internet access at work?

Yes No

Are you within 2 hours driving time of a State of Georgia?

Two or four year college University
Technical School

What is the name of the school that is within 2 hours driving time?

Could you complete the prerequisites for the program by the end of Summer Semester 2004?

Yes No

If you cannot finish the prerequisites by Summer Semester 2004, when

can you finish. Month/Year?

Could you spend the time needed to participate in a distance program?

Yes No

Could you complete the program in 6 consecutive semesters (two years)?

Yes No

Could you attend 3 workshops per semester at a facility within 2 hours driving time?

Yes No

Would your supervisor allow you to do 11 hours per week of clinical internship at your work site each semester?

Yes No

Would your supervisor allow you to do 11 hours per week of clinical internship at a different work site?

Yes No

Who at your work site would be a contact person for the Department receiving exams, etc. for you?

If you are not interested in a degree, would you be interested in taking any of the courses for continuing education credit?

Yes No

Which course would you be interested in taking for continuing education credit?

Chemistry	Blood Bank	Microbiology
Hematology	Immunology	

Comments, questions:

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Rating Yourself As A Distance Learner

This questionnaire is a modification of Dallas County Community College System telecourse rating utility.

Answer these questions by grading your study behaviors. Read the question and think about whether the statements are true of you. If the statement is always true of you, put an "A" in the blank that says "my grade". If the statement is not always true of you, then choose from the grades B,C,D,F and assign the grade that you think best represents your actual study behavior. An "F" would indicate that you would rarely or never study that way.

STUDY BEHAVIOR

1. When I read a textbook, I am able to concentrate and know what steps to take to remember what I need to know. _____
2. I do not fall behind in my class assignments. I do not procrastinate. _____
3. When I read, take notes, or listen to material, I know whether or not I am understanding the material. If I don't understand, I know what to do to improve. _____
4. I know how to get ready for exams. I know the difference between preparing for an objective test and an essay test. I feel that I am "test wise" - that-is, I understand how to get the most points possible on any exam. _____
5. I do not feel anxiety or panic during an exam to the extent that it interferes with my thinking. _____
6. My writing skills are good enough for any writing assignment that I might be given. I can write a research paper, a summary of an article, a book review, etc. _____
7. I feel that my background knowledge (previous experience with the concepts and vocabulary of a

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- course) is okay for the course I am taking. _____
8. I understand how to get the most from the study materials I have purchased or was provided for my course (textbook, study guide, syllabus, etc.). _____
 9. I have enough time to get my course assignments done; my work, school, family, and social responsibilities do not conflict. _____
 10. I am a self-starter. I can work on my own and follow a schedule of my own making. I do not need the stimulus of other students or of being face to face with my instructor to keep me involved in my course. _____

GRADING INFORMATION

If you have mostly "A" grades with one or two "B" grades, you are probably a good candidate for an on-line course. The explanations below list the reasons that these skills are important for you.

Question 1:

As a distance learning student you will be asked to do lots of reading from other sources on your own. It is very important for you to understand how to process the information in a textbook so that you can understand and remember what you have read.

Question 2:

Falling behind in course work is the biggest problem for distance learners!! There is generally a lot of work to be done and if you ever get behind, it is very difficult to catch up. Both students and faculty report that getting behind in assignments is consistently the reason for making low grades. Get a copy of your syllabus and keep it with you; schedule your work out on your daily calendar; **KNOW WHAT YOU HAVE TO DO AND WHEN YOU HAVE TO DO IT.**

Question 3:

Being able to evaluate and monitor your own learning as it is

happening is an essential skill. Your success will be determined by the actions you take when you realize you are not understanding something. To be successful, find a new or different way to approach the material. Consistently monitor your understanding to make sure you are getting what you need from the material.

Unsuccessful students are either not aware that they are not getting the information or do not know any other way to approach the material. How often have you heard someone say "I read the assignment but I didn't understand it"? Often students just accept "not knowing" and don't take steps to clear up their confusion.

Personal monitoring and evaluation refers to metacognition, or "thinking about the way you are thinking". It's like stepping outside yourself and observing and evaluating your study performance - and then taking steps to improve that performance.

Question 4:

Preparing for objective (often multiple choice) exams is different from preparing for essay exams. Thorough preparation for the content of the test is imperative; it is also beneficial to know how to make the most of any test taking situation - to be "test-wise". This means knowing ways to optimize test performance by using common sense approaches to getting the most points possible on any exam.

Question 5:

This question deals with test anxiety. A little anxiety over a test can keep you sharp; however a lot of anxiety can interfere with your ability to concentrate and to think clearly. If anxiety is a problem, you need to start learning ways to reduce it so that over time you can lessen its effects.

Question 6:

A minimum level of writing proficiency is needed to do well in all classes and that includes distance learning classes. Often instructors will ask for certain assignments like research

papers, book reviews, and/or summaries without offering any writing instruction because they expect you should already know how to do these assignments.

Question 7:

This question asks you to assess the amount of prior experience that you have had with the concepts and vocabulary of the courses you are now taking. It generally holds true that courses with which you are more familiar will be easier for you because you have a framework of knowledge into which the new information of the course can fit. If you find that you are taking courses for which you have little or no background, then you need to do something to fill in that background as much as you can. That may involve getting a book on a much lower reading level that explains some of the course fundamentals. You can read this quickly and try to fill in some of the gaps. Use medical assistant or MLT texts and references if you have them to review. It might be helpful to talk to your instructor and ask for advice about basic material to review.

Question 8:

Students often do not make the best use of the study materials they purchase - like textbooks, study guides, supplementary readers, etc. Sometimes they also don't use the materials supplied by the instructors, such as syllabi and course calendars, which are invaluable for understanding what the course requirements are, when assignments are due and the point value of the assignments.

It is definitely in your best interest to know exactly what is expected of you in your classes and how your grade for the course will be determined. This is especially important in distance learning classes. Students are expected to be self-starters; to read and use the materials they have purchased on their own with very little direction from their instructors. You should write all due dates for assignments on your own calendar. Study that syllabus so that you will know exactly what each assignment counts toward your final grade. In this way you should be able to tell what your grade average is at any point in the semester.

Question 9:

Managing your time when taking college courses is sometimes a difficult task when there are many responsibilities in your life concerning for the little time there is available to do them. Generally something has to go. It is not usually possible to add schoolwork to an already full schedule and expect to make the grades you want. You have to prioritize your duties and responsibilities and let something less important slide by for a while.

You have to find time to stay on schedule with your assignments - otherwise you run the risk of getting behind.

Question 10:

As a distance learner, you need to be able to work comfortably on your own. You will need to rely on your own internal motivation to get things done. Several of the other questions in this quiz have touched on this topic - managing time, getting the most from study materials, thinking about your thinking (metacognition), getting behind in assignments. The need to be self-motivated and self directed is worth repeating however. Successful distance learners are those who can create and follow their own schedules, who persist in pursuing information they need, and who use all the resources available to them.

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ESSENTIAL REQUIREMENTS FOR MT/CLS STUDENTS AT THE

MEDICAL COLLEGE OF GEORGIA

A student in the Medical Technology program at the Medical College of Georgia is expected to meet the following requirements.

DIRECTIONS: Read each section and click on the Yes or No button indicating that you have read and understood it.

Fill in the information at the end of these essential requirements and press "Submit". Students must complete this form before they begin their first semester.

Observation Requirements

- Observe laboratory demonstrations in which biologicals (e.g., body fluids, culture materials, tissue sections, and cellular specimens) are tested for their biochemical, hematological, microbiological, and immunologic components;
- Characterize the color, odor, clarity, and viscosity of biologicals, reagents, or chemical reaction products;
- Employ a clinical grade binocular microscope to discriminate among fine structural differences of microscopic specimens;
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor

I have read and understand these essential observation requirements.

Yes No

Movement Requirements

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Elizabeth Kenimer, Ed.D.

Chairman

Medical College of Georgia

Department of Medical Technology

AL-106

Augusta, Georgia

(706) 721-3046

FAX (706) 721-7631

E-mail: ekenimer@mail.mcg.edu

- Move freely and safely about a laboratory
- Reach laboratory bench tops and shelves, patients lying in hospital beds or seated in specimen collection furniture;
- Travel to clinical laboratory sites for practical experience
- Perform moderately taxing continuous physical work, often requiring prolonged sitting, over several hours;
- Maneuver phlebotomy and culture acquisition equipment to safely collect valid laboratory specimens from patients;
- Control laboratory equipment (e.g., pipettes, inoculating loops, test tubes, and adjust instruments to perform laboratory procedures;
- Use an electronic keyboard to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information.

I have read and understand these essential movement requirements.

Yes No

Communication Requirements

- Read and comprehend technical and professional materials (e.g., textbooks, magazines, journal articles, handbooks, and instruction manuals)
- Follow verbal and written instructions in order to correctly and independently perform laboratory test procedures;
- Clearly instruct patients prior to specimen collection;
- Converse with patients regarding laboratory tests effectively, confidentially, and with sensitivity;
- Evaluate the performance of fellow students, staff, and health care professionals verbally and in a recorded format (writing, typing, graphics, or telecommunications)
- Use computer software (word processor, spreadsheet,

database, information systems), the Internet, and the World Wide Web for communication, education, and professional purposes;

- Independently prepare papers, prepare laboratory reports, and take paper, computer, and laboratory practical examination.

I have read and understand these essential communication requirements.

Yes No

Intellectual Requirements

- Possess these intellectual skills, comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison, self-expression, and criticism;
- Ability to solve problems and think critically;
- Exercise sufficient judgment to recognize and correct performance deviations;
- Critically evaluate his or her own performance, accept constructive criticism, and anticipate improvement (e.g., participate in enriched educational activities).

I have read and understand these essential intellectual requirements.

Yes No

Behavior Requirements

- Dress to project a neat, well-groomed, professional appearance;
- Behave in a professional manner toward fellow students, faculty, and patients;
- Manage the use of time and systematize actions in order to complete professional and technical tasks within realistic constraints;

- Possess the emotional health necessary to effectively employ intellect and exercise appropriate judgement;
- Provide professional and technical services while experiencing the stresses of task-related uncertainty (e.g., ambiguous test ordering, ambivalent test interpretation), emergent demands (e.g., stat test orders), and a distracting environment (e.g., high noise levels, crowding, complex visual stimuli);
- Be flexible and creative and adapt to professional and technical change;
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals;
- Adapt to working with potentially offensive specimens, chemicals, biologicals;
- Support and promote the activities of fellow students and of health care professionals;
- Help foster a team approach to learning, task completion, problem solving, and patient care;
- Be honest, compassionate, ethical, and responsible;
- Forthright about errors or uncertainty

I have read and understand these essential behavior requirements.

Yes No

I understand and can meet all of these essential requirements for CLS students at the Medical College of Georgia.

Yes No

Adapted from: Fritsma, G.A., Fiorella, B.J., and Murphey, M. Essential Requirements for Clinical Laboratory Science. CLS 1996. Vol. 9, pp 40-43.

Name:

Address:

City/State:

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Telephone:

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Date:

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Frequently Asked Questions Distance Program

March 1, 2000

Thank you for your interest in our distance learning program survey. You may apply by contacting the Office of Academic Admissions at (706) 721-2725 or Email your request to underadm@mail.mcg.edu.

If you need further information, you can e-mail at ekenimer@mail.mcg.edu.

FINANCIAL AID. HOPE scholarships pay per credit hour. Stafford student loans, including service cancelable loans, and Pell grants require 6 semester hours of enrollment. Admitted students must contact the department to determine if there are electives for those students with scholarships or loans who need the additional credit hours MCG can provide information on student aid, including loans, when you apply to the program. Many laboratories provide financial assistance for their employees.

WHAT ABOUT SAT SCORES? SAT scores and/or ACT scores are not required.

IS THE PROGRAM APPROVED? The program was approved by the Board of Regents, University System of Georgia, in January, 2000.

CAN I BEGIN ANYTIME? Classes begin Fall Semester (mid-August) and must be completed by the end of each semester. The program lasts for six(6) semesters of part time study.

WHAT IF MY CORE COURSES ARE MORE THAN 10 YEARS OLD? Three courses must be less than 10 years old (1990 or more recent): Algebra, Organic Chemistry, and

must have a licensed version of Adobe Acrobat installed on your computer. The free reader only allows you to fill out and print.

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Microbiology. You can re-take them or exempt them by CLEP or ACT exams. If there are extenuating circumstances (you work in the microbiology lab, or you have recently taken statistics for example) you can contact us for possible alternatives.

WHAT IF I HAVE QUARTER HOURS CREDITS? 5 quarter hours are equivalent to 3 Semester hours. Quarter hours are acceptable. Foreign credit must be evaluated by an independent service, which assigns equivalent grades and hours.

CAN THE PROGRAM BE DONE ENTIRELY BY INTERNET? For the theory courses, yes, but there is an Internship component for five of the six semesters. Working technicians can intern at their work site if approved by the site and MCG. Internship consists of a check-off of basic skills in the area and then special assignments that would be developed with the site. Some of the activities that past students have done included mock inspections, review and editing safety and procedure manuals, instrument comparisons, developing and presenting case studies, working with the inventory system, point of care testing, or other technical or administrative tasks that the facility needs help with. If your facility is not able to act as the internship site then you, the student, would have to find one, and be able to spend 11 hours a week for 15 weeks each semester at that site. We have found that it is very difficult for a student to find a place on their own, since many labs usually don't want to train a person who is not going to work for them .

DO I HAVE TO SPEND 11 HOURS A WEEK AS AN INTERN? Yes. The internship is designed to provide new experiences for the student on an individual basis, in cooperation with the internship site.

CAN OUT-OF-STATE MLTS OR NONRESIDENTS OF GEORGIA PARTICIPATE? We will admit ten (10) students for the first two-year program, and preference will be given to qualified Georgia residents.

ARE THERE OTHER DISTANCE PROGRAMS FOR MLT?

<http://catsis.weber.edu/clinicalab/programs/dlbs.htm>

describes another distance CLS program in Utah.

WHAT ARE THE TECHNICAL REQUIREMENTS?

WOULD WEBTV BE SUFFICIENT? WebTV would NOT be sufficient. You will need an e-mail address. These are the computer specifications:

PC: Windows 95, 98, or NT, Pentium Class Computer, minimum of 16 MB RAM, 28.8 kbps modem, sound card/speakers/CD-ROM.

Mac: MacOS 7.5 or later, PowerPC Processor, minimum of 16 MB of RAM, 28.8 kbps modem, sound card/speakers/CD-ROM

Netscape 4.5 (or later) or Internet Explorer 5 (or later).

You can find the Browser requirements for WebCT (which is the educational program that we use) as well as the correct cache and java settings at:

<http://www.curriculum.mcg.edu:8900/Hub/support.htm>.

WebCT will not cost you anything to use as a student, but you must have an Internet provider to access the Web. Password access to courses will be through the MCG Homepage for lecture notes, discussions, chat rooms, and other educational tools and activities.

WHAT CREDITS WOULD BE ACCEPTED? Any accredited college or university in the US, but limited number of technical schools in Georgia. The technical schools include Athens Area Technical Institute, Augusta Technical Institute, Carroll Technical Institute, Chattahoochee Technical Institute, Columbus Technical Institute, Dekalb Technical Institute, Gwinnett Technical Institute, Savannah Technical Institute, and Thomas Technical Institute. Technical school credit from South Carolina is accepted. Most other technical school credits are not accepted, but we do give you the Junior college year equivalent of 30 semester hours for proof of your professional certification.

WILL I HAVE TO MEET DEADLINES? WHAT ARE THE CLASS TIMES? Deadlines must be met. Falling behind in course work is the biggest problem for distance learners!! Each semester is scheduled for 15 weeks (13 weeks in the summer) plus a week for exams. Since this is an Internet course, most of the responsibility for scheduling the necessary time to access the course on the Internet is up to the student. Discussion topics and assignments will be posted and the student will be required to respond by a certain deadline. The professor may schedule an Internet chat room session during the semester or a conference call. The eleven internship hours per week would be arranged between the clinical site, the student, and MCG and then documented on a time sheet and submitted to the instructor.

Check our Web site for a survey to [rate yourself as a distance learner](#) before you decide to apply!

Again, thank you for your interest.

Elizabeth Kenimer, Ed.D.

Assistant Professor

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Please email comments, suggestions or questions to:
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[Faculty Spouse Scholarship Competition](#)

[Ray Bard Scholarship](#)

MEDICAL TECHNOLOGY STUDENT AWARDS AND SCHOLARSHIPS



The Department of Medical Technology receives requests from time to time for nominations for various awards. In order for us to make these nominations we need information on your activities. Please fill out the various forms on the left and return them to the Department of Medical Technology.

Thank you for your help. I should add that each of you is very special and it is always difficult to pick just one or two awards.

Instructions:

All students will have to download Acrobat Reader in order to obtain the online PDF form. PDF format allows you to view your form electronically on most computers. The [freely available](#) Adobe Acrobat reader is required to view and print PDF files.

These PDF forms may be filled out online and printed for signatures or printed and filled out manually

NOTE: In order to save a copy of the filled out form you

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GOOD LUCK!

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Department of Occupational Therapy

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Chairperson Occupational Therapy [Dr. Kathy P. Bradley](#)

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Philosophy of the Department of Occupational Therapy

The philosophy of occupational therapy articulated by the faculty of the Department of Occupational Therapy, School of Allied Health Sciences, Medical College of Georgia, is consistent with the philosophical statements adopted by the American Occupational Therapy Association. This statement is divided into beliefs about people, health and occupational therapy, activity, education, and curriculum.

Beliefs about People

Each person is a complex organism made up of many integrated and interacting systems. Each individual lives in an environment of other complex systems, both human and nonhuman. The person influences and is influenced by both internal human systems and external environmental systems.

The capacity to interact with the internal and external systems develops and changes throughout a person's life span and is acquired through biological growth and learned through a dynamic developmental process which is patterned, sequential, and predictable (Kaluger & Kaluger, 1986). Active involvement in purposeful activity is necessary for capacities to become functional and to allow continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization (Hopkins & Smith, 1993).

The adequacy of a person's functional capacities is influenced by the demands and expectations of the internal and external environments and by the internal resources available to support and promote development. Successful experience in problem sensing, posing, and resolution facilitates a person's ability to function adequately.

An individual's internal environment is influenced by its own internal tendencies and the demands placed upon it. Function is influenced by physical structure and by the ability to receive

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sensory stimuli, organize them into meaningful units and initiate a response. People have the capacity for thought and sensation. They are capable of abstraction, imagery and language, and capable of feelings and emotions. All people have needs and develop a unique pattern to meet these needs (Marshall, 1977).

A person's external environment consists of people, objects, and events. This environment includes the physical, cultural, economic and social settings in which the person operates. People are constantly influencing and being influenced by their external environment. They can accept, reject, and modify their environments and have the potential to create, destroy, or modify linkages between themselves and the environment. Environment influences a person's choice of behavior patterns in meeting his or her needs.

Health and Occupational Therapy

Health is a total condition of biological, psychological, and social being; it cannot be divided into physical, mental, or social health. People define the state of their own health through the recognition of a balance in their internal and external environments. Biological, psychological, and environmental factors may interrupt adaptation at any time throughout the life cycle. Dysfunction may occur when adaptation is impaired and interferes with an individual's pattern of meeting his or her needs. The function-dysfunction continuum equates to a health-illness state. Occupational therapy is based on the belief that purposeful occupation and related enabling activities may be used to prevent and mediate dysfunction and to elicit maximum adaptation.

Based on evaluation of individual behavior and selection of culturally appropriate treatment, the patient/client is actively engaged in self-care, work, play/leisure, and enabling activities to improve health and performance. These activities are purposeful, motivating, and constructive and serve both an intrinsic and therapeutic purpose, leading to more adequate adaptation and integration.

The departmental frame of reference is consistent with AOTA's uniform terminology system, uniform occupational therapy evaluation checklist, and role delineations (AOTA,

current). The focus is on the occupational performance areas of self-care, work, and play/leisure as they are influenced by life space, culture, and human/nonhuman environments. These performance areas require the development and integration of sensorimotor, cognitive, and psychosocial components. The occupational therapy knowledge base is expanding, therefore, the departmental frame of reference is open and evolving, and permits addition and modification as new knowledge is acquired.

Beliefs about Activity

Occupational therapy is grounded in the belief that purposeful activity serves a major adaptive and integrative function. The faculty agree with Reilly that "Man, through the use of his hands as they are energized by mind and will, can influence the state of his health" (Reilly, 1962, p. 2) and with Kleinman and Bulkley (1982) who state that "purposeful activity can have an organizing effect on the nervous system" (p. 19).

Along with King (1978), the faculty believe that activities "focus attention on the object or outcome, and leave the organizing of sensory input and motor output to the subcortical centers where it is handled most efficiently and adaptively" (p. 443). The degree and quality of success which is derived from a given activity is determined by the readiness of the individual to act and the activity's real and symbolic meaning within personal and socio-cultural contexts. Hightower-Vandamm (1981) stated, "In engaging in activities the individual exploits the nature of his [or her] interests, needs capacities and limitations, develops motor, perceptual and cognitive skills, learns a range of interpersonal and social attitudes and behaviors sufficient for coping with life tasks and mastering elements of his [or her] environment." (p. 364).

The concept of mind-body unity describes the impossibility of separating mind and body. Additionally, the faculty acknowledge the influence of the sociocultural milieu and intrinsic motivation on function. A unique quality of human beings is their intrinsic capacity and need to explore and master their environment in ways that not only satisfy internal urges, such as self-maintenance and satisfaction, but also fulfill the requirements of their social group (Kielhofner & Burke, 1980).

The ontogenetic and phylogenetic nature of systems, behavior, skill, and role maturation, and acquisition are reflected in descriptions of developmental sequences. There are levels of activity function. Lower, more primitive levels are integrated, coordinated, and controlled by higher levels. The human organism is designed for action. This is true at all functional levels, from discrete body systems to human interaction with the external world. These actions or activities are purposeful. They serve some functional purpose ranging from basic physiological survival to human self-actualization and a sense of belonging. Each person is always in a dynamic state of development and change. Purposeful activities serve as the underlying mechanism for growth, adaptation, and learning, as well as for effective interactions with the internal and external environments. "Activities are primary agents for learning and development and an essential source of satisfaction" (Hightower-Vandamm, 1981, p. 364). Skills and capacities emerge through lifelong experiences which provide structure and challenges for exploration, adaptation and mastery. "The activity or 'doing' must match the individual's sensory, motor, cognitive, psychological and social maturation, as well as their developmental needs and skills readiness" (Fidler & Fidler, 1978, p. 308).

The capacity to respond adaptively to changes in the internal and external environments with a wide range of behaviors is evidence of the capacity of the human organism to learn and to cope with novel situations. An adaptive response is viewed as goal-directed, purposeful and self-reinforcing. "The person acting has chosen to respond; the goal has captured his or her attention and interest" (Kleinman & Bulkley, 1982, p. 16). An individual comes to know the potential and limitations of self and the environment, and achieves a sense of competence and self-worth through participation in activities, with feedback from both the human and nonhuman environment (Fidler & Fidler, 1978). Fidler (1981) stated that the "ability to adapt, to cope with problems of everyday living and to fulfill life roles requires a rich reservoir of experiences gathered from direct engagement with both human and nonhuman objects in one's environment" (p. 569). Occupational therapy thus validates its efficacy by helping individuals achieve the greatest expression of their capacities to act, to adapt, and to master their world.

Beliefs about Education

The educational philosophy adopted by the faculty of the Department of Occupational Therapy is based on the concepts and principles articulated by John Dewey and the taxonomies of Benjamin Bloom, Robert Gagne, Bertram Masia, and David Krathwohl. It is consistent with the university, school, and department faculty philosophies.

John Dewey combined a view of society with a view of intellectual process to develop a conception of education in which democratic processes were central. Dewey believed that in a changing and mobile society it was important that individuals be educated to develop personal initiative and adaptability. The overall curriculum begins with the data of primary experiences and progressively reorganizes them. Education can be conceived both retrospectively and prospectively. It can be treated as a process of accommodating the future to the past, and as a utilization of the past for a resource in a developing future.

Basic to adaptability is the development of good habits of thinking. Dewey (1916) believed that thinking could be developed through the use of instructional methods which were sequential and involved , problem-posing and problem resolution. Using these methods, students have a genuine situation of experience and continuous activity in which they are interested for its own sake. Genuine problems are developed within this situation as a stimulus to thought. Students use prior information and make observations needed to deal with the problems. Suggested solutions occur to the students which they responsibly develop in an orderly way. Students then have the opportunity to apply their ideas in order to clarify them and test their validity.

Beliefs and Actions Regarding Curriculum

The above philosophy guided the development of the following criteria for curricular decisions and course development in the technical, professional and post-professional programs.

1. The students' level of education and life experience is considered and assimilated into the educational process.

2. The order of courses accounts for continuity both horizontally and longitudinally.
 3. The sequential framework of courses and content progress from basic/general to specific/complex, so students have the information necessary to deal with problems, make observations and propose solutions.
 4. The curriculum sequence provides increasing student responsibility for performance and self-assessment.
 5. The content and sequencing of courses provides experiences which will enable students to become self-directed in their continuing search for knowledge.
 6. Courses include active laboratory, field, or other experiences, which provide learning processes and feedback.
 7. Course objectives include the cognitive, affective, and psychomotor domains.
 8. Courses build sequentially to professional competence in analysis, synthesis, application, and evaluation.
-

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March 19, 2003

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**TECHNICAL STANDARDS
FOR ADMISSION TO AND RETENTION IN THE
UNDERGRADUATE PROGRAMS**

**MEDICAL COLLEGE OF GEORGIA
DEPARTMENT OF OCCUPATIONAL THERAPY**

Students will be involved in simulated and actual clinical activities typical of the OT profession. Activities completed will require the student to use abilities and skills of five types: observation, communication, motor, cognitive, and behavioral.

1. **Observation** skills are used to observe patients/clients accurately (such as for problem identification and awareness of signs of distress or fatigue).
2. **Communication** skills are used to effectively interact with patients/clients and other members of the health care team (such as to obtain information, describe patient situations, and perceive nonverbal communication) and to utilize computer technology.
3. **Motor** skills used may include some amount of gross motor strength and mobility (such as that used to transfer a patient) and fine motor dexterity and perception (such as that needed to use a computer and to make a splint or other piece of adaptive equipment).
4. **Cognitive** skills such as problem solving, judgment, and organizational skills will be needed as the student learns and applies theoretical concepts to treatment activities.
5. **Behavioral** skills are needed in order to be prepared to safely and effectively work with persons, who due to the nature of the disabilities, may be acutely ill (mentally or physically), may display inappropriate behaviors, or may lack certain physical and cognitive skills. The student is expected to maintain professional therapeutic relations and behavior in both simulated and actual clinical situations.

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Contact Information

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OTR/L
Chair, Dept. of Occupational Therapy
Medical College of Georgia
Dept. of Occupational Therapy, EF102
Augusta, Ga. 30912
Phone: (706)721-3641
Fax: (706)721-9718
email:
studyot@mail.mcg.edu

Students applying to the occupational therapy program will not be discriminated against on the basis of race, ethnicity, gender, age or disability. Any student who identifies or displays limitations with any of the above mentioned skills, should work with the faculty to determine realistic and acceptable accommodations or ways to compensate, so that the student can have potential for success in the program.

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Please email comments, suggestions or questions to:
Kathy P. Bradley, Ed.D, OTR/L, studyot@mail.mcg.edu

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Program Competencies Occupational Therapy Professional Program Medical College of Georgia

The program competencies for graduates of the professional program reflect the Department's commitment to meeting the health care needs of the state of Georgia and the mission of the Medical College of Georgia. The competencies delineate the expectation for entry-level as a general practitioner and continuation of competency through life long learning. Graduates are expected to have acquired a solid foundation in the arts and sciences of occupational therapy as well as the humanitarian skills necessary to function with the diverse population that will be encountered in a variety of settings. Upon graduation, each graduate is expected to be able to:

Provide occupational therapy services in a variety of delivery models and health care and community-based systems as a general practitioner. This includes procedures related to screening, evaluation, program planning and implementation, discharge planning, and considers the underlying factors that influence the individual's ability to engage in activities indicative of occupational roles.

Clearly articulate and apply professional principles, theoretical bases for selection and implementation of treatment approaches and expected functional outcomes.

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Provide direct and indirect services to promote and maintain health, facilitate normal growth and development, prevent deficits, and maintain, restore or enhance function through compensation, adaptation and the selection and participation in appropriate therapeutic methods and meaningful activities.

Demonstrate ability to manage and evaluate the efficacy of occupational therapy services including client care, departmental operations, documentation, and the supervision of occupational therapy personnel.

Initiate and participate in collaborative and cooperative interactions with intra disciplinary and interdisciplinary professionals, clients, family members, caregivers, and others to achieve the desired occupational therapy outcomes.

Assume responsibility for personal and professional growth needed for the development of competency and life long learning.

Demonstrate skill in applying research outcomes and beginning competence in scientific inquiry, research methodology and dissemination of knowledge, which will contribute to the validation and development of occupational therapy theory and practice.

Advocate for individuals and society to ensure quality

care.

Participate in the leadership, advocacy, and promotion of occupational therapy through professional organizations, government bodies, human service organizations and community outreach.

Demonstrate professional behavior that incorporates values and attitudes consistent with the current Code of Ethics and Standards of Practice of the American Occupational Therapy Association and the credentialing and state licensing procedures.

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Partners In Education Newsletter

Partners in Education newsletter is in Portable Document Format (PDF). To view a newsletter you must have Adobe Acrobat Reader installed on your computer.

If you would like more information about PDF and would like to download a free copy Adobe Acrobat Reader please go to [Adobe Acrobat Reader](#) web site.

You can also download a free copy of Adobe Acrobat Reader from the following MCG Academic and Research Computing web page:

<http://www.mcg.edu/itd/WTG/Downloads/Acrobat.htm>

Partners in Education is a biannual publication of the Department of Occupational Therapy, School of Allied Health Science, Medical College of Georgia. This newsletter is meant to foster ongoing collaboration and communication between the Department of Occupational Therapy and the fieldwork centers and fieldwork educators. The newsletter is produced and distributed in the fall and spring of each academic year.

To view a *Partners in Education* newsletter select below:

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August 01, 2003

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Professional Organizations & Regulatory Agencies

AOTA



The American Occupational Therapy Association, Inc.
4720 Montgomery Lane
P.O. Box 31220
Bethesda, Maryland 20824-1220
(301) 652-3682
(301) 652-7711 Fax
[AOTA](#)

AOTF



The American Occupational Therapy Foundation
4720 Montgomery Lane
P.O. Box 31220
Bethesda, Maryland 20824-1220
(301) 652-3682
(301) 652-7711 Fax
[AOTF](#)

GOTA



Georgia Occupational Therapy Association
Carol Lester (Administrative Assistant)
123 Wages Bridge Road
Athens, GA 30607
(706) 354-4600
e-mail: cclester@compuserve.com

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NBCOT



Serving the Public Interest

National Board for Certification in Occupational Therapy, Inc.

National Board for Certification in Occupational Therapy

800 S. Frederick Avenue, Suite 200
Gaithersburg, Maryland 20877-4150
(301) 990-7979
(301) 869-8492 FAX

[NBCOT](#)

ACOTE



The Accreditation Council for Occupational Therapy

4720 Montgomery Lane
P.O. Box 31220
Bethesda, Maryland 20824-1220
(301) 990-7979
(301) 869-8492 FAX

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GA
Licensing Board



Georgia State Board of Occupational Therapy
Examining Board Division

166 Pryor Street, SW
Atlanta, GA 30303
(478) 207-1620 Telephone
(478) 207-1633 Fax

[Ga. Licensing Board](#)



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Occupational Therapy Undergraduate Professional Program Information

The Bachelor of Science program is offered on the MCG's Augusta campus and on the Columbus State University (CSU) campus in Columbus, Ga. At Columbus, MCG students may participate in CSU student activities and use student services. The program instruction is enhanced with interactive, multimedia instruction in addition to having faculty present on location. The program at both campuses includes, classroom, laboratory, and fieldwork experiences (including six months of full-time fieldwork).



**Columbus State
University**



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**Medical College of Georgia's
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March 19, 2003



Course Listing Options

To see a course listing, click a *Category* or a *Term*.


To view a welcome page containing course information, click the 

If you have a *myWebCT*

To enter a course in which you are enrolled

1. click the link to the course
2. enter your WebCT ID and Password

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Accreditation and Certification

The occupational therapy program on both Augusta and Columbus campuses are accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE). The certificate of accreditation was awarded August 2000 for a maximum time period of ten years.

The ACOTE identified 10 major strengths, 6 suggestions to enhance the program and there were no areas of noncompliance.

ACOTE requires all Occupational Therapy students complete Level II fieldwork within the time frame established by the program.

Graduates of accredited programs can sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. After successfully completing this exam, the individual is an Occupational Therapist, Registered (OTR). Most states, including Georgia, require licensure to practice; however, state licenses are usually based on the result of the NBCOT Certification Examination.

Note: A felony conviction may affect a graduate's ability to sit for NBCOT certification examination or attainment of state licensure

Of our recent graduates, 100 % passed the National Certification exam. They also exceeded the national average. The average score for all US graduates was 472.15, for all examinees the average score was 464.59. The MCG average was 484.95.

For additional information, contact:

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Medical College of Georgia
 Physician Assistant Department
 Room AE-1032
 Phone:(706)721-3246
 Fax:(706)721-3990

TECHNICAL STANDARDS FOR ADMISSION TO AND RETENTION IN THE PHYSICIAN ASSISTANT PROGRAM MEDICAL COLLEGE OF GEORGIA SCHOOL OF ALLIED HEALTH SCIENCES

A candidate for the Bachelor of Science degree in Physician Assistant must have the following abilities and skills:

- Sufficient intellectual capacity and maturity to fulfill the curricular requirements of the various basic medical science and clinical courses.
- The ability to collect and analyze complex medical and laboratory data and verbal information to reach logical conclusions.
- The ability to read and comprehend technical materials, medical and/or laboratory reports and medical text and journals to define complex problems and prepare solutions.
- The ability to work under stress.
- Excellent verbal and written communication in the English language.
- The ability to work with and cooperate with faculty, students, staff, the public, and employees at all levels.
- Ability to effect multimode communication with patients, colleagues, instructors and other members of the health care community.
- Ability to project a neat, well-groomed physical appearance.
- Computer literacy: demonstrate ability to use a processor, spreadsheet and database programs.

- The physical ability to learn and implement the various technical skills required by the faculty to facilitate preparation for the dependent practice of medicine and the provision of health care. These abilities are to include being able to observe a patient accurately including listening to the heart and pulmonary sounds, and auscultation of the abdomen, carotid arteries, and other arteries. The ability to visualize the appearance of the patients in general assessment and visualization of the skin, wounds, and sufficient visual acuity to perform various diagnostic procedures such as ophthalmoscopic or otoscopic examinations. Must have the ability to detect odors, and be able to percuss and palpate.

Sedentary Work

Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push or pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time, but may involve walking or standing for brief periods of time.

Physical Demands

Requires an adequate range of body motion and mobility, with or without accommodation to enable the individual to perform the following essential functions. Requires prolonged periods of sitting, occasional bending and stooping, and the ability to lift and carry books and other items such as medical instruments weighing up to 10 pounds with or without accommodation.

Talking

Expressing or exchanging ideas by means of the spoken word. The ability to talk is

important for those activities in which they must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing

Perceiving the nature of sounds. Hearing is important for those activities that require ability to receive detailed information through oral communication, and to make fine discriminations in sound.

Near Acuity

Clarity of vision at 20 inches or less. This factor is important when special and minute accuracy is demanded, and defective near acuity would adversely affect performance and/or safety of self and others.

Sufficient emotional stability to withstand stress, uncertainties, and changing circumstances that characterize the dependent practice of medicine.

Technical standards have been developed by the Physician Assistant Department for use in evaluation of prospective students. These standards are admissions guidelines and are subject to continuing revision and improvement.



School of Allied Health Sciences

Department of Physician Assistant

Administration

Chairperson Physician Assistant [Dr. Bonnie A. Dadig](#)

Faculty

[All](#)

[Primary Rank](#)

[Clinical/Adjunct](#)

[Administrative](#)

[Joint Rank](#)

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Georgia
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Phone:(706)721-3246
Fax:(706)721-3990

Frequently Asked Questions

Tips for Prospective Physician Assistant Students

Prospective students come with a wide variety of backgrounds and wide variety of questions. This list cannot begin to answer all of your questions, but is intended to answer at least some of the most frequently asked ones.

If you require additional information about admissions or an application, please contact our Academic Admissions office at (706) 721-2725 or the Physician Assistant Department, (706) 721-3246.

General Information

What is the application date?

Applications must be received by October 15 for the Physician Assistant Program. All required materials (which include your personal statement, 3 letters of reference and official school transcripts) to complete the application must be received by this date. We recommend that you have completed your application before the deadline. We do not give preference to applications received early and treat all applicants that meet the deadline on an equal basis.

What "counts" in admission?

We use an evaluation system that is based on the overall undergraduate grade point average, transfer grade point average, math/science grade point average, and work experience in the medical field in order to determine who is qualified for further consideration and a personal interview. After the initial screening of the application you may or may not be qualified for a personal interview. Once the interview is completed, we then also include an evaluation of the quality of references, writing ability, personal interview and an

overall assessment of the application by several members of the admissions committee.

How many are usually interviewed?

We try to interview between seventy-five and one hundred twenty-five applicants.

Do you accept out of state residents?

We accept out of state residents. However we do give preference first to Georgia residents, then to residents of states that do not have a Physician Assistant Program.

What is your applicant/student ratio?

It varies from year to year but average is a little over 10:1.

Will not having any medical experience hurt my chances for acceptance?

Although we do not require prior medical experience, it is looked upon very favorably by the admissions committee. In the past, the average prior medical experience for classes has been approximately 4.5 to 5 years.

What about my references?

MCG requires that you have at least three references for admissions. We recommend strongly that at least one of your references be provided by a physician assistant who has seen you in action with patients or in a volunteer capacity. More weight is given to references that are provided by individuals who have observed your interactions with people in a clinical setting.

Grades

What kind of GPA do I need to have?

We require a minimum GPA of 3.0 overall and a 2.8 in your math/science courses for the PA program. However, due to competition, the previous classes have averaged a GPA of 3.4 both overall and in math/science coursework.

I had to retake some of my science courses because I got D's the first time. Will this hurt my chances?

It will be a disadvantage for you since it will affect your GPA, although it will not eliminate you from consideration provided you have successfully completed all of the prerequisite courses at a grade of "C" or higher. We include all college courses in calculating your overall undergraduate and math/science GPA.

I didn't know what I wanted to do when I went to school ten years ago and got poor grades. After working for five years, I now know that I want to work as a physician assistant. I've gotten good grades since returning to school. Can you "forgive" my old grades?

We do look at the overall trend and definitely take that into consideration when we evaluate your application, especially if you have returned to school and have done well with a significant course load. However, your overall GPA will still reflect your entire academic career so you will need to be more competitive in other areas such as experience and references.

I have a Masters degree. Can we count those courses since my undergraduate grades weren't that good?

No. We don't consider Masters or Doctorate level work since it is not relevant to our program.

Science Courses for Physician Assistant

Would it be to my advantage to take more science courses than the minimum required?

While it is not necessary, and usually will not increase your chances to be admitted (unless your previous grades were poor) it still may be beneficial to have taken several other science courses. We always recommend that you apply to more than one PA program. Successful completion of a course in human anatomy and physiology contributes to successful completion of the courses you will be taking here at MCG.

Which science courses should I take for the physician assistant program?

We require one eight hour laboratory course sequence in chemistry or physics and an additional course in science, mathematics, or technology. We will accept

calculus in place of algebra. We also require microbiology, organic chemistry and general chemistry.

It's been more than ten years since I took some of my science courses. Will I have to retake them?

No, but it would be helpful for you to review areas that would be appropriate for our program such as anatomy/physiology and your chemistries.

Do I have to complete all my prerequisites before I can be accepted?

No, but applicants who have completed the majority of their core courses are more competitive. We like to see applicants within 1 or 2 courses of completing prerequisites.

What about social science courses?

In order to receive a baccalaureate degree from a University System of Georgia College/University, you must complete 12 semester hours of social sciences. You also must demonstrate knowledge in the areas of US and Georgia history and US and Georgia Constitution. Part of your coursework must include US history and American government. If your US History and American Government/Political Science courses were taken in a college outside the University System of Georgia, you will need to take an examination on the Georgia Constitution and Georgia History before graduation. These exams are given each semester here at MCG.

Are there any other courses or competencies that I need?

CPR certification by the American Heart Association (course C), not the Red Cross, and completion of a first aid course are required prior to enrolling in the School of Allied Health Sciences. Computer literacy is also expected of all students.

Experience

Why do you want volunteer/work experience?

We want to be assured that you have adequately explored the entire field of physician assistant and are certain of your career choice. We also have found it to

be extremely helpful for students in our program to have some experience in the medical field. This helps us to determine your abilities to work in a patient care area and gives us information about your potential for success in a clinical setting.

How much volunteer/work experience do you expect? We prefer that you have direct patient contact in a variety of clinical or patient care settings. If most of your experience has been in another type of health care setting such as nursing, you still need to spend enough time in a patient care area in order to demonstrate that you have adequately explored the field of physician assistant. We prefer that you spend time in a variety of clinical settings such as rehabilitation, acute care, emergency medicine or pediatrics rather than observing just one type of practice setting.

TOEFL

If English is not my first language, do I need to present official TOEFL scores?

Applicants whose first language is not English must submit official TOEFL and TSE-P scores. A minimum score of 600 on the TOEFL and a minimum score of 50 on the TSE-P is required. the TSE-A exam scores will not be accepted. Applicants must take both the TOEFL and TSE-P no later than October 15th in order to be considered for admission for the class admitted the following year.

Time, Work, and Money

Can I go part-time to your program?

No. At this time we only offer a full-time program.

Will I be able to work while attending your program?

"No" is the best advice we can give you. Our program is very demanding. Classes generally meet all day Monday through Friday with homework assignments that fill evening and weekend hours. We cannot prohibit you from working while in school, but most students find it extremely difficult. At times working has been the major factor in academic failure which resulted in dismissal.

The Office of Financial Aid is very helpful in finding alternative resources. There are also many companies that will provide financial assistance in return for a specified amount of time spent working at that facility. You will need to identify these resources and treat them as you would any employment contract by determining your willingness to work at their facility, assessing the terms involved and comparing it to other opportunities.

Post-Baccalaureate Options

I would like some information on your graduate programs. What can you tell me?

Our [MHE/MS](#) programs are for students who already have a degree from an accredited PA program in physician assistant and meet the other admission requirements of MCG. We do not have an entry level master's program. If you definitely want to attend an entry level master's program, you can request a list of programs from the American Academy of Physician Assistants in Arlington, Virginia. The telephone number is (703) 836-2272.

Information About Acceptance

When will you let me know if I'm accepted?

The interview process typically begins in November. If you qualify for an interview, you will receive an invitation as soon as late October. After interviews are completed, the Admissions Committee will select a class from those who were interviewed. This usually takes place in January. You will be notified one way or the other by a letter from the Undergraduate Admissions Office and will need to respond by a specified date.

What is an alternate list?

We usually have more qualified applicants than places in the class. Some qualified applicants may be placed on an alternate list. If and when an accepted applicant withdraws, an alternate may be contacted to fill that position. Alternates may be contacted up to three months prior to the first week of class.

Previous Coursework

I already have a medical professions degree. Can I count any of my professional courses and exempt some of the PA courses?

No. We want all of our students to take our entire program. We are trying to ensure that you do well on your Physician Assistant National Certification Examination after graduation.

For general information regarding admission to the Physician Assistant Program or to receive an application, contact the Office of Academic Admissions / underadm@mail.mcg.edu.

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Please email comments, suggestions or questions to:

Judith Stallings, jstallin@mail.mcg.edu

September 15, 2003

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Accreditation Status

Accreditation Review Commission on Education for the Physician Assistant, Inc.

1000 North Oak Avenue
Marshfield, WI 54449-5788
715-389-3785

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Phone:(706)721-3246
Fax:(706)721-3990

Catalog 2003-2004

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General Admission Criteria

Admission is based on undergraduate college work including the overall, transfer, and math/science grade point averages. Other criteria include personal interviews and assessment of the applicant's motivation and personal qualities needed to successfully complete the program.

1. Prior to enrollment, the applicant must have completed a [core curriculum](#) of 60 semester hours at another accredited college or university.
2. A grade point average of at least 3.0 (on a 4.0 scale) on all previous college work and an average of at least 2.8 on math and science courses are required for consideration.
3. Three letters of recommendation are required.
4. Interviews are by invitation only.
5. Preference is given to residents of Georgia and to residents of states with no physician assistant program.
6. Applicants whose first language is not English must submit official TOEFL scores. A minimum TOEFL score of 250 on the computer-based exam or 600 on the paper exam and a minimum score of 50 on the TSE-P are required for admission consideration. The TSE-A exam scores will not be accepted. Applicants must take both the TOEFL and the TSE-P by October 15 to be considered for admission the following year.

Application Procedures

The Admissions Committee selects the applicants who seem best qualified for the program from among those who apply. Applications must be received by October 15. Earlier application is encouraged.

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September 12, 2003

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Technical Standards for Admission

Qualification for admission to, and graduation from, the Medical College of Georgia School of Allied Health Sciences requires satisfaction of the following technical standards:

1. Sufficient intellectual capacity to fulfill the curricular requirements of the various basic medical science and clinical courses.
2. Ability to effect multimodal communication with patients, colleagues, instructors and other members of the health care community. Ability to project a neat, well-groomed physical appearance. Computer literacy: demonstrate ability to use word processor spreadsheet and database programs.
3. The physical ability to learn and implement the various technical skills required by the faculty to facilitate preparation for the dependent practice of medicine and the provision of health care.
4. Sufficient emotional stability to withstand the stress, uncertainties and changing circumstances that characterize the dependent practice of medicine.

Technical standards have been developed by the Physician Assistant Department for use in evaluation of prospective students. These standards are admissions guidelines and are subject to continuing revision and improvement.

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Estimated Fees and Expenses

In addition to [matriculation and other fees](#) common to all programs, estimated expenses specific to physician assistant are shown below. These figures are based upon the normal experience of our students. In some cases, costs may be higher.

	First Year	Second Year
Books and supplies	\$ 900	\$ 194
Instruments/equipment	1000	50
Uniforms	70	30
Liability insurance	75	75
Hepatitis injection	113	0
Other (travel, graduation, etc.)	175	500
Certifying examination fee	0	550

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Curriculum

The curriculum of the Department of Physician Assistant as presented below can be completed during 24 consecutive months. Due to the dynamic nature of the profession, required courses and clinical rotations may change. Curricular changes may result in additional requirements. Students are responsible for completion of all requirements deemed appropriate by the faculty. The program is conducted as a sequence of three phases; Phase I is the only period of training which is completed entirely on the MCG campus.

All students must be prepared to travel to facilities in Georgia and South Carolina during clinical training in the second year. Financial assistance for these additional expenses cannot be guaranteed.

The first year consists of both basic science and clinically related didactic courses. It is provided during the summer, fall and spring semesters of the first year. All courses are required and must be successfully completed prior to beginning the clinical phase of training.

Summer

	Credit Hours
ANM 3320 Systemic Anatomy	5
PAD 3080 Physical Diagnosis	5
PAD 3470 Medical Communication Skills & Terminology for PA	2
PAD 3280 Clinical Medicine I	7
Semester Total	19

Fall

PAD 3290 Clinical Medicine II	9
PAD 3480 Psychosocial Issues	1
PHY 3110 Principles of Human Physiology	6
ITD 7003 Applied Neuroscience	3
Semester Total	19

Spring

PAD 3310	Clinical Medicine III	10
PAD 3490	Psychosocial Issues II	1
PAD 3010	Pharmacology	3
PAD 3430	Surgical and Acute Care	3
PAD 3990	Independent Study (Optional)	
	Semester Total	17

Summer

PAD 4040	Internal Medicine Rotation	6
PAD 4180	Surgery Rotation	6
PAD 4030	Family Practice Rotation	6
	Semester Total	18

Fall

PAD 4200	Emergency Medicine Rotation	6
PAD 4050	Pediatrics Rotation	6
PAD 4070	Mental Health Rotation	6
	Semester Total	18

Spring

PAD 4060	OB/GYN Rotation	6
PAD 4900	Independent Study (Optional)	
PAD 4010	Preceptorship	6
	Semester Total	12
	PROGRAM TOTAL	98

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Academic Promotion and Graduation

Graduation and uninterrupted progress through the curriculum requires that the student obtain a grade of C or higher in each required course. Continued enrollment may be denied for failure to successfully complete any required course at the time it is offered.

After successful completion of the program, the student is awarded a bachelor of science degree as a physician assistant and is eligible to sit for the National Certifying Examination offered by the National Commission on Certification of Physician's Assistants. Students and PA graduates with a bachelor of science degree will be eligible to apply to the School of Allied Health Sciences master of science program.

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Radiography

The radiographer examines the patient for broken bones, ulcers, tumors, diseases or malfunctions of various organs by producing diagnostic images, ready for the physician's

interpretation. In many instances, the radiographer works independently, while for some advanced procedures the radiologist and radiographer work together as a team.



Responsibilities include: image production through positioning of patients and operation of clinical instrumentation, radiation safety, patient care, quality control and image manipulation and processing.

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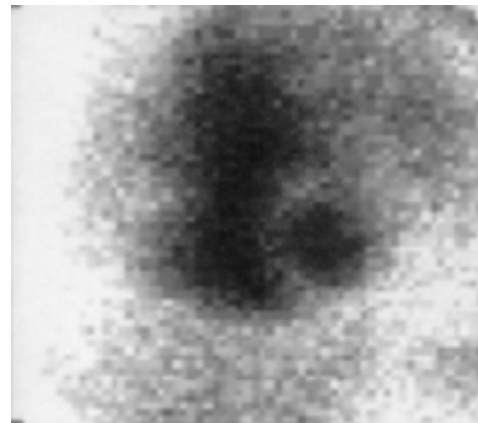
[Accreditation](#)

Nuclear Medicine Technology

The nuclear medicine technologist aids in the diagnostic process by producing images or dynamic studies of the function and structure of the patient's body organs through the use of radioactive pharmaceuticals.



Responsibilities include: radiation safety, quality control, radiopharmaceutical preparation and administration, performance of clinical diagnostic studies, collection and preparation of biologic specimens, conduction of laboratory studies and operation of computers for dimensional and cross-sectional data analysis.



If you would like to view this heart in motion, then click on [qt.movie](#).

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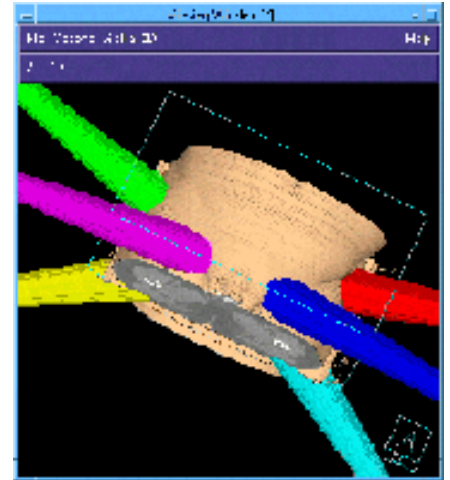
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Radiation Therapy Technology

The radiation therapy technologist is a professional with the knowledge and skills to accurately administer high-energy x-rays for therapeutic purposes.

Responsibilities of this technologist may include: delivering a planned course of radiotherapy with minimum supervision, assurance of the safety of patients and other personnel, quality control, maintenance of treatment records and assisting with patient treatment planning.



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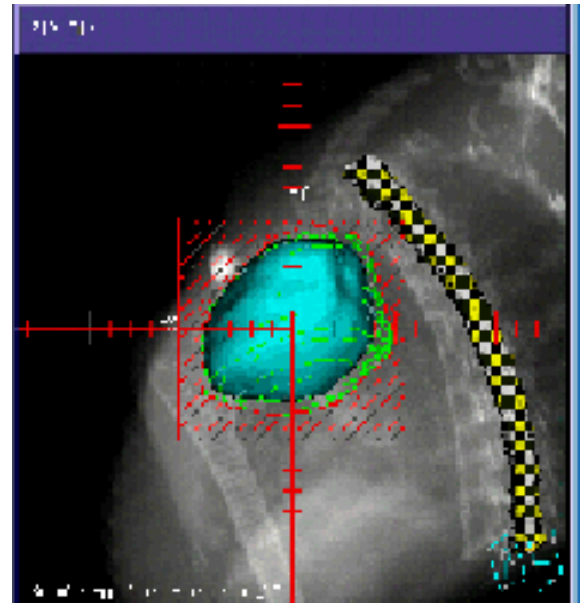
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Medical Dosimetry

The medical dosimetrist is responsible for patient treatment planning and quantitatively analyzing the energy distribution from the ionizing radiation used in radiation therapy. Accurate planning and analysis is needed to ensure a

therapeutic prescription of radiation is applied to the patient in a safe manner.



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Diagnostic Medical Sonography

The diagnostic medical sonographer provides the supervising physician (sonologist) with medical images and physiologic data by use of diagnostic sound waves. The sonographer applies a knowledge of human anatomy and patho-physiology to the production of images that are individualized to meet specific patient situations and needs.



Sonographer responsibilities include: image production through patient positioning and operation of clinical instrumentation, patient care, quality control, technical assistance with interventional procedures, image manipulation and processing and the preliminary interpretation of the ultrasound examination for the sonologist.

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March 19, 2003

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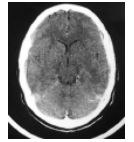
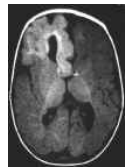
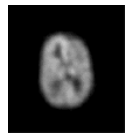
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Introduction to the Radiologic Sciences

Radiologic sciences is a comprehensive term that applies to the science of administering ionizing radiation and other forms of energy to provide technical information and assistance to the physician for the diagnosis and treatment of diseases and injuries. This field offers five specific career paths: [radiography](#), [nuclear medicine technology](#), [radiation therapy technology](#), [medical dosimetry](#) and [diagnostic medical sonography](#).

Most of these careers are among imaging modalities, producing film products of human anatomy and/or physiology. Computer tomography (CT), magnetic resonance imaging (MRI), positron emission tomography (PET) and 3-dimensional radiation therapy treatment planning are among the newest imaging technologies in these radiologic sciences. Although they are closely related, each involves special instrumentation, techniques of application, safety practices and patient services.

[CT](#)[MRI](#)[PET](#)

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Technical Standards for the Department of Radiologic Sciences

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Department of Radiologic Sciences Mission and Goals Statement

Mission:

To provide educational experiences that produce competent radiologic science professionals capable of addressing the needs of the changing health care environment.

Goals:

- 1) to provide quality education in the preparation of radiologic science professionals to meet the standards and requirements of the individual disciplines.
- 2) to provide an avenue for lateral and vertical career mobility for radiologic science students and graduates.
- 3) to prepare students to think critically and be able to integrate knowledge and experience from different disciplines.
- 4) to develop the student's ability to function as an active member of the health care team, apply ethical standards and values to the practice of radiologic science, and appreciate social and cultural diversity.
- 5) to encourage radiologic science student, professionals, and faculty in the advancement of knowledge through lifelong learning and research.

Revised: 1/28/2000

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Program Information and Majors Offered

General Information

The Department of Radiologic Sciences offers two pathways into the Bachelor of Science in Radiologic Sciences program. College students with no previous health care credentials may enter the program through transfer of 60 semester hours of liberal arts courses (2+2 format), or persons who are certified in one of the radiologic sciences may enter to obtain advanced professional studies (post-certification format). By the start of the program, which is fall semester each year, all accepted applicants must possess the prerequisite 60 semester hours of liberal arts courses listed on the [Core Curriculum](#).

Additionally, the nuclear medicine, diagnostic medical sonography and radiation therapy technology programs offer [certificate curricula](#) which provide intense specialized education in the modalities for people with previous medical certification. The radiation therapy technology program also offers a BS degree with a concentration in Medical Dosimetry. Individuals with a baccalaureate degree, which includes credits in certain math/science requirements, may also be eligible to matriculate in programs leading to certification in nuclear medicine technology or diagnostic medical sonography.

The Department offers the single major advanced level curriculum as a part time, non-traditional curriculum; therefore, certain classes may be scheduled during the evening hours and/or taught in a non-traditional format.

Majors Offered

The department offers majors in the following disciplines:

- Diagnostic Medical Sonography
- Nuclear Medicine Technology
- Radiation Therapy Technology

Medical Dosimetry*

Please note: The Medical College of Georgia, School of Allied Health Sciences has suspended the Radiography program as an educational major at this institution.

A multi-credential (double) major can be obtained by combining any two of the above majors.

**The major in medial dosimetry is available only to persons certified as radiation therapists.*

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June 24, 2003

To Apply for Admission to Undergraduate Programs

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[Request Application for Admission to Undergraduate Programs](#) *or*


[Return to list of Degree Programs](#)

Call us at (706) 721-2725 *or*

Write to us at the following address:

Office of Academic Admissions
AA-170 - Kelly Administration Building
Medical College of Georgia
Augusta, GA 30912-7300

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July 03, 2003

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Tips for Applicants to programs in the Radiologic Sciences

We are delighted that you are applying for entry into a program in the [Radiologic Sciences](#) for next fall. It is our desire to assist you in any way that we can. Below are frequently asked questions and tips to speed the process along smoothly.

When can I apply to the program(s)?

You may submit your [application](#) for any of the programs in the [Radiologic Sciences](#) beginning in October. We urge you to begin the process early as the collection and review of all [entrance requirements](#) can be a lengthy process.

Have you received my [application](#) yet, I mailed it three weeks ago?

Your application must be complete in the Medical College of Georgia Office of Admissions before it is forwarded to the Department of Radiologic Sciences for ranking and review. Complete means that the Admissions Office has received all prior transcripts and references.

How can I check the status of my application?

The Admissions Office receives and forwards all applications that meet minimum requirements for ALL programs offered at the Medical College of Georgia, including the School of Medicine and Nursing. The Radiologic Sciences pool of applicants is a small part of a very large number. For this reason, YOU will probably want to follow the path of YOUR application once it has been submitted. We suggest that you call an [admissions counselor](#) often, starting about one month after you have mailed it. The personnel in the office can tell you what they have received and what they are missing. **The telephone number is: (706) 721-2725, or [email](#) for a speedy reply.**

The Admissions Office hasn't received some of my stuff.

It's easy for your application to get lost in the shuffle. YOU are the only person who can guarantee timely processing of your application. If the admissions personnel told you that they have not yet received the documentation that is to come from other sources (reference forms, official college transcripts), you'll need to follow up on the status of this information yourself. Call the transcript institutions or reference individuals to see if they have completed the process at their end and mailed the information to MCG.

How can I tell if I have all the courses that I need to get in to the program(s)?

The Department of Radiologic Sciences Admissions Review Committee generally starts receiving applications from the MCG Admissions Office after October 1, for the August class of any given year. So, you'll want to keep close watch over the process to get your application into our hands in a timely fashion., especially if you still need prerequisites. If you are concerned about additional course work which may need to be taken up to the time that your Radiologic Sciences program begins, we suggest that you first look at the [core requirements](#), and [general entrance requirements](#) for your program of interest, and contact the Admissions Office. Remember, we won't see your application until it is complete.

When will I know if I've been accepted?

When your application arrives in the Department of Radiologic Sciences, you will be sent an acknowledgement letter. Your application will be ranked with all others received for the program(s) that you have chosen. All qualifying candidates are contacted for interviews which generally begin around January. In the meantime, you are welcome to contact us so that we can assist in detailing the specifics of your preparation for entry. You can reach our office at **(706) 721-3691**,

or email us at dgibson@mail.mcg.edu,

or dpercival@mail.mcg.edu

We look forward to hearing from you!

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March 19, 2003

MEDICAL COLLEGE OF GEORGIA
DEPARTMENT OF RADIOLOGIC SCIENCES

STUDENT GUIDELINES
TO
DEPARTMENTAL POLICIES

FOREWORD

Welcome to the Department of Radiologic Sciences, Medical College of Georgia. Each of you is pursuing a career based upon the use of sophisticated technology in medical practice for the diagnosis and treatment of disease. Your academic program will encompass both extensive didactic knowledge and clinical experience, providing you with methodologies for developing practitioner skills.

As a student, you will interact in two major environments and systems. You are both a college student in an academic University System, and a student technologist in a medical center patient care facility. The following document is provided to you, the student, as a collection of policies regarding your enrollment at MCG. The faculty will provide a complete orientation to include review of these policies and their complement, the MCG catalog. Student Handbooks should also be reviewed as a reference document; and program specific policies may be provided to you.

A periodic review of these guidelines is recommended for maximum awareness of proper conduct and procedure. By your matriculation with MCG, you are agreeing to comply with all policies related to your student status. In addition, an advisor will assist you in coordinating the records of your experiences and performances, providing academic counseling as needed.

Revised June '01

Department of Radiologic Sciences
Mission and Goals Statements

Mission: to provide educational experiences that produce competent radiologic science professionals capable of addressing the needs of the changing health care environment

Goals:

- 1) to provide quality education in the preparation of radiologic science professionals to meet the standards and requirements of the individual disciplines.
- 2) to provide an avenue for lateral and vertical career mobility for radiologic science students and graduates.
- 3) to prepare students to think critically and be able to integrate knowledge and experience from different disciplines.
- 4) to develop the student's ability to function as an active member of the health care team, apply ethical standards and values to the practice of radiologic sciences, and appreciate social and cultural diversity.
- 5) to encourage radiologic science students professionals, and faculty in the advancement of knowledge through lifelong learning and research.

Revised: 1/28/00

I. Admissions/Transfer of Credit Policies

- A. General Information: Please refer to the following documents.
 1. MCG Catalog – Admissions Requirements
 2. Department Policies (available from faculty upon request)

- a. Admissions Process
 - b. Minimum Eligibility Requirements of Criteria for Admission
- B. The Department of Radiologic Sciences offers two pathways into the Bachelor of Science in Radiologic Sciences (B.S.R.S.) program. College students with no previous health care credentials may enter the program through transfer of 60 semester hours of liberal arts courses (2 + 2 format), or persons who are certified in one of the Radiologic sciences may enter to obtain advanced professional studies (pose-certification format).
- C. Evening Courses in B.S.R.S. Program: All courses in the junior year of the curriculum are offered as day time courses: however, certain courses in the senior year for the single major students will be offered as evening courses each year. This is part of the two-year course plan that enables a student to complete the one year professional curriculum as a part time student, except for clinical courses which may not be offered in the evenings. Contact the program director of your discipline for specific information.
- D. Transfer of Credit: It is the policy of this Department to accept only courses with grades of “C” or better in math, science, and courses supportive of the major area (core areas D and F) as transfer credit from previous colleges attended. No more than two courses with grades of “D”, in a non major area, may be transferred.

The MCG Office of Academic Admissions assists in the evaluation of course work from previously attended institutions for equivalency/acceptability as needed.

- E. Transfer Between Programs or Majors within the B.S.R.S. Degree for Enrolled Students: Students may desire to transfer from one major area to another at the end of the junior year, or certificate students may desire to pursue a bachelor’s degree. In such instances, enrolled students must present their requests, in writing, to the Program Director of the major to which they wish to transfer during the admissions cycle for the Department. Admissions requirements for the desired major must be met and consideration for admission is on a space available basis in competition with other applicants for the major.
- F. Advanced Standing: The department may award advanced standing to those persons who have satisfied specific program requirements. During the admission process, the Committee reviews applications and identifies any program requirements that may have already been achieved by the applicant. Acceptance of specific program requirements will be based on the Committee’s evaluation of supporting evidence such as official transcripts and/or documentation illustrating satisfactory completion of formal course work, successful challenge of departmental written or practical exams, official documentation of significant work experience, or documentation of professional certification by approved professional certifying agencies. Completion of requirements through advanced

standing as well as remaining graduation requirements are then outlined to the applicant. All requirements met through advanced standing will be identified on a transfer evaluation sheet, which is included in the accepted student's permanent record.

II. Academic Information

- A. General Information: MCG Catalog (see Academic Regulations)
- B. Responsibility for Completion of Requirements: While considerable guidance and advisement will be provided for each student, he/she must clearly understand that it is the student's own responsibility to complete all program requirements prior to the expected graduation date. Additional information and applicable policies are provided during program orientations.
- C. Graduation requirements for all programs:
 - 1. Baccalaureate Degree in Radiologic Sciences.
 - a. Successful Program Completion to include single or double majors
 - clinic hours
 - scholastic policies
 - requirements of major(s)
 - curriculum completion
 - for post-certification students, certification in initial discipline if not required/met upon program entry
 - b. Satisfaction of Regents Requirements;
 - min. 120 semester hours, to include core requirements (min. 30 semester hours in residence)
 - Regents English Proficiency Examination
 - Legislative Requirements:
 - US History
 - GA History
 - US Constitution
 - GA Constitution
 - 2. Certification programs in Radiation Therapy, Nuclear Medicine or Diagnostic Medical Sonography:
 - a. Successful Program Completion:
 - clinic hours
 - scholastic policies
 - requirements of major
 - curriculum completion
 - where applicable, certification through appropriate organizations.

D. Regents English Proficiency Test: It is a policy of the University System of Georgia that all students in baccalaureate degree programs must pass the Regents English Proficiency Test as a requirement for graduation. Exception is made for students with English as a second language: however, such students must present an appropriate TOEFL score. Students attending a University System school and have met this requirement prior to matriculation. For students from non-system schools, failure to satisfy this requirement during the first 30 semester hours of enrollment requires that the student enroll for and carry appropriate remediation course work until such time that the test requirement is satisfied.

E. Scholarship Standards (See Catalog, Academic Regulations)

1. College Policies on Academic Probation, Dismissal, and Suspension: Any graduate student whose grade point average (GPA) for any semester is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of any semester shall be considered on academic probation (subject to the provisions of the following dismissal and suspension policies).

Academic dismissal is the involuntary separation from the College of a student who fails to maintain academic standards. Any undergraduate student shall be dismissed whenever he or she:

- a. Receives a failing grade in all academic courses in any semester in which the student attempts more than one academic course;
- b. Fails to achieve and maintain at least a 1.80 cumulative GPA for all resident work after 30 hours and a 2.0 for all resident work at the end of any academic year thereafter;
- c. Fails to achieve a semester GPA of at least 2.0 in the semester immediately following his/her placement on probation.

Academic suspension is the separation from the College for a time period, after which return to the program will be permitted. A student who has been suspended will be advised of any conditions necessary for reinstatement and will be permitted to re-enroll at the appropriate time after meeting these conditions.

2. It is MCG Policy that any student may be denied permission to continue enrollment in the Medical College of Georgia if, in the opinion of the faculty, his/her knowledge, character, or mental or physical fitness cast grave doubt upon his/her potential capabilities as a health science professional.

F. Department Scholarship Standards

The catalog states that more stringent standards than those in the catalog may apply in Department course grades applied toward program credit and for probation and suspension. Students in Radiologic Sciences programs must receive a grade of “C” or better in all professional courses. A student who fails to receive a grade of “C” or better must repeat the course(s) in order to receive credit toward graduation. A grade “D” or “F” in select courses or a combination of courses that are deemed prerequisite and/or essential to further study in the program may result in a student being placed on probation, suspended, or denied permission to continue enrollment upon review by the Department Promotions Committee (see #4 below).

1. Repeat opportunity for a failed professional course is limited to the next scheduled offering of the course available to the student. Repeat of a given course out of sequence is at the discretion of the course instructor, and is reserved for extraordinary circumstances only.
2. A student may not be permitted to repeat a Department coordinated, required course more than once; thus two failing attempts of a given course constitute grounds for Promotions Committee recommendation for suspension or denial of permission to continue enrollment.
3. A student who is assigned a grade of “D” or “F” for a Clinical Practicum course will be reviewed specifically by the Promotions Committee for appropriate recommendation.
4. Students are reviewed each semester by the Department Promotions Committee. Faculty will present formative and summative information on their students for not only the preceding semester, but also the cumulative record of the student. The Committee shall make recommendation to the Chairman regarding the progress and standing of students in his/her program. This is an academic evaluation process and the chairman’s action(s) resulting from recommendations govern the academic standing of a student. The Promotions Committee may also be utilized on an ad hoc basis to review the progress or conduct of a student as needed by unique circumstances that include, but are not limited to, policies under sections E.2. and G. of this document.

In circumstances where the Promotions Committee considers a decision to recommend a student be denied continued enrollment he student will be notified and given an opportunity to present his/her case to the committee prior to the submission of a Committee recommendation to the Chairman. The Committee may also elect to conduct hearings in circumstances where it determines that 1) an investigation of such a nature is warranted, or 2) where a student defense to specific charges is appropriate.

5. Honesty in Academics – Any student charged with giving or receiving assistance not authorized by the instructor in the preparation of any assignment, essay, laboratory report or examination to be submitted as a requirement for a course may be brought before the Student Judiciary Committee for resolution for the charge. See the Student Handbook for details of the honor code and judicial process.

G. Student Conduct

The Department strives to not only educate and train a student in the knowledge and skills of the discipline, but also to provide education and guidance that enable the student to develop in to an appropriate professional member of the health care team. Along with didactic information that must be mastered in the learning experience, a student must also achieve a high standard of professional conduct that is expected of health care personnel. Each student participates in clinical experiences where learned skills and standards of behavior are applied and practiced under guided supervision in the patient service area. Additionally, certain standards of behavior are expected of each individual enrolled as a student in a department program. Student conduct in both of these areas of function must comply with policies and regulations for each, in order for the student to achieve those qualities considered essential for appropriate moral and ethical practice of the profession. Through teaching, guidance, role modeling, counseling, and evaluation, the faculty of the Department strive to assist each student to achieve and demonstrate appropriate personal and professional conduct. Each student is provided policies addressing clinical conduct and institutional standards of conduct at the onset of the Program, and this information is explained to the student.

It is anticipated that students enrolled in the Department shall exhibit the highest standards of conduct; however, a system for handling unprofessional conduct exists to ensure that Program graduates possess attributes and demeanor appropriate for health care professionals. The jurisdiction for handling student misconduct will be decided on a case-by-case basis.

Since clinical policies regarding conduct reflect expectations of behavior and demeanor that parallel those of the professional employment environment, failure of a student to adhere to such policies shall be considered a grave matter. Inappropriate behavior shall reflect negatively in clinical evaluations and clinical practicum course grades. Objective and subjective evaluations are performed by clinical supervisors and faculty. Anecdotal records of counseling sessions and/or critical incidences regarding student conduct are maintained. Should student conduct be considered by program faculty to be deficient and/or inappropriate to such an extent that the student should not, or is unable to, pursue clinical activities, that student may be immediately suspended from such activities and considered for subsequent action. A student whose clinical conduct, either by severity of a single incident or by chronic behavior during a course, demonstrates

an inability to exhibit professional behavior, may 1) receive a lowered course grade, 2) receive a failing course grade, or 3) be discontinued in the course. Examples of unprofessional behavior include but are not limited to the following:

- inability or failure to follow instructions of the faculty and/or clinical supervisor
- inability to practice in the discipline with reasonable skill and safety to patients due to the use of alcohol, drugs, chemicals, and/or any other type of material
- any act or failure to act which does place or could have placed the life or health of a patient, self or other personnel in jeopardy
- knowledgeable use of misleading, deceptive, untrue, or fraudulent representations to faculty, patient, consumer, or other person or entity in connection with the practice of the discipline or in any document connected therewith
- demonstrated behavior that indicates an inability to act positively and professionally with patients and/or other health care personnel

A student will be informed of evidence misconduct and/or unprofessional behavior, with warning to correct problematic areas. The Promotions Committee will be advised of such instances and the student's progress. Where student misconduct or unprofessional behavior is chronically evidenced in the cumulative record without success in remediation and/or correction of conduct, the Promotions Committee reserves the right to recommend denial of continued enrollment in the program regardless of a student's individual course grades.

The institutional policies governing student conduct are contained in the following sections of the Student Handbook:

- Student Disciplinary Principles and Procedures
- Institutional Policy on Drug Abuse
- Georgia Board of Regents Statement of Student Conduct

A student violating these codes of conduct shall be handled according to the disciplinary process outlined in the Handbook. Additionally, a student will be terminated in his/her program should he/she be found guilty of felony offense, where such offense is considered by the faculty to have bearing on the appropriateness of the student to practice in the profession.

Chemical Substance Use/Abuse Department Policy

The Medical College of Georgia complies with the provisions of the Drug-Free Schools and Communities Act of 1989. The MCG Student Handbook contains a general policy on drug abuse. In support of these and in the interest of students as well as the patients they serve, the Department of Radiologic Sciences establishes the following student policy on chemical substance use and abuse:

1. Possession, Sale, or Distribution of Illicit Drugs, Controlled Substances, or Alcohol on or around the Campus or Clinical Affiliates: Possession, sale or distribution of illicit drugs or unauthorized controlled substances on or around the MCG campus or clinical affiliates is prohibited. Unauthorized possession, sale, or distribution of alcoholic beverages at or around these areas is also prohibited, except as part of an institutionally sponsored social event.
2. Use of Illicit Drugs, Controlled Substances, Alcohol, or Tobacco on or around the Campus or Clinical Affiliates: Use of illicit drugs and unauthorized controlled substances on or around the MCG campus or clinical affiliates is prohibited. Use of alcoholic beverages on or around MCG campus or clinical affiliates during the course of program activities is also prohibited, except as part of an institutionally sponsored social event. Use of tobacco on or around MCG campus or clinical affiliates is governed by their respective policies. Proper use of medications prescribed by a physician is not prohibited while participating in program activities. Misuse of such medications is prohibited. Students on any medications are required to notify the Program Director where these drugs may affect their educational performance, such as causing dizziness or drowsiness. It is the student's responsibility to determine whether the medication(s) may impair such performance.
3. Drug Testing: The Program Director will determine whether suspicion of use warrants a request to the student to be tested. Examples of suspicious behavior/activity include, but are not limited to the following:
 - excessive absenteeism without good cause
 - repeated tardiness
 - sleeping during educational activities
 - major unexplained mood swings
 - uncharacteristic short temper and argumentativeness
 - significant deterioration in personal appearance
 - inability to respond to assigned tasks/deterioration of performance
 - controlled substances missing from unit
 - involvement in an accident that caused hospital/school property damage or personal injury to self or others when there is a previous history of on the job preventable accident or injuries.

Being under the influence of alcohol equivalent to 0.05% or higher of blood alcohol concentration (BAC) as determined by body fluid testing or other accepted testing mechanisms is prohibited.

Based on the results, the Program Director will decide whether it is appropriate for the student to immediately continue with program activities. The MCG Department of Public Safety and/or Student Health Center will be consulted regarding availability of, and assistance with, actual testing. Costs incurred for testing may be incurred by the student, depending on the testing source.

4. Violations of Policy: Jurisdiction of violations will be determined first by federal, state, institutional, and departmental policies, in that order. If jurisdiction falls to the Department, the Department Promotions Committee will review the case for appropriate recommendation.
- H. Should a student desire to initiate a formal complaint/appeal of an adverse decision made on his/her behalf by an agent of the college, (s)he should follow the process outlined below. Agents of the School, College, and/or University System may decline to review an appeal should a student fail to follow the process as outlined.

A student who has an objection to a decision made by an agent of the college on his/her behalf should attempt to resolve the conflict directly with the college agent involved in the situation. This may include: program faculty; department staff; clinical supervisors, instructors, or coordinators. Should the student desire to initiate a formal complaint regarding unfavorable decisions, (s) he shall do so in writing and by consultation with the faculty advisor assigned to the student. The faculty advisor shall review the issues of the complaint and counsel the student regarding alternatives of action.

Once a formal complaint/appeal has been initiated by a student, due process will be provided the student during all deliberations and actions of the appeal process. Complaints/appeals of a general nature are outlined in "I.", while complaints pertaining to college expulsion or suspension, and those regarding discrimination, are outlined in "II."

I. The administrative channels for resolution of student complaints/appeals of general nature are:

1. Review and action by the faculty advisor
2. Review and action by the Chairman of the Department of Radiologic Sciences
3. Review and action by the Dean of the school of Allied Health Sciences
4. Review and action by the President of the Medical College of Georgia
5. Review and action by the Board of Regents of the University System of Georgia

When action at any level is taken, a student may appeal adverse decisions to the next highest administrative level. Hearings may be conducted at the Chairman's level of consideration, or above, by an existing committee that possesses jurisdiction or by an ad hoc committee appointed for advisement to the appropriate college official or to the Board of Regents.

II. Student complaints/appeals pertaining to college expulsion or suspension, or for discrimination, are as follows:

- a. Appeal of college expulsion or suspension
The procedure outlined in the current issue of the MCG Student Handbook, section on Student Disciplinary Principles and Procedures, V. Appeals, shall be followed if resolution cannot be achieved via administrative channels through the Dean's level of consideration.
- b. Discrimination complaint (race, religion, sex or handicap) – The procedure outlined in the current issue of the MCG Student Handbook section on Student Discrimination Complaint Procedure shall be followed.

I. It is a policy of the Department that the designated schedule of activities for a program shall not exceed 40 hours during any given week.

J. Students are provided a course syllabus for each professional course in his/her program. The schedule and/or procedures outlined in the course syllabus are planned ahead and are share with students for their information. However, these are subject to change in the event of extenuating circumstances.

III. Communication Policies

A. A student who will be absent from clinical practicum or internship must provide notice within one half hour of the time she/he should be in clinic. Notice is to be given to the office/individual designated by the Program Director during program orientation. This policy is applicable at all times and calls must be made by the student himself/herself or by a responsible party.

It is a policy of the Department that a student who is absent due to illness is to report to the MCG Student Health Office or a private physician. Upon the third consecutive day of absence due to illness, a physician's written excuse may be required for the period of absence.

Absence from courses is governed by individual course/faculty policies. Students are responsible for missed course work.

B. Notification to a faculty advisor is required in circumstances where a student is suspected to have an infectious or communicable disease, or where a student has

been exposed to a known or suspected infectious individual, such that transmission of microorganisms is feasible or probable through typical contacts associated with clinical duties. Suspension of clinical and/or other program activities to resume.

- C. Any student who becomes pregnant has the option of whether or not to inform her program director of her pregnancy. If she chooses to voluntarily inform of her pregnancy, it must be in writing and indicate the expected date of delivery. In the absence of this voluntary, written disclosure, a student cannot be considered pregnant.

A student who chooses to disclose her pregnancy has the option of continuing the program without modification or interruption. Other options can include modification in clinical assignments, leave of absence from clinical assignments, and/or leave of absence from the program. A student who discloses her pregnancy and accepts modifications or interruptions to the planned course of study will be allowed to return to the program to make up components missed, but this will most likely result in delay of completion and delay of graduation.

No modifications will be allowed for the pregnant student who chooses not to inform, in writing, of her pregnancy.

- D. Radiology Departments have a limited number of telephone lines to handle all business. Therefore, students are to make only urgent business calls on out-going lines and are to refrain from personal calls while on duty. Pay phones are available in the hospitals for use while the student is on break. Students are not to use telephones in the department office except in extraordinary situations, and only with special permission.
- E. A student lounge is provided for the use of students during class breaks or at other times as needed. Students are discouraged from socializing with faculty and/or staff in their offices and from loitering in hallways or offices, since such practices can be very disruptive to the normal activities of the Department.
- F. Students should refrain from appearing unannounced for faculty attention/audience. A student who wishes to meet with a member of the faculty or his/her faculty advisor must make an appointment through the Department secretaries; and approach faculty office(s) only when invited to do so.
- G. Use of Electronic Communication Devices: Personal electronic communication devices (pager, cellular phones, etc.) are not to be used by student while attending class. For EMERGENCY contact purposes, students may use the phone number of the clinical area to which they are assigned and the school number may be used for class times. Students attending evening/night classes are to speak with the course instructor(s) regarding acceptable means of emergency communication.

IV. General Clinical Practicum/Internship Policies:

- A. The student must recognize that clinical assignments are a requirement of the academic programs, and that they provide practical experience opportunities enabling the student to establish clinical competencies. During duty hours, students are a welcome and useful supplement to the departments' regular personnel. Therefore, all students must exhibit an attitude of maturity and responsibility toward their clinical experiences. Radiology department s expect students to attend regularly, to be punctual, and to work with initiative and enthusiasm; this is the student's most important assignment.
- B. Each student will be evaluated by the clinical supervisor of an assignment area, and this grade is incorporated into the student's clinical course grade. A copy of a supervisor's rating scale will be provided to the student for information and advisement prior to clinical assignments.
- C. Dress Codes: Student are required to adhere to their program's uniform dress code during clinical experiences. All students must wear official MCG identification badge(s) at all times during clinical assignments. MCG student identification badges are not to be worn in employment situations.

During clinical practicum/internship hours the students should have at all times;

1. Clean required uniform with sturdy, low heeled and closed toed shoes
2. Official MCG student name tag and ID photo
3. Appropriate radiation detection devices

Personal Grooming: A neat hairstyle and proper grooming is expected. Individuals with long hair are asked to style it so that it remains behind the shoulders at all times. The Department discourages the wearing of jewelry in the clinical area, other than a watch, one ring (or set) per hand, and possibly stud type earrings (one in each ear). Necklaces are discouraged and hoop or dangling earrings are to be no larger than one inch. Jewelry is potentially dangerous to both the student and the patient, and conservative dress is expected in most health care settings.

Female students must be aware that white uniforms are of varying degrees of transparency due to the material (e.g. light weight cotton) and, of course, the white color. Undergarments are to be full cut design for any uniform alternative is to assure purchase of uniforms of heavy weight, non-transparent type of material.

Visible body jewelry other than that noted above is not allowed while on clinical assignment, without prior permission from the Program Director and clinical instructor.

No strong perfume, cologne, after shave, or fragrance that might be offensive to patients will be allowed.

D. Hands are to be kept clean and are to be washed between patients.

Nails are to be of moderate to short length. Nail polish for females is discouraged, but if worn, must be of muted color.

E. All students are required to purchase liability/insurance in order to be accepted for clinical practicum/internship by affiliate hospitals. This insurance policy may extend coverage to ONLY experiences associated with the clinical phase of the educational program in which the student is enrolled.

F. Absences from Clinical Practicum/Internship: All programs involve a specific number of clinical practicum contact hours in compliance with the appropriate Joint Review Committee on Education. Therefore, attendance and absenteeism records are maintained on each student. General policies regarding vacation and absenteeism for all programs are described below. Specific program policies may supplement there where applicable.

1. Except for reasons of illness and emergency, absenteeism is reserved for periods when classes are not in session. Students who exceed any designated benefit days according to each program's requirements, are required to make up all clinic hours found in deficit of the designated minimum total for the program.

2. MCG observes the following holidays:

Thanksgivings
Friday after Thanksgivings
Christmas Eve
Christmas Day
New Year's Day
Martin Luther King Holiday
Independence Day
Labor Day

G. Additional student days off

Thanksgiving recess
Christmas recess

Wednesday before Thanksgiving
Two weeks to include Christmas and
New Years holidays
First full week in April

Spring break

H. Incidents/Injuries During Clinical Assignment

1. The Department Office should be notified immediately should a student, while on clinical assignment, suffer an injury which requires medical attention. Students are considered guests in the clinical affiliates and are therefore responsible for securing and financing any medical treatment required as a result of accidental injury on clinical assignment (see Supplement B, p. 20). The student must realize that although a medical facility may offer/suggest that the student receive treatment within the facility, a bill for any and all services rendered may result.

For injuries or health problems during clinical assignment that require treatment but are non life threatening, the student should consider the following options:

- a) treatment from an independent physician and/or facility of the student's choice at cost to the student.
 - b) MCG's student health office for initial assessment/treatment by a physician, with referral as necessary. (See student health policies for services rendered).
2. The Department office should be contacted immediately should any student be responsible for or involved in an unusual incident in the clinical assignment area. Examples of such include but are not limited to:
 1. patient, staff, or visitor injury
 2. formal complaints lodged against student
 3. major equipment damage attributed to student misuse
 4. misadministration of radio pharmaceutical, or administering diagnostic procedure to wrong patient, or performing wrong procedure
 5. radioactive contamination of student or facilities

A following-up written report of the situation is to be submitted to the Department by the student within two days of the incident.

I. OSHA Guidelines on Exposure to Blood-borne Pathogens

Students are expected to comply with the clinical practice site guidelines in regard to occupation exposure to blood-borne pathogens. Occupational Safety and Health Administration (OSHA) standards have been written to limit occupational exposure to blood and other potentially infectious materials since any exposure could result in transmission of blood-borne pathogens, which could lead to disease or death. Although these standards have been written for employer/employee actions, they should also be applied to students.

The application of OSHA standards will be jointly shared by the School Department and the Clinical Practice Site. The Clinical Practice Site will make available to the student a copy of its written exposure control plan and will expect the student to practice universal precautions as outlined in the plan. The School will make available Hepatitis B vaccine to the student at a reasonable cost and the Department will train the student in the practice of universal precautions. The Clinical Practice Site will make available personal protective equipment such as gloves, face shields or masks, and eye protection when appropriate at no cost to the student. If the student requires special gloves not generally provided by the department, it will be the students' responsibility to obtain them. The Clinical Practice Site will notify the Department promptly if a student has been exposed to blood-borne pathogens and will initiate procedures regarding post-exposure evaluation and follow-up.

Hepatitis B vaccine is available through student health services at cost to the student (usually around \$90.00), and students are strongly urged to obtain the vaccine.

- J. Current BLS (CPR) certification (either AHA Health care Provider or ARC Professional Rescuer) is required upon entry or shortly thereafter. It is the responsibility of the student to maintain certification, considering that most employers expect it upon entering a first job. Additionally, current BLS certification is a pre-requisite for RSC 4610 Advanced Patient Care.

V. Radiation Safety

- A. Film badges and TLD rings are to be worn by students at all times when in clinical practice or laboratory settings where exposure to radiation is possible. Their readings become a part of your lifetime record of exposure, and they are very important to your future professional activities.

Film badges and rings are to be exchanged by the 10th day of each month. Anyone who has not done so will be prohibited from clinical practicum until the new badge has been obtained. Time missed from clinical practicum will be made up at the end of the program, and may include an increased ratio for repeated violations. In the event either is lost, you must report the loss, in writing, to the Department Chairman.

VI. Department Library

- A. The Department library is shared space with the Physician Assistant Department, and is not an open access library. A list of all Department books is available in the office and is posted in the student lounge. Access to the library and check out privileges must be made through a faculty member, and privileges relate to radiologic holdings only.

- B. Should a student be allowed to check out a Department owned book, a specified checkout time period will be identified by the faculty member (e.g. over night, 24 hours, week, etc.). Return books are due by noon of the date due unless otherwise specified. Overdue books incur a \$.25 per day fine; and a single overdue reminder will be provided by the Department. Delinquency in return of materials or payment of fine(s) may result in suspension of enrollment privileges in the Department. Financial restitution for lost books or materials will be charged to the student and must be paid prior to enrollment for the academic quarter subsequent to the billing date.
- C. Students possess privileges at the MCG Library where a full range of radiologic and health care materials may be found, and comprehensive services are available. The computer lab is available for typing papers and completing assignments.

VII. Honors and Awards

- A. Dean’s List: Full-time students who receive a semester GPA of 3.50 or above are recognized as Dean’s List Students. Receipt of an incomplete (I) grade for a course may negate Dean’s List eligibility for that semester.
- B. Graduation with Honors:

Baccalaureate Degree

MCG awards undergraduate degrees with honors to candidates who meet specific standards of academic excellence as measured by the grade point average. In order to be considered for a degree with honors, a student must have completed a minimum of 60 semester hours in residence for a baccalaureate degree, and only work taken in residence* will be considered. The honors grade point average is computed beginning with the semester of initial enrollment or current program for student in the School of Allied Health Sciences.

The standards are as follows:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

Certificates

MCG awards honors to students who successfully complete a program of study in a certificate program. In order to be considered for a certificate with honors, a student must have completed a minimum of 30 Semester Hours in residence, and only work taken in residence* will be considered. The honors grade point average is computed beginning with the semester of initial enrollment or current program for students in the School of Allied Health Sciences.

The standards are as follows:

Highest Honors	3.90
High Honors	3.70
Honors	3.50

For baccalaureate degrees and certificates, grade point averages will be rounded to the nearest hundredth to determine eligibility. This distinction of high academic achievement is placed on the student's diploma or certificate and is noted on the permanent record.

*Residence credit is defined as "course taken for which matriculation/tuition fees are paid to the Medical College of Georgia."

- C. Alpha Eta Society: Students who are in a degree program and hold a cumulative GPA of 3.50 or better at the end of the semester prior to graduation may be considered by the faculty for nomination to Alpha Eta, the National Allied Health Honor Society. The number of students who can be nominated from each graduating class is limited and factors such as professional and/or community service are weighted in selection of nominees.
- D. Outstanding Student Award: The Department of Radiologic Sciences may give Outstanding Student Awards to students from each graduating class who have excelled academically professionally, and clinically. These awards and recognitions are presented at an Honors Ceremony at the end of spring semester or at the end of summer semester.
- E. The 4.0 Club: Students graduating from a degree program (completing at least 60 semester hours of residence work) with a 4.0 GPA will become members of the 4.0 club and will receive recognition accordingly.

VIII. Accreditation/Certification:

The Radiography, Nuclear Medicine Technology, Radiation Therapy Technology, and Diagnostic Medical Sonography Programs are accredited through their respective Joint Review Committees. Copies of the "Essentials" or "Standards" by which accreditation is granted in each of these disciplines can be found in the Departmental Library.

Successful completion of the respective program's graduation requirements provides eligibility to sit for the respective discipline's national certification exam.

IX. Miscellaneous

- A. Students must check their assigned MCG mail boxes regularly year round. Mail sent to the student by the Radiologic Sciences office or by MCG will go to the student's assigned box on campus while students are in attendance at MCG. During lengthy breaks, mail from MCG may be sent to the address recorded on the student's permanent record card.
- B. Each class will elect officers and Student Government Representatives once a year. Class presidents shall serve as representatives to the program's Advisory Committee.
- C. Any change in a student's name, identification data, phone number, or address must be reported to the department office and the MCG registrar as soon as the change(s) become effective.
- D. Society Memberships: Radiologic Sciences programs require membership in designated professional societies. Students must show evidence of having paid the required dues.

X. Department

- A. Students are to enter and exit the school building (Pavilion I) by the front main doors only.
- B. A student lounge shared with the Physician Assistant Department is provided to give students a place to relax before, between, or after classes. It is expected that noise be kept at a moderate level so as not to disturb classes in the immediate vicinity. Students are expected to keep the area clean and uncluttered. Two bulletin boards are provided; thus the walls are not be used for posting materials.
- C. The conference room off the lobby area may be used as a study area when it is not in use by faculty or staff. Permission for use is to be requested in advance through Ms. Holmes or Ms. Gibson.
- D. Kitchen
The kitchen facilities off the student lounge may be used by students. The refrigerator may be used for storage of lunch items on a daily basis. Students are expected to keep the refrigerator, microwave, sink, counter, etc. clean and uncluttered after use. Any items left at the end of the day on Friday are subject to disposal.
- E. Lockers in the student lounge are available for student use, and students are urged to use them for storing any items not kept in personal possession during the day. Lockers may be chosen by registering your name and locker number with the secretary. Students must provide their own locks (medium sized please – no “mini” locks). No stickers, names, or other items are to be affixed to the outside of lockers and no items giving off offensive odors are to be stored inside the

lockers. The Department maintains the right to open any locker not registered with the secretaries and to ask any student to open his or her locker for inspection as determined to be necessary.

XI. Student Health Services

The Student Health Center is open Monday through Friday from 8:30 to 5:00. You will need to call for an appointment. Most services provided there are covered by your student health fee, but minimal charges are made for other services. Emergency services are available through the MCG Hospital Emergency Department after hours. You will be responsible for all charges incurred. The Dental Clinic is open at the Student Health Center from 5 to 8p.m. Monday through Thursday by appointment. Counseling is available through the Student Health Center as well, or the Department Chairman can assist you with obtaining an appointment at any time. For additional information about student health services, see the Student Handbook.

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Frequently Asked Questions (FAQs)

Q. *If I have my core courses and am certified in a radiologic discipline, but also have advanced specialty credentials or a second certification, can I get the Bachelor of Science in Radiologic Sciences (BSRS) degree without taking any more courses?*

A. Sounds good! - but no. Accredited colleges have a residency requirement whereby students must enroll for a certain amount of credit through the college that grants the degree title. At MCG, a minimum of 30 semester hours must be taken through MCG to satisfy this requirement. There is the possibility of being granted additional advanced placement credit for special credentials, professional courses, and/or extensive radiologic experience equivalent to an MCG offered course. Advisement upon application would identify such additional credit where applicable. But advanced credit cannot negate the residency requirement regardless of the amount of credit that could be feasible to grant.

Q. *Can I do my clinical practicum requirements at my place of employment, or at a facility that I designate?*

A. Clinical practicum must be taken at a facility that has an affiliation agreement with MCG, and cannot be for compensation from the facility. MCG has sufficient number and type of affiliates in the local area and across the state to meet student needs.

Q. *Will the courses in CT, MRI, and Mammography be sufficient to prepare me for the advanced specialty exams offered by ARRT?*

A. There is both an academic and a clinical course in each of these areas within the advanced radiography curriculum that we feel prepare students for entry level employment in the respective specialty. However, we recognize the additional clinical experiences and

knowledge in the practice setting would be of importance in overall preparation for advanced examination. With the complexity of majors and disciplines at MCG in many radiologic areas, we have not dedicated extensive concentrations in CT, MRI, or Mammography that would be totally sufficient for advanced examination without additional clinical experience and focused study.

Q. *If I am a nuclear medicine technologist, can I take a CT or MRI course?*

A. While the CT and MRI courses are primarily concentrations in the advanced radiography major, these courses are open to students in other majors as electives on a space available basis. It is possible that some courses in each major may be used as electives by students in other majors, depending upon pre-requisites, scheduling, and space in course. We believe in multiskilling within the radiologic sciences, and will attempt to meet individual student goals and needs as best we are able.

Q. *Do I have to be a radiographer to enter radiation therapy or dosimetry?*

A. No. Under the multicensured major any certified radiologic professional may apply to radiation therapy for a three semester curriculum. For the dosimetry major, an applicant must already be a radiation therapist, and would complete a three semester curriculum that meets the academic requirements for the Medical Dosimetrist Certification Board. However, examination by this board also requires an additional year of supervised work experience in dosimetry under a certified medical dosimetrist or certified medical physicist prior to examination.

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Debbie A. Percival

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June 24, 2003

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Respiratory Therapists Take Anti-Smoking Message to School Children

Christine Hurley Deriso

YUCK:

That was the consensus when a class of sixth-graders at Lincoln County Middle School peered at a set of pigs' lungs, simulated to replicate the effects of a 25-year, pack-a-day smoking habit.

The lungs were black, cancer-ridden and saggy. In stark contrast, a pair of healthy pig lungs was displayed alongside the diseased pair. The healthy lungs were pink, billowy and easily inflatable.

The Medical College of Georgia Department of Respiratory Therapy hopes the recent demonstration will inspire kids to keep their own lungs healthy. Faculty members in the department travel to schools throughout the area to teach middle-school and high school students the dangers of smoking.

If you think the discussion is premature with sixth-graders, think again. When Juan Reyes and Kitty Hernlen, instructors in the Department of Respiratory Therapy, asked the Lincoln County sixth-graders if they'd tried cigarettes, fully a third of the students raised their hands.

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"I tried it on time with my brother," one student replied. "I was little then...about 6 years old."

"Why did your brother start smoking?" Mr. Reyes asked him.

The student shrugged. "I don't know...his friends, I guess..."

Peers can exert tremendous influence on their friends to smoke, the instructors noted, and they urged the students to resist the pressure. "It's easy to start, but it's hard to stop, Mr. Reyes told them. And peers aren't the only problem; most of the sixth-graders in the raised their hands when asked if their parents smoke. Compounding the problem, role models such as baseball players often display risky behavior such as chewing tobacco, Ms. Hernlen said.

The respiratory therapists gave the students a rundown of some of the more unpalatable ingredients in tobacco products, including arsenic, cyanide, carbon monoxide, tar...even dirt. They used anatomical models to demonstrate the effects on the body and cited a list of the diseases that can result, including cancer and emphysema.

And for good measure, the respiratory therapists appealed to the students' vanity. Smokers, they noted, share such less-than-appealing characteristics as premature wrinkles, stained teeth, yellowed fingernails, a hacking cough, a raspy voice and an unpleasant odor. "People who smoke look older than they really are," Mr. Reyes said.

Ms. Hernlen reminded the students who want to be athletes when they grow up that smoking would almost surely doom their chances. "It's the people who don't smoke who win the races," she said.

Reprint from MCG Beeper
October 2001

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The Role of The Respiratory Care Practitioner

There are more than 100,000 respiratory care practitioners in the United States. They are members of the health care team that provide respiratory care for patients with heart and lung disorders. Typically, respiratory care practitioners are a vital part of the hospital's lifesaving response team that answers patient emergencies.

While most respiratory care practitioners work in hospitals, an increasing number of them have branched out into alternate care settings, such as nursing homes, physicians' offices, home health agencies, specialized care hospitals, medical equipment supply companies, and patients' homes.

Respiratory care practitioners perform procedures that are both diagnostic and therapeutic. Some of these activities include:

Diagnosis

- Obtaining and analyzing sputum and breath specimens. They also take blood specimens and analyze them to determine levels of oxygen, carbon dioxide, and other gases.
- Interpreting the data obtained from these specimens.
- Measuring the capacity of a patient's lungs to determine if there is impaired function.
- Performing stress tests and other studies of the cardiopulmonary system.
- Studying disorders of people with disruptive sleep patterns.

Treatment

- Operating and maintaining various types of highly sophisticated equipment to administer oxygen or to assist with breathing.
- Employing mechanical ventilation for treating patients

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- who cannot breathe adequately on their own.
- Monitoring and managing therapy that will help a patient recover lung function.
- Administering medications in aerosol form to help alleviate breathing problems and to help prevent respiratory infections.
- Monitoring equipment and patient responses to therapy.
- Conducting rehabilitation activities, such as low-impact aerobic exercise classes, to help patients who suffer from chronic lung problems.
- Maintaining a patient's artificial airway, one that may be in place to help the patient who can't breathe through normal means.
- Conducting smoking cessation programs for both hospital patients and others in the community who want to kick the tobacco habit.

Education and Training

Students must take courses in physics, mathematics, microbiology, anatomy and physiology, chemistry, and biology.

The Professional Association

A number of respiratory care practitioners are members of their national organization, the American Association for Respiratory Care (AARC). The AARC has more than 37,000 members in 50 state chapters and three international ones.

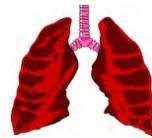
The Association is primarily responsible for developing educational opportunities for its members and ensuring that the standards of care and practice in the profession are developed and maintained. One ongoing project of the Association is to develop and upgrade written clinical practice guidelines, or standards, for the respiratory care profession as well as for use by government agencies and other health groups. In addition, the AARC develops materials that members can use in their community health promotion and disease prevention activities.

The AARC is involved in monitoring legislation in Washington that has an impact on health care in this nation,

such as issues related to Medicare, smoking, or hiring practices of health care workers.

The Outlook

The need for respiratory care professionals is expected to grow in the coming years due to the large increase in the elderly population; the impact of environmental problems that have already contributed to the yearly rise in number of reported asthma cases, and technological advances in the treatment of heart attack, cancer, and accident victims, as well as premature babies.



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Respiratory Therapy Programs at the Medical College of Georgia

- [Bachelor of Science Degree Traditional 2+2 Transfer Program](#)
- [Bachelor of Science Degree Advanced Career Track \(A.C.T.\) Program for Registered Respiratory Therapists](#)
- [Master of Health Education \(M.H.E.\)](#)
- [Master of Science \(M.S.\)](#)

The Respiratory Therapy Programs at the Medical College of Georgia are accredited by the [Committee on Accreditation for Respiratory Care](#) (CoARC), which is sponsored by the following:

- [The American Association for Respiratory Care \(AARC\)](#)
- [The American College of Chest Physicians \(ACCP\)](#)
- [The American Society of Anesthesiologist \(ASA\)](#)
- [The American Thoracic Society \(ATS\)](#)

Bachelor of Science Traditional 2+2 Transfer Program

[Electroneurodiagnostics Technician Program](#) [Needs Assessment Survey](#)

The Traditional Bachelor of Science Degree 2+2 Program requires the applicant to attend an accredited college or university of their choice for the first two years to complete the required [core curriculum](#) courses. Applications can be made during the sophomore year for transfer into the Medical College of Georgia. Accepted students will be admitted for the Fall Semester to begin their junior year. Early application is encouraged, however, applications will be accepted until the class is filled. MCG courses include classroom, laboratory, clinical, and web-based learning. The

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MCG program offers training in multiple clinical sites that offer unique opportunities for training professionals. Four major hospital complexes are within walking distance of the department. Clinical sites include a regional trauma center, a regional burn center, two level 3 neonatal intensive care units, a diagnostic sleep center, a pulmonary rehabilitation center, and pulmonary function laboratories. Students rotate through all intensive care areas to include open heart recovery, shock trauma, medical intensive care, neonatal intensive care, and pediatric intensive care. Students also rotate through the Emergency Departments and Operating Rooms. Other areas of clinical training include home care, skilled nursing facilities, and community-based programs such as a summer asthma camp.

On successful completion of this program, the student will be eligible to sit for the national credential examinations administered by the [National Board for Respiratory Care](#) (NBRC). The program places a strong emphasis on professional as well as academic growth. The program has a low student to teacher ratio and first time pass rates for MCG graduates are well above the national average on national entry level and advanced practice exams.

For information on respiratory therapy courses offered for the [Bachelor of Science Traditional 2+2 Transfer Program](#).

Bachelor of Science Degree Advanced Career Track (A.C.T.) Program for Registered Respiratory Therapists

[A.C.T. Online Needs Assessment Survey](#)

The Bachelor of Science Degree Advanced Career Track (ACT) Program is designed for Registered (RRT) Respiratory Therapists. The program enables working individuals to receive their degree through flexible scheduling. The curriculum is developed to meet the student's desires and needs based on their background. Many of the courses are offered on-line to meet the needs of practicing professionals. The program has a low student to teacher ratio and places a strong emphasis on professional as well as academic growth.

The ACT program only requires 30 semester hours at MCG. Accepted ACT applicants may start coursework at the

beginning of any MCG academic semester. Individuals may apply after successfully completing their CRT or RRT credential. A complete application must be received no later than 30 days prior to the registration date of the semester of desired first enrollment. Earlier application is encouraged.

MCG courses include the traditional classroom, clinical, web-based learning, and individualized independent study. The MCG program offers training in multiple clinical sites that offer unique opportunities to enhance professional growth. Four major hospital complexes are within walking distance of the department. Clinical sites include a regional trauma center, a regional burn center, two level 3 neonatal intensive care units, a diagnostic sleep center, a pulmonary rehabilitation center, and pulmonary function laboratories. Depending on their coursework needs and desires, ACT students can select rotations in various intensive care areas to include open heart recovery, shock trauma, medical intensive care, neonatal intensive care, and pediatric intensive care. Students can also rotate through the Emergency Departments and Operating Rooms. Other areas of clinical training include opportunities in home care, skilled nursing facilities, and other community-based areas.

For information on respiratory therapy courses offered for the [Bachelor of Science Degree Advanced Career Track \(A.C.T.\) Program for Registered Respiratory Therapists](#).

Master of Health Education

The Master of Health Education Program is designed for allied health and related health professionals. The program is interdisciplinary and prepares individuals for careers as academic or clinical educators and more highly skilled practitioners. While the program does require completion of a project, the program does not require completion of a thesis. A Graduate Record Examination score of 1000 (combined verbal and quantitative) is required for admission.

The Master of Health Education is primarily designed for individuals with a bachelors degree and national respiratory therapy credentials, however, opportunity exists for selected students with a non-professional bachelor degree to

concurrently enroll in the Bachelor of Science Traditional 2+2 Transfer Program. Students eligible for this program will enroll in both the undergraduate and graduate programs and must meet entry requirements for both schools. Upon successful completion of the Traditional 2+2 requirements, the student will be awarded a Bachelors Degree in Respiratory Therapy and will be eligible to sit for the national credential exams. The student will continue in the graduate program and will be awarded a Master of Health Education Degree upon completion of all the School of Graduate Studies requirements. Completion of the MHE program will typically take 2 to 3 semesters beyond the Traditional 2+2 Program.

Admission to the School of Graduate Studies is subject to the discretion of the Dean, following recommendation by the Department of Respiratory Therapy Admissions Committee. A personal interview is required by the department, following receipt of all application materials. Students may be admitted to begin studies at the beginning of any semester. The application deadline is six weeks prior to the beginning of the term in which the student wishes to matriculate.

Admission to the Master of Health Education Program requires direct inquiry to the School of Graduate Studies, CB-1801, Medical College of Georgia, Augusta, GA 30912, or you may contact R. Randall Baker, PhD, RRT, Associate Professor and Interim Departmental Chairperson, at rabaker@mail.mcg.edu.

For information on respiratory therapy courses offered for the Master of Health Education.

Master of Science

The Master of Science Degree program is for qualified allied health professionals. It is interdisciplinary, research oriented, and requires the completion of a thesis.

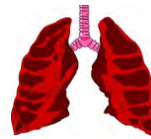
The primary objectives of the program are to prepare researchers, educators, leaders and specialized clinical practitioners. The specific individual course of study is developed by the student, the major departmental advisor, and the student's graduate committee. Each student's

course of study is developed according to personal goals and interests.

Admission to the [School of Graduate Studies](#) is subject to the discretion of the Dean, following recommendation by the Department of Respiratory Therapy Admissions Committee. A personal interview is required by the department, following receipt of all application materials. Students may be admitted to begin studies at the beginning of any term. The application deadline is six weeks prior to the beginning of the term in which the student wishes to matriculate.

Admission to the Master of Science Degree program requires direct inquiry to the [School of Graduate Studies](#), CB-1801, Medical College of Georgia, Augusta, GA 30912, or you may contact R. Randall Baker, PhD, RRT, Associate Professor and Interim Departmental Chairperson, at rabaker@mail.mcg.edu.

For information on respiratory therapy courses offered for the [Master of Science Degree](#) program.



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Respiratory Therapy Courses and Curriculum

The respiratory therapy curriculum involves a two-year course of study. Upon successful completion of the curriculum, the graduate is recommended to sit for the National Registration Exam offered by the National Board for Respiratory Care.

The respiratory therapy curriculum is designed as a continuum of learning experiences organized to promote the personal and professional growth of the student. The main objective of the program is to prepare the student to function as a clinician. The diversity of the profession warrants exposure of the student to education, research methodology, and management practices.

The curriculum is divided into three components: the basic sciences, professional didactic concepts and methodology, and practical clinical experiences.

The basic sciences include human anatomy, microbiology, physiology, medical terminology, pharmacology, and a study of diseases of the heart and lungs.

The professional course work is a structured study of the principles and practices of respiratory care. The courses progress to the advanced techniques used to detect and treat respiratory disorders.

The clinical practicum consists of the application of these techniques to evaluate and treat the patient. The relationship of the therapist to the patient and other health-care workers is stressed.

During the fall of the senior year of the bachelor's degree program, opportunities exist to study the principles of management, education, and research. The last term of the senior year offers the chance for additional clinical experiences in any area in the profession of special interest to the student.

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Bachelor's Degree

Junior Year

Fall Semester

PHY 3110 Principles of Human Physiology
RTH 3199 Medical Terminology
RTH 3205 Fundamentals of Respiratory Care I
RTH 3207 Fundamentals of Respiratory Care Lab
RTH 3211 Introduction to Problem Based
Learning

Spring Semester

RTH 3212 Respiratory Care Pharmacology
RTH 3305 Fundamentals of Respiratory Care II
RTH 3311 Cardiopulmonary Pathophysiology I
RTH 3320 Clinical I
RTH 4540 Research in Respiratory Care
AHS 3610 Ethics for Allied Health Professionals

Senior Year

Summer Semester

ANM 3320 Systemic Anatomy
RTH 4407 Management of the Mechanical
Ventilator
Patient
RTH 4410 Advanced Respiratory Care
RTH 4417 Newborn & Pediatric Respiratory Care

Fall Semester

RTH 3209 Pulmonary Rehabilitation
RTH 4411 Cardiopulmonary Pathophysiology (IP)
RTH 4412 Clinical Presentations

RTH 4515 Advanced Ventilator Management &
Pulmonary Diagnostics

RTH 4521 Clinical II

Spring Semester

AHS 3660 The U.S. Healthcare Delivery System

RTH 4622 Clinical III

RTH 4623 Clinical IV (Externship)

RTH 4650 Respiratory Care Seminar



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Respiratory Therapy Admissions Information

Entrance Requirements

Courses to Take the First Two Years

Students prepared to transfer to MCG using earlier quarter system course prerequisites are encouraged to apply for admission even though there may be differences between the earlier list of prerequisites and the new list which follows. Course work will be evaluated with as much flexibility as possible during the period of transition from quarters to semesters.

The courses which a student must take before transferring to the Medical College of Georgia comprise of a [Core Curriculum](#) which is divided into six categories (Areas A-F).

Applicants whose first language is not English must submit official TOEFL (Test of English as a Foreign Language) scores with a minimum score of 213 on the computer-based exam or score of 550 on the paper exam. International transcripts must be professionally evaluated prior to application.

[General Admission Criteria](#)

The next step

For further information on any of these programs, please email your questions, mailing address, phone number, and email address to Ms. LaDonna Butler at lbutler@mail.mcg.edu or call 706-721-3554, FAX 706-721-0495, or write to:

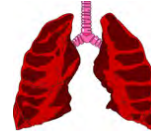
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For application materials you may write to:

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170 Kelly Building Administration
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(706) 721-2725



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STUDENT HANDBOOK
DEPARTMENT OF RESPIRATORY
THERAPY
SCHOOL OF ALLIED HEALTH SCIENCES
MEDICAL COLLEGE OF GEORGIA
2003-2004

INTRODUCTION

We welcome you to the Medical College of Georgia and the Department of Respiratory Therapy. We commend you on your choice of profession and shall do all we can to provide you with the best training possible.

You are well aware that Respiratory Therapy is a vital member of the health care team. You are given the responsibilities of serving the society and of assisting in patient care during times of illness or injury. Your interest, motivation, and dedication to this profession will bring many rewards as you complete your training and engage in full-time employment as a member of the health care team. We wish you success as you pursue your course of study!

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SECTION I

Respiratory Therapy students will use the contents of this handbook during their program of study. Since the program is designed to train competent therapists, total commitment on the part of the students is required. Program contents are subject to change to improve the learning environment or comply with any future requirements. Students will be notified in writing of any required changes.

CURRICULUM CHANGES

The faculty may change or alter curriculum format or chronology, didactic or clinical course structure, and departmental policies as needed to improve the educational experiences for the student.

CURRICULUM STRUCTURE

The curriculum in respiratory therapy is based on the modular concept. Each respiratory therapy course is composed of 3 to 5 modules. This curriculum design allows the student to master and be evaluated on a relatively small block of closely related material. This approach to instruction prevents deficiencies in particular subject areas of a course and allows the student to grasp more difficult material. Additionally, it provides the instructor with an index of student proficiency so that remedial instruction may be offered if necessary before the entire course has been completed. The minimum requirement for the mastery of a course is 75% of the material presented. A student making a grade of below 80 on the first exam of any class is required to make an appointment with his/her advisor. Subsequent sessions will be scheduled with the advisor until the overall grade in each class is 80 or above. Each student with less than an 80 average in a class will be required to attend all review sessions in that class.

If an "F" is received in a prerequisite course the student will not be allowed to continue until the course is passed with at least a score of 75%. This situation may require the student to enroll in the course the following year thereby extending the originally anticipated graduation date. Enrollment in future courses will be based strictly on clinical space and class size. The faculty cannot guarantee that there will be a spot for any remedial student in the next course or class. Decisions will be based on the faculty's judgment of the student's ability to successfully complete the program and availability of courses, labs and clinicals. Students who do not meet program requirements and expectations can be dismissed from the program. Students should speak with their course director and advisor immediately about any problems they are having with any of their courses. In addition, students must report failing grades on any exam or quiz to your faculty advisor.

Revised and adopted on 8/03

Curriculum 2003 -2004
BACCALAUREATE PROGRAM IN RESPIRATORY CARE

JUNIOR YEAR

CREDIT HOURS

FALL SEMESTER	PHY(3110)	-Principles of Human Physiology	6
	RTH(3205)	-Fundamentals of Respiratory Care I	6
	RTH(3207)	-Fundamentals of Respiratory Care Lab	2
	RTH(3199)	-Medical Terminology	1
	RTH(3211)	-Introduction to Problem Based Learning (PBL)	1
			16

SPRING SEMESTER	RT(340GS)	-Respiratory Care Pharmacology	3
	RTH(3320)	-Clinical I	2
	RTH(3311)	-Cardiopulmonary Pathophysiology I	4
	AHS(3610)	-Ethics for Allied Health Professionals	1
	RTH(4540)	-Research in Respiratory Care	2
	RTH(3305)	-Fundamentals of Respiratory Care II	5
			15

SENIOR YEAR

SUMMER SEMESTER	RTH(4407)	-Management of the Mechanical Ventilator Patient	3
	RTH(4410)	-Advanced Respiratory Care	3
	ANM(3320)	-Systemic Anatomy	5
	RTH(4417)	-Newborn & Pediatric Respiratory Care	3
			14

FALL SEMESTER	RTH(4521)	-Clinical II	5
	RTH(4515)	-Adv Ventilator Management & Pulmonary Diagnostics	4
	RTH(4411)	-Cardiopulmonary Pathophysiology	3
	RTH(3209)	-Pulmonary Rehabilitation	3
			15

SPRING SEMESTER	RTH(4622)	-Clinical III	2
	RTH(4650)	-Respiratory Care Seminar	1
	AHS(3660)	-The U.S. Healthcare Delivery System	1
	RTH(4412)	-Clinical Presentations	3
	RTH(4623)	-Clinical IV (Externship)	5
			12

TOTAL HOURS: 72

Curriculum 2003 -2004
BACCALAUREATE PROGRAM IN RESPIRATORY CARE

JUNIOR YEAR

CREDIT HOURS

FALL SEMESTER	PHY(3110)	-Principles of Human Physiology	6-0-0-6
	RTH(3205)	-Fundamentals of Respiratory Care I	6-0-0-6
	RTH(3207)	-Fundamentals of Respiratory Care Lab	0-4-0-2
	RTH(3199)	-Medical Terminology	1-0-0-1
	RTH(3211)	-Introduction to Problem Based Learning (PBL)	0-3-0-1

SPRING SEMESTER	RT(340GS)	-Respiratory Care Pharmacology	3-0-0-3
	RTH(3320)	-Clinical I	0-0-8-2
	RTH(3311)	-Cardiopulmonary Pathophysiology I	0-8-0-4
	AHS(3610)	-Ethics for Allied Health Professionals	3-0-0-1
	RTH(4540)	-Research in Respiratory Care	2-2-0-2
	RTH(3305)	-Fundamentals of Respiratory Care II	2-2-0-3

SENIOR YEAR

SUMMER SEMESTER	RTH(4407)	-Management of the Mechanical Ventilator Patient	1-4-0-3
	RTH(4410)	-Advanced Respiratory Care	3-1-0-3
	ANM(3320)	-Systemic Anatomy	x-x-x-5
	RTH(4417)	-Newborn & Pediatric Respiratory Care	3-0-0-3

FALL SEMESTER	RTH(4521)	-Clinical II	0-0-20-5
	RTH(4515)	-Adv Ventilator Management & Pulmonary Diagnostics	2-4-0-4
	RTH(4411)	-Cardiopulmonary Pathophysiology	0-6-0-3
	RTH(3209)	-Pulmonary Rehabilitation	2-0-4-3

SPRING SEMESTER	RTH(4622)	-Clinical III	0-0-20-2
	RTH(4650)	-Respiratory Care Seminar	10-0-0-1
	AHS(3660)	-The U.S. Healthcare Delivery System	3-0-0-1
	RTH(4412)	-Clinical Presentations	1-4-0-3
	RTH(4623)	-Clinical IV (Externship)	0-0-40-5

TOTAL HOURS: 72

SECTION II

FACULTY ORGANIZATION
DEPARTMENT OF RESPIRATORY THERAPY

Medical Director

Bashir A. Chaudhary, M.D., F.C.C.P, F.A.C.P.
Emeritus Professor of Medicine

Chair

R. Randall Baker, Ph.D., R.R.T., R.C.P.T.
Associate Professor
Chair

Program Director

Arthur A. Taft, Ph.D, R.R.T.
Associate Professor
Associate Chair

Director of Clinical Education

Charles (Rick) Hall, M.S., R.R.T.-N.P.S., R.P.F.T.
Assistant Professor
Perinatal/Pediatric Specialist

Director of Admissions

Kitty Hernlen, M.B.A., R.R.T.
Assistant Professor

Other Academic Faculty

Franklin H. Dennison, M.Ed., R.R.T, R.P.F.T
Associate Professor

Juan Reyes, B.S. RRT-N.P.S
Research Project Coordinator

Adjunct Clinical Faculty

Ms. Harriet H. Quick
Mr. Michael Frentzel
Ms. Jennifer Anderson

SECTION III

STUDENT RESPONSIBILITIES

1. Each student is expected to put forth his/her best effort throughout the training period.
2. Each student is expected to maintain a professional attitude in all of his/her classes, labs and clinics.
3. Each student is expected to report for clinical training duties dressed appropriately.
4. Each student will be assigned a faculty advisor for each academic year.
5. Each student is expected to be punctual and attend all classroom, laboratory, and clinical experiences. Each student is expected to contact a faculty member in advance if he or she is going to be late or absent from clinic or class.
6. The students' input into the respiratory therapy program is encouraged. The students shall, as a class, select a class president for each academic year. The representative should best represent the views of the class and shall meet with the class and chairman/program director at least once monthly. The president will present student input to the program and then report back to the class with the chairman/faculty on pertinent issues.
7. Students will be expected to serve on various campus and Allied Health Committees as designated by the department chairman.
8. Each student is responsible for making at least one appointment with his/her faculty advisor per semester to review student academic status. The student is responsible for reporting problems or failing grades to their advisor.
9. Each student is responsible for meeting with their advisor and submitting a signed course pre-registration form by the due date to the administrative specialist. Students who do not return their signed form by the due date will be required to register for courses themselves for that particular semester.

SECTION IV

Scholastic Excellence

Students who excel in their course of study while taking 12 or more hours of graded academic work and obtain a grade point average of 3.5 or better are appointed to the Dean's List. Those students who maintain a grade point average of 3.5 or better are eligible to graduate with honors or high honors.

PLEASE NOTE: No grade will be given over the phone for any reason. This is by policy of the Board of Regents.

SECTION V

Professional Courses

Each student is required to achieve 75% AVERAGE on every RTH course to pass the course. The department will not accept a grade of less than a "C" in any class. If a student receives an "I" in a course it is the student's responsibility to make sure that their advisor is contacted and the "I" is removed by the end of the following semester.

The requirements for removal of an "I" are left to the respective schools; however, if a school does not designate a shorter time period, an "I" not satisfactorily removed after one semester in residence will be changed to the grade of "F" by the registrar.

Course grades are scaled as follows:

90 - 100 = A

80 - 89 = B

75 - 79 = C

Departmental Probation

The faculty reserves the right to place students on departmental probation if the student fails to achieve the ACADEMIC, CLINICAL, or PROFESSIONAL standards of the program. These abilities and traits include:

1. Ability to follow directions
2. Ability to work with others
3. Attendance
4. Professional, ethical behavior as specified by the Student Conduct Code (see MCG Student Handbook)
5. Punctuality
6. Personal appearance
7. Communication skills, including following written and verbal instructions
8. Technical knowledge
9. Technical competency
10. Efficiency
11. Patient rapport and education
12. Initiative
13. Attitude

Students are responsible for adhering to the MCG Student Code of Conduct. Students should be familiar with Section A, Academic Dishonesty, and Section B, Conduct Irregularity. The Student Code of Conduct can be found online at: <http://www.mcg.edu/students/handbook/studentcode.html>

Clinical Probation

Failure to achieve the required level of performance after one semester of probation shall result in consideration for a dismissal from the Respiratory Therapy Program. If a student's clinical work does not meet professional standards, he/she may not graduate even though all classwork and written examinations are completed.

Academic Probation

If at any time during the training period the student's grade point average falls below the 2.0 grade average level, the student shall be placed on academic probation. Please refer to the MCG Catalog for additional information.

Re-Entering Program

Students who withdraw from the program for financial, personal or academic reasons may be given an opportunity to re-enter the program on a competitive basis. Reentering students will maintain the same academic standing (good-standing, probation, etc.)

SECTION VI

CLINICAL ROTATIONS AND PRACTICUMS

Clinical Experience Schedule

The majority of the students' clinical education takes place at local clinical affiliates under the supervision of clinical instructors. The remaining time is spent at affiliated hospitals as designated by the Director of Clinical Education. Students' clinical evaluation forms must be kept current and handed in at the designated time for faculty evaluation of the clinical experience.

Advanced Cardiac Life Support (ACLS)

Senior students are required to successfully complete an ACLS course prior to clinical externship. Special arrangements are made on campus to offer the course to respiratory therapy students at the student rate (currently \$75.00), during Fall and/or Spring Semesters. The student must be ACLS certified prior to beginning the clinical externship.

Clinical Internship/Externship Schedule

Each student is required to attend clinical rotations at local or out-of-town clinical sites. Students are given an opportunity to request their choice of an affiliate. However, the rotation schedule and site are designated by the Director of Clinical Education. All expenses (housing, transportation, meals, etc.) at out of town affiliates are the responsibility of the student.

The Respiratory Therapy department has established goals and standards within accordance with our accrediting body, (CoARC). In order to meet these standards, the following rules have necessarily been adopted:

1. Absence from clinical time

All absences must be made up. The make-up schedule is determined at the discretion of the Director of Clinical Education and Clinical Instructors.

2. Obtaining an absence from clinical

- A) The Director of Clinical Education and clinical instructor(s) should be notified 24 hours in advance of the expected absence, if possible.
- B) Written documentation by a physician must be presented of absences of three consecutive days or at the request of the Director of Clinical Education. A student may be requested to clear student health prior to returning to clinic.
- C) Such documentation is required for each period of absence.
- D) If students become ill or have an emergency the morning of clinical, they should call the instructor and hospital department prior to the beginning of that clinical rotation.

3. Tardiness

If a student will be late he/she should notify the clinical instructor and the hospital department. All late time will be made up in double time. Excessive tardiness may result in dismissal from the program.

4. Leave of Absence

- A) Leave of absence shall be considered on an individual basis.
- B) Leave shall be granted only for reasons such as military service, extended illness, and personal emergencies.
- C) The Director of Clinical Education must approve all leave of absences from clinical.

5. Personal time off in case of death

- A) In case of death in the immediate family (mother, father, grandmother, grandfather, brother, sister, child or spouse) a three-day leave will be granted.
- B) This time does not need to be made up.

6. Special consideration for time off

- A) Each student should attempt to schedule appointments with physicians and dentists during his/her free time.
- B) In special cases, permission may be granted by the Clinical Director so that the student may keep appointments during clinical periods.

Uniform

Any time the student is in the clinical setting, the student will appear for clinic with neat and appropriate clothing, MCG name tags, lab coats, closed toe shoes and stethoscope. Appropriate clothing includes scrubs, uniforms, dress slacks, shirts and ties, skirts and dresses. Jeans, shorts, sandals and high heel shoes are not allowed. Shoulder-length hair should be tied back so as not to interfere with patient care. Students who are not properly attired for clinic will be sent home to change. All missed time will be made up double time.

Supervision

During clinical rotations, a Respiratory Therapist or equivalent person will be available for consultation.

Grading

The clinical experience grade is decided jointly by the respiratory therapy faculty. The grade is based upon these criteria:

1. Technical proficiency, manual skill, and efficiency in performing specific tasks as recorded on the clinical evaluation forms
2. Clinical, oral, and written examination grades
3. Patient rapport and education
4. Ability to follow directions
5. Ability to work with others
6. Attendance
7. Professional, ethical behavior
8. Punctuality
9. Personal appearance
10. Initiative, confidence, and judgment characteristics
11. Ability to work under stress
12. Knowledge of medical theory and principles of respiratory therapy practices

Liability Insurance

Students are required to have specified liability insurance BEFORE they are allowed to enter the clinical areas. Each student will be billed for this insurance during Fall semester registration.

Blood and Body Fluid Protocol

Within 30 minutes of MCG

1. Cleanse wound with soap and water, or irrigate splash areas (i.e. eyes, mucous membranes) with normal saline or water.
2. Notify attending nurse/nurse supervisor to order lab from source patient
3. Fill out hospital incident report. Please record sources' name and pertinent demographics. (KEEP COPY)
4. Report to student health (1-3448), Monday through Friday, 8:30 a.m. – 5:00 p.m. If closed report to MCG ER (1-4591) within 3 hours of injury.
5. For questions, call Pepline @ 1-888-448-4911.

Outside MCG area

1. Cleanse would with soap and water, or irrigate splash areas (i.e. eyes, mucous membranes) with normal saline or water.

2. Notify attending nurse/nurse supervisor and/or Respiratory Therapist to order lab from source patient.
3. Fill out hospital incident report. Please record sources' name and pertinent demographics. (KEEP COPY)
4. Report to facility Employee Health or Emergency Department for lab and assessment for HIV prophylaxis (within 3 hours of injury).
5. For questions, call Pepline @ 1-888-448-4911.
6. Follow-up at SHS or designated clinic as indicated.

Section VII

Regents Legislative Examinations

The Board of Regents requires that all students pass the Regents Examinations in reading and essay. The Regents Exam is given each semester by the Registrar Office. Students are required to pass core curriculum classes in US/GA History and US/GA Constitution or pass the Legislative Examinations in US and GA History and Constitution prior to graduation. Appointments for the Legislative Exams may be made with the Registrar's Office.

Comprehensive Examinations

Graduates from an accredited Respiratory Care Education Program have to pass a National Board for Respiratory Care (NBRC) exam to be credentialed as a certified respiratory therapist (CRT) and to become licensed as a respiratory care practitioner (RCP) in the state of Georgia. In order to achieve advanced credentialing as a Registered Respiratory Therapist (RRT) two additional NBRC exams, the written registry and clinical simulations exams (CSE) are required. We strongly encourage students to achieve the highest credentials possible in the field of Respiratory Therapy. To prepare for these national board exams and to monitor their development, the department requires students to pass a series of comprehensive exams. A list of the required exams and their scheduling and costs are listed below.

Departmental Comprehensive Exam Schedule

Exams*	Date	Semester	Price	Passing Score	Fees due
PCRT	Mid-Sept	Fall (Seniors)	Free WebCT	80%	N/A
SCRT	Mid-October	Fall (Seniors)	\$ 35	70%	Fall (Seniors)
PRRT	1 st Week	Spring (Seniors)	Free WebCT	80%	N/A
SRRT	2 nd Week	Spring (Seniors)	\$ 40	70%	Fall (Seniors)
CRT	March	Spring (Seniors)	\$ 190	70%	Spring
SCSE	Exam Week	Spring (Seniors)	\$ 45	70%	Fall (Seniors)

*The purchase price (01/2002) of exams is approximate and may depend on the market and quantity of exams ordered. The PCRT (a practice CRT exam), SCRT (a secure CRT exam), PRRT (a practice RRT exam), SRRT (a secure RRT exam) complete the set of exams that students are required to pass. The SCSE (a secure CSE) is required for practice only. The secure exams are prepared by an independent testing agency, Applied Measurement Professionals, for the NBRC. Seniors purchase the SCRT, SRRT and the SCSE at the beginning of their fall semester.

Students enrolled in a BS program may be allowed to take the CRT exam offered by the NBRC prior to graduation if they earn A.S. Degree Equivalent. To obtain the A.S. Degree equivalency at the Medical College of Georgia in the spring semester of their senior year students must fulfill all graduation requirements, prior to March 1, which includes proof of passing

- required coursework to that point
- all exams (see table) except the SCE
- all Georgia Board of Regents Exams (reading and writing skills) and Legislative Exams (U.S. History, U.S. Constitution, Georgia History, Georgia Constitution)

The SCRT exam, or equivalent Applied Measurements Professional comprehensive exam as designated by the faculty, must be passed as a prerequisite for the clinical externship in the spring semester. If the SCRT is failed, a make-up exam(s) must be purchased and passed. Students who fail the SCRT exam may also be required to pay for the expense of rush grading by AMP, if time for re-testing is limited.

In summary, the DCE Policy requires all traditional students to pass the SCRT exam as a prerequisite for clinical externship, and passing the written SRRT exam as a prerequisite for graduation as designated by the Board of Regents and the Medical College of Georgia who require comprehensive testing of all graduates.

SECTION VIII

Attendance Policy

1. Students are expected to attend all scheduled classes and labs and to be on time.
2. No more than 10% unexcused absences will be allowed in these courses. Students having unexcused absences totaling more than 10% of the class time may not pass the course. This does not apply to clinical practicums, which follow the guidelines under Section VI.

Students missing a module examination must contact the course instructor prior to the exam time with a valid excuse consisting of 1) death in the family; 2) documentable illness by a physician or; 3) unavoidable emergency. The instructor may or may not allow the student to take a make-up exam. A student may appeal the instructor's decision to the Department Chair.

SECTION IX

Part-time Employment

The school discourages part-time employment for full-time students. If a student feels it absolutely necessary to offset his/her expenses by holding a part-time job, it is required of him/her to consult with the faculty. Students on academic probation will be asked to either discontinue school or part-time work.

SECTION X

Placement Assistance

The Program of Respiratory Therapy will render assistance to its students in obtaining suitable employment upon graduation. Job openings are posted in the student lounge as they are received.

SECTION XI

National Board for Respiratory Care - (NBRC)

Upon successful completion of the CRT (SAE) Exam and all graduation requirements by March 1, the student is eligible to take the Entry Level Exam, which is prerequisite for the registry examination administered by the NBRC. Upon completion of the Entry Level Exam, the credential of Certified Respiratory Therapist (CRT) is awarded. The registry exam is divided into two parts; written registry exam and a clinical simulation exam, given on the same day. Upon successful completion of both exams the student will be credentialed a Registered Respiratory Therapist (RRT) by the National Board for Respiratory Care.

Application Forms may be obtained by writing to:
National Board for Respiratory Care
8310 Nieman Road
Lenexa, Kansas 66214
Phone: (913) 599-4200

SECTION XII

American Association for Respiratory Care - (AARC)

The department recommends that each student apply for student membership in their professional organization, the AARC, as soon as he/she is enrolled. A student membership, entitles one to receive all publications from this organization including the A.A.R.C. Times and the professional journal, Respiratory Care. Respiratory Care is frequently used to supplement class material. Student members also receive discounts for attendance at state and national professional meetings. Applications are given to new students and are available through staff.

SECTION XIII

Georgia Society for Respiratory Care - (GSRC)

Membership in the AARC entitles the student to membership in the GSRC, which allows students to participate in seminars and in informative lectures given by qualified physicians and therapists at reduced rates.

SECTION XIV

Departmental Library Policy

1. The departmental library, room HM 134, is equipped with multi-media computers for your respiratory therapy program assignments. These computers are strictly for completion of your program assignments. The library will be available for use Monday thru Friday, 8:00 a.m. to 5:00 p.m. The only exceptions will be during the time faculty meetings or other scheduled events are held in the library. This is your library and it is your responsibility to close out all computer programs and shut down the computer that you use.
2. Programs, screensavers, and audiovisual files may **not** be downloaded onto the hard drive of any departmental computer without the express permission of RT faculty or staff. All external file and disks must be scanned for viruses prior to use on departmental computers.
3. Any needed guidance can be obtained from the staff. It is also your responsibility to clean up after yourselves prior to leaving the library. **In the rare event a student will need to use the library after 5:00 p.m. for their assignment, the student will obtain permission to do so from staff or faculty in advance.** Students may also check to see if they may check out specific software programs as arranged by each course director.

4. The library has a wide assortment of respiratory therapy textbooks, journals, etc. You are welcome to borrow copies of these publications. They can be signed out, and returned, to the front office. When using these publications in the library, please return them to their proper place on the shelves.

5. Students may eat and drink in the library at the conference table, but not while working with the computers. This privilege can be forfeited if the library is not cleaned up after each student uses it.

SECTION XV

Student Departmental Communications

The students shall check their individual mailboxes for communications, messages, etc., whenever they are scheduled in the school building for class. No student is to remove or examine materials, messages, etc., in another student's box. However, one student may leave a message or materials for another student in their mailboxes.

SECTION XVI

Policy Concerning Smoking

Today, there is no doubt that personal use of smoking materials may seriously compromise the health of individuals. For the above reasons, smoking by the student is prohibited in the school facility and highly discouraged at all clinical affiliations and elsewhere. As of January 1, 1990 MCG is a smoke-free environment and smoking is not permitted within 25 ft. of any building on campus.

SECTION XVII

Student Health

Healthcare workers are at very low risk to contract infectious diseases such as hepatitis or AIDS. We teach students the way to prevent infectious diseases for the well-being of our students and patients.

MCG's general orientation program provides information regarding universal precautions for health care workers in the workplace and their personal lives. The Department of Respiratory Therapy further provides specific precautions to the Respiratory Therapy student in courses and clinicals.

The student is directed to Student Health Services for further information regarding preventive and acute health care.

SECTION XVIII

Scholarships

Throughout the year, several scholarships are offered through various organizations. Application deadlines and award amounts change each year. The student should contact their faculty advisor for more information on the scholarships. Listed below are scholarships, which pertain to Respiratory Therapy students:

1. American Association for Respiratory Care Foundation Scholarship: Due May 31st.
 - a. Morton B. Duggan, Jr. Memorial: Awards \$1,000.00, preference given to Georgia and South Carolina applicants.
 - b. Jimmy A. Young Memorial (Must be of minority origin): Awards \$1,000.00
 - c. ARCF Education Recognition: Awards \$1,000.00 to a 2nd year student
 - d. William F. Miller, MD, Postgraduate Education Recognition: Awards \$1,000.00 to a post graduate respiratory care practitioner
 - e. NBRC/AMP William W. Burgin, Jr., MD, Education Recognition: Awards \$2,500.00 to a 3rd or 4th year student in an accredited program leading to a Baccalaureate Degree.
 - f. Respironics Fellowship in Non-Invasive Respiratory Care: Awards \$1,000.00 to foster projects dealing with non-invasive techniques to provide ventilatory support.
2. Georgia Society for Respiratory Care (GSRC): Two \$500.00 scholarships are awarded annually to Respiratory Therapy students currently enrolled. Scholarships are awarded at the annual meeting in the summer and the deadline is May of each year.
3. Faculty Wives Club Scholarship: Awarded to a student with one or more year(s) of enrollment and the application deadline is towards the end of the year.
4. Raymond Baird Scholarship: Awards \$500.00 to one student in the School of Allied Health Sciences (SAHS). Application deadline is in the early spring semester.
5. GA-SC Region VI Committee: Awards two \$250 scholarships to a student who has at least one semester in a Respiratory Therapy education program.
6. Lambda Beta Society: Awards four \$500 scholarships to a senior student. Application deadline is August 1st.
7. Alpha Eta- Awards two &250 scholarships.

8. John F. Beard Award for Compassionate Care- 25,000 award is designed for graduating students and is intended to honor the highest ideals and achievements in compassionate health care service to MCG, to foster and encourage habits of compassion and kindness, and to identify someone who has unselfishly given to patients, the patient's family, and demonstrated compassion in the Medical College community. For more information: <http://www.mcg.edu/faculty/BeardAward/>

SECTION XVIV

Description of Class Officers Duties

Office of the Class President:

1. Develops agenda for the class meetings with input from the Chairman.
 - A. Once a month meeting with the Chairman
 - B. Bimonthly class organization/evaluative meetings.
 - organize fund-raising projects
 - set objectives for the year (\$, educational meetings)
 - evaluate courses taught by faculty
 - C. Quarterly meetings with first—year students
2. Monitors class morale
 - A. Identify and notify Chairman of the group's "mental health
 - B. Informally meet with Chairman to assess class and program progress in goal attainment
3. Represents the class
 - A. To the Advisory Committee for the Respiratory Therapy Program
 - B. To the Chairman during President's Meeting

Office of the Class Vice President:

1. Represents the class in the absence of the President
2. Assists the President in monitoring class morale
3. Monitors and evaluates student support systems
4. Implements directives from the President

Office of the Class Secretary:

1. Records meeting minutes
 - A. Of monthly meeting with the chairman
 - B. Of class meetings/combined class meetings
2. Is responsible for class correspondence
 - A. Communications as directed by the President of Chairman
 - B. Class Evaluations

Office of the Class Treasurer:

1. Is responsible for class monies
 - A. Opens bank account for the class
 - B. Gives an account of the monies at organizational and monthly meetings with the Chairman

2. Assists in fund-raising efforts
 - A. Works with Secretary in communicating to fund-raising organizations
 - B. Works with the class to organize fund- raising efforts

Office of the Class Historian:

1. Chronicles the history of the class
 - A. Takes pictures of class activities
 - B. Records brief descriptions of activities

Office of the Class Representative to Student Government:

1. Represents the Respiratory Therapy Programs to the Student Government
2. Attends SGA meetings
3. Reports to the class SGA functions and business

Medical College of Georgia

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Programs](#)[Catalog](#)[Technical Standards](#)[Accreditation](#)[Research/Scholarly
Activities](#)[Distinguished Alumni](#)[Department Faculty](#)[Clinical Faculty](#)[Office Staff](#)[Program Graduates](#)[Human Resources
Survey](#)

Technical Standards for Admission to and Graduation from Department of Respiratory Therapy Allied Health Science Medical College of Georgia

Respiratory Therapy is a profession requiring manual skills in concert with a broad range of cognitive capabilities. Collection, evaluation and synthesis of data are vital to this discipline.

The therapeutic modalities provided by respiratory care practitioners require technical skills involving manual dexterity and a mechanical aptitude to perform in a safe and acceptable manner. Respiratory Therapists must be mobile and have the ability to operate in relatively small spaces. These requirements are necessary because of the critical and accurate care that is often provided in crisis situations.

The respiratory care practitioner must possess auditory capabilities that will allow him/her to discriminate sounds in order to assess the proper functioning of life support equipment. The therapist must be capable of ascertaining breath sounds and pulse sounds through the use of a stethoscope and blood pressure equipment.

The respiratory care practitioner must possess adequate vision to assess the proper functioning of life support equipment and to collect and interpret patient physiological parameters in order to direct and guide a successful treatment plan.

The respiratory care practitioner must have manual dexterity to:

- Draw venous and arterial blood
- Perform endotracheal suctioning
- Provide percussion and postural drainage for bronchial hygiene

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- Perform manual resuscitation (CPR) in the event of a cardiac emergency
- Maintain and modify equipment in routine emergency situations
- Be able to move life support equipment in a rapid manner during a crisis situation
- Be sensitive to changes in pressure when performing emergency breathing with a manual resuscitator in the newborn and small infant as compared to the adult victim
- Tactile sensitivity required to perform arterial puncture on the newborn and small infant

The respiratory care practitioners must have the ability to work under stress, manage time efficiently, exercise independent judgment and assume responsibility for their own work and actions. They must be able to read and interpret written and verbal instructions and take appropriate action. It is important that the respiratory care practitioner be able to communicate and maintain professional relationships with peers, patients, and physicians. It is also important that they think logically and process information quickly to solve clinical problems.

They must exercise ethical judgment, integrity, honesty, dependability and accountability in the classroom and clinical situations.

The Department of Respiratory Therapy, Medical College of Georgia makes every effort to provide the physically compromised student the opportunities to learn and develop into a safe, rational respiratory care practitioner. It is incumbent upon the student to realize that certain manual, technical, and professional tasks must be mastered in order to achieve passing grades and to successfully complete the respiratory therapy curriculum.

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Please email comments, suggestions or questions to:
Joette Stokes, jstokes@mail.mcg.edu.

March 19, 2003

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Accreditation Status

The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, Texas 76012-4244. Telephone: 817-283-2835, Fax: 817-252-0773.



[\(Respiratory Home Page\)](#)

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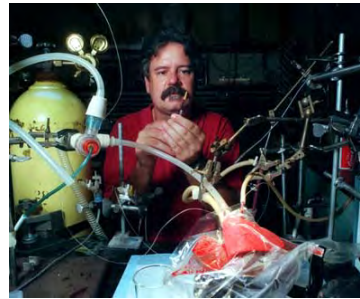
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Dr. Arthur A. Taft, at work in the research lab at the Medical College of Georgia.

R. Randall Baker, PhD, RRT, RCPT
Associate Professor and Chairman

Research Emphasis:

My current research interest is in the area of atopic asthma management. We are taking a multidisciplinary basic science and clinical approach toward better understanding of the morbidity associated with asthma and atopy to indoor allergens. The ongoing Indoor Atopic Asthma Intervention Study includes respiratory therapists, physicians, nurses, and other Allied Health personnel. We are examining the role of indoor allergens in asthma morbidity, the affect of atopic asthma on quality of life in patients and their families, and methods for improving health care delivery for patients with asthma. The goals of this project are to determine whether allergens can be controlled in the indoor environment and, if so, will problems associated with asthma be decreased.

Publications:

- Baker RR, Mishoe SC, Zaitoun FH, Arant CB, and Rupp NT. Poor perception of breathlessness in children with asthma. *Journal of Asthma*_(In press, 2000).
- Baker RR, Hall CR, Lucas J, and Kemp V. Value of Screening for Pediatric Asthma Risk in Schools. *Respiratory Care* 44(10):1279, 1999.

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- Hall CR and Baker RR. Efficacy of dosimeter-controlled small volume nebulizer bronchodilator therapy in hospitalized adult patients. *Respiratory Care* 44(10):1287, 1999.
- Hall CR and Baker RR. Cost minimization analysis of dosimeter-controlled small volume nebulizer therapy compared to standard small volume nebulizer therapy. *Respiratory Care* 44(10):1291, 1999.
- Mishoe SC, Baker RR, Poole S, Harrell LM, Arant CB, and Rupp NT. Development of an instrument to assess stress levels and quality of life in children with asthma. *Journal of Asthma* 35(7): 553-563, 1998.
- Kemp VH and Baker RR. School-Based Asthma Screening Program. *Journal of the American Academy of Nurse Practitioners* 9(11):511-513, 1997.
- Mishoe SC, Karlin SL, Baker RR, Ogilvie M, Arant CB, and Rupp NT. Utilizing distance learning to provide asthma education to adults and children in Georgia. *Respiratory Care* 42 (9): 873-879, 1997.
- Baker RR, Mishoe SC, Harrell LM, and Poole S. Assessment of caregiver's knowledge of asthma and quality of life. *Am J Resp Crit Care Med* 153:A754, 1996.
- Baker RR, Arant CA, Rupp NT. Comparison of guanine levels and mite allergen content in house dust samples. *Journal of Allergy and Clinical Immunology* 97:225, 1996.
- Arant CA, Baker RR, Rupp NT. PEFr as a measure of airway obstruction in pediatric asthmatic patients. *Journal of Allergy and Clinical Immunology* 97:183, 1996.
- Senyk O, Ismailov I, Bradford AL, Baker RR, O'Brodovich H, Matalon S, and Benos DJ. Reconstitution of Immunopurified Alveolar Type II Cell Na⁺ Channel Protein into Planar Lipid Bilayers. *Am J Physiol (Lung Cell Mol Physiol)* 268:C1148-C1156, 1995.
- Barnard ML, Baker RR, and Matalon S. Intratracheal liposome instillation protects rabbit lungs from endothelial damage. *Am J Physiol (Lung Cell Mol Physiol)* 265:L340-L345,1993.

Franklin H. Dennison, MEd, RRT, RPFT
Associate Professor and Testing Coordinator

Research Emphasis:

My knowledge, skills, and research interests are in mechanical ventilation (life support). My interests in mechanical ventilation are primarily in work of breathing, waveform analysis, and assessing respiratory mechanics.

Publications:

- Dennison F.H., Hernlen, K., Hall, C.R., Taft A.A., Hunter J. Effects of impedance to mechanical ventilation on resistance measurements. *Respiratory Care*, 45(8):1011-1015, 2000.
- Lynam L., Dennison F.H. Changing practice: an alternate approach to oxygen delivery for newborn infants. *Neonatal Intensive Care* 1996;September/October:48-52.
- Dennison, F., Brudno, D.S., Lain, D., and Kremenchugsky, V., Bench evaluation of the ServO2 oxygen control system. *Respiratory Care*, 41(8):724-727, 1996
- Brooks, CW, Dennison, FH, Mishoe, SC, Gillum, R, Hall CR, Taft, AA. Two different maximal inspiratory pressure problems. *Respiratory Care*, 41:916, 1996
- Dennison, F., Brudno, D.S., Lain, D., and Kremenchugsky, V., Bench evaluation of the ServO2 oxygen control system. *Respiratory Care*, 40(11):1178,1995.
- Mishoe, S.C., Brooks, C.W.,Dennison, F.H., and Hill, K.V., Octave waveband analysis t determine sound levels of humidifiers and nebulizers used in NICU. *Respiratory Care*, 40:1120-1124, 1995.
- Dennison, FH, Taft, AA, Chaudhary, BA, PFT Corner #49-Noise or Upper Airway Disorder?. *Resp Care* 1993; 38 (2):202.
- Dennison, FH, AA Taft, Effects of high inspiratory flow demands on pressure support ventilation. *Respiratory Care*, 36: 1294, 1991.
- Taft, AA, SC Mishoe, FH, Dennison, DC Lain, BA Chaudhary. A comparison of two methods of preoxygenation during endotracheal suction. *Respiratory Care*, 36:1195-1201, 1991.
- Dennison, FH, Taft, AA, Mishoe, SC, Hooker, LL, Eatherly, SB, Beckham, RW. Analysis of resistance to

gas flow in nine adult ventilator circuits. *Chest* 1989; 96(6), 1374-9.

- Taft, AA, Mishoe, SC, Dennison, FD. Comparison of two methods of oxygenation during endotracheal suctioning. *Crit Care Med* 1989.

Charles (Rick) Hall, Sr., MS, RRT, RPFT
Perinatal/Pediatric Specialist
Assistant Professor and Director of Clinical Education

Research Emphasis:

My current research interests are primarily involved in areas of aerosol delivery. Focus is on the clinical and cost effectiveness of the device and method of delivery. Another area of research includes perception of dyspnea in relation to pulmonary function.

Publications:

- Hall CR and Baker RR. Efficacy of dosimeter-controlled small volume nebulizer bronchodilator therapy in hospitalized adult patients. *Respiratory Care* 44(10):1287, 1999.
- Hall CR and Baker RR. Cost minimization analysis of dosimeter-controlled small volume nebulizer therapy compared to standard small volume nebulizer therapy. *Respiratory Care* 44(10):1291, 1999.
- Baker RR, Hall CR, Lucas J, and Kemp V. Value of Screening for Pediatric Asthma Risk in Schools. *Respiratory Care* 44(10):1279, 1999.
- Contributor, *Clinical Education Handbook*, 2nd edition. Taft AA, Baker RR, Dennison FH, Hall CR, Lucas JA, Mishoe SC. Department of Respiratory Therapy, Medical College of Georgia. 1998
- Brooks CW, Dennison F, Mishoe S, Gillum R, Hall CR, Taft AA. A Comparison of two different maximal inspiratory pressure procedures. *Respiratory Care*. 1996; 41:916.

Arthur A. Taft, PhD, RRT
Associate Professor, Associate Chair
and Program Director

Research Emphasis:

My current research interests include the effects of hyperthermia on the lungs, the physiologic and pathophysiologic effects of mechanical ventilation, the therapeutic effectiveness of respiratory care interventions, and the application of noninvasive monitoring technology to the critically ill patient.

Publications:

- Valeri, KL, Hill, TV, Taft, AA, Mishoe, SC, Phillips, CJ. Effect of tome and warming on breathing circuit compliance. *Respiratory Care* 1994;39(8):793-796.
- Dennison, FH, Taft, AA, Chaudhary, BA, PFT Corner #49-Noise or Upper Airway Disorder?. *Resp Care* 1993; 38 (2):202.
- Taft, AA, Mishoe, SC, Dennison, FH, Lain, DC, Chaudhary, BA. A Comparison of two methods of preoxygenation during endotracheal suction. *Respiratory Care* 1991;36:1195-1201, 1991.
- Taft, AA, Dennison, FH. Effects of working pressure and endotracheal tube size on gas delivery during pressure support ventilation with the Servo 900C. *Respiratory Care* 36:1294, 1991.
- Morey, CM, Lain, DC, Thorarinsson, B, Taft, AA, Mishoe, SC, A possible complication of central venous catheterization. *Respiratory Care* 1990;36:222-225.
- Dennison, FH, Taft, AA, Mishoe, SC, Hooker, LL, Eatherly, SB, Beckham, RW. Analysis of resistance to gas flow in nine adult ventilator circuits. *Chest* 1989; 96:1374-1379

Kathleen (Kitty) M. Hernlen, MBA
Instructor and Director of Admissions

Research Emphasis:

Publications:



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Distinguished Respiratory Therapy Alumni

The School of Allied Health's 1996 recipient of the Distinguished Alumnus Award is **Lynda Thomas-Goodfellow** (left), a 1982 graduate of the Medical College of Georgia Department of Respiratory Therapy. The presentation is being made by Dr. Shelley Mishoe, the Chairperson of MCG's Department of Respiratory Therapy.

Ms. Goodfellow is an Instructor and Director of Clinical Education at Georgia State University, Department of Cardiopulmonary Care, where she has been since 1990. She also is a member of the clinical faculty in the School of Allied Health Sciences and has worked with many MCG respiratory therapy students who complete rotations in the Atlanta area.

After completing her bachelor of science degree at MCG, Ms. Goodfellow earned a master's degree in business administration from Kennesaw State College, Kennesaw, Ga. Currently she is working on a doctorate in adult education from the University of Georgia.

Ms. Goodfellow is active in several respiratory therapy professional organizations. She has served as President, Secretary and as a delegate of the Georgia Society for Respiratory Therapy. In 1994 and 1995, she was chairman of the GSRC legislative committee, and has served on several other of the society's committees. She also has served as a delegate and committee chairman for the American Association for Respiratory Care. In addition, she

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is a member of the Georgia Society for Allied Health Professions.

Since graduation, **Rick Hall** was appointed to the faculty of Respiratory Therapy at the Medical College of Georgia in August 1994 and completed his Master of Science Degree in Allied Health Sciences at the Medical College of Georgia in December 1999. Rick was elected as Faculty Member of the Medical College of Georgia Chapter of the Alpha Eta Honor Society in 1998; Who's Who Among Students in American Universities and Colleges in 1999; was presented the Excellence in Research Award for Graduate Student Research by the Medical College of Georgia Graduate Faculty Assembly in 1999; and was recipient of the American Respiratory Care Foundation's William F. Miller, MD Postgraduate Education Recognition Award in 1999. He is also currently the President of the School of Allied Health Sciences Alumni Association, for which he has served on the Board of Directors since 1996. Rick has represented the Georgia Society for Respiratory Care by serving as a Georgia representative on the GA/SC Region VI committee since 1997 and served as the Chair of the committee in 1999.



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*School of Allied Health Sciences
Department of Respiratory Therapy
Faculty and Staff*



R. Randall Baker, PhD, RRT
Associate Professor & Chair



Arthur A. Taft, PhD, RRT
Associate Professor and
Program Director

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Franklin H. Dennison, MEd, RRT
Associate Professor



Charles R. Hall, Sr., MS, RRT
Assistant Professor and Director of
Clinical Education



Kathleen M. Hernlen, MBA, RRT
Instructor and Director of Admissions



Juan J. Reyes, BS, RRT
Research Project Coordinator

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School of Allied Health Sciences

Department of Respiratory Therapy

Clinical/Adjunct Faculty

Anderson, Jennifer B. BS

Frentzel, Michael BS

Quick, Harriet H. BS

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*School of Allied Health Sciences
Department of Respiratory Therapy
Faculty and Staff*

Joette F. Stokes
Administrative Manager 3

Ms. Stokes serves as office manager and administrative liaison to ensure smooth relations among students, faculty, staff and college administration. She has worked for MCG since 1988.

jstokes@mail.mcg.edu



LaDonna M. Butler
Administrative Specialist I

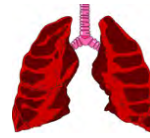
Ms. Butler serves as problem-based learning and WebCT coordinator for the department. She also provides secretarial support to faculty and staff. She has worked for MCG since 1998.

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Respiratory Therapy Alumni

Please take the time to fill out our alumni form so we can keep all of our graduates updated on their classmates!

Please provide the following information:

Name

Address

City

State

Zip

Home Phone

Parent's Phone

Email

Occupation

Place of Employment

Date of Graduation

Name at Graduation (if different)

Program Graduated

Bachelor of Science
Associate of Science

Achievements

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October 01, 2003

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About the Survey:

This survey is used to collect data from hospitals and other medical employers in the Southeast to compile information for recruitment that would be beneficial to us and to you as future employers of our bachelors and masters degree respiratory therapy students.

Please take a few minutes to complete the survey which would be very helpful in pursuing an information database for student employment. Also, please feel free to add suggestions or comments at the bottom of the survey.

If you have prepared recruitment packets or brochures which are available to incoming or graduate students seeking employment in the Respiratory Therapy field, we would appreciate it if you would send us a packet whereupon we would display the contents and provide information to our students regarding your hospital.

Thank you for your assistance in securing quality employment for Respiratory Therapy students in the Southeast.

We welcome suggestions and comments and look forward to working with your hospital in the near future.

Contact:

Charles R. Hall, Sr., MS, RRT, RPFT
Director of Clinical Education and Assistant Professor
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Human Resources Survey

1. Do you have retention bonuses for respiratory therapists? If so, please specify:

2. Do you have recruitment bonuses available to respiratory therapists or respiratory therapy students? If so, please specify:

3. Do you have tuition reimbursement available to respiratory therapists or respiratory students? If so, please specify:

4. Is tuition reimbursement for respiratory students paid for with time and service at the institution? Please provide details:

5. Are there any other recruitment aspects for your hospital? Please provide details:

6. Additional comments or suggestions:

Name of Institution:

Human Resources Manager (Future Contact Point):



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Charles R. Hall, rhall@mail.mcg.edu.

October 02, 2002

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December 02, 2002

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School of Dentistry

Office of Advanced Education

**Advanced Education Programs
(Residency Programs)**

[James T. Barenie](#), D.D.S., M.S., jbarenie@mcg.edu

Associate Dean for Academic Affairs and Advanced Education

General Information

The School of Dentistry offers seven advanced education programs:

- [General Practice](#)
- [Endodontics](#)
- [Oral and Maxillofacial Surgery](#)
- [Orthodontics](#)
- [Pediatric Dentistry](#)
- [Periodontics](#)
- [Prosthodontics](#)

The Medical College of Georgia does not offer a two-year Advanced Standing program for dentists with a dental degree from outside the United States.

The advanced education programs are designed to provide a superior level of clinical skill with an in-depth knowledge of the biological and clinical sciences applicable to the discipline. Upon successful completion of an advanced education program the candidate receives a certificate and is eligible for examination by the appropriate specialty Board. No tuition is charged for any of the advanced education programs. Stipends may be available for some programs and are determined annually depending upon availability of funds. All advanced education programs begin July 1st see the specific program for application deadlines. Some programs participate in the PASS application process and/or the Match candidate selection process.

All of the advanced education programs are accredited by the American Dental Association Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on

Postsecondary Accreditation and the United States Department of Education and currently have "Approval Status".

Positions in the advanced education programs are limited and selection is competitive.

All MCG advanced education programs require that applicants be graduates of dental schools accredited by the American Dental Association Commission on Dental Accreditation. *The Medical College of Georgia is an Affirmative Action/Equal Opportunity Educational Institution and does not discriminate on the basis of race, color, religion, creed, national origin, sex or handicap.*

Masters and Ph.D. programs in oral biology are available and are designed for individuals who desire to pursue a career in dental research or education. These programs can be pursued independently or concurrently with an advanced education program. Graduate students must enroll in the School of Graduate Studies and pay graduate school tuition.

Note: Candidates enrolled in the periodontics advanced education program are required to also enroll in the masters degree program of the School of Graduate Studies.

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Advanced Education Program in Orthodontics

Program Director

[Eladio DeLeon, Jr.](#), DMD, MS, edeleon@mail.mcg.edu
Chair of Orthodontics

Faculty[Dr. Leon Aronson](#)[Dr. Anne Sanchez](#)[Dr. Frank Hines](#)[Dr. John Stockstill](#)[Dr. Steve Powell](#)[Dr. Bob Waugh](#)

Department phone:	(706) 721-2421
Department fax:	(706) 721-6276
Program length:	30 months
No. of residents accepted:	2 or 3/yr
PASS participant:	No
Match participant:	Yes
Program deadline:	October 1
DMD/DDS:	Applicants must have a DMD/DDS from a dental school that is accredited by the American Dental Association (ADA) Commission on Dental Accreditation (CODA) by the program start date.
Accreditation status:	“Approval” status from CODA of ADA
Beginning date:	July 1 each year
National Boards:	Applicants must have successfully passed both Parts I and II of the National Board dental examination by the program start date.

The Certificate Program

The Advanced Education Program in Orthodontics provides a comprehensive course of study in clinical and didactic orthodontics. In addition, a publishable paper on an approved orthodontic subject must be completed. Successful completion of the curriculum fulfills all the educational requirements for eligibility for the examination by the American Board of Orthodontics.

The Masters Degree Program

The School of Graduate Studies offers a Master of Science in Oral Biology degree which may be taken in conjunction with the certificate curriculum. This joint program gives the student more extensive experience in research and basic science education and requires an in-depth original research project leading to a defended thesis. If the applicant desires to concurrently pursue a Master of Science in Oral Biology degree with the specialty program, the program length could be approximately 6-12 months longer. Tuition is charged on a per hour basis for the graduate courses taken. The applicant must be accepted by the School of Graduate Studies and the Department of Oral Biology. Application to the graduate program is made after acceptance to the certificate program.

A Ph.D. in Oral Biology may also be pursued concurrently with specialty training.

Tuition, Stipends, Equipment, and Benefits

Tuition: There is no tuition associated with the certificate program in orthodontics. If the resident is enrolled in the Master of Science in Oral Biology degree program, he must pay tuition for courses taken through the School of Graduate Studies. References should be made to the current Medical College of Georgia online Catalog for specific information regarding Graduate School tuition and fees.

Stipends: The residents in orthodontics share a small amount of stipend funds provided by the Medical College of Georgia Hospital. The stipend support ranges from zero to \$4,000 depending on the year in the program. [Augusta, Georgia](#) is a beautiful city with a low cost of living. This makes it ideal for residency training from a financial standpoint.

Equipment: All supplies and equipment associated with the clinical program are provided by the institution.

Benefits: The School of Dentistry provides malpractice insurance

coverage for residents while providing patient care at the Medical College of Georgia. This insurance does not cover any outside dental practice. Orthodontic residents are entitled to MCG employee holidays and 10 days of vacation/personal leave per year. For a fee, orthodontic residents are eligible to participate in the Student Health Care Program at MCG.

The Facilities

The orthodontic residents treat patients in a 10-chair clinic housed in the School of Dentistry and devoted exclusively to providing orthodontic patient care. Immediately adjacent to the clinic are laboratories, a seminar room and shared office space for residents.

The Medical College of Georgia is an
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Please email comments, suggestions or questions to:
Paula Harwell, paulahar@mcg.edu

August 28, 2003

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March 06, 2002

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Russell Long, Catalog Editor rlong@mail.mcg.edu

May 23, 2002

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Contact Us:

(706) 721-3967
(800) 221-6437
Fax: (706) 721-4642
squick@mail.mcg.edu

**Continuing Dental Education
2003-2004**

[17th MCG/AAID® Maxi-Course #101](#)

February-December, 2003

Course Directors: Dr. Roman Cibirka and Dr. Edward Mills
Medical College of Georgia, Augusta, GA and Westin Atlanta
North,
Atlanta, GA

[30 Years of Excellence Celebration](#)

October 11, 2003
MCG School of Dentistry

[Pedo at the Beach](#)

October 17-19, 2003
Course Director: Steven M. Adair, D.D.S., M.S.
Crowne Plaza Resort, Hilton Head, SC

[Dental Update For the General Practitioner #111](#)

October 24-26, 2003
Course Director: Dr. Roman Cibirka
Brasstown Valley Resort, Brasstown Bald, GA

[10th Annual Wilmer B. Eames Lecture Series #112](#)

November 15-16, 2003
Course Director: Dr. Roman Cibirka
Westin Atlanta North, Atlanta, GA

[Last Chance Continuing Dental Education #113](#)

December 11-12, 2003
Course Director: Dr. Roman Cibirka
Medical College of Georgia, Augusta, GA

[School of Dentistry Implant Fellowship](#)

July 2003 - May 2004
Medical College of Georgia, Augusta, GA

[Warm Gutta-Percha](#)
February 27-28, 2003
MCG

[MCG/AAID Maxi Course in Implant Dentistry](#)

March 2004

MCG

[MCG/AAID Maxi Course in Implant Dentistry](#)

April 2004

MCG

[Goldstein Lecture Series](#)

April 23, 2004

Radisson Riverfront Hotel, Augusta

[MCG/AAID Maxi Course in Implant Dentistry](#)

May 2004

MCG

[MCG/AAID Maxi Course in Implant Dentistry](#)

July 2004

Atlanta Westin

[19th Annual Symposium on General Dentistry](#)

July 2-8, 2004

King & Prince, St. Simon's Island, GA

[Clinical Anatomy of the Head and Neck](#)

July 9-12, 2004

Augusta, GA

[MCG/AAID Maxi Course in Implant Dentistry](#)

August 2004

Atlanta Westin

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September 2004

Atlanta Westin

[MCG/AAID Maxi Course in Implant Dentistry](#)

October 2004

Atlanta Westin

[Dental Update](#)

October 22-24, 2004

Brasstown Valley, Young Harris, GA

[MCG/AAID Maxi Course in Implant Dentistry](#)

November 2004

Atlanta Westin

[MCG/AAID Maxi Course in Implant Dentistry](#)

December 2004

Atlanta Westin

Oral Manifestations of HIV Infection

Online Continuing Education Course

Course Director: Dr. Joseph Konzelman

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October 07, 2003

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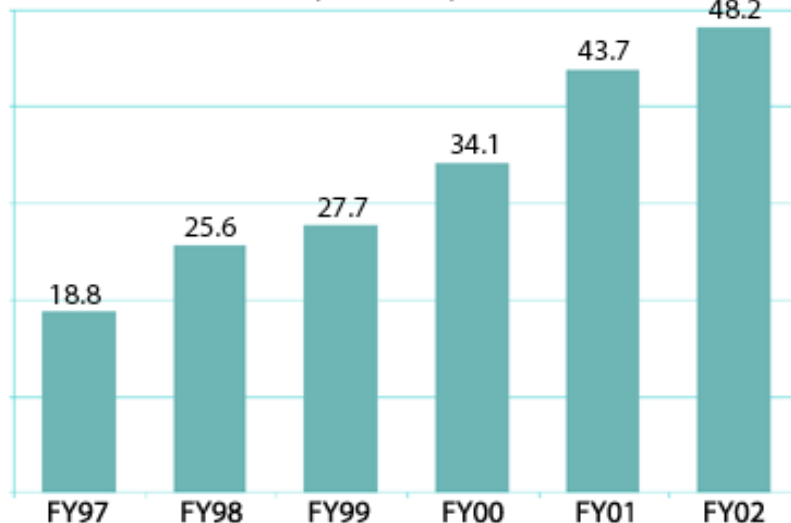
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CODE OF CONDUCT



**School of Dentistry
Medical College of Georgia**

Revised and Adopted September, 2000

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CODE OF CONDUCT
SCHOOL OF DENTISTRY
MEDICAL COLLEGE OF GEORGIA

I. INTRODUCTION

A. Professional Privilege and Responsibility

The dental profession is granted the privilege and responsibility of self-regulation by society. Honesty, integrity and ethical conduct are essential in the education of future members of a profession, which has the privilege of self-regulation. Self-regulation of the academic process is an important part of the education of a future professional.

B. Purpose

1. To define acceptable standards of academic conduct for students in the School of Dentistry and
2. To provide a process for the investigation and disposition of alleged violations.

C. Jurisdiction

1. This Code of Conduct applies to all predoctoral students of the School of Dentistry of the Medical College of Georgia in all academic and clinical settings. Matriculation and continued enrollment automatically indicates acceptance of these provisions. Students of the School of Dentistry are under the jurisdiction of the Student Judicial Committee of the Medical College of Georgia for breaches of conduct not covered under this Code of Conduct.
2. All students accepted into the School of Dentistry will be provided with a copy of this Code of Conduct. Prior to matriculation, all accepted students will be required to read and sign a statement certifying that they understand they are subject to all of its provisions.

D. Faculty Responsibility

It is the ethical responsibility of the Faculty to abide by and promote the principles espoused by the Code of Conduct. The Faculty should take whatever steps are reasonably necessary to discourage academic dishonesty. During the administration of examinations, the faculty member or their designee must be present to monitor the process. It is recommended that more than one proctor be present, and that their attention be devoted to the monitoring process. Randomized seating charts and facilities allowing for students to be seated in alternating seats should be used whenever possible. Testing materials should be constructed to discourage dishonesty. This may include multiple versions of examinations with randomized question order, or any other technique, which decreases the likelihood

of dishonesty. Appendix A lists Academic Integrity Guidelines which faculty may use to minimize academic dishonesty.

E. Student Responsibility

It is the ethical responsibility of the Student to abide by and promote the principles espoused by the Code of Conduct. The Student should take whatever steps are reasonably necessary to discourage academic dishonesty, and other violations of the Code of Conduct. Each student is expected to work independently, other than during group exercises, and it is the student's responsibility to protect the integrity of their academic material. Inherent within the process of self-regulation is the responsibility to report activities that are unethical and dishonest.

F. Enforcement and Administration

Responsibility for the enforcement of the Code of Conduct lies with the Dean of the School of Dentistry. Operational responsibility for administration of the provisions of this Code of Conduct has been delegated to the Student Affairs Committee of the School of Dentistry, a School of Dentistry Spokesperson designated by the Dean, and a Code of Conduct Administrator designated by the Dean. The Code of Conduct Administrator will normally be the Associate Dean for Student and Alumni Affairs or an equivalent student affairs administrator.

II. RESPONSIBILITIES

A. The following individuals and groups have responsibility for administration of the provisions of this Code of Conduct:

1. The Student Affairs Committee of the School of Dentistry shall have responsibility for enforcement of this Code of Conduct, for holding hearings required under this Code of Conduct, and for evaluating and amending this Code of Conduct as specified in Section X.
2. The Code of Conduct Administrator shall coordinate administration of the Code of Conduct as specified in the Code of Conduct and shall maintain all official records regarding violations of the Code of Conduct.
3. The School of Dentistry Spokesperson shall be an administrator or faculty member appointed by the Dean of the School of Dentistry. The School of Dentistry Spokesperson shall be appointed on an annual basis in keeping with the appointment of committees in the School of Dentistry. The School of Dentistry Spokesperson shall serve as a member of the Investigating Subcommittee as provided for in Section II.A.4. and shall represent the interests of the School of Dentistry in all hearings held under the provisions of this Code of Conduct.
4. The Code of Conduct Investigating Subcommittee shall have the responsibility for thoroughly investigating all alleged violations of this Code of Conduct. At the conclusion of its investigation, the Code of Conduct Investigating Subcommittee will prepare and submit a complete

written report to the Code of Conduct Administrator. The Chair of the Investigating Subcommittee shall read this report at the Hearing. The Code of Conduct Investigating Subcommittee will consist of the following three members:

- a. The Vice Chair of the School of Dentistry Student Affairs Committee will serve as Chair of the Investigating Subcommittee. In the event that the Vice Chair of the Student Affairs Committee is the complainant in a case, the Code of Conduct Administrator shall appoint another faculty member to serve on the Investigating Subcommittee.
- b. The School of Dentistry Spokesperson.
- c. The Student Affairs Committee student member representing the class of the alleged violator(s). In the event the Student Affairs Committee student member representing the class of the alleged violator is an alleged violator, the appropriate class president shall appoint another student to serve on the investigating team.

5. The Code of Conduct Hearing Subcommittee will conduct all hearings regarding alleged violations of this Code of Conduct. The Hearing Subcommittee will consist of the following seven members:

- a. The School of Dentistry Student Affairs Committee chair will serve as the non-voting chair of the Hearing Subcommittee. In the event that the Chair of the Student Affairs Committee is the complainant in a case, the Code of Conduct Administrator shall appoint another faculty member to chair the Hearing Subcommittee.
- b. Three faculty members approved by the alleged violator(s) and the School of Dentistry Spokesperson as outlined in section IV.D.1 are chosen at random from a list of Dental School Faculty by the Code of Conduct Administrator as voting members of the Hearing Subcommittee.
- c. The Student Affairs Committee student members representing the three classes other than the class of the alleged violator(s) shall serve as voting members of the Hearing Subcommittee. In the event that a case involves students from more than one class, the Code of Conduct Administrator will appoint the appropriate number of students from classes eligible to have students on the Hearing Subcommittee in order to total three students on the committee.
- d. All voting members of the Hearing Subcommittee will read and sign the "Responsibilities of a Voting Member of the Code of Conduct Hearing Subcommittee" form, Appendix B, prior to the beginning of the Hearing.

- B. All meetings, investigations, proceedings, and hearings conducted under the provisions of this Code of Conduct shall be confidential to the extent allowed by law. The Chair of the Hearing Subcommittee shall inform all members of Hearing Subcommittees of the confidential nature of proceedings conducted under this Code of Conduct at the beginning of all hearings (Appendix C).

III. CONDUCT STANDARDS FOR STUDENTS

The following behaviors constitute violations of this Code of Conduct:

- A. The giving or receiving of assistance not authorized by an instructor, test administrator, or testing agency instructions in the preparation of any assignment to be submitted for academic credit. Examples of assignments to be submitted for academic credit include but are not limited to examinations, essays, laboratory projects, electronic documents, and examinations required for graduation, which are administered by external agencies.
- B. The selling, lending, giving, (providing in any manner), theft or acquisition of information or materials unauthorized by the instructor.
- C. The possession of any materials, or the use of any procedures or practices not authorized by the instructor, course director, department, or testing agency on any examination, essay, report, assignment, laboratory project, or clinical activity to be submitted or being performed for credit or which is required for graduation. This does not include the previous test(s), which have been allowed to circulate for study purposes. It is the responsibility of the course director (supervising faculty) to inform the students of course expectations and performance standards.
- D. Plagiarism; themes, essays, term papers, tests, electronic documents and other similar requirements must be the work of the student submitting the work for credit. When direct quotations are used, they must be indicated as such, and when the ideas of another are incorporated into any work to be submitted for academic credit, those ideas must be appropriately acknowledged.
- E. The theft or procurement in any unauthorized manner of any academic or clinical materials or academic or clinical property belonging to others or to the institution.
- F. Lying with respect to activities covered by the Code of Conduct.
- G. Failure to safeguard confidentiality of patient records.
- H. All laboratory projects submitted for credit must be the work of the student submitting the project unless otherwise specifically authorized by the course director.
- I. Patient care activities by students without Medical College of Georgia School of Dentistry faculty supervision is strictly prohibited. For purposes of this section of the Code of Conduct, patient care activities by students shall include all of those activities which constitute the practice of dentistry in the State of Georgia as

defined by Section 43-11-17 and Section 43-11-1 (or the current sections of Georgia law governing the practice of dentistry) of the Laws Governing the Practice of Dentists and Dental Hygienists in Georgia (Appendix H). The following behaviors constitute violations of this Code of Conduct:

1. Patient care activities by students without approval and supervision by faculty.
2. Patient care activities by students outside of regularly scheduled School of Dentistry clinic hours including, but not limited to, nights and weekends without approval and supervision of faculty.
3. Patient care activities by students at any off campus site unless such activities are approved of students as part of a recognized School of Dentistry course.
4. The appointing of any patient of the Medical College of Georgia School of Dentistry at any off campus site.

A violation of this Section constitutes the illegal practice of dentistry and must be treated as a regular case (see IV.C). An alleged violation of this Section cannot be considered as a first offense (see IV.D).

The illegal practice of dentistry is a violation of Georgia Law. A first offense constitutes a misdemeanor and a second offense is a felony. At the discretion of the Dean, individuals found in violation of this section of the Code may be reported to the Georgia Board of Dentistry.

- J. The use of pressure, threat, abuse, or similar practices against any person involved to inhibit or prevent the reporting, investigation, or hearing of an alleged violation of this Code of Conduct.
- K. The withholding of evidence pertinent to any case under investigation or being heard, or the giving of false evidence during an investigation or hearing.
- L. The falsifying, altering, counterfeiting, forging, destroying, or causing such falsifying, altering, counterfeiting, forging, or destroying of any School of Dentistry record, form, or document.
- M. The abuse of, or causing damage to, academic materials, and/or facilities of the institution.
- N. Failure to meet the conditions of Disciplinary Probation (General or With Restrictions), as defined in Section V, A and B, below, and any violation of this Code of Conduct while a student is on probation.
- O. Displaying an inability to perform patient care activities with reasonable skill and safety to patients or is becoming unable to perform patient care activities with reasonable skill and safety to patients by reason of use of alcohol, drugs, narcotics, chemicals, or any

other type of material, or as a result of any mental or physical condition, or by reason of displaying habitual intoxication, addiction to, or recurrent personal misuse of alcohol, drugs, narcotics, chemicals, or any other type of similar substances.

IV. PROCEDURES

A. Report of Violations

Any alleged violation of this Code of Conduct will be reported in writing to the Code of Conduct Administrator by the complainant(s) within 15 school days of the violation's becoming known to the complainant(s). If the violation becomes known to the complainant while the complainant is at an off campus site, the 15 school day period shall begin at the time the complainant returns to campus.

B. Receipt of a Complaint

Upon receipt of a complaint, the Code of Conduct Administrator will ascertain whether the alleged violator has been involved in any prior violation(s). If there has not been a previous violation(s), the Code of Conduct Administrator will then determine whether the incident qualifies as a first offense in keeping with the provisions of Section IV, C. If the incident is not a first offense or if the Code of Conduct Administrator determines that the incident does not qualify as a first offense, the case will be handled in keeping with the provisions of Sections IV, D, and IV, E.

C. First Offense Violations

If the conditions for the First Offense apply and the alleged violator(s) agree(s) to this option, they will do so by willingly signing the "Admission of First Offense" Form found in Appendix D. In so doing, the accused student(s) admits to the validity of the allegations and that he/she agrees to abide by the disciplinary actions as outlined in IV.C.2.b. below. Should the student decline the First Offense option at this time, it will NOT be offered later. If the alleged violator declines the First Offense option, he/she must sign Appendix D at the appropriate location indicating that he/she was provided this option and willingly declined it, and fully realizes the consequences of such action.

1. Alleged violations of this code of conduct (except alleged violations of Section III, subsection I) may be handled as first offenses if the following conditions are met:

- a. The alleged violator has no prior record of violations of the Code of Conduct, and
- b. The complainant agrees that the incident should be handled as a first offense, and
- c. The alleged violator agrees that the incident should be handled as a first offense, and

- d. The Code of Conduct Administrator agrees that the incident should be handled as a first offense. In all cases, the Code of Conduct Administrator shall have the authority to deny first offense classification to an incident and to require that the incident be handled as a regular case in keeping with Sections IV, D, and IV, E.
- e. First offense disposition of cases involving more than one student will only be allowed if all alleged violators have no prior violations.

2. First Offense Disposition Procedures

If all of the conditions cited in Section IV.C.1.a-e are met, an incident may be disposed of as a first offense and the disciplinary action will be imposed by the Code of Conduct Administrator.

- a. The alleged violator(s) must sign a written admission that the violation took place and that the facts reported are true and accurate ("Admission of First Offense" Form found in Appendix D). This admission will be recorded by the Code of Conduct Administrator as a record of a violation of the Code of Conduct.
- b. In cases handled as first offenses, the following penalties will be imposed:
 - (1) Disciplinary probation until graduation or for the next three consecutive quarters of enrollment, whichever is shorter, and
 - (2) Restitution for replacement of any lost or damaged property, as appropriate and determined by the Code of Conduct Administrator, and
 - (3) In incidents of academic dishonesty, the course director will determine an academic penalty up to and including a failing grade in the course.

D. Regular Case Investigation Procedures

If an incident cannot be handled as a first offense as specified in Section IV, C, then the procedures of this Section shall apply and the matter shall be handled as a regular case.

- 1. The Code of Conduct Administrator will meet with the alleged violator(s) and advise the student(s) in writing that a complaint has been received. At that time, the Code of Conduct Administrator will ask the accused student(s) for a plea of not guilty or guilty.
- 2. Every alleged violator must enter an individual written plea to all charges prior to the beginning of any investigations, and the written plea(s) will be provided to the investigating subcommittee. (Appendix F) If pleas change

prior to any scheduled hearing, the Spokesperson must be informed of the change in writing.

- a. If the accused student admits to a violation and enters a plea of guilty, the student will be notified that a meeting of the Code of Conduct Hearing Subcommittee will be scheduled to formulate a recommendation for disciplinary action; the recommendation for disciplinary action will be submitted to the Dean.
 - b. If the accused student denies the allegation(s) and enters a plea of not guilty, an investigation will be conducted by the Code of Conduct Investigating Subcommittee to evaluate the evidence against the student(s). If the Investigating Subcommittee finds sufficient evidence that a violation may have occurred, a full Code of Conduct Subcommittee Hearing will be conducted.
3. The Code of Conduct Administrator will then notify the Code of Conduct Investigating Subcommittee of the alleged violation and provide the information relative to the incident.

The Investigating Subcommittee will initiate and complete an investigation of the alleged incident within 20 working days from the date of their notification. The 20 day limit will not include regularly scheduled holidays and student breaks. The Investigating Subcommittee will determine if sufficient evidence exists to proceed to a formal hearing. Each Subcommittee member will have a vote in the decision, which will be filed confidentially and individually with the Chair of the Student Affairs Committee at the completion of the investigation. The Subcommittee Chair will provide a written report to the Code of Conduct Administrator. Extensions of the 20-day limit may be granted by the Code of Conduct Administrator for cause.

If a majority of the Investigating Subcommittee find in favor of proceeding to a formal hearing, a formal hearing will be scheduled. If the decision is that insufficient evidence exists to proceed to a formal hearing, the accused student(s) and the person who filed the allegations will be required to meet together with the Code of Conduct Administrator and the Chair of the Student Affairs Committee. The intent of this meeting will be to candidly discuss the allegation(s) and provide an opportunity to mediate any differences. This report will also be presented to the Code of Conduct Hearing Subcommittee by the Investigative Chair.

4. If a Hearing is scheduled, The Code of Conduct Administrator will randomly select a list of five faculty to serve on the Hearing Subcommittee (three active and two alternates). The Student representatives will be the three student members of the Student Affairs Committee who are not members of the accused student(s) class. Two class presidents from other than the accused class, or their designees, shall serve as alternate student members of the Hearing Subcommittee.

5. The Code of Conduct Administrator and the Hearing Subcommittee Chair shall evaluate the list of proposed Hearing Subcommittee members for potential conflicts of interest. If a conflict of interest is believed to exist, the proposed Hearing Subcommittee member shall be withdrawn and a new member shall be randomly selected. This process ensures that the selection of any Hearing Subcommittee members shall not jeopardize the right of the accused to a fair and impartial Hearing. The final Hearing Subcommittee with voting rights will consist of three faculty and three student members, a total of six members.

E. Regular Case Disposition Procedures

1. In all incidents where a hearing is required, the Code of Conduct Hearing Subcommittee will hear the case, determine whether the accused student(s) has/have been involved in violations of the Code of Conduct, and, if a violation is found to have taken place, recommend an appropriate disciplinary action to the Dean.

2. Pre-Hearing Procedures

The Hearing Subcommittee Chair will notify the alleged violator in writing of:

- a. the charges against him/her,
- b. the nature of the evidence against him/her, and the names of witnesses scheduled to testify,
- c. a date for the hearing not sooner than 5 and no more than 15 school days from date of the alleged violator's notification, and
- d. the rights of an alleged violator at a hearing, i.e., the rights to:
 - (1.) be accompanied by an advisor of the student's choice who is a faculty member, an administrator, or student at the Medical College of Georgia. The advisor may not directly question either witnesses or members of the Hearing Subcommittee or participate directly in the hearing.
 - (2.) question the School of Dentistry Spokesperson's witnesses.
 - (3.) present witnesses who have pertinent testimony.
 - (4.) make a record of the hearing.
 - (5.) expect a decision based solely on evidence presented.
 - (6.) be provided a written notification of the outcome of the case
 - (7.) appeal the Dean's decision to the President of the Medical

College of Georgia.

- e. The Chair of the Hearing Subcommittee will provide the alleged violator with an Order of Proceedings for hearings held under this Code of Conduct which the Student Affairs Committee may, at its discretion, adopt for such hearings (Appendix C).

- f. The Chair of the Hearing Subcommittee will provide the alleged violator and the School of Dentistry Spokesperson with a list of the three randomly chosen faculty members and the student members of the Student Affairs Committee that are designated to serve on the Hearing Subcommittee. A pre-hearing meeting (the format of such will be agreed on by all parties) between the Chair of the Hearing Subcommittee, the accused, and the Spokesperson will then be held. The accused and the Spokesperson may each request the disqualification of one faculty and one student for cause. If a hearing subcommittee member is disqualified, the Chair of the Hearing Subcommittee will select the replacement from the next two names on the random list of faculty to replace a faculty member, or from the student list of class presidents or their designee to replace a student. The accused or the School of Dentistry Spokesperson shall have the same opportunity to reject and replace faculty and student members of the hearing subcommittee.

At the initial portion of a hearing, one standby faculty member and one standby student member will be required to attend. This is in case a faculty member or student member of the Hearing Subcommittee disqualifies themselves because of conflict of interest. The standby members will be mutually agreeable to the accused and the Spokesperson, and if not needed, will then be dismissed prior to the hearing.

- g. The Spokesperson and the accused student must provide the Chair of the hearing subcommittee with a complete list of witnesses at least 72 hours in advance of a scheduled hearing. The Chair will then provide the Spokesperson and the accused student a complete list of the witnesses at least 48 hours in advance of a scheduled hearing. It is the Spokesperson's and accused student's responsibility that their corresponding witnesses are notified of the hearing date and time, and that they attend the hearing.

If additional witnesses are introduced at the time of the hearing by either the accused student(s) or the Spokesperson, it will be left to the discretion of the Chair of the Hearing Subcommittee as to the relevance of their testimony and to their participation in the hearing. If a witness or witnesses fail to attend the hearing, it will be left to the discretion of the Chair of the Hearing Subcommittee as to whether the hearing will proceed, or will be re-convened at a later date.

3. Hearing Procedures

- a. Attendance in the hearing room may be limited to: The Hearing Subcommittee, the School of Dentistry Spokesperson, the alleged violator, the alleged violator's advisor, and witnesses during the time of their testimony only, and officials of the Medical College of Georgia. The Chair of the Hearing Subcommittee will rule on the presence of any other individuals who wish to attend the hearing.
- b. Only evidence pertinent to the specific allegation(s) may be considered. Knowledge of prior violations or admission of guilt may not be made known or considered in determining guilt or innocence. Pertinent evidence may refer to new findings arising as a result of the investigation process.
- c. Only in extraordinary circumstances will there be separate hearings if there is more than one alleged violator. Such a circumstance will be determined by the Code of Conduct Administrator and the School of Dentistry Spokesperson.
- d. The Hearing Subcommittee Chair will read aloud the contents of Appendix C, "Chair's Summary Statement" and provide information pertinent to the specific Hearing. This document states that the proceedings will be recorded and introduces the Subcommittee members, the accused, and the accused's advisor and outlines the function of the Chair, presents the order of events which will occur at the Hearing, specifies how the evidence is to be evaluated and states the criteria the Subcommittee members are to utilize in reaching their decision.
- e. The Hearing Subcommittee Chair will read the allegation(s) to the alleged violator and request the alleged violator's plea.
- f. The School of Dentistry Spokesperson will present the case against the alleged violator. The alleged violator will present the defense.
- g. Witnesses may be recalled for clarification of testimony or to give further testimony. All witnesses to be called will be sworn by oath by a Notary Public for the State of Georgia (Appendix G).
- h. The Hearing Subcommittee will consider the evidence in executive session. If it is necessary to recall a witness for clarification after the Subcommittee adjourns into executive session, the School's Spokesperson, the alleged violator, the alleged violator's advisor shall be present and all except the alleged violator's advisor have the right to question the witness regarding the witness's clarifying statements.
- i. Nothing in the Code of Conduct shall prevent an accused student

from pleading guilty to any alleged violation of this Code and waiving the right to a full hearing on the charges. All pleas of guilty and waivers of hearing must be presented to the Chair of the Hearing Subcommittee in writing on a waiver of hearing form acceptable to the Chair of the Hearing Subcommittee (Appendix E). In the case of a plea of guilty, evidence related to the facts of the violation will not be presented and the Hearing Subcommittee's sole responsibility will be to recommend appropriate disciplinary action to the Dean.

4. Hearing Outcome

Four votes are required to find a student in violation of the Code of Conduct. In the deliberations of the Hearing Subcommittee, the three faculty members and the three students are required to vote; the Chair of the Hearing Subcommittee does not vote.

5. In the event a student is found to have violated the Code of Conduct or admits to a violation of the Code of Conduct, the Hearing Subcommittee will recommend an appropriate disciplinary action to the Dean. The Hearing Chair will read the list of Disciplinary Actions from which the Hearing Subcommittee members are to select their recommendation (Section V., A. - E.). Before the Hearing Subcommittee begins deliberations to formulate a recommendation for disciplinary action, the School of Dentistry Spokesperson will inform the Subcommittee of any previous violations on the record of the accused student. The Spokesperson will also provide the Subcommittee with a suggested disciplinary action. Four votes are required for recommendation of a specific disciplinary action to the Dean. All Subcommittee members (except the Chair) will vote.

V. DISCIPLINARY ACTIONS

The following are possible disciplinary actions, which can be recommended to the Dean by the Hearing Subcommittee through regular case disposition procedures. These penalties are not all-inclusive and may be modified depending on the nature of the violation or violations.

A. Administrative Probation

An official warning that the student's conduct violates the Code of Conduct but is not sufficiently serious to warrant expulsion, dismissal or suspension. This type of probation does not carry concurrent restrictions. Continued enrollment depends on maintaining satisfactory citizenship during probation. A favorable recommendation normally will not be furnished by the university during probation. It shall be imposed for a specified period of time during which any other additional violations of the Code of Conduct will result in more severe disciplinary actions.

B. Administrative Probation with Restrictions

This action is a warning that the student's behavior is unacceptable and includes other sanctions, which do not require an interruption or termination of the student's enrollment. Probation shall be imposed for a specified period of time during which any other violation of the Code of Conduct will result in more severe disciplinary actions. A favorable recommendation normally will not be furnished by the university during probation. Sanctions, which may be imposed as restrictions, shall include but not be limited to:

1. Loss of scholarship and educational loan awards from funds under the direct control of the Medical College of Georgia or the School of Dentistry (federal aid programs are not included in this provision);
2. Loss of credit for any test, paper, report, essay, laboratory project, or clinical procedure involved in the violation;
3. A failing grade for the course or courses in which the violation(s) occurred;
4. Restitution for damages or replacement of property;
5. Loss of the privilege of representing the School of Dentistry in any official capacity or loss of the privilege of representing the student body of the School of Dentistry in any official capacity.
6. Suspension of clinical privileges for a period of time to be determined by the Hearing Subcommittee. The student will remain enrolled in the curriculum and participate in all activities, except those involving direct patient care. Appropriate measures to insure continuity of patient care must be an integral portion of any such disciplinary recommendation.
7. Other sanctions as deemed appropriate.

C. Suspension

This action terminates the enrollment of a student in the School of Dentistry for a specified period of time. Participation in courses and School of Dentistry activities is prohibited during the suspension period. A suspension will usually require the reassignment of the student's patient population. At the end of the suspension period, re-enrollment may require a period of skills assessment and re-development as a student in the School of Dentistry and new patients will be assigned.

D. Expulsion

The permanent denial of the individual's privileges to attend the School of Dentistry. A student found to have violated Section III.I, regarding the illegal practice of dentistry, will be recommended for expulsion.

E. Nothing in the Code of Conduct shall prevent a student from receiving a

combination of penalties, such as a suspension for a specified number of quarters, to be followed by a period of probation, which could also include restrictions.

VI. REVIEW BY THE DEAN

- A. The outcome of all hearings held before a Hearing Subcommittee of the Student Affairs Committee will be reported to the Dean as advisory to the Dean. The authority for final action by the School of Dentistry in all cases rests with the Dean. The Dean will review each Hearing Subcommittee report to determine that:
 - 1. The violator was accorded due process.
 - 2. The facts of the case support the findings of the Hearing Subcommittee.
 - 3. Recommendations for disciplinary action, if any, are appropriate.
- B. After reviewing reports of the Hearing Subcommittee, the Dean may:
 - 1. Approve and implement the report of the Hearing Subcommittee, or
 - 2. Amend and implement the report of the Hearing Subcommittee, or
 - 3. Remand the case back to the Hearing Subcommittee for further review and consideration.
- C. Any portions of the Code of Conduct in conflict with Section VI, as stated here, are rendered null and void by this Section and in any instances where conflicts may occur, this Section shall govern.

VII. APPEALS

Any student found to have violated this Code of Conduct has the right to appeal the Dean's decision to the President of the Medical College of Georgia as described in the most recent MCG catalog and the most recent MCG Student Handbook.

VIII. RECORDS

- 1. If the accused student(s) is/are found to be in violation of this Code of Conduct, all records pertaining to the case shall then be retained in the office of the Code of Conduct Administrator. If a student is expelled or suspended, the records shall be maintained in the student's permanent file in the MCG Registrar's Office.
- 2. If the accused student(s) is/are found not to have violated the Code of Conduct, by the Hearing Subcommittee, and the Dean concurs with the findings, all investigative materials, evidence, etc., shall be retained in the office of the Code of Conduct Administrator. If review by the Dean subsequently finds that the accused student(s) is/are in violation of the Code of Conduct, all records will be retained as previously described. A record of the action shall be retained by the Code of Conduct Administrator.

IX. ANNUAL REPORT

During the first full month of the Fall Semester, the Chair of the Student Affairs Committee will provide a report of the previous year's activity to the faculty and students. The report should include the number of alleged violations reported, the number of proven violations, admissions of guilt, acquittals, and any disciplinary actions imposed.

X. REVIEW AND REVISION

1. Every 2 years, the Chair of the Student Affairs Committee will appoint a subcommittee under the direction of the Vice Chair of the Student Affairs Committee to evaluate this Code of Conduct. At least one student, one School of Dentistry faculty member and the current School of Dentistry Spokesperson will be on this subcommittee. The Code of Conduct may be evaluated more frequently at the request of the Dean or the Student Affairs Committee.
2. The Code of Conduct will be revised as needed following the evaluation. All revisions must be approved separately by a majority vote of the faculty and student body.
3. The Code of Conduct may be revised by the Dean at any time it is determined to be in violation of Medical College of Georgia policies.
4. The current Code of Conduct will be in effect until such time as revisions are approved.

The faculty and students of the School of Dentistry have approved this revision of the Student Code of Conduct, September, 2000.

APPENDIX A

Faculty Involvement with Academic Testing Integrity

The following is a list of steps faculty can use to minimize academic dishonesty:

1. Whenever possible, all tests and major examinations should be given in AD-1020 which allows seating of students in alternating seats.
2. Every time a test or major examination is given, a randomized seating assignment should be used. To this end, the seat numbers in all lecture rooms need to be clearly marked.
3. Every time a test or major examination is given, multiple versions of the examination should be distributed
4. If AD-1020 can not be scheduled, every attempt to arrange for alternate seating should be made. For example, the front rows of AD-2001 and 3001 can be filled by seating students next to one another, and the back rows can be used with alternate seating. In this manner, the students in front can be monitored much easier than if they were sitting next to one another in the back of the room.
5. All examinations and tests should be actively monitored by at least two persons. Proctoring is a full-time job and faculty should not bring personal work to do during the examination.
6. Students taking tests or major examinations should not be permitted to bring materials, other than those allowed by the course director to their desks during the time of the examination. Purses and book bags should be left in the front of the room.
7. Students should not be permitted to wear dark glasses, baseball caps or lab coats during tests and major examinations.
8. Course directors should directly state their views on testing dishonesty at the first day of class and state the means by which they will proceed with any reported violations.
9. Prior to each test or major examination, the faculty should clearly state that dishonesty would not be tolerated.

The following suggestions pertain to maintenance of testing integrity for quizzes:

1. Consideration should be given to having the quiz at the end of class instead of at the beginning.
2. Quizzes should be returned in a fashion similar to that used for regular examinations, where the student completes the quiz, takes it to the front of the room and leaves the room for the next class. The completed quiz should not merely be passed to one side of the aisle and collected.
3. Faculty monitoring of quizzes should be no different from that suggested for tests and major examinations as outlined above.

4. If the major reason for giving an examination is to take attendance, then consider passing out an attendance sheet instead.
5. Prior to each quiz, faculty should clearly state that dishonesty would simply not be tolerated.

The following are actions faculty can utilize when academic dishonesty is suspected or observed:

1. The student **MUST** be permitted to complete the examination and hand it in.
2. If a faculty member suspects cheating, the faculty member should inform the other testing monitor in the room and both should observe the suspect(s). Confirmation of cheating by a second testing monitor is extremely valuable in prosecuting the case through the Code of Conduct hearing process.
3. The following statement could be read aloud if suspicious activity is observed:
"Suspicious activity has been noticed. This is the only warning you will receive. If it does not stop, a violation of the Code of Conduct will be reported."
4. Faculty should provide students with the method that is permissible to ask questions during a test or major examination. Consideration should be given to the opportunity a student has for viewing work of others while they are walking to the test proctor to ask their question.
5. If blatant dishonesty is observed, it is not necessary to provide any form of warning. However, at all times, try to obtain confirmation by another testing monitor.
6. If a report of a violation of the Code of Conduct is made, the student should be informed immediately. This should be done in private. The other test monitor can take over the major responsibility of observing the class while you inform the student of your intent to report the violation after the student has handed in the examination and has left the room.

APPENDIX B

Responsibilities of a Voting Member of the Code of Conduct Hearing Subcommittee

By signing this document, I certify that I have read the most current version of the Medical College of Georgia School of Dentistry Code of Conduct and fully understand its contents. I will make my decisions in this proceeding based solely upon the preponderance of the evidence presented. I am fully aware that I must vote when asked to do so, and that I may not abstain. I am also prepared to render a recommendation for disciplinary action if a violation of the Code of Conduct has taken place. I promise to keep knowledge of all evidence and proceedings discussed in this Hearing in the strictest of confidence to the extent allowed by the law.

Signed

(Name)

(Faculty/Student- please circle)

Date

APPENDIX C

Summary Statement of the Code of Conduct Hearing Subcommittee Chair

To be delivered by Hearing Chair at the beginning of the Hearing after initiation of audio recording:

It is _____ o'clock on DAY OF WEEK; MONTH, DAY, YEAR, and we are in room _____ of the MCG School of Dentistry for the purpose of hearing the evidence related to an alleged violation of the School of Dentistry Code of Conduct. The proceedings of this meeting will be preserved on audiotape. My name is _____ and I serve as Chair of the Student Affairs Committee and chair of this Hearing Subcommittee. Also present at this hearing are faculty and student members of the Hearing Subcommittee, the School of Dentistry Spokesperson, and the accused student(s). At this time, I would like the members of the Hearing Subcommittee and the School of Dentistry Spokesperson to state their names and identify their role in this hearing so we have a record of their presence. We will begin with (name of person) and go around the table.

(Subcommittee members and Spokesperson record their presence on the audio recording).

There are two alternate Subcommittee members here this evening. Would the alternates please state their names for the record?

_____ (Chair states accused student's or students' name(s)) is also present and is accused of violating the Code of Conduct. Please state your name and class for the record.

Mr./Ms. (accused student), do you have an advisor present to assist and advise you?

(If yes, have student name the advisor (or advisors) and:) As advisor to the accused student, please state your name for the record.

At this time, I will query the Hearing Subcommittee regarding conflicts of interest. Do any members of the hearing panel believe that their circumstances would prevent them from being fair and impartial in this proceeding?

(Chair waits for responses and excuses Subcommittee members or alternates as appropriate)

The unused alternate members are now dismissed.

Subcommittee Hearing members will now read and sign the "Responsibilities of a Voting Member of the Code of Conduct Hearing Subcommittee", Appendix B of the Code of Conduct.

The purpose of this meeting is to present evidence and testimony to the voting members of the Hearing Subcommittee concerning the specific portion of the Code of Conduct which is alleged to have been violated. All participants should note that these proceedings will produce a portion of the accused student's record of enrollment at the Medical College of Georgia, and that federal law prohibits the release of any portion of a student's record without the written consent of the student. Therefore, these proceedings must remain confidential to the extent allowed by law, and no information from this hearing may be released to any third party without the written consent of

the student; the only exception to this is notification of appropriate institutional officials necessary to implement any decisions reached here.

After presentation of the evidence as obtained from the investigative subcommittee, the accused student will have the opportunity to present evidence and witnesses as well as to ask questions of any witnesses present. At any time during the hearing, any Subcommittee member or the accused can ask questions. Once all evidence and witnesses have been presented and all questions have been addressed, the Hearing Subcommittee will meet in closed session to determine whether a violation of the Code of Conduct has taken place.

The function of the Hearing Chair during the closed session is to stimulate a thorough evaluation of the facts and to promote dialogue. The Chair is not to bias the flow of thought of the voting subcommittee members. If the subcommittee members feel that they require additional information from evidence or witnesses, the accused student, the accused student's advisor, the School of Dentistry Spokesperson and any pertinent witnesses may be recalled. Once the Subcommittee members feel that sufficient discussion has transpired to enable them to reach an individual decision, as whether the accused student has been involved in a violation, the Chair will take a vote by written ballot. It should be emphasized that the standard of proof on which voting members must base their decision is the standard for administrative law, which is a preponderance of the evidence. This is in contrast to the standard of proof in criminal cases, which require proof beyond a reasonable doubt. In order to find an accused student in violation of the Code of Conduct, four out of the six votes must indicate as such. Innocence is decided by any vote yielding less than four guilty decisions.

After voting, the accused student and the School of Dentistry Spokesperson will be asked to join the hearing subcommittee, whereupon the Chair reads aloud the results of the decision. If the accused student is not found to have been involved in a violation, all investigative materials, evidence, etc. shall be destroyed. A record of the action shall be retained in the Office of the Code of Conduct Administrator. If the Subcommittee finds the student in violation of the Code of Conduct, the School of Dentistry Spokesperson will be requested to provide suggestions for disciplinary action. The Subcommittee will again meet in closed session to consider the appropriate disciplinary action to be taken. The Subcommittee will then vote on this decision. Four votes are required for recommendation of a specific disciplinary action to the Dean. If the student has been found guilty, all records pertaining to the case shall be retained in the office of the Code of Conduct Administrator for 3 years after the student is no longer enrolled at the School of Dentistry and then destroyed. If the student is expelled or suspended, the records shall be maintained in the student's permanent file in the MCG registrar's office. The Subcommittee recommendation will be forwarded to the Dean for consideration. The Dean may approve and implement the recommendation, amend and implement the recommendation or remand the case back to the Hearing Subcommittee for further consideration.

Any student found to have violated the Code of Conduct has the right to appeal the Dean's decision to the President of the University. Again, it must be emphasized that all statements and evidence presented in this room are done so in confidence and are not to be repeated, except where the law permits such.

The Chair will then read the specific charge(s) against the student(s) and ask the accused student to enter a plea of either guilty or not guilty to the alleged violation(s).

APPENDIX D

Admission / Refusal of First Offense

The following is a list of the prerequisites for First Offense consideration:

1. Alleged violations of this Code of Conduct (except alleged violations of Section III, subsection I) may be handled as first offenses if the following conditions are met:
 - a. The alleged violator has no prior record of violations of the Code of Conduct, and
 - b. The complainant agrees that the incident should be handled as a first offense, and
 - c. The alleged violator agrees that the incident should be handled as a first offense, and
 - d. The Code of Conduct Administrator agrees that the incident should be handled as a first offense. In all cases, the Code of Conduct Administrator shall have the authority to deny first offense classification to an incident and to require that the incident be handled as a regular case in keeping with Sections IV, D, and IV, E.
 - e. First offense disposition of cases involving more than one student as alleged violators will only be allowed if all students have no prior violations.
2. First Offense Disposition Procedures

If all of the conditions cited in Section IV.C.1.a-e are met, an incident may be disposed of as a first offense and the disciplinary action will be imposed by the Code of Conduct Administrator.

- a. The alleged violator(s) must sign a written admission that the violation took place and that the facts reported are true and accurate ("Admission of First Offense" Form found in Appendix D). This admission will be recorded by the Code of Conduct Administrator as a record of a violation of the Code of Conduct.
- b. In cases handled as first offenses, the following penalties will be imposed:
 - (1) Disciplinary probation until graduation or for the next three consecutive semesters of enrollment, whichever is shorter, and
 - (2) Restitution for replacement of any lost or damaged property, as appropriate and determined by the Code of Conduct Administrator, and
 - (3) In incidents of academic dishonesty, the course director will determine an academic penalty up to and including a failing grade in the course.

I have read the above description of the First Offense option and agree to its use pertaining to the present allegation. I realize that, should I decline the First Offense option if offered, I will not have the opportunity to obtain it later for the said allegation. By doing so, I fully understand that my choosing this option is an admission to the allegations and I also agree to abide by the disciplinary actions which are imposed as stated below:

Signed: Student

_____	_____	_____
Printed name	Signature	Date

Signed: Witness

_____	_____	_____
Printed name	Signature	Date

I acknowledge that the First Offense option was clearly explained and offered to me, however, I decline to take this option. I deny that I have been involved in a violation of the Code of Conduct and I plead not guilty to the accusations against me. I realize that an investigation of the allegations will be made, and that a full Code of Conduct Hearing may be held to determine my guilt or innocence. I also acknowledge that I may plead guilty any time during this process by signing the Waiver of Hearing Form (Appendix E).

Signed: Student

_____	_____	_____
Printed name	Signature	Date

Signed: Witness

_____	_____	_____
Printed name	Signature	Date

APPENDIX E

Waiver of Hearing Form

I, _____, hereby waive my right to a hearing on charges that I have been involved in a violation of the Code of Conduct of the School of Dentistry at The Medical College of Georgia and I agree to accept the decision of the Hearing Subcommittee in this matter.

I have been informed of my rights in this matter and I agree to waive those rights.

I understand that I retain my right to appeal any decision reached in this matter.

I execute this waiver of my own free will and with full understanding of my actions and their possible consequences.

Student Name (printed)

Student Signature

Date

Witness

Date

APPENDIX F

Regular Case Written Plea Form

I. Plea of Not Guilty

I deny that I have been involved in the following violations of the Code of Conduct and I plead not guilty to the allegations:

I realize that an investigation of the allegation(s) will be made, and that a full Code of Conduct Hearing may be held to determine my guilt or innocence. I also acknowledge that I may plead guilty any time during this process by signing the Waiver of Hearing Form (Appendix E).

Signed: Student

_____	_____	_____
Printed name	Signature	Date

Signed: Witness

_____	_____	_____
Printed name	Signature	Date

Regular Case Written Plea Form

II. Plea of Guilty

I plead guilty to the following violations of the Code of Conduct:

I hereby waive my right to a hearing on charges that I have been involved in a violation of the Code of Conduct of the School of Dentistry at the Medical College of Georgia. I understand that the recommendations of the Hearing Subcommittee will be forwarded to the Dean for his or her consideration.

I have been informed of my rights in this matter and I agree to waive those rights.

I understand that I retain my right to appeal any decision reached in this matter.

I execute this waiver of my own free will and with full understanding of my actions and their possible consequences.

Signed: Student

Printed name

Signature

Date

Signed: Witness

Printed name

Signature

Date

APPENDIX G

WITNESS OATH

Witnesses to testify at a Code of Conduct violation Hearing will be sworn in (en masse) prior to their statements. A Notary Public from the State of Georgia will read the following statement:

Raise your right hand and repeat after me....

"I, (state your name), solemnly swear to tell the truth, the whole truth and nothing but the truth, so help me God".

If someone objects to the above oath, they may reply "yes" or "no" to the following question:

"Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?"

After being sworn in, the witnesses will be dismissed from the Hearing room. They will be called back when their testimony is needed.

APPENDIX H

The following represents **Section 43-11-17. Acts which constitute the practice of dentistry - Law Governing the Practice of Dentists and Dental Hygienists in Georgia.**

Except as expressly provided in this chapter, any person who performs any of the following procedures, operations, or services shall be regarded as practicing dentistry within the meaning of this chapter:

- (1) Operates or performs part of any dental operation of any kind upon the human oral cavity, teeth, gingiva, alveolar process, maxilla, mandible or associated structures, or associated contiguous masticatory structures for the treatment of diseases or lesions of such structures;
 - (2) Extracts teeth or attempts to correct a malposition thereof;
 - (3) Fills or crowns a human tooth or teeth;
 - (4) Does any dental operation whatsoever on the human oral cavity, teeth, gingiva, alveolar process, maxilla, mandible or associated structures, or associated contiguous masticatory structures;
 - (5) Examines any human oral cavity, teeth, gingiva, alveolar process, maxilla, mandible or associated structures, or associated contiguous masticatory structures or takes an impression thereof for the purpose of diagnosing, treating, or operating upon the same;
 - (6) Makes, repairs, adjusts, or relines appliances usable on teeth or as teeth unless such appliances, repairs, adjustment, or relines are ordered by and returned to a licensed dentist;
 - (7) Undertakes to do or perform any physical evaluation of a patient in his or her office or in a hospital, clinic, or other medical or dental facility prior to, incident to, and appropriate to the performance of any dental services or oral or maxillofacial surgery;
 - (8) Diagnoses dental radiographs or makes radiographs except for use by a licensed dentist or a licensed physician; or
 - (9) By any means whatsoever makes it known, implies, or holds out to the public in any fashion that such person will do any of the operations, procedures, or services set forth in this subsection.
- (b) Proof of any one or all of the acts mentioned in this Code section shall constitute prima-facie evidence of the practice of dentistry.

In addition, the Dental Practice Act defines Dentistry in the following manner:

Code Section 43-11-1

- (5) "Dentistry" means the evaluation, diagnosis, prevention, or treatment, or any combination thereof, whether using surgical or nonsurgical procedures, of diseases, disorders, or conditions, or any combination thereof, of the oral cavity, maxillofacial area, or the adjacent and associated structures, or any combination thereof, and their impact on the human body provided by a dentist, within the scope of his or her education, training, and experience, in accordance with the ethics of the profession and applicable law, including, but not limited to, the acts specified in Code Section 43-11-17.



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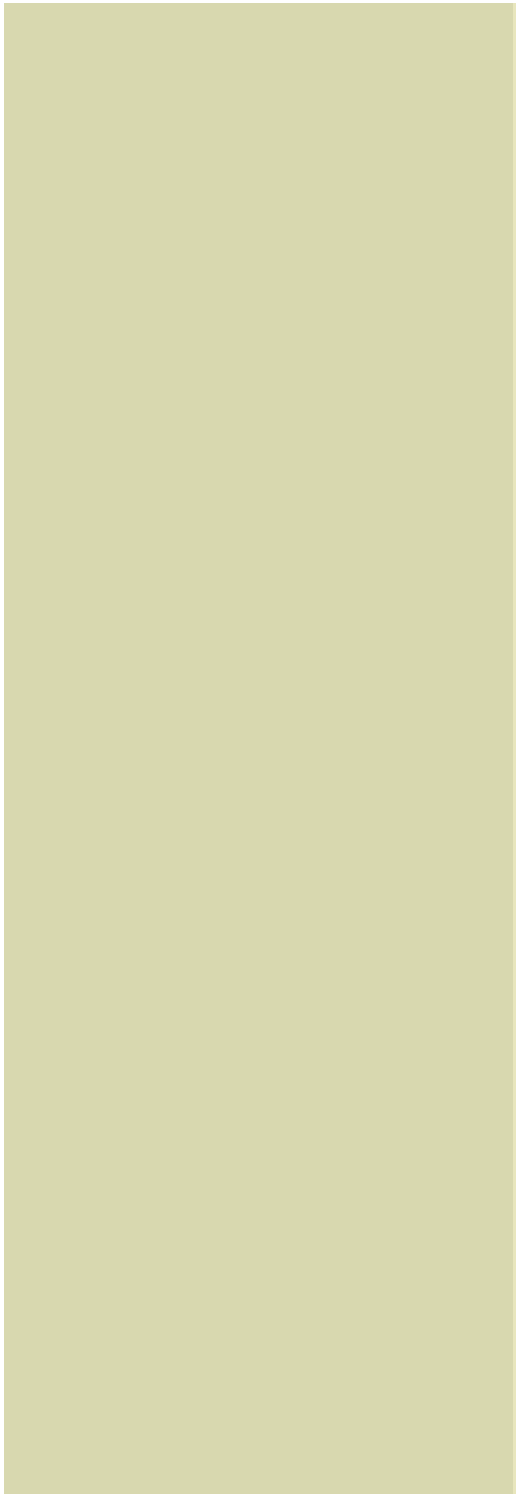
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General Information

The Medical College of Georgia



The Medical College of Georgia, Georgia's health sciences university, was founded in 1828 and is the 11th oldest medical school in the nation. The university includes the Medical College of

Georgia Hospital and Clinics, the MCG Children's Medical Center and Schools of Allied Health Sciences, Dentistry, Graduate Studies, Medicine and Nursing. MCG Hospital and Clinics comprises more than 80 specialty clinics and a regional trauma center.

The university has a strong commitment to research, building on a proud tradition that boasts, among other achievements, a cure for pellagra and the groundwork that led to such breakthroughs as fertility pills, birth-control pills and beta-blocking drugs for cardiac arrhythmias. MCG's many initiatives in education, research and patient care-including its Center for Telemedicine and Institute of Molecular Medicine and Genetics-are ushering in a new era of health care delivery and treatment of disease. Other research initiatives at MCG focus on areas such as Alzheimer's disease, schizophrenia, cardiovascular disease, diabetes and sickle cell anemia.

MCG's extramural funding has more than tripled in the past ten years, growing from approximately \$7.7 million in 1988 to approximately \$27 million in 1998.

The assets of the Medical College of Georgia Foundation have grown from \$15.8 million in 1988 to more than \$62 million in 1998. These assets include an endowment of more than \$36 million. This endowment has primarily been used to recruit world-class scholars. During MCG

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President Francis J. Tedesco's tenure, he has established 13 endowed chairs, including five Eminent Scholar Chairs.

The university's campus is expanding dramatically to accommodate its growth. Recent additions to the campus include the Children's Medical Center, Ambulatory Care Center/Specialized Care Center, Interdisciplinary Research Building and Center for Sports Medicine.

Educational Facilities

The Medical College of Georgia excels in research and patient care, but since its inception in 1828, its top priority has never changed: educating future health care professionals. Resources throughout campus reflect our commitment to our students. These resources, which also lend themselves to MCG research, are particularly well-suited for MCG's approximately 400 graduate students.



The Carl T. Sanders Research and Education Building provides classroom space and laboratories designed to optimize educational opportunities. MCG's state-of-the-art

Interdisciplinary Research Building links basic and clinical sciences. In addition to standard research equipment in each department, institutional facilities include an animal behavior center, transgenic animal facilities, flow cytometry center, core microscopy facility, molecular biology core facility, cell culture facilities, molecular modeling center, a modern laboratory animal facility and a nursing anesthesia simulation lab.

The Robert B. Greenblatt, M.D. Library contains more than 170,000 bound volumes and subscribes to more than 1,200 journals. It is highly computerized with access to other University System of Georgia library collections, database searching and interlibrary loans.



The Medical College of Georgia excels in innovative teaching methods. For instance, the university takes full advantage of distance-learning technology, enabling students to take classes from distant sites. Classes also incorporate the Internet and other technology.

Undergraduate programs in many MCG graduate disciplines enable graduate students to teach in their areas of expertise. Also, clinical agreements allow students to participate in clinical practice sites throughout the Southeast.

Student Housing

MCG offers five on-campus residence facilities, including two that can accommodate families. The MCG Housing Office also can help match you with off-campus housing facilities. For more information, call the MCG Housing Office at (706) 721-3471, or check out our web site: <http://www.mcg.edu/students/affairs/house/>

Financial Aid

As a state-assisted university, the Medical College of Georgia offers one of the most reasonably priced graduate educations available. Several means of financial aid are available to make your MCG education an even better investment. Many Ph.D. students in the biomedical sciences receive graduate stipends and research assistantships funded through the School of Graduate Studies and research grants. Departments with National Institutes of Health grants also have some predoctoral training positions available. Tuition for graduate assistants appointed by the Dean is \$25 per semester.

Scholarships, stipends, grants, loans and employment

opportunities are available from MCG and external sources.

For more information, contact the MCG Office of Student Financial Aid, (706) 721-4901, or check out our web site: <http://www.mcg.edu/students/finaid/>

Campus Life

The Medical College of Georgia offers many opportunities for fun and relaxation.

The MCG Student Center features a snack bar, cafeteria and game tables. A putting green and courts for tennis, racquetball, volleyball and basketball are located near the Student Center. MCG's Student Government Association sponsors regular student parties and get-togethers, and students are encouraged to join extramural sporting teams.

The campus is beautifully landscaped. Towering oaks, flowering pear trees, dazzling azaleas and colorful bulbs abound. Spring, of course, offers the most dramatic scenery, but lush greenery is a year-round delight.



The MCG Police Bureau maintains a friendly, highly visible presence on campus around the clock. Campus police officers offer an escort service upon request. Special phones are placed

outdoors throughout campus to enable immediate access to the Police Bureau. The Police Bureau publishes quarterly crime reports and makes them available upon request.

The campus is within easy walking distance of restaurants, banks, stores and other city amenities. A city bus line makes stops on campus, offering convenient, inexpensive transportation.

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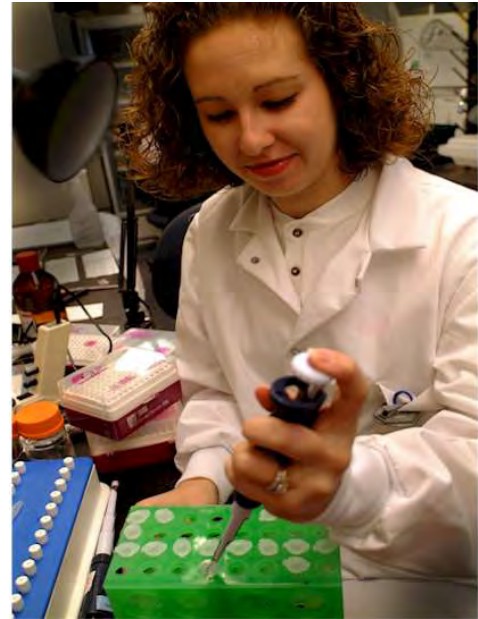
Core Curriculum Increases Options for MCG Graduate Students

Toni Baker

From her middle-school days, Paige Gaddy liked dissecting frogs, science fairs and problem solving.

She knew she wanted to be a scientist when she grew up. "In science every day is a different day," she says.

But such a passion has a price.



She remembers her first two weeks as a graduate student in biomedical sciences at the Medical College of Georgia, when individual researchers would come and talk with the students about their work.

"I wanted to do everything everyone was doing ... cell-signaling, cancer research, vascular biology, all kinds of physiology. It was a huge range of everything, I would have been lost if I had had to come here and pick a department," she says.

Fortunately, she was not lost. She and her classmates, who started in 2000, were already investigators of sorts, learning from a new approach to teaching the increasingly complex, often awe-inspiring and potentially overwhelming field of biomedical sciences.

This past year, the MCG School of Graduate Studies put aside the old way of teaching in which each new student was accepted into a specific track that led to a doctor of philosophy in one of six areas: cellular

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biology and anatomy, biochemistry and molecular biology, pharmacology and toxicology, physiology, molecular medicine and genetics or vascular biology.

Instead Paige and her classmates shared a common admission process and core curriculum for their first year, learning some basics about science and being a scientist.

"The common core curriculum provides more options for students, more informed choice opportunities," says Dr. Gretchen B. Caughman, associate dean for the School of Graduate Studies and program director for the first year of the biomedical sciences graduate program.

"It also provides them a basic knowledge, no matter what their specialization ultimately becomes. They have a better foundation of broad knowledge about what scientific research is about," she says.

Students learn basics such as the principles of experimental design, how to use biomedical literature, how to communicate as a scientist and research ethics. They also have three lab rotations – the first in the middle of their first semester – and an option for a fourth during the summer if they haven't yet picked a calling.

"They learn what it really means to do immunology research or molecular medicine research vs. pharmacology plus they learn it on a more personal level because they actually work in the laboratories of the individuals they are going to spend the next four and a half years with," Dr. Caughman says. "They don't have to come in the door saying, 'I'm going to be an immunologist. I'm going to be a pharmacologist.' They are then married to that track or it takes a good bit of effort and lost time to change." Paige knew students in the previous class who came into a program sure of what they wanted and found themselves *unsure* shortly afterward.

Perhaps the core approach is most important because the students have not only so many choices, but they come from such different places; some have a

bachelor's degree, others have a master's, still others have previous careers. "We don't like to limit what they come from," Dr. Caughman says. Two of Paige's classmates, engineers from the Georgia Institute of Technology, have done extremely well, Dr. Caughman says; the 2001 incoming class includes a computer scientist.

The common admissions and first-year core curriculum levels the playing field for these students as it spreads out science before their eyes.

And so Paige found Dr. Simon J. Conway, a young developmental biologist and geneticist exploring the intricacies of heart development and elucidating how sometimes it can go awry. The first time she met him was in those first two weeks of presentations that overwhelmed and enthused. "I had never had a developmental biology class in my life," she says. But between Dr. Conway's passion about his work and the core curriculum's three weeks of intense classwork in that area, she was sold.

Paige spent her second lab rotation with Dr. Conway. "I had a great time. I got along with everybody. Dr. Conway really bent over backwards to make me comfortable. I had my desk laid out for me when I got there. I knew I was wanted." So she stayed.

With just her first year behind her, she already has her own studies, looking for the onset of genes in different periods of normal mouse development and how neural crest cells migrate to form key body structures such as the heart. By the end of the summer, she hopes to have a first-author paper.

They are looking at a gene, *noelin-1*, which is expressed in normal mouse development. "We want to find out what *noelin* looks like in the normal mouse, throughout the heart especially, and what it's going to do in our mutant mouse, that doesn't have neural crest cell migration," Paige says. The researchers know that over-expression of the gene leads to excess neural crest cell migration and, perhaps, it's the lack of this gene's expression that's causing the lack of migration in their mouse.

The work she does each day inspires her as do the people she works with.

An observer mentions that the Conway lab seems a consistently bustling space. "That's because people like what they are doing," Paige says. "They want to work. They want to find out the results." She describes the group and her mentor as "focused but relaxed," working dutifully, rarely vacating the premises by 5 p.m., but having fun as well. "We go out to lunch as a lab a lot. We go to seminars together. I love coming to work and I know a lot of people don't have that," she says. "I'm looking forward to my next year rather than saying, 'OK, it's five o'clock, can I graduate now?'"

Instead she often finds herself staying late as well, wanting to know what happens next.

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School of Graduate Studies Speakers Bureau

The School of Graduate Studies at the Medical College of Georgia "Speakers Bureau" is composed of graduate faculty and students who are willing and interested in going to undergraduate schools to present seminars on their research and discuss our graduate programs in the biomedical sciences.

We are available throughout the year to visit your campus and meet with faculty and students. We would be delighted to present research seminars, as well as describe the various programs and the academic criteria for acceptance and completion of the programs. The seminars are usually organized as 45-50 minute slide presentations with ample opportunity for discussions during and after the presentations. In addition, our faculty are eager to discuss our graduate programs and provide details about the specific requirements for enrollment, as well as the opportunities for careers in the biomedical sciences.

If you know of specific dates and times that you wish to host such visits, please let us know so that we can make arrangements with one of our faculty to visit. In addition, if you have specific areas of research or can identify particular faculty members you are interested in meeting, we also will attempt to arrange this.

The faculty who are participating currently in the Speakers Bureau and a brief description of their primary research interests are listed below.

Please note that no monetary compensation or honorarium from your institution is necessary for participation in this program.

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Frequently Asked Questions

Why the MCG School of Graduate Studies?

Dozens of institutions nationwide offer graduate degrees in the health sciences. Why choose MCG? There are countless reasons. Here are just a few:



- The Medical College of Georgia is one of the most prestigious health sciences universities in the Southeast. An MCG degree is highly respected.
- In a recent survey of students in the University System of Georgia, MCG ranked first in many areas of student satisfaction, including individual faculty attention.
- The Medical College of Georgia, a state-assisted university, offers one of the most reasonably priced graduate educations available--an unsurpassed investment, considering the value of an MCG degree.
- Many Medical College of Georgia graduate disciplines are among the top-ranked programs of their kind in the country. For instance, MCG's nursing anesthesia program recently was ranked sixth in the nation by *U.S. News and World Report*.
- The Medical College of Georgia has produced world-renowned research in fields as diverse as cancer, congenital heart defects, sickle cell anemia, reproduction and diseases of the elderly.
- The Medical College of Georgia excels in research and patient care, but our top priority is our students. The entire university is geared toward delivering a second-to-none education and optimally preparing the future generation of health care professionals.
- The Medical College of Georgia has taken a leading role in educational innovations, for instance by maximizing the use of technology to enable distance education programs.
- When asked about their MCG education, graduates invariably mention our caring and respected faculty.

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Class sizes are small, and the environment is friendly and supportive.

- MCG's exceptionally well-trained graduate faculty is drawn from the Schools of Allied Health Sciences, Dentistry, Medicine and Nursing. This multidisciplinary cross-section of professionals provides an extraordinarily diverse and dynamic teaching environment.
- Some programs are able to schedule classes to accommodate working students.
- Research programs are individualized and tailored to students' interests.
- Clinical agreements enable MCG graduate students to participate in clinical practice sites throughout the Southeast.
- MCG's campus is designed to maximize convenience, comfort and security. Most sites on campus are within a five-minute walk of other sites.
- Augusta, Georgia, recently ranked the second most desirable residence in the state, is known for its cultural diversity, pleasant climate and low cost of living.



Is an MCG education affordable?

Absolutely. Expenses for a 2002-2003 semester are approximately \$1,674 for tuition, \$283 for fees, \$400 for books and supplies, \$4,800 for on-campus living expenses or \$5,500 for off-campus living expenses.

How much can I borrow?

You are encouraged to borrow wisely and to exhaust all available sources of assistance before borrowing. Educated borrowers should know the differences in the types of loans, the total amount of their repayment (including accrued interest) and their anticipated salary after graduation.

The Federal Subsidized Stafford Loan is a need-based loan. Graduate students may borrow up to \$8,500 per year. The Federal Unsubsidized Stafford Loan is available without regard to family income and can be obtained in addition to the Subsidized Stafford Loan. The annual maximum is \$18,500 minus the subsidized award, or the cost of education, whichever is less. Unlike the subsidized loan, interest is not paid by the government; therefore, the borrower is

responsible for paying the interest throughout the life of the loan. The interest for both loans is a variable rate capped at 8.25 percent.

Students who must take out loans should budget carefully and borrow no more than is absolutely necessary.



Is work study available?

Yes. Just check "yes" to the work-study question on the MCG Financial Aid Application and your request will be considered when your application is processed.

Am I eligible for stipends and scholarships?

Yes. Many are available. Please contact the Office of Financial Aid at (706) 721-4901 or email us at osfa@mail.mcg.edu to inquire about resources to match your circumstances.

Am I eligible for the HOPE Scholarship?

No. You are not eligible for HOPE if you have a baccalaureate degree.

How do I get an application?

contact the Office of Academic Admissions by writing AA-170, Medical College of Georgia, Augusta, GA 30912; telephoning (706) 721-2725; emailing gradadm@mail.mcg.edu; or accessing our web site: http://www.mcg.edu/students/GradPgms/App_for_Admission.htm

When should I apply?

Early application is encouraged. For program-specific information, contact the Office of Academic Admissions at (706) 721-2725 or email us at gradadm@mail.mcg.edu.

What is required for a completed application?*

- A \$30 non-refundable application fee.
- Official transcripts, bearing Registrar seal, mailed directly by the universities attended. (International applicants: refer to instructions below.)

- Three reference reports on forms provided in the application package, mailed directly by the individuals providing the reference.
- GRE (official) mailed directly by Educational Testing Services.

Additional requirements for international applicants:

- Independent transcript evaluation. A list of approved transcript evaluation services is available from the Office of Academic Admissions. All documents from international applicants are subject to verification.
- TOEFL (official) mailed directly by Educational Testing Services.
- Note: Documentation of personal funds may be required for visa application.

**Transcripts, references and scores are not acceptable if submitted by the applicant.*

Correspondence and Information
Office of Academic Admissions
AA- 170
Medical College of Georgia
Augusta, Georgia 30912
Telephone: 706-721-2725
Email: gradadm@mail.mcg.edu

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Application Procedures & Deadlines

Deadlines for completed applications are as follows for Fall Semester 2004 Admission

December 15

Nurse Anesthesia

January 15

Biomedical Sciences (Ph.D.)

"Applications received after this date will be considered on a space-available basis."

*January 31

Medical Illustration (preliminary portfolio)

**A preliminary slide portfolio of specified artwork and a report of academic qualifications must be submitted as the first step in the application procedure. For information about the required portfolio and the Applicant Preliminary Evaluation Form, write to the Medical Illustration Graduate Program, Medical College of Georgia, Augusta GA 30912-0300.*

March 1

Nursing Ph.D.

April 15

All other Nursing programs

June 30

Oral Biology

[Thesis/Dissertation
Preparation \(PDF\)](#)

[Augusta, Georgia
Augusta Community](#)

2 months prior to beginning of semester

Master of Science (M.S.)

Master of Health Education (M.H.E.)

The application fee is \$30. It is advantageous to complete the application as early as possible, particularly if financial assistance is being requested. Scores on the General Test of the Graduate Record Examinations are required. Applicants should take the GRE as early as possible in their senior undergraduate year. Students applying to the combined M.D./Ph.D. program should file applications in the School of Medicine. Applications from international students are welcome; however, early application is recommended. TOEFL scores and transcript evaluations are required for all international applicants.

[Applications for Admission to Graduate Degree Programs](#)

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Please email comments, suggestions or questions to:
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September 16, 2003

***Special*
*Announcement***

**[MCG/UGA Student
Exchange Award](#)
for
Excellence in
Biomedical Research**

[Contact Information](#)

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Dr. Steven L. Stice

[Awards Banquet](#)

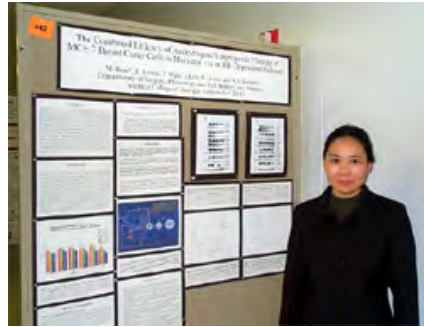
Dinner & Guest Speaker

[Awards for
GRD 2002](#)

[Committee Members](#)

GRD 2002

Medical College of Georgia 19th Annual Graduate Research Day Friday October 11, 2002



Graduate Research Day at the Medical College of Georgia is designed to showcase the scientific research projects and talents of students and postdoctoral fellows from the School of Graduate Studies. Visitors will have an opportunity to speak with graduate students and representatives from

programs in [Biomedical Sciences](#), [Nursing](#), and [Allied Health Sciences](#) including: Biochemistry & Molecular Biology, Cellular Biology & Anatomy, Molecular Medicine, Pharmacology & Toxicology, Physiology, Oral Biology, Vascular Biology, and Medical Illustration.

Students and post-doctoral fellows are encouraged to participate by presenting their research in poster format. Post-doctoral fellows also have an option of an oral presentation (Thursday, October 10, 2002). Cash prizes and award certificates will be presented for excellence in research based on judges evaluations. Posters will be judged on October 11, 2002 from 9:30 am till 11:30 am.

Faculty interested in participating as judges should contact Richard White rwhite@mail.mcg.edu.

***We aim to make this a valuable learning experience for
MCG students and post-doctoral fellows
and
a career guidance resource for
students exploring the option of graduate education
in a biomedical field.***

Schedule of Events

[GRD 2002
Award Winners](#)

[GRD 2001
Award Winners](#)

Additional Links:
[How to Prepare a
Research Poster](#)

[About Augusta, Georgia](#)

Includes links to maps,
driving directions and
local attractions

08:30 am	Registration (CB 1101) and Continental Breakfast (R&E Lobby)
09:00 am – 09:30 am	Welcome Address (CB 2405)
08:30 am - 12:00 pm	Poster Presentations by MCG graduate students and post- doctoral fellows Laboratory Demonstration Tours (Start at elevators in R&E Lobby)
12:00 pm - 02:00 pm	Lunch, *free* to all participants & judges (Large Auditorium)

Opening Remarks (Large Auditorium)

- **Dr. David Stern**
Dean of Medicine
Medical College of Georgia

Keynote Address (Large Auditorium)

- **Dr. Steven L. Stice**
Professor, Georgia Research
Alliance Eminent Scholar, University
of Georgia
Athens, Georgia
- Seminar Title
"Advancing human embryonic stem
cell and cloning technology."

[Awards Dinner Registration](#) (date to be announced) -

Free to MCG graduate students and post-doctoral fellows who participated in Graduate Research Day and a guest. Also, free to all Graduate Research Day judges. All who plan to attend please RSVP to [Marvis Baynham](#).

Off Campus Visitors:

Undergraduate students and faculty advisors planning to attend please pre-register by October 1, 2002. **Pre-registration** can be processed on-line. For further information please contact Dr. Stacey Kraemer **kraemers@mail.mcg.edu** or 706-721-8783.

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Please email comments, suggestions or questions to:
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March 17, 2003

New Student Orientation



[Welcome Back Reception](#)

Location:

Laney Walker Blvd
Pavilion III, Second Floor
CJ-2201

Dean:

[Matthew J. Kluger, Ph.D.,
MBA](#)

Associate Dean:

[Gretchen B. Caughman,
Ph.D.](#)

Assistant Dean:

[Patricia L. Cameron, Ph.D.](#)

Graduate Students Guide Booklets:

- [Policies & Procedures Master Degree Programs](#)
 - [Master Guide Booklet \(PDF\)](#)
(Print Friendly Version)

- [Policies & Procedures Doctor of Philosophy Degree Programs](#)
 - [PhD Guide Booklet \(PDF\)](#)
(Print Friendly Version)

Information for Specific Programs

(links to specific program handbooks, course information and course schedules to be published soon)

- Allied Health Science
- [Biomedical Sciences](#)
- Graduate Nursing
- Medical Illustration
- Oral Biology

****[Welcome Back Reception](#)****

Graduate Faculty:
[Institutional Faculty List](#)

Staff:

[Donna Wingrove](#)

Administrative Manager
Business Affairs

[Bridgett Gaines](#)

Administrative Specialist
Recruitment/Applications/
Registration

[Michelle Dodson](#)

Administrative Specialist
Recruitment/
Undergraduate Research
Program

[Marvis Baynham](#)

Administrative Specialist
Enrolled Student Records

[Laura Hutcheson](#)

Administrative Coordinator
Core Course Administrator

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August 19, 2003

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Graduate Student Organization

Letter from the President

Fellow Students:

On behalf of the Graduate Student Organization (GSO), I would like to welcome you to the Medical College of Georgia's School of Graduate Studies. The GSO is a student-run organization designed to benefit and represent all students within the School of Graduate Studies. It provides many opportunities for students to voice their opinions regarding both academic and social concerns. It encourages close interactions among the graduate students and other members of the MCG family, including the faculty and administration. The GSO also promotes community involvement by providing opportunities to volunteer.

The years you spend at MCG will be both challenging and rewarding. The GSO is a place where you can talk to individuals who have already faced those challenges, as learning from others is a extremely valuable resource. I encourage you, as you embark on your graduate career, to become active in GSO and other campus activities. The GSO meets at least two times a semester and plans several social events throughout the year. Feel free to contact me or any of the GSO officers if you have any questions or concerns. Good luck to you in all of your endeavors. Have a great year! I look forward to meeting each of you!



Jennifer Cannon
President - 2003-2004



Anna Manlapat
Vice President - 2003-2004

Sincerely,
Jennifer Cannon
President
2003-2004



Anita Smith
Treasurer - 2003-2004



Christine Rigsby
Secretary - 2003-2004

[next page....](#)

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June 10, 2003

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School of Graduate Studies **Courses/Curriculum**

[Guide to Course Descriptions](#)

Schedules of Courses

- Biomedical Science PhD Programs
 - [First Year Core Curriculum](#)
 - [Advanced Didactic Courses](#)



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June 26, 2003

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Ph.D. Programs

Biomedical Sciences

The Medical College of Georgia offers the Ph.D. degree in: Biochemistry, Microbiology, Anatomy, Molecular Medicine, Pharmacology and Physiology and Endocrinology. First-year students are admitted via a [common admissions](#) process to Ph.D. programs in biomedical sciences at MCG. After completing [first-year core](#) course-work and laboratory rotations, they choose a research mentor from the graduate faculty holding appointments in the biomedical sciences departments and institute listed below. In each program, Ph.D. candidates complete a Ph.D. dissertation based on original research.

The Ph.D. programs require approximately five years of full-time study. Qualified Ph.D. applicants are eligible for stipend support in the amount of \$19,000.00 per year. Students with stipend support are also eligible for reduced tuition and fees currently totaling \$293 per semester. Annual salaries for Ph.D. scientists range from about \$25,000 for postdoctoral fellows to \$100,000 or more for senior professors and researchers.

****To receive a free CD-ROM and/or informational video highlighting our biomedical sciences graduate programs and research at MCG, please e-mail [Bridget Gaines at \[bridget.gaines@mcg.edu\]\(mailto:bridget.gaines@mcg.edu\)](mailto:bridget.gaines@mcg.edu)****

[Biochemistry and Molecular Biology](#)

Areas of research interest in the program are focused on important human health problems including drug abuse and its effect of the developing fetus, drug delivery to treat disease, complications of diabetes and aging, sickle cell disease and related thalasseмииs, stroke and reperfusion injury, and kidney disease. For more information, call Dr. Darren D. Browning at (706) 721-9526 or e-mail dbrowning@mail.mcg.edu.

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Cellular Biology and Anatomy

This program provides diverse training opportunities in developmental biology, cell biology and neuroscience. Students use state-of-the-art techniques to investigate biomedical problems related to the heart, nervous system, thymus, cardiovascular and neural crest cell development, genetic regulation of development, neurodegenerative diseases, the cytoskeleton and regeneration, special senses, growth factors and cellular signal transduction mechanisms, nuclear structure/function and multi-drug resistance, gastroenterology and vascular biology. For more information call Dr. Dale W. Sickles at (706)721-7393 or e-mail dsickles@mail.mcg.edu.

Molecular Medicine

This is one of the newest biomedical sciences graduate program, based in an interdisciplinary research institute rather than an academic department. The institute of Molecular Medicine and Genetics, which sponsors the program, includes more than 40 faculty drawn from clinical and basic science departments. Students design their own program of study, in consultation with their advisory committee. Research opportunities are available in developmental biology, gene regulation, molecular immunology and cell signaling. For more information, contact Dr. Wendy Bollag at (706)721-0698, email wbollag@mail.mcg.edu.

Pharmacology and Toxicology

Pharmacology is a wide-ranging discipline encompassing chemistry, molecular and cellular biology, physiology and behavior. Our faculty apply a wide array of techniques to questions relating to cardiovascular function and the nervous system. Faculty research interests include receptor-associated proteins, cell signaling via G protein-coupled receptors, protein kinases and ion channels and cognitive function in aged primates. Courses of study are designed to meet the needs of individual students. Our graduates are employed in academic research and in the pharmaceutical and biotechnology industries. For more information, call Dr. Richard E. White at (706)721-7582, e-mail rwhite@mail.mcg.edu.

Physiology

This program, which offers the Ph.D. degree in both physiological and endocrine sciences, trains students in the latest techniques and methods of cellular and molecular biology as applied to the physiological sciences and reproductive endocrinology. Most of our graduates enter careers in biomedical research and teaching at leading medical schools and universities, as well as biotechnology and pharmaceutical companies. For more information, contact Dr. Michael W. Brands at (706)721-9785, e-mail mbrands@mail.mcg.edu.

Vascular Biology

The Vascular Biology Graduate Program was approved by the University System Board of Regents and began in the Fall 2000 semester at MCG. The Vascular Biology Graduate Program is based in an interdisciplinary research center, the Vascular Biology Center, that includes 7 core faculty members and more than 20 associate faculty members from throughout many clinical and basic science departments on the MCG campus. Research projects pursued by the Vascular Biology Center encompass studies from the molecular and genetic level, from the regulation of cellular processes, to multi-cellular and organ system regulation, as well as to human studies. For more information about the Vascular Biology graduate program, contact Dr. Jennifer Pollock at 706-721-8514 or jpollock@mail.mcg.edu

[Applications for Admission to Graduate Degree Programs](#)

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September 09, 2003

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Nursing

Doctor of Philosophy

This program in nursing prepares researchers who will develop and apply knowledge in nursing. Doctorally prepared nurses contribute to an improved quality of teaching, research, practice and a published body of knowledge in nursing science. The program is based on the belief that professional nursing has a unique role and body of knowledge that can be expanded, applied and validated through recognized methods of scholarly inquiry. Inquiry involves increasing the depth and breadth of nursing knowledge-based disciplines.

Program Goals

- To prepare students to conduct nursing research
- To prepare students to develop theory for nursing science and practice
- To cultivate leadership strategies appropriate for ethical, political, sociocultural and economic issues influencing health, the health care system and nursing

Career Opportunities

- College-level education and research
- College-level administration
- Industry-based research

Admission Requirements

- GRE score of 1000 or higher (sum of verbal and quantitative)
- Bachelor of science degree in nursing and/or master of science degree in nursing from an N.L.N.-accredited program with a GPA of 3.2 or higher on a 4.0 scale
- Official transcripts of all post-secondary academic study
- Current Georgia nurse licensure

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- Submission of goals or statement of interest in doctoral study
- Submission of an original paper reflecting research ability
- Curriculum vitae
- Personal interview with faculty
- Three letters of recommendation
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates of Foreign Nursing Schools.

For more information, call (706) 721-4710, visit [our web site](#) or email gradadm@mail.mcg.edu

[Applications for Admission to Graduate Degree
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December 05, 2002

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School of Graduate Studies

Career FACT Sheets

Listed below are career fact sheets for different graduate programs that are offered through the School of Graduate Studies. These sheets are in Adobe PDF format.

[Biomedical Science](#) (Biochemistry & Molecular Biology; Cellular Biology & Anatomy; Molecular Medicine & Genetics; Pharmacology & Toxicology; Physiology; Vascular Biology; Oral Biology)

Nursing - Master of Science

- [Adult Nursing](#)
 - [Community-Health Nursing](#)
 - [Mental-Health Psychiatric Nursing](#)
 - [Nursing R.N. - M.N./M.S.N.](#)
 - [Parent-Child Nursing](#)
 - [Family Nurse Practitioner](#)
 - [Nursing Anesthesia](#)
 - [Nursing Anesthesia C.R.N.A. to M.N.](#)
 - [Pediatric Nurse Practitioner](#)
-

[Nursing - Doctor of Philosophy \(PhD\)](#)

Allied Health Sciences

- [Master of Health Education](#)
- [Master of Science](#)
- [Medical Illustration](#)

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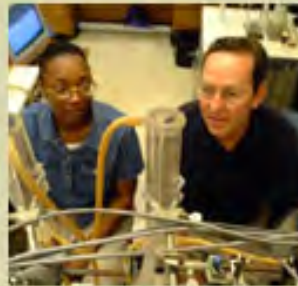
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August 11, 2003

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The Medical College of Georgia can be the spring board to the career of your dreams in ...

[Biomedical Sciences](#) | [Nursing](#) | [Allied Health Sciences](#)

[STAR Program](#)

[Graduate Program Fact Sheets \(PDF Forms\)](#)

[Courses/Curricula](#)

It's hard to imagine a field more dynamic, challenging, lucrative and fulfilling than health care. What could be more exciting than...

- distilling a complex disease to its most basic, cellular level- then developing a drug to conquer it
- implementing state-of-the-art treatments and techniques to cure illness and maximize wellness
- using cutting-edge technology and equipment to research, diagnose and treat disease
- drawing on your expertise, experience and enthusiasm to train the next generation of health professionals
- making your mark on the overall health care environment

These are just a few of the opportunities available to those who earn graduate degrees in the health sciences. Health initiatives are unfolding at an unprecedented rate, opening doors to treatments, cures and advances previously only dreamed about. Projections for ideal career opportunities in the new millennium consistently place health care near the top of the list, and the Medical College of Georgia offers a second-to-none graduate education. We think you'll

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find that the Medical College of Georgia can be the springboard to the career of your dreams.



The Medical College of Georgia School of Graduate Studies is one of the most prestigious and historic health sciences centers in the Southeast and the country. Since 1951, we have provided outstanding training and education for students enrolled in programs leading to the Doctor of Philosophy, combined Doctor of Medicine/Doctor of Philosophy, Master of Science, Master of Health Education, Master of Physical Therapy, Master of Science in Nursing and Master of Nursing degrees.

The School of Graduate Studies' approximately 190 faculty members are selected based on experience in research and education. They are drawn from the faculties of MCG's Schools of Allied Health Sciences, Dentistry, Medicine and Nursing. Class sizes are small, and our faculty excels in cultivating supportive, collegial relationships with students.

The graduate student body is drawn from accredited institutions in the United States and recognized foreign institutions. Their studies in the School of Graduate Studies involve programs encompassing the biomedical sciences, nursing and the allied health professions.

[Biomedical Sciences](#)

A Ph.D. in the biomedical sciences qualifies students for careers as independent researchers. Potential careers include professor or staff scientist at a university, research institute or private company. Ph.D. graduates also can teach at the college level. Annual salaries for Ph.D. graduates range from about \$25,000 to \$41,000 for postdoctoral fellows, depending on experience, and from \$50,000-80,000 or more for college-level faculty and researchers.



Successful applicants to the Biomedical Sciences graduate program will be admitted via a [common admissions](#) process. During the first year of graduate study, they will take core courses and perform several laboratory rotations. They then may choose a research

mentor from graduate faculty holding appointments in: [Biochemistry and Molecular Biology](#), [Cellular Biology and Anatomy](#), [Molecular Medicine](#), [Pharmacology and Toxicology](#), [Physiology](#) and [Vascular Biology](#). Applicants to the Ph.D. and M.S. programs in [Oral Biology](#) are admitted via a separate process.

Qualified Ph.D. applicants are eligible for stipend support of \$19,000.00 per year. To receive consideration for admission and stipend support, completed applications must be received in the Office of Academic Admissions by January 15. Applications received after January 15 will be considered on a space available basis.

To receive a free informational CD-ROM and/or video highlighting our biomedical sciences graduate programs and research at MCG, please e-mail Bridget Gaines at bgaines@mail.mcg.edu.

[Nursing](#)

A master's degree or Ph.D. in nursing enables a career in fields such as [Adult Nursing](#), [Parent-Child Nursing](#), [Community Nursing](#), [Mental Health/Psychiatric Nursing](#), [Nurse Practitioner](#) and [Nursing Anesthesia](#). Graduates may assume leadership roles in clinical settings including the hospital, home and community. They also may pursue an academic career, educating the next generation of nurses and researching health-related innovations. Nurses trained at this level contribute to the development and application of knowledge in the field.

Nursing -- particularly at this level of training -- has evolved into a highly competitive, autonomous and prestigious field.

[Allied Health Sciences](#)

Two master's degree programs, Master of Health Education and Master of Science, are available to allied health professionals which offer opportunities for expanded careers in education, research and practice. A master's degree in an allied health sciences enables expanded careers in fields such as [Dental Hygiene](#), [Health Information Management](#), [Medical Illustration](#), [Medicine Technology](#), [Occupational Therapy](#), [Physician Assistant](#), [Radiologic Sciences](#) and [Respiratory Therapy](#).

The master's degree programs in the Department of [Physical Therapy \(MPT\)](#) is now part of the School of Allied Health Sciences. For further information regarding the MPT program please contact:

Douglas Keskula, PhD, PT, ATC
Associate Professor and Chairman
Department of Physical Therapy, CH-100
Medical College of Georgia
Augusta, GA 30912-0800
Phone:(706)721-2141 Fax:(706)721-3209
dkeskula@mail.mcg.edu.

[Applications for Admissions to Graduate Degree Programs](#)

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October 07, 2003



MCG Research Seminars Calendar



All research seminars will now be posted on the new
MCG Web Event Calendar
Research Seminars & Grand Rounds
combined calendar

Grand Rounds
Research Seminars

Please contact [Laura Hutcheson](#) at (706) 721-3278 if you have any questions.

[Past Months Seminars](#)

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Meeting Form](#)

Policies and Procedures Masters Degree Programs

This booklet serves as a guide for students pursuing a master's degree by specifying the requirements and procedures of the School of Graduate Studies. Individual programs may have additional or modified requirements and these are stated in the program's handbook. In general, the information presented is appropriate for students in all programs. Exceptions, however, occur for certain programs. The exceptions are noted where appropriate.

Information in the booklet is **not** inclusive of all requirements for all graduate programs. The student should obtain and become familiar with other publications directed toward graduate students and Medical College of Georgia students in general: *Student Handbook* and the *Medical College of Georgia Catalog*, available at <http://www.mcg.edu/catalog/> published by Student Affairs, the School of Graduate Studies' publication entitled *Thesis/Dissertation Preparation and Scheduling of the Final Examination* and most importantly, the student handbook written and distributed by the individual graduate programs. **Please remember that it is the student's responsibility to remain apprised of current graduation requirements for his/her degree program.** Questions regarding requirements should be directed to the program's director or to the staff in the School of Graduate Studies office.

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Please email comments, suggestions or questions to:
Gretchen Caughman, gcaughma@mail.mcg.edu



*While we make every effort to keep the information on this page accurate
and up to date, please remember that the MCG Catalog and our published policies and procedures are the
authoritative sources of information about
MCG programs and policies.*



June 10, 2003

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PREFACE

This booklet serves as a guide for students pursuing a master's degree by specifying the requirements and procedures of the School of Graduate Studies. Individual programs may have additional or modified requirements and these are stated in the program's handbook. In general, the information presented is appropriate for students in all programs. Exceptions, however, occur for certain programs. The exceptions are noted where appropriate. The information contained in this booklet also is available at www.mcg.edu/GradStudies/guide/index/html

Information in the booklet is **not** inclusive of all requirements for all graduate programs. The student should obtain and become familiar with other publications directed toward graduate students and Medical College of Georgia students in general: *Student Handbook* and the *Medical College of Georgia Catalog*, available at <http://www.mcg.edu/catalog/> published by Student Affairs, the School of Graduate Studies' publication entitled *Thesis/Dissertation Preparation and Scheduling of the Final Examination* and most importantly, the student handbook written and distributed by the individual graduate programs. **Please remember that it is the student's responsibility to remain apprised of current graduation requirements for his/her degree program.** Questions regarding requirements should be directed to the program's director or to the staff in the School of Graduate Studies office.

SCHOLASTIC REGULATIONS AND PROCEDURES

Registration and class attendance by the student constitute an agreement to comply with the rules and regulations of the university as published in the catalog and other official publications of the university during the student's continued enrollment.

A student's continued enrollment in the School of Graduate Studies is subject to the decision by the Dean and other designated officers that academic grades and progress are satisfactory, that rules of the university are being complied with and that the best interest of the school and of other students is being served.

Auditors may take graduate courses, but must secure permission of the instructor. No academic credit is awarded. Auditors pay usual tuition and fees.

Grades, Academic Performance and Progress

Satisfactory progress toward a degree in the School of Graduate Studies requires that a student maintain a cumulative grade point average (GPA) of at least a 2.8 for all courses attempted. A **minimum** grade of C (or satisfactory in courses graded S and U) must be earned for each course applying toward a graduate degree, and a 2.8 cumulative GPA in all courses attempted toward the degree is required for graduation. Individual programs may set higher GPA and other graduation requirements and additional standards for satisfactory progress in courses related to the specific discipline. Consult the program's handbook.

Academic Probation and Dismissal

Any student whose cumulative GPA for a degree program drops below a 2.8 is placed on academic probation. Such status is noted on the student's academic record (transcript). While on probation, the student **must** earn a minimum of a 3.0 each semester until the cumulative GPA is raised to at least a 2.8.

Students who fail to earn at least a 3.0 each semester while on probation shall be considered for academic dismissal from the School of Graduate Studies. With approval of the Dean, individual programs may establish higher GPA standards for probation or dismissal, in which cases the higher standards shall apply. Consult the program's handbook.

Where circumstances warrant, upon recommendation of the academic program concerned, and approval of the Dean, a student being considered for dismissal under the provisions of this policy may be permitted to continue as a student on probation. In such cases, the student must earn at least a 3.0 each semester while on probation until a 2.8 cumulative GPA is achieved. Failure to do so will result in automatic dismissal from the degree program. The second dismissal will be final.

Individual programs shall set policies concerning academic probation and recommendations for dismissal in regard to students who receive a grade of U (unsatisfactory) in courses graded S or U. Consult the program's handbook.

A student may be considered for dismissal if he/she fails to make timely progress toward the degree sought, or may be subject to re-examination and required additional coursework.

Any student dismissed from the School of Graduate Studies may appeal the action in accordance with the procedure described in the Student Discipline, Grievances, and Appeals section in the General Information section of the *MCG Catalog* available at <http://www.mcg.edu/catalog/>

Academic Integrity and Judicial Procedures

"The university recognizes honesty and integrity as being necessary to the academic function of the institution. Regulations promulgated in the interest of protecting the equity and validity of the university's grades and degrees and to help students develop standards and attitudes appropriate to academic life are contained in the *Student Handbook* available at <http://www.mcg.edu/students/handbook/index.html>

Understanding and adhering to the "Conduct of Research" policy as stated in the *Student Handbook* are extremely important for graduate students. Students are expected at all times to respond to assignments and research projects with original data, manuscripts and papers. Any deviation from this could result in a grade of F for the assignment and course and possible dismissal from the School of Graduate Studies.

Any possible violation by a student of the "Student Conduct Code," "Conduct of Research" or other institutional policies as stated in the *Student Handbook*, must be reported to the Dean. The School of Graduate Studies follows all judicial procedures and proceedings as described in the *Student Handbook*.

Leave of Absence

Registration in each semester indicates that a student is making progress toward his/her enrolled objective. Students who do not plan to enroll for an upcoming semester (except the summer semester) should request a leave of absence from the Dean, through their Program Director. Failure to do so could result in being required to reapply for admission. A leave of absence does not modify a student's obligation to complete the degree within a five year time limit.

Transfer Credit

Transfer of graduate credit is never automatic; any credits transferred do not reduce the residence requirement for any advanced degree. At the discretion of the Dean and the faculty of the major program, up to 6 semester hours of credit toward a master's degree may be transferred. A request for credit transfer should be initiated by the student and his/her Advisor through the program's director.

Withdrawal from the School of Graduate Studies and University

A student wanting to withdraw from his/her program should complete the procedures outlined on the Withdrawal Form which is available in the Registrar's office.

A student who does not enroll for three consecutive semesters is administratively withdrawn from the university by the Registrar. A student who was withdrawn must receive approval from the Dean to re-enroll in a graduate program. Re-enrollment is not automatic. The Dean will review the student's academic performance and progress toward the degree and request recommendations from the student's Advisory Committee. Additional coursework and examinations may be required. If the student's five-year time to degree limit has been exceeded, he/she may have to meet additional requirements recommended by the Program Director and Advisor and approved by the Dean or apply to the program as a new student and meet all program requirements.

MAJOR ADVISOR

A faculty member is selected early in the student's program to serve as the Major Advisor. The Major Advisor must have an appointment to the graduate faculty and be a member of the student's graduate program. In the event that the Major Advisor holds an Adjunct Graduate Faculty Appointment, a Co-Major Advisor must be appointed. The Co-Major Advisor must be a regular (full-time) graduate faculty member. The Major Advisor serves as the Chair of the student's Advisory Committee, mentors the student, and advises him/her concerning requirements and procedural steps in the degree program. In programs requiring a thesis, project or supervised research, the Advisor assists the student in selecting and pursuing the research topic, preparation of the thesis/project, and obtaining admission to candidacy.

ADVISORY COMMITTEE

The Advisory Committee is composed of **four to five** individuals, one of whom is the student's Major Advisor. The Major Advisor, after consultation with the student, recommends to the Department Chair the names of three to four additional members of the faculty who have agreed to serve as members of the student's Advisory Committee. A majority of the committee members must hold appointments on the faculty of the School of Graduate Studies. One member of the committee may be from outside the student's major department or two from outside if the committee consists of five members. The Dean must approve the members of the Advisory Committee. The Advisory Committee members should be selected as soon as possible after the Major Advisor is chosen. The Advisory Committee Form for submitting the names of the Advisory Committee to the Chairman and Dean is available from the student's Program Director or the staff in the Graduate Studies office. A copy is included in the Appendix and is available at <http://www.mcg.edu/GradStudies/guide/advisorycommittee.pdf>

The **Advisory Committee's function** is to assist the student in the following activities:

- Selection of courses pertinent to the objectives of the student's educational program
- Planning of the student's research/project
- Critical review of the research/project in progress
- Defense of the thesis/project

It is natural that there will be some faculty who leave the institution who were members of a student's Advisory Committee. Should this occur, please adhere to the following policy.

- Once an individual leaves the institution, s/he is no longer a member of the faculty and cannot participate as a legal committee member. Exceptions may be granted if the committee member requests and receives adjunct graduate faculty status.
- Based on the time to thesis defense, the Dean will consider continuing the individual on the committee as a consultant to the committee (but for no longer than six months).
- Another faculty member must fill the position vacated by the departing faculty as soon as possible even if the departing faculty is a consultant.
- If the departing member is the Major Advisor, and the thesis defense is imminent, the Program Director, Chair and Dean will consult to make satisfactory arrangements. If the thesis defense is not imminent, a new Advisor must be appointed.

RESEARCH PROGRESS REPORT

The student and Major Advisor are responsible for filing a research progress report at the end of each semester in which the student is enrolled for credit hours that are related to research (Investigation of a Problem or Thesis/Dissertation). This report will assist the student and his/her Advisor to focus on the research objectives accomplished during the semester and those that will be accomplished in the subsequent semester. It is a mechanism for the student and Advisor to determine if "timely progress" is being made. The information contained in the report should be based on a meeting between the student and his/her Advisory Committee during the semester. The required information is outlined on the Research Progress Report Form.

The student must complete the form and submit it to his/her Advisor for approval. The Advisor's role is to review the report with the student and make additional comments if necessary. The student and Advisor signify approval of the report by signing the form and forwarding it to the Program Director along with the student's grade (U or S) for the semester. **Failure to file the report by the end of the semester results in a grade of "incomplete" being sent to the Registrar's office.** Should the Advisor disagree with the student's assessment, s/he is responsible for placing in writing comments indicating the specific areas of disagreement, giving the student a copy of the comments and forwarding the form, grade, and the comments to the Program Director. Copies of the report form and comments are forwarded to the Dean's office by the Program Director and placed in the student's file.

REQUIREMENTS FOR GRADUATION

Residence and Time Limits

The minimum requirement for a master's degree is one full academic year beyond the bachelor's degree, which cannot be satisfied through summer work alone. At least two full consecutive semesters must be spent in residence on the campus.¹ If the student has part-time duties (employment or an assistantship), the residence requirements will be increased accordingly to provide the equivalent of two semesters of full-time study in residence. All course work and other requirements for a master's degree, including the Final Oral Exam **must be completed within five (5) consecutive calendar years from the date of enrollment**. Leaves of absence do not extend the five year limit. It is the student's responsibility to meet all the requirements for the master's degree in the proper sequence and within the time limits specified in this guide.

Where circumstances warrant, a student may petition the Dean for exceptions to this residence and time limit policy.

Grade Point Average Requirement

The School of Graduate Studies requires a GPA of at least a 2.8. This requirement is higher for some programs. Check with the program's director.

Coursework Proposal²

The proposal includes a program of study listing the courses the student must satisfactorily complete to meet School of Graduate Studies' requirements and those of the student's graduate program. Additional coursework that the student and his/her Advisory Committee determine is appropriate for facilitating the student's research project is also included in the proposal. The program of study is prepared in consultation with the student, Advisor and the members of the Advisory Committee. It is submitted to the Dean for approval on the Coursework Proposal Form, a copy of which is located in the Appendix.

Research Tools³

The student must demonstrate proficiency in one tool of research. Because of the differences in the graduate programs, fulfillment of the research tool requirement is specified by the individual degree program. These requirements must be met before a student may be admitted to candidacy for a degree. Consult the Program Director or refer to the program's handbook.

Research Proposal (Thesis, Project or Supervised Research)⁴

The research proposal is a research plan that serves as the basis for a thesis, project or supervised research. The proposal is written by the student and approved by his/her Advisory Committee, Department Chair and Dean. The proposal must conform to the "Conduct of Research Policy" of MCG. An outline for providing the details of the research proposal is included in the Appendix with the Thesis/Project/Supervised Research Proposal Form. The form, signed by the Advisory Committee, must be submitted **before** the project is undertaken.

¹ Students enrolled in external programs sponsored by MCG are considered in residence when enrolled for two full consecutive semesters at the external site.

² Course proposals for students in MN programs are submitted by the Chair of the program and do not require action on the part of the student.

³ Not required for students in MN and MSN programs.

⁴ Not required for students in MN programs.

Comprehensive Examination (departmental option)⁵

The Comprehensive Examination may be taken after a minimum of 18 semester hours of graduate study, provided at least 10 of these hours are at the 7000 and 8000 level. It must be successfully passed before the student is permitted to become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the Department Chair, provided at least one additional semester of graduate work has been completed. The student must have submitted an approved Coursework Proposal Form for the master's degree before being eligible to take the comprehensive examination. The examination will be a written test that occupies two half-days or one full day. The examination is prepared by the faculty of the department and submitted to the Dean by the Department Chair for approval at least one week prior to the examination date. The results of the examination are certified by the Department Chair on the Comprehensive Exam Form to the School of Graduate Studies. The student's written answers are filed in the Department. The exam form is included in the Appendix and available at <http://www.mcg.edu/gradstudies/guide/checklst.htm>

Admission to Candidacy for the Master's Degree⁶

A student will be admitted to candidacy for this degree by the Dean, following successful completion of the research tool requirement, acceptance of the coursework proposal and research proposal, and passage of the comprehensive exam (if required). A completed Admission to Candidacy Form must be submitted to the Dean. The Dean will notify the student in writing of his/her admission to candidacy. Until this occurs, graduate courses taken are not credited toward the degree.

Thesis, Project or Supervised Research⁷

Thesis

The thesis is a culmination of an original investigation leading to new information. The thesis should characterize, in a scholarly manner, the importance of this information as it applies to the field of study. The thesis should reflect the methodology, techniques, statistics and literature background used, as well as scientific logic necessary for acceptance of the results and conclusion. The thesis defense must be carried out within two years of admission to candidacy. Otherwise, a student must undergo re-examination. **Directions for preparation of the written aspects of the thesis are available from the School of Graduate Studies office.**

Project or Supervised Research

For students electing to defend a project or supervised research, read the program's handbook and consult with the Program Director. The required documentation and procedures for a project or supervised research are similar to those for a thesis.

⁵ Refer to the program's handbook.

⁶ Not required for students in the MN program.

⁷ A special project or supervised research is available as an alternative to writing a thesis for students in the MS programs in medical illustration, allied health sciences, nursing and the MHE program. Consult your Major Advisor. A thesis or project is NOT required for students in the MN program.

Approval of the Thesis, Project or Supervised Research

The student and Advisory Committee should follow the procedures listed for approval of the thesis.

- A good draft of the thesis, project or supervised research, proof-read and corrected (in pencil) by the student and approved by the Major Advisor, is distributed by the student to members of the Advisory Committee at least five (5) weeks before the date of the student's final oral examination.
- At least three (3) weeks before the oral examination, the thesis should be approved by the Advisory Committee and the Thesis/Project/Supervised Research Approval Form submitted to the Dean. The signed form indicates that the members of the committee have read the draft copy of the thesis/project and find it acceptable for the purpose of examining the student. The student will be responsible for making all changes recommended by the committee.

Final Oral Examination

Satisfactory performance on the Final Oral Examination, in which the student defends his thesis, project or supervised research before the Advisory Committee, faculty, students and the public is required. This examination is based *primarily* on the thesis or project and the field of knowledge that constitutes the student's major subject. The student must be enrolled in the semester in which the examination is administered.

The Dean or his appointed representative will chair all Final Oral Examinations for the master's degree and will require a corrected draft copy two weeks prior to the Final Oral Examination. The student should contact the Dean's office⁸ and Advisory Committee to arrange a time that all individuals may attend the oral examination. Once the time is established, notification in writing is sent to the Dean on a completed Oral Examination Faculty Agreement Form. The examination is open to the public. Departments will be responsible for typing the printed program announcement. These announcements must be mailed to students and faculty of the area of study (i.e., graduate nursing faculty and students, biomedical sciences faculty and students, etc.). The Graduate Studies office provides mailing labels. The student may call to request labels three days in advance of the mailing. A sample of the Final Oral Examination announcement is included in the "Thesis/Dissertation Preparation" document available in the School of Graduate Studies office. The Final Oral Examination Form, provided by the Dean's office, is completed at the end of the examination by the committee, readers, and Dean.

After the Final Oral Examination, three final copies of the thesis on *Crane's Thesis Paper* bearing the signatures of the Major Advisor and Department Chair are submitted to the Dean at least one week before graduation.⁹

Application for Graduation

Each candidate for a graduate degree must apply for graduation. The Application for Graduation Form is available in the Graduate Studies office. Please read the application carefully and provide **ALL** requested information. Return the completed application to the Graduate Studies office. This application informs the Graduate Studies office and the Registrar's office whether or not you will be attending May Graduation and/or the Graduate Studies Hooding ceremony. This also enables the MCG Bookstore to order the

⁸ Nursing graduate students contact the Associate Dean for Graduate Programs and Research.

⁹ Students completing a project or supervised research in graduate nursing and MHE programs are NOT required to submit the copies to the Dean.

appropriate regalia in time for graduation. If a student believes that s/he will complete the requirements during the spring semester, the form should be completed and returned to the Graduate Studies office. If the form indicates that a student will graduate in time for the May commencement and the degree requirements are not met by that time, **THE STUDENT WILL NOT BE CHARGED FOR ORDERING REGALIA**. However, if the requirements are completed in the time for May graduation and this form was not returned, regalia may not be available for participation in hooding and graduation exercises. The Registrar also uses these forms to obtain the names for the Commencement Program for graduation and the correct name for diplomas. If an Application for Graduation has not been completed, the student will not be listed in the program.

Satisfactory Fulfillment of All Degree Requirements

Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required. Three final, signed copies of the thesis/project¹⁰ on *Crane's Thesis Paper* must be received in the School of Graduate Studies office at least one week prior to the date of graduation. A recommendation for graduation signed by the Chair of the student's department (or for nursing programs, the Associate Dean for Graduate Programs and Research), and the Dean of the School of Graduate Studies is submitted to the Registrar verifying that the student has completed all requirements. The recommendation for graduation memo is forwarded to the Program Director for the Chair's signature by the office staff of Graduate Studies. The completed memo is returned to the Dean's office. It is not forwarded from the Dean's office to the Registrar until all required program documentation is in the office.

¹⁰ Students completing a project or supervised research in graduate nursing programs and MHE programs are NOT required to submit the copies to the Dean.

CHECKLIST FOR MASTER'S REQUIREMENTS

It is the responsibility of the student to keep this form up to date and to meet all requirements in a timely fashion. Some departments may have requirements in addition to those listed in this guide and checklist. Check the program's handbook.

DATE	PROCEDURE
	Program Entry Date (Semester, Year)
	Major Advisor Selected
	Advisory Committee Selected, Approved by Chair and Submitted to School of Graduate Studies
	Coursework Proposal Approved and Submitted to School of Graduate Studies
	Research Proposal Approved and Submitted to School of Graduate Studies
	Research Tool Requirement Fulfilled
	Comprehensive Examination Passed
	Admission to Candidacy
	Obtain Thesis/Dissertation Instruction Booklet from School of Graduate Studies
	Advisor Approved Draft of Thesis Submitted to Members of Advisory Committee (5 weeks before Final Oral Examination)
	Signed Thesis Approval Form Submitted to School of Graduate Studies (3 weeks before Final Oral Examination)
	Date of Final Oral Examination Scheduled with School of Graduate Studies and Advisory Committee
	Corrected Draft Copy of Thesis to School of Graduate Studies (2 weeks before Final Oral Examination)
	Final Oral Examination Announcement Mailed
	Final Oral Examination Passed
	Three Final Copies of Thesis/Project on Crane's Thesis Paper delivered to School of Graduate Studies (1 week prior to graduation)
	Completed Library Binding Form Submitted to School of Graduate Studies
	Application for Graduation Submitted to School of Graduate Studies

APPENDIX

**Advisory Committee
Master's Degree**

Name of Student:

Program:

TO: **Members of the Faculty Listed Below**

The Advisory Committee is composed of a student's Major Advisor, who will serve as Chair, and three or four other appointed members. If a Co-Major Advisor has been appointed, s/he is one of the three or four committee members. A majority of the committee members must hold appointments on the faculty of the School of Graduate Studies. One member of the committee may be from outside the student's major department or two from outside if the committee consists of five members. It is the responsibility of this committee to assist the student in selecting courses pertinent to the objectives of the student's educational program and to guide the student in planning the Research Proposal, which will serve as the basis for the student's thesis/project/supervised research. The committee and Department Chair must approve the Research Proposal before submitting it to the Dean. The committee also will give a critical review of the research/project in progress.

Copies of the student's thesis/project/supervised research must be distributed to this committee at least five weeks prior to the Final Oral Examination date. At least three weeks before the oral examination, the thesis/project/supervised research should be approved by the Advisory Committee and the Thesis/Project/Supervised Research Form submitted to the Dean's office. The signed form indicates that the members of the committee have read the draft copy of the thesis/project and find it acceptable for the purpose of examining the student. The student should contact the Dean's office and Advisory Committee to arrange a time that all individuals may attend the oral examination. Once the time is established, notification in writing is sent to the Dean's office on a completed Oral Examination Faculty Agreement Form.

If you are willing to serve on the committee indicated above, please sign in the space below opposite your name.

Name

Signature

Date

Major Advisor

Department Chair (or Associate Dean for Graduate Programs and Research in Nursing)

Associate Dean, School of Graduate Studies

Coursework Proposal

Name Degree Program

If you approve the coursework proposed below, sign your name in the space indicated. The Major Advisor must indicate his/her approval before the student may circulate this proposal to the other members of the committee.

Name Signature Date

Major Advisor

Department Chair (or Associate Dean for Graduate Programs and Research in Nursing)

Associate Dean, School of Graduate Studies

Please use an asterisk to indicate which courses satisfy Research Tool Requirement

Course No.	Title	Sem Hrs.	Course No.	Title	Sem. Hrs.
-------------------	--------------	-----------------	-------------------	--------------	------------------

RESEARCH PROGRESS REPORT

Student Name

Major Advisor

Graduate Program

Semester/year

Did you meet with your Advisory Committee this semester? YES NO

Students are required to meet with their Advisory Committee at least once each semester.

The student and Major Advisor are responsible for filing a Research Progress Report Form at the end of each semester in which the student is enrolled for credit hours that are related to research (Investigation of a Problem or Thesis/Dissertation). This report will assist the student and his/her Advisor focus on the research objectives accomplished during the semester and those that are to be accomplished in the next semester. It is a way for the student and Advisor to determine if “timely progress” is being made. The information contained in the report should be based on a meeting between the student and his/her Advisory Committee during the semester.

The student must complete the form and submit it to his/her Advisor for approval. The Advisor’s role is to review the report with the student and make additional comments if necessary. The student and Advisor signify approval of the report by signing the form and forwarding it to the Program Director along with the student’s grade for the semester (U or S). **Failure to file the report by the end of the semester results in a grade of “incomplete” being sent to the Registrar’s office.** Should the Advisor disagree with the student’s assessment, he/she is responsible for placing in writing comments indicating the specific areas of disagreement, giving the student a copy of the comments and forwarding the form, grade and the comments to the program’s director. Copies of the report form and comments are forwarded to the Dean’s office by the Program Director and placed in the student’s file.

Both Parts I and II must be completed EXCEPT for those students enrolled in the course for the first time. For them, only part II must be completed. Attach your responses for Parts I and II to this form.

PART I. State the specific objectives achieved during this semester in your research program. Relate the completed objectives to those you proposed to complete in your previous report and the specific aims stated in your research proposal, if appropriate. If you were unable to complete a proposed objective, state the reason(s) why and indicate what the effect may be on your progress toward completing your thesis/research project.

PART II. State the research objectives you propose to complete during your next semester’s work. These objectives should be agreed to by you and your Major Advisor.

Student’s Signature

Advisor’s Signature

Instructions for Writing a Research Proposal

Following the outline below, provide the details of the proposal.

- (1) **Hypothesis and Specific Aims.** State the hypothesis to be tested and the specific aims of the research proposal.
- (2) **Background and Significance.** Describe briefly the background to the proposal, including relevant studies by other investigators. State concisely the importance of the research described in this proposal by relating the specific aims to broad, long-term research objectives in the field.
- (3) **Research Design and Methods.** Provide a description of:
 - Research design and the specific procedures to be used to accomplish the specific aims;
 - Tentative sequence for the investigation;
 - Statistical procedures by which the data will be analyzed; and
 - Any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised.

Potential experimental difficulties should be discussed together with alternative approaches that could achieve the desired aims.

- (4) **Previous Work Done in this or Related Fields.** Describe briefly any work you have done that is pertinent to this project or demonstrates your ability to carry out the study plan.
- (5) **Personal Publications.** Cite your most important published and pending scientific publications in this or related work. Include all authors in the same order as they appear in the journals, as well as titles of articles and complete literature references.
- (6) Provide **Literature Citations** at the end of the research proposal for any published work referenced in the proposal. Each citation must include names of all authors, titles, book or journal, volume number, inclusive page numbers, and year of publication.
- (7) **Human Subjects/Vertebrate Animals.** Provide the rationale for the choice of any experimental animals or procedures involving human subjects. Also, summarize the gender and racial/ethnic composition of any human subject population.

SUBMIT RESEARCH PROPOSAL ON PLAIN 8 1/2" X 11" PAPER.

**Thesis/Project/Supervised Research Proposal Form
Master's Degree**

Name of Student:

Degree Sought: Program:

Select one of the following

Thesis:

Project:

Supervised Research:

If you approve the attached Research Proposal, sign your name in the space indicated. The Major Advisor must indicate his/her approval before the student may circulate this proposal to the other members of the Advisory Committee.

Name

Signature

Date

Major Advisor

Department Chair (or Associate Dean for Graduate Programs and Research in Nursing)

Associate Dean, School of Graduate Studies

Proposed Title:

A copy of the proposal must be submitted to the Dean with this form.

Admission to Candidacy for an Advanced Degree

Name of Student _____, a graduate student in the Department of _____

has met requirements set forth in the

Medical College of Georgia Catalog for Admission to Candidacy for the

degree.

Major Advisor _____ Date _____

Department Chair (or Associate Dean for Graduate Programs and Research in Nursing) _____ Date _____

Associate Dean, School of Graduate Studies _____ Date _____

**Thesis/Project/Supervised Research Approval Form
Master's Degree**

TO: Members of the Advisory Committee for:

Name of Student

Department

Degree

Your signature below indicates approval of the student's thesis/project/supervised research. Your approval at this point will not imply that there are no corrections that have to be made. Your approval will imply that there are no major alterations necessary in the investigations or in the body of the text; that the review of the literature is adequate; that the data adequately supports the conclusions; and that the quality and amount of work represented by the thesis/project/supervised research is, in general, consistent with the degree being sought by the student. A Final Oral Examination at this point will not be scheduled until these criteria are met. Your approval at this point will have no bearing on the outcome of the Final Oral Examination.

Title of Thesis/Project/Supervised Research

Sign your name in the space provided below if you feel that the thesis/dissertation is acceptable for the purpose of administering the Final Oral Examination. If you do not feel this is the case, inform the student of your criticisms so that they may be taken into account in the modifications. The student will then submit the modified manuscript to the committee.

Name

Signature

Date

Major Advisor

Faculty Agreement Form
Date and Time of Final Oral Examination
Master's Degree

I will be in attendance at the Final Oral Examination for:

Name of Student	Program	Degree
-----------------	---------	--------

Date	Time	Place
------	------	-------

Names of Advisory Committee	Signatures
------------------------------------	-------------------

[Scholastic Regulations and Procedures](#)

[Requirements for Graduation](#)

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Policies and Procedures

Doctor of Philosophy Degree Program

This booklet serves as a guide for students pursuing the Doctor of Philosophy (Ph.D.) degree by specifying the requirements and procedures of the School of Graduate Studies. Individual programs may have additional or modified requirements and these are stated in your program's handbook. In general, the information presented is appropriate for students in all programs.

Information in the booklet is **not** inclusive of all requirements for all graduate programs. The student should obtain and become familiar with other publications directed toward graduate students and Medical College of Georgia students in general. These include the Student Handbook and the Medical College of Georgia Catalog, available at <http://www.mcg.edu/catalog/> published by Student Affairs, the School of Graduate Studies publications entitled Thesis/Dissertation Preparation and Scheduling of the Final Examination and most important, the student handbook written and distributed by the individual graduate programs. **Please remember that it is the student's responsibility to remain apprised of current graduation requirements for his/her degree program.** Questions regarding requirements should be directed to your program's director or to the staff in the School of Graduate Studies office.

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Please email comments, suggestions or questions to:
Gretchen Caughman, gcaughma@mail.mcg.edu



*While we make every effort to keep the information on this page accurate
and up to date, please remember that the MCG Catalog and our published policies and procedures are the
authoritative sources of information about
MCG programs and policies.*



April 03, 2003

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PREFACE

This booklet serves as a guide for students pursuing the Doctor of Philosophy (Ph.D.) degree by specifying the requirements and procedures of the School of Graduate Studies. Individual programs may have additional or modified requirements and these are stated in your program's handbook. In general, the information presented is appropriate for students in all programs. The information contained in this booklet also is available at www.mcg.edu/GradStudies/phdguide/index/html.

Information in the booklet is **not** inclusive of all requirements for all graduate programs. The student should obtain and become familiar with other publications directed toward graduate students and Medical College of Georgia students in general. These include the *Student Handbook* and the *Medical College of Georgia Catalog*, available at <http://www.mcg.edu/catalog/> published by Student Affairs, the School of Graduate Studies publications entitled *Thesis/Dissertation Preparation and Scheduling of the Final Examination* and most important, the student handbook written and distributed by the individual graduate programs. **Please remember that it is the student's responsibility to remain apprised of current graduation requirements for his/her degree program.** Questions regarding requirements should be directed to your program's director or to the staff in the School of Graduate Studies office.

SCHOLASTIC REGULATIONS AND PROCEDURES

A student's registration and class attendance constitute an agreement on the part of the applicant to comply with the rules and regulations of the University as published in the catalog and other official publications of the University during the student's continued enrollment.

A student's continued enrollment in the School of Graduate Studies is subject to the decision by the Dean and other designated officers that academic grades and progress are satisfactory, that rules of the university are being complied with and that the best interest of the school and of other students is being served.

Auditors may take graduate courses, but must secure permission of the instructor. No academic credit is awarded. Auditors pay usual tuition and fees.

Grades, Academic Performance and Progress

Satisfactory progress toward a degree in the School of Graduate Studies requires that a student maintain a cumulative grade point average (GPA) of at least 2.8 for all courses attempted. A **minimum** grade of C (or satisfactory in courses graded S and U) must be earned for each course applying toward a graduate degree, and a 2.8 cumulative GPA in all courses attempted toward the degree is required for graduation. Individual programs may set higher GPA and other graduation requirements and additional standards for satisfactory progress in courses related to the specific discipline. Consult your program's handbook.

Academic Probation and Dismissal

Any student whose cumulative GPA for a degree program falls below 2.8 is placed on academic probation. Such status is noted on the student's academic record (transcript). While on probation, the student **must** earn a minimum of 3.0 each grading period until the cumulative GPA is raised to at least 2.8. Students who fail to earn at least 3.0 each period while on probation shall be considered for academic dismissal from the School of Graduate Studies. With approval of the Dean, individual programs may establish higher GPA standards for probation or dismissal, in which cases the higher standards shall apply. Consult your program's handbook.

Where circumstances warrant, upon recommendation of the academic program concerned and approval of the Dean, a student being considered for dismissal under the provisions of this policy may be permitted to continue as a student on probation. In such cases, the student must earn at least 3.0 each grading period while on probation until a 2.8 cumulative GPA is achieved. Failure to do so will result in automatic dismissal from the degree program. The second dismissal will be final.

Individual programs shall set policies concerning academic probation and recommendations for dismissal in regard to students who receive a grade of U (unsatisfactory) in courses graded S or U. Consult your program's handbook.

A student may be considered for dismissal if s/he fails to make timely progress toward the degree sought, or may be subject to re-examination and required additional coursework.

Any student dismissed from the School of Graduate Studies may appeal the action in accordance with the procedure described in the Student Discipline, Grievances, and Appeals section in the General Information section of the *MCG Catalog* available at <http://www.mcg.edu/catalog/>

Academic Integrity and Judicial Procedures

"The university recognizes honesty and integrity as being necessary to the academic function of the institution. Regulations promulgated in the interest of protecting the equity and validity of the university's grades and degrees and to help students develop standards and attitudes appropriate to academic life are contained in the *Student Handbook* available at <http://www.mcg.edu/students/handbook/index.html>

Understanding and adhering to the "Conduct of Research" policy as stated in the *Student Handbook* are extremely important for graduate students. Students are expected to respond to assignments and research projects with original data, manuscripts and papers. Any deviation from this could result in a grade of F for the assignment and course and possible dismissal from the School of Graduate Studies.

Any possible violation by a student of the "Student Conduct Code," "Conduct of Research" or other institutional policies as stated in the *Student Handbook*, must be reported to the Dean. The School of Graduate Studies follows all judicial procedures and proceedings as described in the *Student Handbook*.

Leave of Absence

Registration in each grading period indicates that a student is making progress for his/her enrolled objective. Students who do not plan to enroll for an upcoming grading period, except the summer period, should request a leave of absence from the Dean, through their program director. Failure to do so could result in being required to reapply for admission. A leave of absence does not modify a student's obligation to complete the degree within a seven-year time limit.

Transfer Credit

Transfer of graduate credit is never automatic; any credits transferred do not reduce the residence requirement for any advanced degree. At the discretion of the Dean and the faculty of the major program, 6 semester hours of credit toward a Ph.D. degree may be transferred. A request for credit transfer should be initiated by the student and his/her Advisor through your program's director.

Up to 6 semester hours from a previously earned master's degree may be credited toward the Ph.D. The credit is awarded after the student passes an examination on his/her major subject and thesis. This exam must be completed during the student's initial period of enrollment. The transfer of any course work beyond the master's

level is a matter for negotiation between the student, his/her Advisory Committee, graduate program committee and the Dean. In general, no more than 18 semester hours may be transferred toward the Ph.D. under any circumstances.

Withdrawal from the School of Graduate Studies and University

A student wanting to withdraw from his/her program should complete the procedures outlined on the Withdrawal Form that is available in the Registrar's Office.

A student who does not enroll for three consecutive semesters is administratively withdrawn from the university by the Registrar. A student who was withdrawn must receive approval from the Dean to re-enroll in a graduate program. Re-enrollment is not automatic. The Dean will review the student's academic performance and progress toward the degree and request recommendations from the student's Advisory Committee. Additional coursework and examinations may be required. If the student's seven-year time to degree limit has been exceeded, s/he may have to either meet additional requirements recommended by the program director and Advisor and approved by the Dean or apply to the program as a new student and meet all program requirements.

MAJOR ADVISOR

A faculty member is selected early in the student's program to serve as the Major Advisor. The Major Advisor must have an appointment to the graduate faculty and be a member of the student's graduate program. In the event that the Major Advisor holds an Adjunct Graduate Faculty Appointment, a Co-Major Advisor must be appointed. The Co-Major Advisor must be a regular (full-time) graduate faculty member. The Major Advisor serves as the chair of the student's Advisory Committee, mentors the student, advises him/her concerning requirements and procedural steps in the degree program, and assists the student in selecting and pursuing the research topic, in the preparation of the dissertation, and in obtaining admission to candidacy.

ADVISORY COMMITTEE

The Advisory Committee is composed of **five** individuals, one of whom is the student's Major Advisor. The Major Advisor, after consultation with the student, recommends to the Department Chair the names of four additional members of the faculty who have agreed to serve as members of the student's Advisory Committee. If a Co-Major Advisor has been appointed, s/he is one of the five committee members. At least four of the five members must hold appointments on the faculty of the School of Graduate Studies. One or two members of the committee may be from outside the student's graduate program. The Dean must approve the members of the Advisory Committee. The advisory committee members should be selected as soon as possible after the major advisor is chosen. The Advisory Committee Form for submitting the names of the Advisory Committee to the chairman and Dean is available from the student's program director or the staff in the graduate studies office. A copy is included in the Appendix and is available at http://www.mcg.edu/GradStudies/phdguide/Advisory_Committee.pdf

The **Advisory Committee's function** is to assist the student in the following activities:

- Selection of courses pertinent to the objectives of the student's educational program
- Planning of the student's research
- Preparing and administering the second exam
- Critical review of the research in progress
- Defense of the dissertation

It is natural that there will be some faculty who leave the institution who were members of a student's Advisory Committee. Should this occur for your committee, please adhere to the following policy.

- Once an individual leaves the institution, s/he is no longer a member of the faculty and cannot participate as a legal committee member. Exceptions may be granted if the committee member requests and receives adjunct graduate faculty status.
- Based on the time to dissertation defense, the Dean will consider continuing the individual on the committee as a consultant to the committee but for no longer than six months.
- Another faculty member must fill the position vacated by the departing faculty as soon as possible even if the departing faculty is a consultant.
- If the departing member is the Major Advisor, and the dissertation defense is imminent, the program director, chair and Dean will consult to make satisfactory arrangements. If the dissertation defense is not imminent, a new Advisor must be appointed.

RESEARCH PROGRESS REPORT

The student and Major Advisor are responsible for filing a research progress report at the end of each grading period in which the student is enrolled for credit hours that are related to research (Investigation of a Problem or Thesis/Dissertation). This report will assist the student and his/her Advisor to focus on the research objectives accomplished during the period and those that will be accomplished in the subsequent grading period. It is a mechanism for the student and Advisor to determine if "timely progress" is being made. The information contained in the report should be based on a meeting between the student and his/her Advisory Committee during the grading period. The required information is outlined on the Research Progress Report Form.

The student must complete the form and submit it to his/her Advisor for approval. The Advisor's role is to review the report with the student and make additional comments if necessary. The student and Advisor signify approval of the report by signing the form and forwarding it to the program director along with the student's grade (U or S) for the grading period. **Failure to file the report by the end of the grading period results in a grade of "incomplete" being sent to the Registrar's office.** Should the Advisor disagree with the student's assessment, s/he is responsible for placing in writing comments indicating the specific areas of disagreement, giving the student a copy of the comments and forwarding the form, grade and the comments to the program's director. Copies of the report form and comments are forwarded to the Dean's office by the program director and placed in the student's file.

REQUIREMENTS FOR GRADUATION

Residence and Time Limits

The minimum requirement for the Doctor of Philosophy degree is three full academic years beyond the bachelor's degree, which cannot be satisfied through summer work alone. At least two full consecutive semesters must be spent in residence on the campus. If the student has part-time duties (employment or an assistantship), the residence requirements will be increased accordingly to provide the equivalent of two semesters of full-time study in residence. All course work and other requirements for the Doctor of Philosophy degree, including the Final Oral Examination, ***must be completed within seven (7) consecutive calendar years from the date of enrollment*** in the School of Graduate Studies. Leaves of absence do not extend the seven-year limit. It is the student's responsibility to meet all the requirements for the degree in the proper sequence and in the time limits specified in this document. For Students in combined MD/PhD or DMD/PhD degree programs, the seven-year limit does not include semesters of enrollment in the professional degree program.

Where circumstances warrant, a student may petition the Dean for exceptions to this residence and time limit policy.

Grade Point Average Requirement

Graduate Studies requires a GPA of at least 2.8. This requirement is higher for some programs. Check with your program's director.

Coursework Proposal

The proposal includes a program of study listing the courses the student must satisfactorily complete for meeting School of Graduate Studies' requirements and those of the student's graduate program. Additional coursework that the student and his/her Advisory Committee determine is appropriate for facilitating the student's research project is also included in the proposal. The program of study is prepared in consultation with the student, Advisor and the members of the Advisory Committee. It is submitted to the Dean for approval on the Coursework Proposal Form, a copy of which is located in the Appendix.

Research Tools

The student must demonstrate proficiency in two appropriate tools of research. Graduate courses demonstrating computer and statistics literacy are recommended. The tools offered to complete the requirement must be recommended by the advisory committee, comply with any requirements of the student's program and be approved by the Dean. Coursework recommended for meeting the requirement should be marked with an asterisk on the Coursework Proposal Form. This requirement must be met before a student may be admitted to candidacy for a degree.

Research Proposal for the Dissertation

The research proposal is a research plan that serves as the basis for the dissertation. The proposal is written by the student and approved by his/her Advisory Committee, Department Chair and Dean. The proposal must conform to the "Conduct of Research Policy" of MCG. An outline for providing the details of the research proposal is included in the Appendix with the Dissertation Research Proposal Form. The form, signed by the Advisory Committee, must be submitted **before** the project is undertaken.

The Ph.D. Comprehensive Examination

The Ph.D. comprehensive examination is divided into two parts: I. the First Examination and II. the Second Examination.

- I. The **First Examination** is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and ability to correlate the basic material presented during the first part of his/her graduate curriculum.

The First Examination may be taken after a minimum of 18 semester hours of successful graduate study at the "700" and "800" level. It must be successfully passed before the student will be permitted to become a candidate for a degree. In the event of failure, the First Examination may be repeated once with the permission of the Department Chair, provided that at least one additional semester of graduate work has been completed. Failing the retake of the examination will result in the student being considered for dismissal from the graduate program and School of Graduate Studies.

The First Examination will be a written test of the student's global knowledge of the basics of his/her discipline and related disciplines, and will encompass two half days or one full day. The examination will be prepared and graded by the faculty of the graduate program, under the supervision of the Program Director and Department Chair. A copy of this examination, along with a description of the grading procedures and grade required for passing, must be submitted to the School of Graduate Studies by the Department Chairman for approval by the Dean at least one week prior to the examination date.

The results of the examination are certified by the Department Chairman on the First Examination Form to the School of Graduate Studies. The student's written answers will be filed in the Department.

- II. The **Second Examination** tests the student's understanding of his/her specialized field of study and the ability to apply basic information to an understanding of the literature. At least one academic semester must elapse after the successful completion of the First Examination before taking the Second Examination. The examination is written and usually occupies two half days or one full day. A two-hour oral examination may be substituted for one-third of the written examination. The Second Examination must be successfully passed before the student will be permitted to become a candidate for a degree.

The Advisory Committee defines for the student the field of study that will be covered by the examination. The Advisory Committee, in the presence of a representative appointed by the Dean, prepares the second examination. The representative does not participate in the examination preparations, but sees that all procedures of the examination are being conducted within the guidelines of the School of Graduate Studies. The major advisor should request that the Dean appoint a representative at least two weeks before beginning the formation of the exam. The examination is submitted by the Department Chairman to the Dean for approval, along with a description of the grading procedures and grade required for passing. The exam is graded according to the program's procedures that are explained by the advisor and provided in writing to the student before the examination is administered. The results of the examination are submitted for approval to the department chair on the Second Examination Form. The chair forwards the form to the Dean.

It is the responsibility of the committee and the Department Chairman to determine whether or not the student has passed the examination. In the event of failure, this examination can be retaken once if recommended by the examining committee and Department Chairman and approved by the Dean. Consult your program's handbook. *At least one semester of additional study is required before the examination may be retaken.* Failing the retake of the examination will result in the student being considered for dismissal from the graduate program and School of Graduate Studies.

Admission to Candidacy for the Doctor of Philosophy Degree

A student will be admitted to candidacy for this degree by the Dean following successful completion of the research tools requirement, acceptance of the coursework proposal and research proposal, and passing of the first and second comprehensive exams. A completed Admission to Candidacy Form must be submitted to the Dean. The Dean notifies the student in writing of his/her admission to candidacy. Until this occurs, graduate courses taken are not credited toward the degree. **A student must be eligible for candidacy for the Ph.D. degree at least two semesters before the proposed graduation date.**

Dissertation

The dissertation is required of all Ph.D. candidates. It is the culmination of an original investigation leading to new information that gives evidence of independent thinking, scholarly ability and critical judgment, and indicates familiarity with research methods and techniques. The dissertation should characterize in a scholarly manner the

importance of this information as it applies to the field of study. Publication of the dissertation in one or various forms is urged, but not required. Defense (Final Oral Examination) of the dissertation is required and must be completed within two years of admission to candidacy. Otherwise, a student must undergo re-examination. **Directions for preparation of the written aspects of the dissertation are available from the School of Graduate Studies' office.**

Approval of the Dissertation

The student and Advisory Committee should follow the procedures listed for approval of the dissertation.

- A good draft of the dissertation, proof-read and corrected (in pencil) by the student and approved by the Major Advisor, is distributed by the student to members of the Advisory Committee at least five (5) weeks before the date of the student's final oral examination.
- At least three (3) weeks before the oral examination, the dissertation should be approved by the Advisory Committee and the Dissertation Approval Form submitted to the Dean. The signed form indicates that the members of the committee have read the draft copy of the dissertation and find it acceptable for the purpose of examining the student. The student will be responsible for making all changes recommended by the committee.

Final Oral Examination

Satisfactory performance on the Final Oral Examination, in which the student defends his dissertation before the Advisory Committee, dissertation readers, faculty, students and the public, is required. This examination is based *primarily* on the dissertation and the field of knowledge that constitutes the student's major subject. The student must be enrolled in the semester that the examination is administered.

The Dean or his appointed representative chairs all Final Oral Examinations for the Doctor of Philosophy degree. In addition, external examiners (readers) must be present. The readers participate in the exam and vote along with the student's Advisory Committee on the student's performance. A majority vote of the examining committee is required for satisfactory performance.

It is the responsibility of the student and his Major Advisor to select two or three readers for approval by the Dean. After approval, the student contacts the readers to determine that they will be available to serve in this capacity. The Graduate Studies' office must be notified when the readers agree. The Dean and readers must receive a corrected copy of the dissertation approved by the Advisory Committee at least two (2) weeks before the Final Oral Examination is scheduled.

The student should contact the School of Graduate Studies office, Advisory Committee, and readers to arrange a time that all individuals may attend the oral examination. Once the time is established, notification in writing is sent to the Dean on a completed Oral Examination Faculty Agreement Form. The examination is open to the public. Departments will be responsible for typing the printed Program Announcement. These announcements must be mailed to students and faculty of the area of study (i.e., graduate nursing faculty and students, biomedical sciences faculty and students, etc.). The Graduate Studies office provides mailing labels. The student may call to request labels three days in advance of the mailing. A sample of the Final Oral Examination announcement is included in the "Thesis/Dissertation Preparation" document available in the School of Graduate Studies office. The Final Oral Examination Form, provided by the School of Graduate Studies office, is completed at the end of the examination by the committee, readers, and Dean.

After the Final Oral Examination, three final copies of the dissertation on *Crane's Thesis Paper* bearing the signatures of the Major Advisor and Department Chair are submitted to the Dean at least one week before graduation.

Application for Graduation

Each candidate for a graduate degree must apply for graduation. The Application for Graduation Form is available in the Graduate Studies office. Please read the application carefully and provide **ALL** requested information. Return the completed application to the Graduate Studies office. This application informs the Graduate Studies office and the Registrar's office whether or not you will be attending May graduation and/or the Graduate Studies Hooding Ceremony. This also enables the MCG Bookstore to order the appropriate regalia in time for graduation. If a student believes that s/he will complete the requirements during the spring semester, the form should be completed and returned to the Graduate Studies office. If the form indicates that a student will graduate in time for the May commencement and the degree requirements are not met by that time, the student will NOT be charged for ordering regalia. However, if the requirements are completed in time for the May commencement and this form has not been returned, regalia may not be available for participation in hooding and graduation exercises. The Registrar also uses these forms to obtain the names for the Commencement Program for graduation and the correct name for diplomas. If an Application for Graduation has not been completed, the student will not be listed in the program.

Satisfactory Fulfillment of All Degree Requirements

Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required. Three final, signed copies of the dissertation on *Crane's Thesis Paper* must be received in the School of Graduate Studies office at least one week prior to the date of graduation. A recommendation for graduation signed by the chair of the student's department or for nursing programs, the Associate Dean for Graduate Programs and Research, and the Dean of the School of Graduate Studies is submitted to the Registrar verifying that the student has completed all requirements. The recommendation for graduation memo is forwarded to the program director for the chair's signature by the office staff of graduate studies. The completed memo is returned to the Dean's office. It is forwarded from the Dean's office to the Registrar after all required program documentation has been submitted.

CHECKLIST FOR DOCTOR OF PHILOSOPHY REQUIREMENTS

It is the responsibility of the student to keep this form up to date and to meet all requirements in a timely fashion. Some departments may have requirements in addition to those listed in this guide and checklist. Check your program's handbook.

DATE	PROCEDURE
_____	Program Entry Date (Semester/Year)
_____	Major Advisor Selected
_____	Advisory Committee Selected, Approved by Chair and submitted to School of Graduate Studies
_____	Coursework Proposal Approved and Submitted to School of Graduate Studies
_____	Research Proposal Approved and Submitted to School of Graduate Studies
_____	Research Tool Requirement #1 Fulfilled
_____	Research Tool Requirement #2 Fulfilled
_____	First Examination Passed
_____	Second Examination Passed
_____	Admission to Candidacy
_____	Obtained Thesis/Dissertation Instruction Booklet from School of Graduate Studies
_____	Advisor Approved Draft of Dissertation Submitted to Members of Advisory Committee (5 weeks before Final Oral Examination)
_____	Signed Dissertation Approval Form Submitted to School of Graduate Studies (3 weeks before Final Oral Examination)
_____	Date of Final Oral Examination Scheduled with School of Graduate Studies, Advisory Committee and Readers
_____	Readers for Final Oral Examination Selected and Approved by the School of Graduate Studies
_____	Corrected draft copy of Dissertation Submitted to School of Graduate Studies and Readers (2 weeks before Final Oral Examination)
_____	Final Oral Examination Announcement Mailed
_____	Final Oral Examination Passed
_____	Three Final Copies of Dissertation on Crane's Thesis Paper Submitted to School of Graduate Studies (1 week prior to graduation)
_____	Completed Survey of Earned Doctorates Booklet Submitted to School of Graduate Studies
_____	Completed UMI Form Submitted to School of Graduate Studies (microfilming of dissertation)
_____	Completed Library Binding Form Submitted to School of Graduate Studies
_____	Application for Graduation Submitted to School of Graduate Studies

APPENDIX

RESEARCH PROGRESS REPORT

Student Name _____ Major Advisor _____

Graduate Program _____ Grading Period /year _____

Did you meet with your Advisory Committee this grading period? YES NO
Students are required to meet with their Advisory Committee at least once each semester.

The student and Major Advisor are responsible for filing a research progress report at the end of each grading period in which the student is enrolled for credit hours that are related to research (Investigation of a Problem or Thesis/Dissertation). This report will assist the student and his/her Advisor to focus on the research objectives accomplished during the period and those that will be accomplished in the subsequent grading period. It is a mechanism for the student and Advisor to determine if "timely progress" is being made. The information contained in the report should be based on a meeting between the student and his/her Advisory Committee during the grading period.

The student must complete the form and submit it to his/her Advisor for approval. The Advisor's role is to review the report with the student and make additional comments if necessary. The student and Advisor signify approval of the report by signing the form and forwarding it to the program director along with the student's grade (U or S) for the grading period. **Failure to file the report by the end of the grading period results in a grade of "incomplete" being sent to the Registrar's office.** Should the Advisor disagree with the student's assessment, s/he is responsible for placing in writing comments indicating the specific areas of disagreement, giving the student a copy of the comments and forwarding the form, grade and the comments to the program's director. Copies of the report form and comments are forwarded to the Dean's office by the program director and placed in the student's file.

Both Parts I and II must be completed EXCEPT for those students enrolled in the course for the first time. For them, only part II must be completed. Attach your responses for Parts I and II to this form.

PART I. State the specific objectives achieved during this grading period in your research program. Relate the completed objectives to those you proposed to complete in your previous report and the specific aims stated in your research proposal, if appropriate. If you were unable to complete a proposed objective, state the reason(s) why and indicate what the effect may be on your progress toward completing your thesis/research project.

PART II. State the research objectives you propose to complete during your next enrollment period. These objectives should be agreed to by you and your Major Advisor.

Student's Signature

Advisor's Signature

Instructions for Writing a Research Proposal

Following the outline below, provide the details of the proposal.

- (1) **Hypothesis and Specific Aims.** State the hypothesis to be tested and the specific aims of the research proposal.
- (2) **Background and Significance.** Describe briefly the background to the proposal, including relevant studies by other investigators. State concisely the importance of the research described in this proposal by relating the specific aims to broad, long-term research objectives in the field.
- (3) **Research Design and Methods.** Provide a description of:
 - Research design and the specific procedures to be used to accomplish the specific aims;
 - Tentative sequence for the investigation;
 - Statistical procedures by which the data will be analyzed; and
 - Any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised.

Potential experimental difficulties should be discussed together with alternative approaches that could achieve the desired aims.

- (4) **Previous Work Done in this or Related Fields.** Describe briefly any work you have done that is pertinent to this project or demonstrates your ability to carry out the study plan.
- (5) **Personal Publications.** Cite your most important published and pending scientific publications in this or related work. Include all authors in the same order as they appear in the journals, as well as titles of articles and complete literature references.
- (6) Provide **Literature Citations** at the end of the research proposal for any published work referenced in the proposal. Each citation must include names of all authors, titles, book or journal, volume number, inclusive page numbers, and year of publication.
- (7) **Human Subjects/Vertebrate Animals.** Provide the rationale for the choice of any experimental animals or procedures involving human subjects. Also, summarize the gender and racial/ethnic composition of any human subject population.

SUBMIT RESEARCH PROPOSAL ON PLAIN 8 1/2" X 11" PAPER.

**Dissertation Research Proposal
Doctor of Philosophy Degree**

Name of Student: _____

Graduate Program: _____

Proposed Title of Project: _____

If you approve the attached Research Proposal, sign your name in the space indicated. The Major Advisor must indicate his/her approval before the student circulates this proposal to the other members of the Advisory Committee.

Name	Signature	Date
Major Advisor		
Department Chair (or Associate Dean for Graduate Programs and Research in Nursing)		
Associate Dean, School of Graduate Studies		

A copy of the proposal must be submitted to the Dean with this form.

**First Examination
Doctor of Philosophy Degree**

Name of Student: _____

Graduate Program: _____

Time, Date, and Place of Examination: _____

Type of Examination (written, oral or combination): _____

Name of Person Coordinating this Examination: _____

Results of Examination: _____
Pass or NOT Pass

Remarks:

Graduate Program Director Date

Department Chair Date
(or Associate Dean for Graduate Programs and Research in Nursing)

Associate Dean, School of Graduate Studies Date

A copy of the examination questions is filed in the office of the School of Graduate Studies. The answers are kept in the departmental files.

**Second Examination
Doctor of Philosophy Degree**

Name of Student: _____

Graduate Program: _____

Time, Date and Place of Examination: _____

Type of Examination (written, oral or combination): _____

Results of Examination: _____
Pass or NOT Pass

Remarks:

Typed Names and Signatures of Faculty Administering this Examination

Name	Signature	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Major Advisor	_____	_____
_____	_____	_____
Graduate Program Director	_____	_____
_____	_____	_____
Department Chair (or Associate Dean for Graduate Programs and Research in Nursing)	_____	_____
_____	_____	_____
Associate Dean, School of Graduate Studies	_____	_____

A copy of the examination questions is filed in the office of the School of Graduate Studies. The answers are kept in the departmental files.

Admission to Candidacy for the Doctor of Philosophy Degree

_____, a graduate student in the
Name of Student

Program of _____, has met requirements set forth in
the Medical College of Georgia Catalog for Admission to Candidacy for the *Doctor of Philosophy Degree*.

Major Advisor

Date

Department Chair (or Associate Dean for Graduate Programs and Research in Nursing)

Date

Associate Dean, School of Graduate Studies

Date

**Dissertation Approval Form
Doctor of Philosophy Degree**

TO: Members of the Advisory Committee for:

Name of Student	Graduate Program
-----------------	------------------

Your signature below indicates approval of the student's dissertation research. Your approval at this point will not imply that there are no corrections that have to be made. Your approval will imply that there are no major alterations necessary in the investigations or in the body of the text; that the review of the literature is adequate; that the data adequately supports the conclusions; and that the quality and amount of work represented by the dissertation is, in general, consistent with the degree being sought by the student. A Final Oral Examination at this point will not be scheduled until these criteria are met. Your approval at this point will have no bearing on the outcome of the Final Oral Examination.

Major Advisor	Signature	Date
---------------	-----------	------

Title of Dissertation: _____

Sign your name in the space provided below if you feel that the dissertation is acceptable for the purpose of administering the Final Oral Examination. If you do not feel this is the case, inform the student of your criticisms so that they may be taken into account in the modifications. The student will then submit the modified manuscript to the committee.

Names of Committee Members (Other than Major Advisor)	Signature	Date

**Faculty Agreement Form
Date and Time of Final Oral Examination
Doctor of Philosophy Degree**

I will be in attendance at the Final Oral Examination for:

Name of Student	Graduate Program
Date	Time
Names of Advisory Committee and Readers	Place
Major Advisor	Signatures

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Ph.D. in Biomedical Sciences

First Year Core Curriculum

How to apply

The core curriculum will provide the student with the basic information needed to begin a career in:

[Biochemistry & Molecular Biology](#)
[Cellular Biology & Anatomy](#)
[Molecular Medicine & Genetics](#)
[Pharmacology & Toxicology](#)
[Physiology](#)
[Vascular Biology](#)
[Oral Biology](#)

Molecular biology has fueled the tremendous explosion of new information regarding the fundamental mechanisms of cellular function over the past 20-30 years. We are now at a cross-roads where students will be challenged to apply this knowledge to the understanding of organ-system biology in order to advance our knowledge of human health and disease. Therefore, the Medical College of Georgia instituted a common admissions and curriculum for graduate study in the biomedical sciences for the first year students in the Fall of 2000. This program provides the student with the broad-based knowledge and experience needed for a successful career as a biomedical scientist. [*Student News Release*](#)

The core curriculum provides the student with the basic information needed to begin a career in the biomedical sciences. Teaching focuses on the student's understanding of basic biological principles and knowledge required for advanced elective courses provided by participating programs in later years. This program teaches students the principles of experimental

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design and hypothesis testing, how to survey and evaluate the biomedical literature, research communications, and fundamental methods of research. The students are introduced to the principles and practice of scientific method emphasizing contemporary research topics and innovative technologies.

In their first year, students complete two-semester of core courses that integrates basic science principles at all levels. The course includes a combination of lectures and interactive seminars which focuses on contemporary research topics by reference to the biomedical research literature. In addition, students learn about the wide variety of research activities being conducted by the graduate faculty which allows them to complete three, hands-on laboratory rotations. At the end of their first year, students then choose the specific program of study in which they desire to earn the Ph.D. degree and complete additional requirements.

SUMMARY OF THE FIRST-YEAR CORE CURRICULUM 2002-2003

Fall Semester: ([descriptions of courses](#))

- [SGS8021 Biochemistry and Gene Regulation](#)
Four one-hour lectures per week
MTWT (10:00 - 11:00 am)
Two hour conference every other week; F, 8:30-10:30am
- [SGS8022 Molecular Cell Biology](#)
Four, one-hour lectures per week
MTWT (8:30 - 9:30 am)
Two hour conference every other week: F 8:30-10:30am
- [SGS8011 Responsible Conduct of Research](#)
One, one-hour lectures per week
W (11:00 am - 12:00 pm)
- [SGS8040 Introduction to Faculty Research](#)
(first half of the semester only)
Three, two-hour sessions per week
WTF (2:00 - 4:00 pm)

- **[SGS8050 Introduction to Research I](#)**
(second half of the semester only)
10-20 hr/week working in the laboratory of a graduate faculty member

Spring Semester: ([description of courses](#))

- **[SGS 8033 Integrated Systems Biology](#)**
(*first half of the semester only*)
Two hours per day, 5 days per week
week MTWTF (8:30 – 10:30 am)
6-8 hours of lecture and
2-4 hours of laboratory or conference each week
- **[SGS 8034 Neuroscience](#)**
(*3 weeks mid-way in the semester*)

Two hours per day, 5 days per week
MTWTF (8:30 – 10:30 am)
6-8 hours of lecture and
2-4 hours of laboratory or conference each week
- **[SGS 8035 Immunology and Microbiology](#)**
(*last three weeks of the semester only*)
Two hours per day, 5 days per week
MTWTF (8:30 – 10:30 am)
6-8 hours of lecture and
2-4 hours of laboratory or conference each week
- **[SGS 8012 Scientific Communication](#)**
One, one-hour lecture per week
W (11:00 – 12:00 pm)
- **[SGS 8060 Introduction to Research II](#)**
(two rotations divided evenly over the term)
10-20 hr/week working in the laboratory of a graduate faculty member

****To receive a free informational CD-ROM and/or video highlighting our biomedical sciences graduate programs and research at MCG, please e-mail Bridget Gaines at bgaines@mail.mcg.edu****



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Biochemistry and Molecular Biology

This Ph.D. program trains students for academic or industrial research and teaching careers. The department offers strong faculty with diverse expertise and a supportive, inspiring environment. Career opportunities are excellent; most students obtain additional postdoctoral training at other institutions after earning their Ph.D., and some go directly to research or teaching positions.

The Ph.D. program lasts approximately five years. Areas of strength are molecular and biochemical genetics, signal transduction, membrane transport, structure/function of macromolecules and vision biochemistry. Financial aid is available for most students.

First-year Ph.D. students are admitted to the Ph.D. program in the Biomedical Sciences at MCG. After completing first year interdisciplinary core coursework and performing several laboratory rotations, they choose a research mentor and enter the Ph.D. program in which the faculty member has an appointment. Upon entering the Ph.D. program in Biochemistry and Molecular Biology, core courses are supplemented with advanced courses tailored to students' educational needs. Student workshops enhance oral communication skills and the ability to critically evaluate research data. In seminar courses, faculty and visiting scientists present their research. Ph.D. students must pass two departmental qualifying examinations. A research advisory committee chaired by the student's faculty advisor monitors the student's progress. Students are encouraged to present their work periodically in departmental seminars and at regional and national scientific meetings.

MCG's Carl T. Sanders Research and Education Building, which houses the department, has well-furnished laboratories for individual research projects. The building also houses the Molecular Biology Core Facility, the Imaging Core Facility, a machine and

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electronics shop, animal care facilities and other basic sciences departments. Its modern instrumentation includes an oligonucleotide synthesizer; PCR facilities for oligonucleotide amplification; preparative ultracentrifuges; chromatographic, HPLC and electrophoresis equipment; a fluorescent spectrophotometer; and gamma and liquid scintillation counters. Additional research facilities are available for cell and tissue culture research, transgenic animal studies, Cesium irradiation, flow cytometry, electron microscopy and central computing.

Admission Requirements to the Ph.D. program in Biomedical Sciences:

- A minimum of a bachelor's degree with a major in science.
- A combined GRE score of at least 1000 (sum of verbal and quantitative)
- Three letters of recommendation.
- Research experience is desirable

Additional requirements for International Students:

- A minimum TOEFL score of 550 paper-based or 213 computer-based, if applicable.
- Two official transcripts from each college or university attended.

Transcripts must be verified by an approved transcript evaluation service. Contact the Academic Admissions Office for information. Documentation of personal funds.

To receive full consideration for admission and stipend support, completed applications must be received in the Office of Academic Admissions no later than February 1.

For More Information Please Contact

Dr. Dorothy Tuan

Graduate Program Director

Telephone: (706) 721-0272

Fax: (706) 721-6608

E-mail: dtuanlo@mail.mcg.edu or

visit our web site at <http://www.mcg.edu/bmb/>

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Adult Nursing Master of Science

This program prepares nurses for advanced practice as clinical nurse specialists in the care of adults. Full-time and part-time study is available, and the curriculum provides a foundation for doctoral study. MCG's highly experienced faculty members are actively involved in practice and work closely with students in clinical settings. Students have access to outstanding clinical experience in areas such as ambulatory care, trauma, cardiovascular care and oncology. Career opportunities in a variety of clinical specialties are excellent throughout the Southeast and beyond.

Program Goals

- To cultivate clinical competence in various client-care situations
- To synthesize knowledge of ethics, biosocial-cultural and legal principles in managing health promotion and delivering health care to adults
- To prepare students to apply selected research findings to the practice of adult nursing
- To prepare students to apply knowledge of current theories to the advanced practice of adult nursing

Career Opportunities

- Advanced clinical nursing in settings including hospitals, homes and communities
- College-level teaching and research
- Clinical nursing in business/industrial settings

Admission Requirements

- Bachelor of science degree in nursing from an N.L.N.-accredited program with a GPA of 3.0 or higher on a 4.0 scale
- Official transcripts of all post-secondary education

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- Current professional Georgia nurse licensure
- Graduate or undergraduate statistics course
- Graduate or undergraduate health assessment course
- Personal interview with faculty
- Three letters of recommendation
- GRE score of 900 or higher (sum of verbal and quantitative)
- One year of R.N. experience
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call (706) 721-4710 or email gradadm@mail.mcg.edu or visit [our web site](#).

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Community Health Nursing Master of Science

The Master of Science in Community Health Nursing program prepares advanced-practice nurses to provide leadership and expertise in community health nursing. The program is designed for registered nurses with a baccalaureate degree interested in leadership positions in population-based care. Students may enter the program directly from a B.S.N. program; professional nursing experience is not required.

Program Goals

- To prepare advanced-practice nurses to provide population-based care
- To impart a strong theoretical focus and practice base in community health nursing
- To cultivate leadership qualities to advance the nursing profession and positively impact the health care system

Career Opportunities

- Population-based clinical nursing
- Population-based nursing research
- Administration in the field of community health nursing
- Education in the field of community health nursing

Admission Requirements

- Bachelor of science degree in nursing from an N.L.N. -accredited program with a GPA of 3.0 or higher on a 4.0 scale
- Current Georgia nurse licensure
- GRE score of 900 or higher (sum of verbal and quantitative)
- Three letters of recommendation
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign

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nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call (706) 721-3676 or email jboyle@mail.mcg.edu or visit [our web site](#).

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Mental Health/ Psychiatric Nursing Master of Science

This program prepares advanced-practice nurses in mental health-psychiatric nursing. Course work includes classroom and clinical experiences in biological, individual, family and group therapies. Opportunities for guided study in stress and coping, addictions, women's development, child and adolescent psychiatric nursing and geropsychiatric nursing are provided. The program provides at least 400 hours of clinical practice which can be applied toward national certification as a clinical nurse specialist.

Program Goals

- To prepare advanced-practice nurses in mental health-psychiatric nursing
- To expose students to a broad range of classroom and clinical experiences encompassing mental health issues affecting all ages
- To provide a strong foundation in nursing theory and research-based practice

Career Opportunities

- Individual psychiatric-mental health nursing
- Family psychiatric-mental health nursing
- Child and adolescent psychiatric-mental health nursing
- Geropsychiatric nursing
- Substance-abuse rehabilitation
- University-level teaching and research participation

Admission Requirements

- Bachelor of science degree in nursing from an N.L.N.-accredited program with an undergraduate GPA of 3.0 or higher on a 4.0 scale
- Official transcripts of all post-secondary academic study

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- Current Georgia nurse licensure
- Graduate or undergraduate statistics course
- Graduate or undergraduate health assessment course
- Personal interview with faculty
- Three letters of recommendation
- GRE score of 900 or higher (sum of verbal and quantitative)
- One year of R.N. experience
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call (706) 721-9748 or the Department of Mental Health/Psychiatric Nursing at (706) 721-4602, email gradadm@mail.mcg.edu or visit [our web site](#).

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Parent-Child Nursing Master of Science

The Master of science in Parent-Child Nursing program prepares registered nurses for advanced practice in one of the following fields:

- Pediatric nurse practitioner, providing and managing the care of children from birth through adolescence in various primary-care settings (Post-master's certification available).
- Clinical nurse specialist with a parent-child focus, providing and managing the care of women, children and their families during the child-bearing and/or child-rearing phases of life.

Program Goals

- To prepare registered nurses for leadership roles within the profession
- To prepare nurses to use concepts of advanced practice, expanded clinical skills, research, management and negotiation to meet patient/family needs and influence health policy

Career Opportunities

- Providing and managing care in primary, secondary and/or tertiary settings
- Research and management in the field of parent-child/family health
- Educational and clinical leadership

Admission Requirements

- A bachelor of science degree in nursing from an N.L.N.-accredited program with an undergraduate GPA of 3.0 or higher on a 4.0 scale
- Official transcripts of all post-secondary academic study

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- Current professional Georgia nurse licensure
- Graduate or undergraduate credit in a health assessment course
- Graduate or undergraduate credit in a statistics course
- Personal interview with faculty
- Three letters of recommendation
- GRE score of 900 or higher (sum of verbal and quantitative)
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call (706) 721-9748, Department of Parent-Child Nursing at (706) 721-2451 or visit [our web site](#).

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Nursing Anesthesia

Master of Nursing

This 28-month program includes didactic and clinical study. Students administer local, regional, and general anesthesia to pediatric and adult patients for a wide variety of surgical specialties including general surgery, orthopedics, otolaryngology, obstetrics, thoracic, vascular, cardiac, and neuroanesthesia. Before graduating, students administer more than 500 anesthetics over at least 1,000 clinical hours. After graduating, students are eligible for the national Certification Examination required to practice as a nurse anesthetist in Georgia.

Program Goals

- To prepare students to plan, implement, and evaluate anesthesia care for patients having diagnostic, therapeutic, or surgical procedures
- To prepare students to collaborate with other health professionals in planning, implementing, and evaluating anesthesia care
- To prepare students to critically analyze research reports and incorporate relevant findings into clinical practice
- To prepare students to supervise the formulation, planning, and implementation of respiratory care for patients requiring ventilatory support
- To prepare students to provide consultative services in anesthesia nursing, respiratory care, pain management, cardiopulmonary resuscitation, fluid therapy, and physiological monitoring
- To prepare students to instruct patients and health care personnel on selected topics related to anesthesia, respiratory care, fluid therapy, and physiological monitoring

Career Opportunities

- Pediatric nursing anesthesia

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- Adult nursing anesthesia
- College-level teaching and research
- Consultative services in anesthesia nursing, respiratory care, pain management, cardiopulmonary resuscitation, fluid therapy and physiological monitoring

Admission Requirements

- Bachelor of science in nursing degree from an N.L.N.-accredited program with a GPA of 3.0 or higher on a 4.0 scale
- Official transcripts of all post-secondary education
- Current Georgia nurse licensure
- Graduate or undergraduate statistics course
- Graduate or undergraduate health assessment course
- Personal interview with coordinator or designee
- Three letters of recommendation required
- GRE score of 900 or higher (sum of verbal and quantitative)
- At least one year of critical-care R.N. experience
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call (706) 721-9558 or email: bmaddox@mail.mcg.edu or visit [our web site](#).

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Nurse Practitioner Master of Nursing

This program prepares advanced-practice nurses to provide primary health care to clients and families. All students take core courses covering theoretical foundations for nursing, health systems and models, pathophysiology, pharmacology and research utilization. After those courses, students take clinically focused specialty courses in family nurse practitioner or pediatric nurse practitioner.

Full-time and part-time study is available. Also, a program is available for those who have completed a master's degree of nursing at an accredited university and seek certification as a nurse practitioner. This abbreviated programs leads to a certification, not a second master's degree.

The programs are accredited by the National League of Nursing and the Southern Association of Colleges and Schools. After completing the program, graduates are eligible for national certification examinations.

Program Goals

- To prepare students for an advanced-practice career as a nurse practitioner
- To provide a broad foundation in the theoretical foundations of nursing
- To provide a broad foundation in nursing research

Career Opportunities

- Family nurse practitioner
- Pediatric nurse practitioner
- College-level teaching and research

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- Bachelor of science degree in nursing from an N.L.N.-accredited program with a GPA of 3.0 or higher on a 4.0 scale
- Official transcripts from all post-secondary education
- Current professional Georgia licensure
- Graduate or undergraduate health assessment course
- Graduate or undergraduate statistics course
- One year of R.N. experience
- Personal interview with faculty
- Three letters of recommendation
- GRE score of 900 or higher (sum of verbal and quantitative)
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call the Nurse Practitioner Program at (706) 721-9748 visit [our web site](#) or email: gradadm@mail.mcg.edu

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Programs](#)

[PhD Guide Booklet \(PDF\)](#)

R.N. to M.N./M.S.N. Program

This program provides diploma and associate-degree nurses with a streamlined curriculum to a master's degree in nursing. Full-time and part-time schedules are available. Enrollment is limited and competitive.

The program is offered on MCG's Augusta campus and via distance-learning on its Athens campus. Specific tracks, depending on enrollment, include M.N. degrees in family nurse practitioner and pediatric nurse practitioner and M.S.N. degrees in mental health-psychiatric nursing, nursing and clinical nurse specialist in adults. Twenty-seven semester hours of B.S.N. course work are required prior to applying. The program requires 36 semester hours of master's courses.

Program Goals

- To enable registered nurses to expeditiously earn a master's degree
- To give registered nurses the skills and education to broaden their careers, challenges and earning potential
- To teach skills to conduct nursing research applicable to clinical or academic careers

Career Opportunities

- Specialized clinical nursing in hospital, home and community environments
- Nursing education in academic environments

Admission Requirements

- Completion of required core curriculum prior to enrollment
- Associate degree or diploma in nursing from accredited program
- Official transcripts of all post-secondary academic

[Thesis/Dissertation
Preparation \(PDF\)](#)

[Augusta, Georgia
Augusta Community](#)

- study
- Current Georgia nurse licensure
 - Personal interview with faculty
 - Three letters of recommendation
 - One year of R.N. experience
 - GPA of 3.0 or higher on 4.0 scale
 - GRE score of 900 or higher (sum of verbal and quantitative)
 - TOEFL score of 5500 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates of Foreign Nursing Schools.

Core Undergraduate Nursing Curriculum Requirements

A. **Essential skills, nine semester hours**

English composition I, *three hours*

English composition II (literature-based), *three hours*

College algebra, mathematical modeling, trigonometry, pre-calculus or calculus, *three hours*

B. **Institutional option,***

Introduction to computers

Critical thinking

Creative writing

Ethics

Health and wellness

Statistics

Economics

Speech

Any approved guided elective from Area F

C. **Humanities and fine arts,* *six semester hours***

Ethics

Fine and applied arts

Foreign language

Speech, oral communications

World literature

Philosophy

Drama, art or music appreciation

Logic

Electives in humanities and fine arts

D. Science, mathematics and technology, 10-11 semester hours

One eight-hour laboratory course sequence in chemistry or physics and an additional course in science, mathematics or technology

E. Social science, 12 semester hours

U.S. history

U.S. government

Psychology

Sociology

Anthropology

Group process

Human development

Social problems

Racial and ethnic minority groups

F. Course appropriate for the major, 18 semester hours

Anatomy and physiology, *eight hours*

Microbiology, *four hours*

Applied statistics, *three hours*

Guided electives, *three hours*

Sociology, psychology, human growth and development (human growth and development strongly recommended)

* If a student planning to transfer to MCG from another school in the University System of Georgia has completed this area with courses taken there or at another institution from which MCG accepts transfer credit, MCG will accept the area as satisfied. A student planning to transfer from a school not in the University System of Georgia should choose from the list of courses.

For more nursing information visit [our web site](#).

For more information about health-related career opportunities, visit the web site

www.mcg.edu/prospective

For more information, call (706) 721-4710 or email

gradadm@mail.mcg.edu

[Applications for Admission to Graduate Degree Programs](#)

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Gretchen Caughman, gcaughma@mail.mcg.edu



*While we make every effort to keep the information on this page accurate
and up to date, please remember that the MCG Catalog and our published policies and procedures are the
authoritative sources of information about
MCG programs and policies.*



December 05, 2002

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C.R.N.A. to Master Nursing Anesthesia Master of Nursing

This program enables the certified registered nurse anesthetist to earn a master's degree in nursing. Instruction is tailored to the needs of C.R.N.A.s whose job requirements will not allow frequent travel to Augusta or long-term study during typical daytime weekday hours.

The major focus of the program is integrating contemporary clinical and professional concepts into the unique practice of each student. The program requires at least 24 semester hours of graduate-level study. Course work includes a common nursing core offered on MCG's Augusta campus and via distance-learning on Athens and Columbus campuses. Anesthesia specialty courses are offered in non-traditional formats such as Internet-based instruction, weekend workshops, high-fidelity simulation and self-directed study.

Program Goals

- To prepare graduates to apply a broad range of therapeutic agents and techniques in the clinical practice of anesthesia nursing
- To strengthen clinical practice by applying contemporary training methods, theory and research
- To provide a broad perspective on the role of the nurse anesthetist as an advanced-practice nurse in a dynamic health care system
- To prepare graduates to assume leadership roles in anesthesia nursing

Career Opportunities

- Pediatric nursing anesthesia
- Adult nursing anesthesia
- College-level teaching and research

[Thesis/Dissertation
Preparation \(PDF\)](#)

[Augusta, Georgia
Augusta Community](#)

- Consultative services in anesthesia nursing, respiratory care, pain management, cardiopulmonary resuscitation, fluid therapy and physiological monitoring

Admission Requirements

- Current certification or recertification as a nurse anesthetist by the Council on Certification/Recertification of Nurse Anesthetists
- Current Georgia nurse licensure
- Official transcripts of all post-secondary education
- GPA of 3.0 or higher on a 4.0 scale
- Official transcripts of all post-secondary education
- Graduate from an accredited nursing program:
 - Those with a bachelor of science in nursing degree must provide evidence of graduate or undergraduate courses in statistics and health assessment.
 - Those with an associate degree or diploma in nursing degree from an accredited program must complete the required undergraduate core curriculum prior to enrollment. Call (706)721-4710 or e-mail giwillia@mail.mcg.edu for a copy of the curriculum.
- GRE score of 900 or higher (sum of verbal and quantitative)
- Personal interview with faculty
- Three letters of recommendation
- TOEFL of 550 paper-based or 213 computer-based or higher, if applicable. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates for Foreign Nursing Schools.

For more information, call (706) 721-9558 or email: bmaddox@mail.mcg.edu or visit [our web site](#).

[Applications for Admission to Graduate Degree
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and up to date, please remember that the MCG Catalog and our published policies and procedures are the
authoritative sources of information about
MCG programs and policies.*



December 05, 2002

Medical College of Georgia

The Educator's Portfolio

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Documentation of Teaching for Promotion/Tenure—Educator's Portfolio

Background

The Board of Regents requires documentation of teaching and teaching effectiveness for promotion and tenure ([MCG School of Medicine Policies for Faculty Appointment, Development, Promotion and Tenure](#), April 1991, p. 10-11, 22). The School of Medicine clarified the MCG document in the [Interpretation of Promotion and Tenure Guidelines](#) (approved September 2000).

Consider attending an Educator's Portfolio development workshop soon.

The Medical College of Georgia requires submission of an Educator's Portfolio as a component of the promotion and/or tenure packet for all faculty. The Portfolio should be developed by the faculty member and include:

Workshops are sponsored by the School of Medicine's [Career Development & Education Center \(CDEC\)](#) and presented by Rhee Fincher, Vice Dean for Academic Affairs. Please call [Jeanne Aycox](#) (721-4569) for information.

[Section 1](#): Summary of the faculty member's contributions to the education mission (including direct teaching and other education-related activities).

[Section 2](#): Most important contributions to education with evidence of quality and/or impact.

Purpose

1. To emphasize the value placed on high quality teaching and other educational activities as part of the promotion and tenure process
2. To facilitate planning and assessing the education component of one's career development

Educator's Portfolio Development: A Continuous Process

1. Keep track of teaching and other education-related responsibilities as meticulously as you record your publications.
2. Save materials that might indicate quality or impact of your teaching activities (e.g., student/peer evaluations; process and outcomes of program development; samples of your work).

Format for Educator's Portfolio

[Download the format for creating your Educator's Portfolio.](#)

State whether you are documenting "Outstanding" or "Competent" contributions in teaching/education. Indicate the percent of your time devoted to teaching/other educational activities.

Section 1: Summary of teaching activities and approximate time commitment

Emphasize activities of the last 5 years. Separate learner categories if you teach at multiple levels (e.g., medical students, graduate students, allied health students, residents/fellows, peers). *More is not better* (most faculty have one or a few "most important" contributions). The extent and impact of your teaching will be linked to the magnitude of your teaching responsibilities.

Caveat: Take the time to keep it short—No longer than 5 pages.

Section 2: Most important teaching contribution(s).

Use only applicable categories.

Direct Teaching Responsibilities

(e.g., lectures, small group facilitating, precepting, laboratory)

Documentation: Describe your role; provide summary of student evaluations with comparison to course means, if available; peer evaluations; teaching awards with selection criteria) .

Curriculum Development, Instructional Design, and Assessment of Learner Performance (e.g., course development or significant revision)

Documentation: Description of role in projects; include objectives of project, teaching methods selected, preparation of instructional materials (e.g., syllabi, web-based materials, cases) .

Educational Scholarship and Creation of Enduring Educational Materials (e.g., presentations or publications related to education; creative products of educational activity that have been reviewed for quality by peers, made public for others to build upon, and perhaps adopted outside of MCG)

Documentation: Describe creative work and its impact; describe roles in regional or national professional organizations related to medical education.

Educational Administration and Leadership (e.g., course or block director, residency program director, advising, Curriculum Committee)

Documentation: Describe leadership role; describe outcomes .

Professional Development in Education

Documentation: Describe participation in workshops, fellowship, additional credentials in education, specific efforts to enhance education/teaching dimension of your career development, e.g., participation in Center for Educational Excellence programs.

Advising and Mentorship

Documentation: Description of advising/mentoring activities; may list advisees/mentees, collaborative projects with students (outcomes), work with students who have academic/personal problems.

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Promotion & Tenure Resources in the School of Medicine

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[Timetable for the Year of
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Promotion](#)

[School of Medicine
2003-2004
Promotion/Tenure
Calendar](#)

A School of Medicine Resource for Professional Development at MCG: A Proactive, Faculty-centered Process

Introduction

MCG's greatest resource is its faculty. The recruitment and professional development of outstanding faculty are essential for MCG to accomplish the strategic goals necessary to fulfill its tripartite mission, especially during rapidly changing times. MCG is committed to high-quality, innovative education at all levels, efficient patient care, discovery of new knowledge, and scholarship related to application and integration of existing knowledge.

The linkage between recruitment, appointment, and professional development of individual faculty and fulfillment of institutional goals should be explicit. Once appointed, many faculty become engrossed in their day-to-day educational, clinical, and research activities. They do not develop or follow a plan to ensure they meet the promotion and/or tenure expectations while helping to fulfill the institution's mission.

This guide has been developed to

1. apprise current and prospective faculty members of the School of Medicine's appointment, development, promotion, and tenure policies,
2. highlight the importance of proactive, faculty-centered career planning that results from partnership between the faculty member and department chair (or designee),
3. provide easy access to documents relevant to promotion

and tenure.

Preparation for promotion and/or tenure should begin at the time of appointment, not a few months before a faculty member is eligible to begin the formal review process. While both you and the institution have responsibilities related to your professional development, you must be proactive to ensure that you meet the promotion and/or tenure expectations. No one cares more about your career development than you.

This resource includes links to official documents that pertain to promotion and tenure. All current and prospective faculty members should read these documents and use them as the foundation for planning career development.

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Please email comments, suggestions or questions to:
Ruth-Marie E. Fincher, MD, rfincher@mail.mcg.edu.

July 22, 2003

Medical College of Georgia

Tenure & Promotion Policies in the School of Medicine

Development and Approval

*Department of Medicine
Promotion and Tenure
committee approved July 19,
2000.*

*EFAC endorsed August 22, 2000
and recommended use in 2000-
01 promotion/tenure cycle.
Clinical and basic science chairs
endorsed August 28, 2000;
recommended distribution to all
SOM faculty and use in the 2000-
01 promotion/tenure cycle.*

*Dr. Betty Wray, Interim Dean,
School of Medicine, approved
September 5, 2000.*

*Dr. Barry Goldstein, Provost,
approved September 11, 2000.*

A Guide to Interpretation of the Tenure and Promotion Policies for the Medical College School of Medicine

The MCG School of Medicine has developed guidelines to clarify policies regarding recommendations for promotion of faculty on the tenure and non-tenure tracks, and tenure for faculty on the tenure track. The MCG Faculty Manual is the source of the general criteria excerpted below.



- [General Expectations for Promotion on the Tenure Track](#)
- [General Expectations for Awarding of Tenure](#)
- [General Expectations for Promotion on the Non-Tenure Track](#)
- [Interpretation of the General Expectations](#)
- [General Categories of Faculty Appointed to the Tenure Track](#)
- [More Specific Interpretation of Expectations of Faculty on the Tenure Track](#)
- [General Expectations for Promotion of Faculty with Appointments on the Non-Tenure Track as Clinicians/Educators, Educator/Clinicians, and Basic Science Educators](#)
- [More Specific Interpretation of Recommendations:](#)

[Clinician-Educator, Educator-Clinician, and Basic
Science-Educator Tracks](#)

- [Appendix](#)

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July 22, 2003

Medical College of Georgia School of Medicine Honor System

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As medical students and physicians, we demand honorable and ethical behavior from ourselves and peers. To protect our sense of responsibility to each other and to our patients we must, as students, learn to develop and maintain fair, ethical standards. Without this strong internal system, we risk watching this task fall under the jurisdiction of others less qualified to make these decisions. Thus, we promote a strong Honor System. Our Honor Court provides the opportunity for medical students to participate in and value this self-governing responsibility.

Honor Court Members

- I. [Foundation](#)
- II. [Honor Code](#)
- III. [Honor Court](#)
- IV. [Examinations](#)
- V. [Reporting Violations of the Honor Code](#)
- VI. [Pretrial Procedures](#)
- VII. [Trial Procedures](#)
- VIII. [Penalties](#)
- IX. [Announcement of Findings](#)
- X. [Appeals](#)
- XI. [Orientation](#)

Class of 2004	Erica Pearson (President) Casey McMillan Michael Mohseni Andy Roddenbery Jessalyn Salter
Class of 2005	David Wicker (Vice President) Brad Gibson Mindy Gordon Jeff Harris Meredith Welch
Class of 2006	Amena Hasan (Secretary) Michael Hodge Bruce Powell Chris Tolleson

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 Faculty
Advisors

 Dr. Greer Falls
Dr. Sylvia Smith

[School of Medicine](#) | [Medical College of Georgia](#)

Please email comments, suggestions or questions to:

 Kenda Rindt, krindt@mail.mcg.edu.

May 23, 2003



If you would like to participate in the program, please complete the [Faculty Advisor's Research Plan Form](#) or email the Chairman, Donna Fick, PhD at dfick@mail.mcg.edu

School of Medicine Dean's Student Summer Fellowship Program

[Application Guidelines](#) | [Faculty Advisor's Research Plan Form](#) | [Required Information for Use of Animal & Human Subjects Form](#) (PDF)

The Dean's Student Summer Research Fellowship Program provides an opportunity for medical students to design and participate in cutting-edge basic and/or clinical research. The Dean of the School of Medicine provides funds for a limited number of Student Research Fellowships. The Program allows for the Dean's Fellows to gain a better understanding of the exciting role of research within the health sciences and develop an interest that may lead to their pursuing a career in academic medicine.

First year medical students are the primary targets of the program, although senior students are eligible to participate during their vacation or elective time. Awardees will spend **8–12 weeks** on a full-time basis within the fellowship program under faculty supervision. They will receive a stipend of **\$300/week, plus \$500 for supplies**. We anticipate that **10–15 awards** will be made on a competitive basis.

In order to identify potential faculty advisors, please provide the Review Committee with a brief summary of your research interests and your area/s of research to forward to potential student applicants. Possible projects/faculty advisors will then be made available to the first year medical students. Students will subsequently contact you to discuss the preparation of a

formal application to be submitted to the Dean's Student Summer Research Fellowship Committee.

Please note that students must take an active/primary role in planning, writing, and executing the project. Faculty should assist students in writing the application but not write it for them. In the review of applications, the Committee will take into consideration the degree of student involvement in all project phases. At the end of the project, the student will be required to submit a brief written report of their accomplishments.

The application guidelines and forms for students are available in the **Dean's Office, AA 152, and/or Dr. Donna Fick's office, HB-2025**. It is the responsibility of the faculty advisor and the student to ensure that the application is submitted by **January 8, 2004**. Students must also have **institutional review board approval** before starting the project and receiving their award. It is recommended that this process start when the application is submitted.

INSTITUTIONAL SELF-STUDY TASK FORCE REPORT
Medical College of Georgia

Liaison Committee on Medical Education
February 11-15, 2001

LCME Task Force Committee Membership

Darrell G. Kirch, MD (Ad hoc)
(Resigned from MCG 06/30/00)
Senior Vice President for Clinical Activities
Dean, School of Medicine
Professor of Psychiatry and Health Behavior
Professor of Pharmacology and Toxicology
Professor of Graduate Studies

Ruth-Marie E. Fincher, MD (Chairman)
Vice Dean for Academic Affairs
Professor of Medicine

Thomas O. Abney, PhD
Professor of Physiology
Professor of Graduate Studies
Professor of Biochemistry and Molecular Biology

T. Andrew Albritton, MD
Associate Dean for Curriculum
Associate Professor of Medicine

Rosie Allen-Noble, EdD
Associate Dean for Special Academic Programs
Associate Professor of Cellular Biology and
Anatomy

Gary C. Bond, PhD
Associate Professor of Physiology
Associate Professor of Graduate Studies

Kenna S. Given, MD
Vice Chairman, Department of Surgery
Chief, Section of Plastic Surgery
Professor of Surgery

Margaret F. Guill, MD
Vice Chair for Administration
Department of Pediatrics
Chief, Section of Pediatric Pulmonology
Professor of Pediatrics
Associate Professor of Medicine

Joseph F. Johnston, MD
Vice Chairman, Department of Anesthesiology
Professor of Anesthesiology

Tamera N. Lee, MLS
Director of Library
Professor of Library

Kathleen M. McKie, MD
Assistant Professor of Pediatrics
Assistant Professor of Biochemistry and Molecular
Biology

George A. Mensah, MD
(Resigned from MCG 06/01/00)
Clinical Professor of Medicine

Anthony L. Mulloy, PhD, DO
Chief, Section of Endocrinology and Nutrition
Professor of Medicine

Daniel W. Rahn, MD
Senior Vice President and Chief Medical Officer,
MCG Health, Inc.
Vice Dean for Clinical Affairs
Professor of Medicine

Vernon C. Spaulding, Jr., MD
Vice President for Special Clinical Initiatives
Professor of Medicine

Janis A. Work, PhD (LCME Coordinator)
Coordinator, Special Projects
Academic Affairs

Jeanne Aycox
Administrative Support
Office of Special Projects

INTRODUCTION

This Medical College of Georgia (MCG) School of Medicine (SOM) self-study report for the Liaison Committee on Medical Education (LCME) summarizes the work of the Task Force, 15 self-study committees, a student survey committee, and an Executive Committee. One hundred seventy-eight faculty members, administrators, residents, and students were involved in the process. The self-study and subsequent summary report development represent nearly 2 years of planning, committee meetings, data collection and analysis, discussions, and writing.

The self-study Task Force and Executive Committee prepared this summary report after careful, critical evaluation of the 15 committee reports. Dr. Ruth-Marie E. Fincher served as Task Force chair and provided oversight and guidance for the self-study process. Dr. Janis Work coordinated the self study. Drs. Fincher, Work, T. Andrew Albritton, Gary Bond, and Betty Wray contributed to and edited the final report.

This report represents a comprehensive interpretation of the data collected during a time when the medical school and the institution are in a period of transition. The LCME self-study and the resultant summary report will be invaluable tools as the school plans for its future.

The document is based on data from academic year 1998-1999 unless otherwise noted. The acronym SOM refers to the School of Medicine; MCG refers to the Medical College of Georgia, the University System of Georgia's Health Sciences University, including the schools of allied health sciences, dentistry, graduate studies, medicine, and nursing.

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NEW DEVELOPMENTS SINCE 1994 LCME ACCREDITATION VISIT

1. Darrell G. Kirch, MD, was appointed dean of the SOM on February 7, 1994. He later also assumed the position of dean of the School of Graduate Studies until July 1999, when Matthew J. Kluger, PhD, was appointed vice president for research and dean, School of Graduate Studies. As part of institutional reorganization to create an integrated health care delivery system, the dean of the SOM also became senior vice president for clinical activities. The dean reorganized his office and created three vice-dean positions:
 - a. Vice dean for academic affairs, Ruth-Marie E. Fincher, MD, 1994
 - b. Vice dean for clinical affairs, Daniel W. Rahn, MD, 1995
 - c. Vice dean for administration and research, R. Kevin Grigsby, DSW, February 2000.
2. The dean of the SOM resigned June 30, 2000, to assume a similar position at another medical school. Betty B. Wray, MD, was appointed interim dean and interim senior vice president for clinical activities July 1, 2000.
3. Other SOM administrative changes since 1994:
 - a. The associate dean for minority affairs position was changed to the associate dean for special academic programs and Rosie Allen-Noble, EdD, was appointed in August 1995.
 - b. Two associate dean positions were eliminated: faculty development and primary care.
 - c. The associate dean for student affairs, Mason P. Thompson, MD, assumed the position of associate dean for admissions and student affairs July 2000.
 - d. The assistant dean for graduate medical education, Ann Marie Flannery, MD, became associate dean in July 1997.
4. In January 2000, the University System of Georgia Board of Regents approved a one-time Early Retirement Program (ERP) for faculty and staff who met defined retirement criteria, and 104 SOM faculty and 135 staff members chose to take advantage of the program. The first participants retired March 31, 2000, and all will have retired by June 30, 2001. Rehires will be at the 40% level, resulting in a total faculty reduction of approximately 12%. The number of medical students (180 per class) is mandated by the state legislature and will remain unchanged.
5. As of October 1, 2000, seven clinical and basic science departments (anesthesiology, biochemistry and molecular biology, medicine, neurology, ophthalmology, pathology, and radiology) had or were expecting to have interim chairs, due to the ERP or resignations to assume other positions. The searches for new chairs are being staggered. New chairs recently assumed leadership in the departments of psychiatry and health behavior (August 2000), anatomy and cellular biology (April 2000), and physiology (December 1999).
6. A new, well-equipped research facility to house the interdisciplinary Institute for Molecular Medicine and Genetics opened in 1996. The institute includes both individual research laboratories and core research facilities that study cellular and molecular biology related to major problems of human health and disease.
7. The \$53-million, 220,000-square-foot Children's Medical Center was dedicated May 1, 1998. It provides comprehensive health care for children and has been nationally recognized for its quality.
8. A not-for-profit entity, MCG Health, Inc. (MCGHI), was created to assume administration of the MCG Hospital and Clinics (MCGH&C), effective July 1, 2000. It is expected to provide more effective and efficient clinical management and also may allow expansion into a broader health care system. The Board of Regents approved the affiliation agreement in January 2000. The agreement covers MCGH&C, the Children's Medical Center, and the Georgia Radiation Therapy Center. Some University System employees of the three facilities are now MCGHI employees.

9. In June 1999, the SOM began a mission-based management initiative with the AAMC and Computer Sciences Corporation HealthCare Group. This is an ongoing process that is not yet fully implemented. An Executive Faculty Advisory Committee was created to advise the dean on fiscal affairs and operations. Mission-based management principles are untangling funding streams and aligning funding sources with activities.
10. The SOM received two grants from the Robert Wood Johnson Foundation. The 6-year, \$2.5 million Generalist Physician Initiative grant, which ended June 30, 2000, enabled the school to implement interdisciplinary curriculum changes that consolidate and strengthen community-based primary care education and incorporate generalist principles. The second grant, the joint AAMC/HPPI, awarded \$350,000 for 5 years to the Office of Special Academic Programs in 1996.
11. The SOM became a member of the AAMC Medical Schools Objectives Project consortium and developed new educational objectives, which the Faculty Senate approved September 21, 1999. The associate dean for curriculum and the curriculum committee are developing assessment measures.
12. The Board of Regents approved the Center for Educational Excellence and the director was appointed in May 2000. Two medical educators will be hired to complete the professional staff. The Center was created in conjunction with the University of Georgia Institute of Higher Education and will become the hub of faculty support for educational skills development.
13. During the 2000-2001 academic year, an integrated Essentials of Clinical Medicine course was implemented that spans the first 2 years of medical school. This 4-semester sequence integrates nine previously freestanding, small, clinically related courses into one multidisciplinary sequence that emphasizes small-group and preceptor activities.
14. The Educational Strategic Planning Committee was formed in early 2000 to develop a 3- to 5-year plan with goals and objectives for the educational enterprise at the institutional level. Membership consists of the dean and one other representative from each school, two library representatives, and two administration representatives. The vice dean for academic affairs and associate dean for curriculum represent the SOM. Committee members will help individual schools develop their educational plan. The committee defined five core values and submitted the plan to the senior vice president for academic affairs in the summer of 2000.
15. The library expanded digital resources for distant users, remote learners, outreach, and continuing education. It added evidence-based medicine databases, MD Consult, including standard electronic texts, practice guidelines, clinical practice series, and Micromedex. Library faculty lead the Learning Resource Center component of the Area Health Education Center (AHEC) program.
16. The president of MCG, Francis J. Tedesco, MD, will retire December 31, 2000. The chancellor appointed a search committee in July 2000 and expects to appoint a new president within 6 months.
17. The University System of Georgia converted from the quarter to the semester system in academic year 1998-1999.
18. Twenty-three endowed chairs have been created since 1994.

I OBJECTIVES

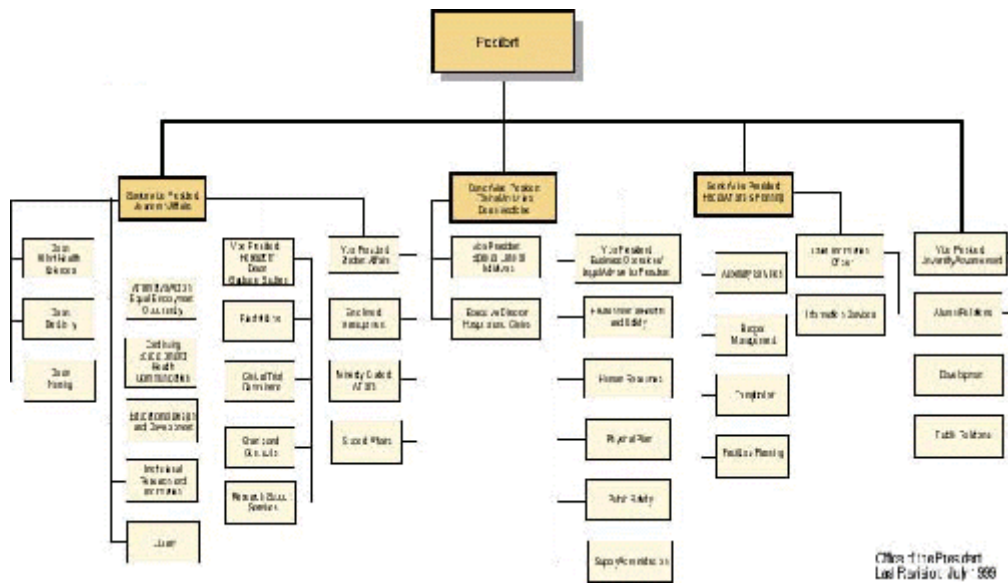
Institutional Priorities: The Board of Regents provides oversight for the 34 units of the University System of Georgia in developing institutional priorities. A Blue Ribbon Commission conducted the most recent review of the MCG mission statement. In 1998, the Board of Regents and university system chancellor created the commission, which consisted of MCG faculty and representatives of the Board of Regents and the state legislature. Input was gathered from the faculty and interested state residents. The resulting revised mission statement, which the MCG Academic Council and Board of Regents approved in January 1999, is the umbrella under which institutional and school priorities, goals, and objectives are set. The MCG has three missions: education, research, and service. The mission statement is posted on the following Web site: <http://www.iris.mcg.edu/plan/mission.htm>.

Since 1999, committees with diverse membership have developed strategic plans for the clinical, biomedical research, and educational enterprises. The Educational Strategic Planning Committee, established in early 2000, is developing an education strategic plan. SOM representatives included the vice dean for academic affairs and associate dean for curriculum. The SOM is adapting goals and objectives for implementation within the school.

Objectives: Prior to 1997, the SOM priorities were the same as those established by the institution. A school-wide plan to revise educational objectives began in 1997 under the direction of the associate dean for curriculum. Using the Medical School Objectives Project (MSOP) objectives and the school's educational priorities, the curriculum committees reviewed, revised, and approved the educational objectives that were disseminated to the SOM faculty for review. In September 1999, the Faculty Senate approved the objectives, which have been distributed and posted electronically. They are used for curricular planning and two major curricular changes have been implemented as a result: the development of the Essentials of Clinical Medicine sequence in the first 2 years and a required critical care experience in the fourth year. The objectives emphasize measurable outcomes and provide the groundwork for developing outcome assessments related to attitudes, behaviors, skills, and knowledge throughout the curriculum. The vice dean for academic affairs, the associate dean for curriculum, the Curriculum Committee, and course directors will periodically review and revise the objectives. The objectives support the SOM's education mission and goals and are used as leverage in negotiating for resources, including time, space, and money. For example, specified objectives dealing with clinical assessment were essential in securing funding to support renovations and other essential components of the standardized patient program.

Resources/Activities: The balance between program resources and SOM activities has been streamlined due to recent developments. First, the recently adopted mission-based management principles have helped align SOM resources and activities, and provided the foundation for ongoing efforts to determine the cost of student education. The Executive Faculty Advisory Committee uses the information to make decisions about allocating funds. For the first time, the cost of such activities as uncompensated indigent care, unfunded research, and teaching in various venues is being determined and funding sources, such as state resident instruction (RI), MCGHI, and the Physicians Practice Group, are being linked to appropriate activities. Second, the Executive Faculty Advisory Committee, composed of department chairs, was created to advise the dean and assure fiscal responsibility by promoting accountability among the departments. Third, MCGHI was created and assumed management of the MCGH&C on July 1, 2000. The Articles of Agreement with the Board of Regents outline MCGHI's role in supporting the school's educational mission.

The physical facilities on campus and at geographically separate sites are adequate to excellent for accomplishing the SOM's education mission. The number of inpatients at MCGH&C has decreased since the last LCME visit. Therefore the SOM has recruited more geographically separate clinical sites and community-based clinical faculty. About 50% of SOM clinical education occurs at these sites, and most emphasize ambulatory care in community-based practices.



Faculty size will decrease about 12% due to the one-time ERP, implemented to downsize the MCG faculty and staff. The decreased faculty size resulting from ERP and natural attrition has caused widespread concern regarding the SOM's ability to meet its educational, clinical, and research responsibilities and to generate adequate clinical revenue. As of February 25, 2000, the SOM had 490 full-time faculty, and 104 chose early retirement. Many will retire after completing their 2000-2001 teaching commitments; 81 new faculty (12 basic scientists) were hired between July 1, 1999, and August 1, 2000. Faculty, including 45 primarily devoted to research, will be recruited to meet specific needs, usually research or clinical care. However, expertise and interest in teaching are explicit components of each recruitment. The greatest challenge will be to ensure that newly recruited faculty assume substantial teaching responsibilities to fulfill the educational mission.

Strategic Planning: The Educational Strategic Planning Committee is developing a plan for MCG's educational enterprise for the next 3 to 5 years. Its charge is to develop institutional goals and objectives that schools can use to develop their own educational plan. The committee developed five core values and submitted a draft plan in the summer of 2000. The vice president for research also initiated a strategic planning process that identified 10 areas of research priorities and fosters interdisciplinary research collaboration. The clinical enterprise has done extensive strategic planning for the past 2 years, preparing MCG to transfer management of clinical activities from the hospital and school to MCGHI. Representatives from the hospital, school, faculty practice group, and Board of Regents are among those involved in clinical strategic planning. The planning process is integrated across schools and missions. Key SOM individuals who serve on institutional strategic planning committees also serve on LCME self-study committees and help integrate LCME accreditation standards with institutional planning.

II / III GOVERNANCE AND ADMINISTRATION

MCG, the state's only public health sciences university, is a unit of the University System of Georgia and is governed by the Board of Regents. MCG is accredited by the Southern Association of Colleges and Schools (SACS). The most recent SACS accreditation visit was February 2000.

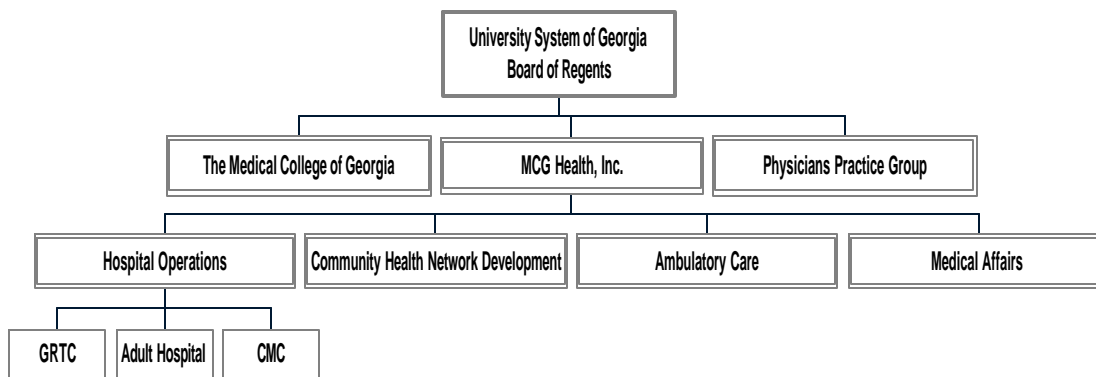
The LCME was concerned during its 1994 visit that the SOM dean's authority and accountability were not clearly defined with regard to the vice president for clinical activities, the vice president for research, and the executive

director of the MCGH&C. Each concern has been addressed. Organizational changes have streamlined decision making, enhanced productivity, and facilitated communication among institutional units. Changes include (1) the senior administrative structure of the institution, (2) the structure of the clinical system, (3) the structure of the dean's office, and (4) financial management within the SOM.

MCG's Senior Administrative Structure: In 1998, the MCG administration was reorganized to integrate research and educational activities among the five schools. Three senior vice president positions were created: academic affairs, clinical activities, and fiscal affairs and planning, each of whom reports to the MCG president. The dean of the SOM serves as senior vice president of clinical activities. The deans of the schools of allied health sciences, dentistry, graduate studies, and nursing report to the senior vice president for academic affairs, who is responsible for all MCG academic support units. The vice president for research is also dean, School of Graduate Studies.

Structure of Clinical System: Teams were established to help develop an integrated clinical system, and a Clinical Executive Committee, chaired sequentially by the senior vice president for clinical activities, president of the Physicians Practice Group, and president/chief executive officer of MCGHI, was formed to align clinical programs with SOM academic priorities. The chart illustrates the reporting lines.

From 1956 to 2000, MCG operated the MCGH&C under the fiscal constraints of the state legislature. Beginning July 1, 2000, MCGHI became responsible for managing hospital and ambulatory care operations, community health network development, and medical affairs. The MCGHI president/chief executive officer reports to the MCGHI board, which includes the SOM dean and the MCG president. The roles of the senior vice president/dean and president as members of the board need to be clarified. The chief operating officer of MCGHI is the former MCGH&C executive director. The following chart illustrates the reporting lines.



The Physicians Practice Group, the academic group practice of the SOM faculty, has been restructured with a permanent physician president/chief executive officer who reports to its Board of Trustees. Formal affiliation agreements and the Clinical Executive Committee define and unite the relationships among MCGHI, Physicians Practice Group, and MCG. This structure assures that the SOM priorities in education and research are always “on the table” when clinical system decisions are being made.

The current structure is appropriate for MCG, and the organizational changes streamline the decision-making process and enhance flexibility in management. However, the decision of several senior administrators to accept early retirement has impacted administration at the institutional and school levels. The president of MCG will retire December 31, 2000. A search is underway and the chancellor anticipates having a successor in place by early 2001. Despite this plan, SOM faculty, staff, students, and alumni are concerned about the impact of institutional and school leadership transitions while a president, dean, and several chairs are recruited. These concerns involve timing of recruitments and whether current strategic plans will endure under the new leadership.

facilitates communication among the Physicians Practice Group, MCGHI, and the SOM. Decisions can be made and implemented more quickly, and the clinical enterprise explicitly supports the school's educational priorities.

Departmental Leadership: Normal attrition and the ERP created the platform for unprecedented leadership change. Two of the four basic science chairs (anatomy, physiology) have been appointed since December 1999, and a third (biochemistry) will be recruited to replace the current chair, who is retiring June 30, 2001. Several of the 12 clinical science chairs also have retired (anesthesiology, neurology, radiology), resigned (psychiatry, medicine), or will be retiring by June 30, 2001 (ophthalmology, pathology). A new psychiatry chair assumed his position in August 2000, and six other departments have interim chairs. A new ophthalmology chair is expected to be appointed by the time the current chair retires. The new and interim chairs have collaborated with the retiring chairs, department members, and dean's staff to plan strategies for fulfilling education, research, and service responsibilities during the transition. Staggering the appointment of interim chairs and the searches for new chairs has maintained stability and permitted targeted resource allocation. The Vascular Biology Center has had stable leadership since the last LCME visit. The director of the Telemedicine Center was appointed in 1996. The director of the Institute for Molecular Medicine and Genetics was appointed in April 2000.

School Committees: Faculty members from all departments, representing the diversity of the MCG campus, serve on school committees, many of which are Faculty Senate committees. Each Faculty Senate committee is composed of faculty members representing different ranks and departments. The Faculty Senate Bylaws Handbook describes the charges of each committee. Mission-based management has allocated "credit" for the time required to participate in many key committees, including admissions, promotions, and curriculum.

IV EDUCATIONAL PROGRAM FOR THE MD DEGREE

General Education: MCG's primary education goal is to provide students with the knowledge, skills, and professional attitudes and behaviors that prepare them to enter residency training in their chosen specialty and, subsequently, to enter clinical practice or academic careers. Since the last LCME visit, more emphasis has been placed on a broad-based generalist education, interdisciplinary collaboration, and skills of life-long learning. Topics such as health promotion and disease prevention, ethics, professionalism, and geriatrics are emphasized, especially in the first 2 years, and reinforced during the third and fourth years. The curriculum highlights learning in the context of patients, interactive groups that require active participation, and development of life-long learning skills, including facility with library and computer resources. Community-based learning experiences, especially in ambulatory settings, have been increased throughout the 4 years. Assessment methods in addition to multiple-choice examinations have been implemented to evaluate students' accomplishments.

Curriculum Management: Curriculum management is a multifaceted process, led by the Curriculum Committee, under the direction of the associate dean for curriculum and the vice dean for academic affairs. The previously separate Phase 1/2 and Phase 3 curriculum committees were combined to improve communication and make the curriculum development process more interdisciplinary. The associate dean works effectively with the Curriculum Committee and meets regularly with course and clerkship directors. Students' course and faculty evaluations, peer review of curriculum content, and peer (usually course director) assessments of teaching are used to make decisions about course modification. The Curriculum Committee now plays a leadership role in conceptualizing and overseeing curriculum management. An internally developed, computerized database complements the AAMC currMIT database for monitoring course content and teaching effort. Centralized curriculum management and tracking of curriculum content have improved curriculum assessment and facilitated change.

Curriculum Evolution: First and Second Years: The SOM has implemented sequential curriculum and assessment improvements since 1994. Phase 1/2 curriculum content has been reviewed twice, at the start of the RWJF

Generalist Initiative grant and again as part of the educational strategic planning process that has been initiated at the institutional level. Increased collaboration and teaching across departments has improved content coordination, reduced redundancy and filled gaps, and enhanced emphasis on common problems. Supported in part by the RWJF grant, the SOM increased community-based education, enhanced faculty teaching and evaluation skills, implemented an integrated ethics teaching program, and developed Web-based, integrated, primary care teaching and tracking resources (Medical Education on the Web).

Building on these changes, an interdisciplinary group of faculty developed and the SOM implemented an Essentials of Clinical Medicine program in August 2000. The 2-year sequence replaces nine freestanding courses and emphasizes the clinical and self-directed learning skills needed for success in the third year. In the first semester of Year 1, Essentials of Clinical Medicine 1 emphasizes family, cultural, and population aspects of health care, communication skills, and information retrieval and analysis. The second semester Essentials of Clinical Medicine 2 concentrates on health promotion/disease prevention, ethics, history taking with children and adults, and a community project. In Year 2, Essentials of Clinical Medicine 3 highlights principles of patient care throughout the life cycle and addresses interviewing and physical examination, common medical problems, and interdisciplinary topics such as ethics, nutrition, and impact of behavior on health. Teaching strategies, including interactive small groups, preceptor relationships, and lectures, are linked to course objectives. Students are evaluated using multiple methods, including behavior-based narratives, clinical observation with patients, standardized patients, response to feedback, a group community project, written examinations, and USMLE Step 1.

Workload: Student workload is distributed equitably in the preclinical years. In 1998-1999, MCG converted from the quarter to the semester system and reorganized the curriculum so that most classes end at noon. Students have adequate time to pursue independent study in the first 2 years. About 60% of student contact time consists of lectures; the remaining instructional time is devoted to opportunities for more active learning in laboratories, small groups, and one-on-one precepting. This is an acceptable balance, considering the size of the SOM faculty and student body.

Prerequisites for the Third Year: Since 1990, all students have participated in a Clinical Skills Interface program the week before they begin their third-year clerkships. The program emphasized procedural skills, universal precautions, guidelines for successful performance on clinical clerkships, and an introduction to radiology. It will be discontinued after 2000 because the content has been incorporated into Essentials of Clinical Medicine. All students take Basic Cardiac Life Support in the spring of the second year and must be certified before beginning the third year. Students are encouraged, but not required, to take Advanced Cardiac Life Support during their third or fourth year. All students must take USMLE Step 1 prior to the third year. Those who do not pass on the first attempt can complete their rotation before taking time off to study and retake Step 1.

Third-year Clinical Clerkships: All students participate in seven core rotations (internal medicine, family medicine, pediatrics, neurology, surgery, obstetrics/gynecology, and psychiatry) spanning 12 months in the third year. The 50-50 division between inpatient and ambulatory settings is considered appropriate and reflects the shift to care in office-based settings. Some clerkships are almost completely ambulatory (family medicine) and some (surgery and psychiatry) are mainly hospital-based, but most (medicine, pediatrics, obstetrics/gynecology, and neurology) are equitably divided. About 50% of clerkship experiences are at MCGH&C or the attached VAMC. The remaining sites are dispersed around the state and emphasize ambulatory care. Students select rotation sequence and sites by lottery, and nearly all are placed at one of their desired sites. They may spend up to 7 months off campus and most complete at least one off-campus rotation.

Site Development: The statewide AHEC clerkship coordinator, clerkship directors, and associate dean for curriculum collaboratively identify and develop teaching sites. Once a potential site is identified, often through AHEC contacts, the associate dean and clerkship director communicate with potential clinical faculty, visit the site to meet with interested physicians and assess the facilities, and identify local physician and staff coordinators. The AHEC clerkship site coordinator works with the local community to identify housing at no expense to the students and to ensure computer and Internet availability. An affiliation agreement is executed through the Curriculum and Legal offices. Before students are assigned to a new site, the clinicians participate in at least one on-site workshop to develop teaching, feedback, and evaluation skills, and the department initiates the process for their appointment as clinical faculty. The clerkship director and, usually, the associate dean for curriculum communicate with the clinical faculty to address concerns or suggestions shortly after the first students arrive. Clinical faculty are committed to participating in student education, but are concerned about the competing demands of clinical practice and teaching. The family medicine clerkship has always been decentralized and assesses consistency among sites through annual faculty development sessions, tracking students' experiences, and site visits. State funding designated for the clerkship supported development of a model that other disciplines have adapted less expensively. Internal medicine and pediatrics simultaneously developed several sites (e.g., Rome, Albany, Covington) that have become models for other departments (surgery, obstetrics/gynecology, psychiatry, and neurology). During the 1999-2000 academic year, 75 clinical faculty participated in 11 faculty development workshops at their local practice site.

Curriculum and Consistency: All clerkships have a defined curriculum, usually based on national guidelines developed by the clerkship directors' organizations. Students have access to computers and study areas at all sites and sufficient time for independent and patient-based learning. The SOM began pilot testing a Web-based system to track students' clinical experiences (patient diagnoses and procedures) in October 2000 to replace previous paper-and-pencil log systems. These real-time data will be used to assign patients to individual students, assess consistency of experiences across sites on a clerkship, and track the diagnoses students have encountered on various clerkships. Faculty evaluations of students, students' evaluation of sites and faculty, and students' performance on examinations are monitored to assess consistency.

Medical Education on the Web: More clinical education is taking place in geographically separate sites. Therefore, the clerkship directors, in collaboration with the Office of Academic Affairs and the Curriculum Committee, are developing a Web-based clerkship resource for students and faculty. The students will access a single site for administrative information, educational materials, and the centralized clinical tracking system for all clerkships. Once the educational and tracking components of the site are complete, student evaluations of the clerkships, faculty, and residents and faculty development materials will be included.

Fourth-year Selectives and Electives: Since 1994, 1-month selective rotations in emergency medicine and critical care have been added to the primary care acting (sub) internship as fourth-year requirements. Site development mirrors the core clerkship process, except housing is not necessarily provided. Students choose selectives from a group of approved rotations; electives in other medical schools do not fulfill this requirement. Students also must complete at least four electives of their choice, approved by their faculty adviser. At least one elective must be on campus, and credit is not granted for taking the same elective more than once.

Evaluation of Faculty and Courses/Clerkships: Since 1994, the SOM Evaluation Services Office has been responsible for managing students' evaluations of all required courses and faculty who teach in the first 2 years. The course directors and Curriculum Committee developed, and Faculty Senate approved, a standard form for students to evaluate courses and faculty anonymously. The course director reviews the evaluation and is encouraged to write an evaluation of each faculty member's teaching. The course director shares the information with the appropriate department chair(s) and distributes course and individual evaluations to the faculty. These data are used to enhance teaching, improve courses, and provide peer assessment of teaching. Since 1996, the Evaluation Services Office also

has been responsible for evaluation of all core clerkships. A standard form is used to evaluate the clerkship, individual faculty, and residents. The clerkship director, department chair, faculty, and residency program directors review the information.

The associate dean for curriculum, the Curriculum Committee, and vice dean for academic affairs review the evaluations and provide feedback. The evaluations are an important part of course development. Students complete them at the end of each course and clerkship, and their confidentiality is maintained. The associate dean for curriculum meets with the students to teach them how to write constructive evaluation comments with suggestions for improvement.

Evaluation of Students: Several methods are used to evaluate students, linking assessment of knowledge and performance with curriculum objectives. Knowledge and its application to clinical scenarios is assessed using internally developed, multiple-choice examinations in all required courses and clerkships. The vice dean for academic affairs offers annual workshops to help faculty enhance their multiple-choice item-writing skills. Most courses in the first 2 years and all of the third-year clerkships use NBME Subject Tests as an end-of-course examination. Essentials of Clinical Medicine uses several assessment methods to evaluate skills, behaviors, and knowledge. These include attendance and participation in small groups; behavior-based assessment of professionalism, skills of self-directed learning and teamwork; faculty's clinical observation, performance on standard patient exercises, and written examination scores. Students who show repeated behaviors of concern meet with the associate dean for curriculum.

The Standardized Patient Program began in 1995 as a pilot study with third-year students. Standardized patients subsequently were incorporated into the ambulatory block of the medicine clerkship at MCG, where they are still used. Standardized patients have been used in the Advanced Physical Diagnosis Senior elective, neurology clerkship, Phase 1 Physical Diagnosis, Phase 2 Physical Diagnosis, residency programs (medicine and family medicine), and other programs (physician assistant and physical therapy), primarily as a teaching tool for formative evaluation. Standardized patients have been used for teaching communication issues, psychosocial issues, physical examination skills, and clinical decision-making skills.

However, the SOM has perceived a need for a more comprehensive clinical evaluation process. The facilities have been expanded to 10 examination rooms with state-of-the-art equipment, enabling implementation of a more comprehensive program. This year, the standardized patient program is being incorporated into the Essentials of Clinical Medicine courses. Standardized patients will be used for both summative and formative evaluation. An Objective Structured Clinical Examination will provide summative assessment at the end of the Essential of Clinical Medicine courses. The first-year Objective Structured Clinical Examination's primary focus will be professionalism, communication skills, and history-taking skills. The second-year Objective Structured Clinical Examination will focus on professionalism, history taking, and physical examination skills. A third-year Objective Structured Clinical Examination is under development as a summative evaluation of students at the end of the third year. The goal is to have it developed for the 2001-2002 academic year. The table below summarizes evaluation procedures.

Summative Performance Assessments for Academic Year 2000-2001

ASSESSMENT METHOD (COURSE / CLERKSHIP)		SKILLS								
		Interpersonal Communication	Interviewing	Physical Examination	Diagnostic Decision Making	Procedure	Professionalism	Case Presentation	Written Record	Group / Team
Phase 1	Standardized Patient (ECM)	I	I				I			I
	Behavior-based Evaluation Form (ECM)	I					I			I
Phase 2	Standardized Patient (ECM)	P	P	P			P			P
	Behavior-based Evaluation Form (ECM)	P					P			P
	Faculty Observation (ECM) (Pediatric / Adult Encounters)	P	P	P	P		P	P	P	P
Phase 3	Newborn Examination - Faculty Observation (Pediatric Clerkship)	P/C	P/C	P/C	P/C	P/C	P/C	P/C	P/C	
	Child Examination - Faculty Observation (Pediatric Clerkship)	P/C	P/C	P/C	P/C	P/C	P/C	P/C	P/C	
	Pelvic Examination - Faculty Observation (Ob/Gyn Clerkship)	P/C	P/C	P/C	P/C	P/C	P/C	P/C	P/C	
	Standard Clinical Skills Evaluation Form (ALL Clerkships)	C	C	C	C	P	C	C	C	C

Attending physicians and residents on most clerkships submit individual behavior-based clinical evaluations. Medicine uses a team approach in which the attending physician, resident, and interns meet with a trained faculty facilitator to evaluate students at the end of each month of the clerkship. All faculty are strongly encouraged to give formal midrotation feedback at a minimum. The clerkship directors compare evaluations from their various sites to ensure consistency.

USMLE Step 1 and 2 results indicate that students are well prepared in the preclinical subjects and clinical disciplines, respectively. In academic years 1998 and 1999, SOM graduates' subtest scores on Step 2 were above the national mean in every category.

Quality of Graduates as an Assessment of Program Effectiveness: The SOM monitors USMLE Step 3 examination pass rates. In 1996, the last year for which data are available, 98% of the graduating class passed on the first attempt and 100% ultimately passed. A survey of their residency directors also is used to evaluate SOM graduates. For 1990-1998, residency program directors rated SOM graduates as satisfactory or above average in all categories. More than 90% ranked in the upper 2/3 of their program. Student course and clerkship evaluation forms and the AAMC Graduation Questionnaire provide feedback on the curriculum. The residency program directors'

questionnaire provides feedback on SOM graduates' skills and performance as residents. The tracking data currently available do not include complete information on all students following their graduation.

Career Choice/Counseling: SOM students match consistently in specialties and programs of their choice, with more than 80% matching in one of their top three choices. Since 1995, more than 50% have chosen residencies in primary care programs, which include family medicine, internal medicine, and pediatrics. This is consistent with MCG's mission to meet the health care needs of Georgia residents. The multifaceted advising system begins at matriculation, when students are paired with second-year student and faculty advisors. This gives all students an early connection with faculty, which may be sustained throughout medical school. During their third year, students indicate their most likely specialty choice and choose an academic advisor in that department. The associate dean for student affairs directs the MedCareers program. The academic affairs associate deans and many other faculty advise, counsel, and mentor students.

V MEDICAL STUDENTS

Admissions/Recruitment: The SOM matriculates 180 students per year. The Admissions Committee, which the associate dean for admissions chairs, has 19 members, including full-time faculty, students, alumni, and community representatives. The committee makes all admissions decisions. The admissions cycle has two components, early and regular decision. Only Georgia residents are eligible to participate in early decision. During the past 3 years, an average of 123 students applied for early decision and 55 were accepted per year. Their MCAT scores and undergraduate GPAs are similar to those of applicants accepted during regular decision.

Despite on-going efforts, the SOM has not achieved the desired student diversity. Therefore, in the 1998-1999 admissions cycle, the admissions process was changed to increase student diversity and better meet MCG's mission of educating and training health care professionals who represent the geographic, economic, and ethnic diversity of Georgia residents. With Faculty Senate approval, additional diversity criteria were delineated and presented to the applicants and the Admissions Committee. These include the applicant's prior work and financial responsibilities, ethnic, socioeconomic, and cultural background, health professional needs in the region of residence, and commitment to practice in a medically underserved area of Georgia. The SOM modified the supplemental application to collect data that paralleled the diversity criteria used in the process of screening for interviews. The SOM eliminated a numerical screen based on GPA and MCAT scores to make decisions about interview invitations and substituted a more in-depth screening conducted by a subcommittee of the admissions committee, using both academic and new diversity criteria.

Applicant quality has remained consistently excellent, despite a gradual decline in applicant numbers since 1996. The cognitive data, overall GPA, Science GPA, and MCAT scores have remained relatively constant and equal or exceed the national averages. The Board of Regents mandates that at least 95% of an entering class must be Georgia residents and, for 1997 through 1999, 99% were residents. For the 2000 entering class, 808 Georgia residents applied, compared to a peak of 1018 Georgia applicants in 1996.

The offices for Admissions and Special Academic Programs create and conduct recruitment initiatives. These focus mainly on three areas: pipeline programs for high school students, enrichment programs and recruitment campaigns for college students, and other programs consistent with the institution's mission for enhancing student body diversity.

Outcome indicators used to assess the admissions process and recruitment initiatives include the average MCAT score and GPA of the entering class, student performance on the USMLE, residency matching success rate, graduation rates (94.5% for 1997-1999), and retention rates (98.4% for 1997-1999). Beginning with the 1998-1999

application cycle, additional information has been collected to assess student diversity: the applicant's gender, population of his/her home city and county, size of the high school attended, educational level of grandparents and parents, origin of the financial support for undergraduate education, and personal financial obligations.

Financial Aid/Debt: The debt level for MCG medical students is well below the national average. The average debt (undergraduate plus medical school) for 1999 MCG graduates was \$51,227 (range, \$7,968 to \$96,160), compared to a national average debt of \$77,334 for public schools and \$109,264 for private schools. The low tuition and fees (\$6,688 for state residents) and the reasonable cost of living in the Augusta area (\$13,526) contribute greatly to the relatively low debt. The MCG loan repayment default rate for 1997 was 0.9% for all five schools, compared to a national rate of 8.8%. In 1998-1999, 595 MCG medical students received financial assistance totaling \$8,383,113 in loans, grants and scholarships, and work/study. Although more than 70% of SOM graduates borrow to help finance their medical education, survey data indicate that debt does not appear to influence their specialty and career choices. The Dean's Physicians Practice Group Fund provided \$364,612 in scholarships in FY00. The Dean's PPG Fund provided \$250,000 to the Stoney Group each year for FY99 and FY00. However, the SOM has inadequate scholarship money to matriculate many desirable students.

Resources: Teaching resources have improved since 1994. The clinical teaching facilities continue to improve and many are state of the art, such as the Veterans Administration Hospitals and the Children's Medical Center. Community-based clinical teaching sites give students access to more ambulatory patients. The number of volunteer teaching faculty continues to increase. The SOM is one of few schools with a computerized Testing Center that administers USMLE exams. The library is pilot testing extended hours during exam times in response to student requests, and continues to expand its electronic resources. Students have around-the-clock access to resource and small-group learning rooms that include computers with Internet access.

The Finance Design Team of the mission-based management process recommended that 50% (about \$26 million) of the state RI allocation to the SOM should be used for medical student education and the remainder for research and SOM administration. Metrics to quantify teaching time and its cost, developed by the Education Design Team and approved by the Executive Faculty Advisory Committee, have been used to estimate time required for teaching in the first 2 years. The same process is being used to estimate teaching time during the third-year core clerkships. Teaching effort for the fourth-year selectives and electives will be assessed next. Faculty are collecting prospective data during the 2000-2001 academic year to assess the validity of the metrics.

Fewer full-time faculty are available for teaching, due to the ERP. However, teaching commitments will be met by realigning responsibilities, identifying teaching expectations for newly hired research and clinical faculty, and expanding the numbers of community-based volunteer faculty.

Student Support: MCG offers personal counseling and advising through such venues as student and faculty advisors for new students; the associate deans for students, curriculum, and special academic programs; and the vice dean for academic affairs. Tutorial services for Phase 1/2 courses are led by the Office of Special Academic Programs. The Student Health Service provides health and dental services 5 days per week, including a clinical psychologist and referral for psychiatric care. Student health insurance is mandatory, and students may buy coverage through the MCG-recommended student group plan. The prematriculation immunization program is well coordinated and efficient.

Students have several campus areas and activities for relaxation, socialization, and convenience. Recreational facilities on campus include exercise and weight rooms, student lounges, and game rooms. Lockers were installed for the first- and second-year students in the Research and Education Building. Students have access to recreational facilities at a local sister institution, Augusta State University. Many recreational and cultural facilities are available

in the community. A new \$5.6 million Fitness Center, opening in 2002, will enhance on-campus facilities. The SOM and MCG have many student organizations, including the Student Government Association, Students for Intercultural Medicine, and various interest groups.

The housing program provides clean, comfortable, and well-maintained facilities for 297 students at reasonable costs. In fall 1999, 11% of the medical students lived in MCG housing. The Public Safety Division provides conventional and special-purpose transportation services around campus. On-campus parking is adequate and students rate security as excellent. The already low campus crime rate has declined over the past 5 years.

On the student survey, students rated their access to administrators as good. They interact frequently through scheduled meetings with the associate deans and the vice dean for academic affairs, the advisory system, and they have ready access to all academic affairs staff. The dean sponsors three dinners a year for class officers, vice deans, associate deans, and faculty class advisors.

Student Diversity: Several diversity initiatives have been implemented since 1995, primarily through the Office of Special Academic Programs. Examples are a Health 1st Foundation and Health Professions Partnership Initiative, including a Saturday Learning Academy for students from three high schools with large numbers of black students and an undergraduate pipeline program. An outreach program in a 30-county rural area in south Georgia provides shadowing experiences for high school and college students. Because the new initiatives primarily target high school and undergraduate college students, outcomes are not yet available. However, for the 1999 entering class, changes in the ethnic and gender makeup were noted compared to the previous three admissions cycles. There were 46 non-white students, (11 African-American, 4 Hispanic, 29 Asian, and 2 Native American, or 25.5%). The 11 African Americans represent 6.1% of the class. Nationally, underrepresented minorities made up 10.7% of the 1999 entering class. Women comprised 34% of the SOM 1999 entering class, compared to an average of 28% in the previous years, and a national average in 1999 of 45.7%. Geographic origin and economic background remain to be evaluated. However, the data used for assessing diversity are not readily available for analytical processing.

Transfer Students: Transfer into the SOM is considered for students with advanced standing in the second and third year of medical school only when there is a vacancy and the reasons for the transfer are compelling. Beginning in 1999, only students from LCME-accredited schools may be considered for transfer. There were no transfer students in 1999-2000 and none are planned for 2000-2001. In 1999, the Faculty Senate voted to have the regular admissions committee handle transfer admissions rather than a specially appointed committee. Transfer students are incorporated into the curriculum as regular students.

Student Abuse: The institution has a clearly stated sexual harassment policy posted on the MCG Web site. Students are directed to report incidents to the senior vice president for academic affairs or the director of student affairs. All students entering the SOM receive a copy of the "Guidelines for Discrimination and Harassment Complaints in the School of Medicine." Every 2 years, all other students, faculty, and administrators receive a copy of the guidelines with a cover letter. All SOM orientation programs provide information regarding harassment. Students are encouraged to approach any member of the dean's staff to discuss concerns.

VI a FINANCES

Meeting the SOM's objectives in teaching, research, and patient care service is linked to the financial well-being of the school and institution. The school's financial condition remains stable and adequate financial resources are available to support the vital programs.

Historically, the SOM's financial support has come from state appropriations, patient care income, endowments, grants and contracts, tuition income, and hospital revenues. These resources have provided a balanced foundation for fulfilling the school's missions. Several events occurred in FY00 that will realign and, in some cases, may adversely affect the traditional sources of revenue. In addition to the familiar reimbursement issues that are affecting academic medical centers throughout the nation (growth of managed care, increased competition, and decreasing reimbursement from Medicare and Medicaid), the SOM has encountered three unique events that will temporarily increase uncertainty and may reduce financial resources.

First, MCG experienced a reduction in state support due to the University System of Georgia's conversion from a quarter system to a semester system. As a result, MCG experienced an operating budget deficit of approximately \$1.1 million dollars. The SOM budget was reduced by approximately \$509,428 for its share of this deficit.

Second, MCG initiated the ERP producing an unusually high faculty turnover. The ERP will result in a residual balance of \$1.69 million in RI dollars. This balance will be applied towards the SOM formula reduction in state funds, start-up funds for new faculty, new programs, and any shortfall related to the hospital transition to a not-for-profit entity (discussed below). The SOM has an active plan to recruit 45 new faculty with an educational and research interest over the next 3 years in an effort to minimize the effect on its missions.

Third, a newly created, non-profit corporation, MCGHI, assumed administration of the MCGH&C, effective July 1, 2000. Without this restructuring, managed care and similar trends in financing patient care would have continued to threaten the ability of MCG and the hospital to achieve the university's teaching, research, and patient care missions. MCGHI has increased flexibility to enter into joint ventures, form partnerships with other entities, gain access to adequate patient volume, enter into multiyear contracts, build reserves, borrow capital to finance improvements, invest in capital improvements and new technology, accept and manage risk in a competitive manner, and align and integrate the hospital and physicians. The SOM will not be significantly affected by the transition to a non-profit corporation, but the funds flow from the hospital to the Physicians Practice Group and the SOM will be altered. The SOM, through contractual agreement between MCG and MCGHI, will receive negotiated amounts for "funding Clinical Facilities-Based Education Programs to the same extent that MCG Hospital and Clinics funded them prior to the Transfer Date, to the extent that MCGHI receives funding earmarked for such programs from any source. Such funding shall include without limitation support for (a) stipends and benefits for post-graduate physicians, dentists, and other health professionals; (b) Educational Program administration; and (c) faculty efforts in Trainee supervision and training, to the extent that such supervision and training can be reasonably identified in costs reimbursed to MCGHI by third-party payors, or from other sources such as grants." Additionally, MCG is under contract to receive a margin allocation of 40% of MCGHI's adjusted income. This allocation will be transferred to the MCG Academic Development and Research Fund each year. Of concern, however, is the hospital's ability to generate profits within the immediate future. In addition, reimbursements will go directly to MCG, and it is uncertain how or if these funds will be allocated to the SOM.

To better manage the changes anticipated from the ERP and the separation from MCGHI, the SOM has initiated a mission-based management program. The focus is to develop explicit objectives for teaching, research, and clinical service; monitor the funds committed to each mission; and measure the progress toward the objectives. Mission-based management will provide the SOM with information to direct its resources to the most important missions and assure the financial stability of the educational program.

Capital Needs: Processes are in place to address the school's future capital needs. Mid-year reallocation of internal funds, use of indirect cost (facilities and administrative), various state-appropriated lottery funds, and MCG foundation support are used to purchase new and replacement capital facilities. Since 1996, MCG has spent more than \$27 million in remodeling and building new facilities. The school is confident that its capital needs will continue to be met.

Faculty Concerns: The faculty have budgetary concerns including whether enough state funding will be available to support education, whether compensation for indigent care will be adequate, and how mission-based management will impact their activities and salary sources.

VI b GENERAL FACILITIES

Adequacy: Clinical, research, and educational infrastructure has improved due to new facilities and renovations of existing facilities, as well as large investments in technology since 1994. The Interdisciplinary Research Facility that opened in 1996 added 92,000 square feet of research space at a cost of \$22 million. New service facilities include the 149-bed Children's Medical Center and a freestanding Sports Medicine Center for treating and rehabilitating sports-related injuries. A 40,000-square-foot Fitness Center is scheduled for completion in January 2002. MCG also is planning to add 90,000 square feet of research space by 2004, at a cost of \$20 million. The MCGH&C made tremendous progress in updating capital equipment in all areas. Telecommunication facilities have increased for education and patient care with the implementation of the Georgia Statewide Academic and Medical System (GSAMS) Act of 1992. The network connects over 450 medical sites throughout the state and all K-12 and college-level institutions. MCG has maintained a staff of 6,500 employees, although the ERP is likely to reduce this number.

Teaching: The infrastructure for teaching is excellent overall and continues to improve. Classrooms throughout the institution contain state-of-the-art video, computer, and audiovisual equipment. Several dedicated classrooms are available for distance learning. The school has made many improvements in recent years to facilitate small-group teaching. Electronic resources in the Greenblatt Library have greatly expanded. Students have access to E-mail, electronic databases, computers, and computer jacks for personal laptop computers. Twelve examination rooms for standardized patient exercises and 25 small-group teaching rooms, all located near one another, were equipped in 1998.

VI c FACULTY

Faculty Size: As of February 25, 2000, the SOM had 490 full-time faculty, 104 in basic science and 386 in clinical departments. Of those, 104 accepted early retirement: 22 basic scientists and 82 clinicians. After a 40% replacement rate, the resulting size will be similar to 1987, when there were 87 full-time basic science and 363 full-time clinical faculty. The number of medical students (720) has remained constant. MCG has appointed many excellent clinicians as community-based clinical (volunteer) faculty, for a total of about 800 in 2000 compared to 622 in 1998. All of the educational needs for 2000-2001 have been met through collaborative planning and strategic hiring. Isolated gaps are being addressed by hiring new faculty, realigning responsibilities, and possibly rehiring a few retired faculty to meet specific needs. Due in part to the chairs' commitment and effective working relationships with the SOM Office of Academic Affairs, education remains central.

Faculty Appointment, Evaluation, Promotion, and Tenure: Promotion and tenure criteria are stated in the Faculty Appointment, Development, Promotion and Tenure Manual. However, these general criteria are difficult to apply consistently as they are interpreted differently, creating frustration among faculty. These frustrations include an inconsistent relationship between fulfillment of assigned responsibilities and promotion, a perceived disparity in prestige between tenure and non-tenure tracks, and lack of recognition for some scholarly contributions. Therefore, the SOM dean and department chairs, and senior vice president for academic affairs recently approved a Guide for Interpreting the Promotion and Tenure Policies. It (1) describes responsibilities and expectations for appointment and progression along the tenure or non-tenure track; (2) clarifies expectations for grant funding; (3) explicitly defines scholarship in addition to research, and scholarly products in addition to peer-reviewed publications; and (4) highlights the importance of pursuing scholarship related to one's primary area of responsibility. The guidelines explicitly define clinician-educator, educator-clinician, and basic science educator pathways within the tenure and non-tenure tracks. The principal differences between tracks are expectations regarding scholarship and extramural

funding. A clinician-educator could be appointed to the tenure or non-tenure track based on the expectations for scholarly achievement, including grant funding. During 2000-2001, the chairs and vice dean for academic affairs are working together to ensure that faculty understand the guidelines at the time of appointment, develop responsibilities and outcome expectations to meet promotion expectations, and develop the infrastructure support needed to meet the expectations.

Full-time Faculty: The SOM has two faculty tracks, tenure and non-tenure, each with four ranks (instructor, assistant professor, associate professor, and professor). Most faculty appointed to the tenure track are basic scientists whose primary responsibility is research, but they are expected to do some teaching. For advancement, tenure track faculty must demonstrate “outstanding” performance in research/scholarly achievement and in one other area, either teaching or service. Most faculty appointed to the non-tenure track are clinicians whose primary responsibilities are patient care and teaching. Non-tenure track faculty are expected to demonstrate outstanding performance in one area, teaching, research/scholarly achievement, or service (usually clinical care), and to contribute to the other two. During the last decade, nearly all clinical faculty have been appointed to the non-tenure track. Faculty whose sole responsibility is research may be appointed to a non-tenure track position in the research scientist pathway.

Volunteer (Clinical) Faculty: The title includes a clinical modifier; (e.g., clinical assistant professor). Volunteer, community-based MCG faculty are increasingly important to the school as more clinical teaching is done in community settings. The school revised guidelines for their appointment and promotion to enhance consistency across departments and assure they are rewarded equitably for their contributions, including reappointment and promotion only for those who contribute consistently to the education mission. The revised guidelines are being applied more consistently across the departments.

Teaching and the Promotion Process: Prior to 1995, recognition of teaching contributions in the promotion and tenure process was erratic. Since then, all faculty have been required to document their teaching and other contributions to the education mission in an Educator’s Portfolio as part of their promotion or tenure packet. The guidelines have been simplified and the portfolio shortened to emphasize highlights and quality of educational contributions. Documenting the wide disparity in responsibilities and quality of teaching and other education-related activities highlighted the importance of more clearly defining expectations in this area and laid the groundwork for developing the policy interpretation guidelines discussed above.

Expectations for clinical productivity and lack of clarity regarding how clinician-educators could demonstrate scholarship have hampered scholarly activity and its recognition in the clinical departments. As part of a broader interpretation of the promotion policies, the school recognizes that faculty demonstrate scholarship when they advance or transform knowledge by applying their intellect in an informed and creative manner to produce products that are peer-reviewed for quality and disseminated in the public domain. Thus, instructional materials, assessment tools, curriculum development, and teaching may illustrate scholarship and should be rewarded. Quantity and quality of teaching and scholarship related to teaching/education are now important in the promotion and tenure process.

Professional Development: The vice dean for academic affairs and director of the Center for Educational Excellence, in partnership with the chairs and senior faculty, are developing a coordinated approach and infrastructure to support faculty development. Professional development in basic science and clinical research lies primarily within departments, the Institute for Molecular Medicine and Genetics, and the Vascular Biology Center. Support for developing skills related to teaching and educational scholarship will emanate from the academic affairs unit. New faculty are acquainted with expectations regarding documenting teaching with an Educator’s Portfolio and the resources available to support development in this area at their orientation. The chairs are committed to defining

responsibilities and outcomes expectations at the time of appointment and annually thereafter to support the professional development of the faculty.

Post-tenure Review: In 1998, MCG adopted a system of required post-tenure review conducted by the SOM Promotion and Tenure Committee. While the spectrum of faculty members' contributions tends to change over time, overall productivity remains high. The review process has helped some faculty refocus their efforts.

Recruitment/Retention: The SOM has implemented an interdisciplinary process for recruiting faculty. Educational, research, and clinical strategic planning identified areas of need and the Executive Faculty Advisory Committee approves position descriptions. The anticipated education role for each position is discussed. The school has used ERP-stimulated turnover as an opportunity to reorganize and design new programs to meet evolving priorities. Search committees include members who represent clinical and basic science faculty. Sixty-one faculty were hired in FY00, and 45 new faculty joined the SOM between July 1, 2000, and August 31, 2000.

Salaries for senior MCG faculty overall are comparable to similar southern institutions, but salaries for junior faculty in the basic sciences are 8% to 19% below the regional average. Uncertainty about the future may impact faculty recruitment, retention, and morale. Faculty are concerned about the impact of mission-based management, pressure to be more productive, perceived differences in how the tenure and non-tenure tracks are valued, variability in defining performance expectations, and unclear promotion/tenure expectations. Transitions at the senior administrative level also raise faculty anxiety. The changes discussed above in the section on Appointment, Promotion and Tenure, and Professional Development should alleviate many of these concerns. While some faculty have accepted positions at other institutions or in private practice, the SOM has a core of high-quality faculty to fulfill its missions while additional faculty are recruited.

The faculty and student body are similar in gender, racial, and cultural diversity, but are less diverse than the population of Georgia, which consists of approximately 28% underrepresented minorities. Underrepresented minorities comprised 6.6% (33/496) of the faculty in 1999, compared to 6.7% (12/180) of the 1999 entering class of medical students. In 1999, 77% (383/496) of the full-time faculty were men and 23% (113/496) were women, while 66% (118/180) of the entering SOM class were men and 34% (62/180) were women.

Communication: Faculty communicate effectively with one another and with the SOM administration. Research conferences enhance collaboration between basic scientists and clinicians and committees that bring them together to deal with curriculum planning, assessment, and teaching. Since 1994, medical education and research have become interdisciplinary rather than departmental endeavors, and the medical curriculum has been brought under central rather than departmental management. The dean's biweekly E-mail newsletter enables faculty to efficiently communicate with the dean directly. The dean communicates regularly with the faculty through meetings with the chairs, vice/associate deans, Faculty Senate, and town or department meetings. Despite more formal venues for communication, informal discussion with receptive senior administrators is probably the most effective.

Decision making: Faculty are involved in school and institutional governance and policy making, particularly through the SOM Faculty Senate and the MCG Academic Council. The Faculty Senate appoints and the dean approves essential committees, including three that are especially critical for students. The Admissions Committee is responsible for all admissions decisions; the Promotions Committee monitors student progress and maintains SOM academic and professional standards; and the Curriculum Committee ensures appropriate curriculum design, management, and assessment. Committee membership reflects the faculty at large. Chairmen represent faculty in regular meetings with the dean, the Executive Faculty Advisory Committee, and the Clinical Executive Committee. Faculty also have input through the Academic Support Council, Research Support Council, and the Biomedical Research Council. The Academic Council includes SOM members and leaders.

VI d LIBRARY

Holdings: Current journal subscriptions are sufficient to support education for medical faculty and students, but below benchmark levels for research endeavors. Quantity is the primary weakness of the journal collection rather than gaps in subject areas, especially for research titles. In 2000, the senior vice president for academic affairs and MCGHI both provided additional funds of \$100,500 and \$105,903.85, respectively, to offset inflationary increases and to acquire library resources. Library faculty continually identify, select, and organize electronic journals and routinely request recommendations from faculty and students. Since 1994, the library has expanded its digital resources. New electronic resources have strengthened and enhanced the medical school curriculum. These include MD Consult, comprising standard electronic tests, practice guidelines, and clinical practice series, and Micromedix, a comprehensive pharmaceutical resource. In 1999-2000, the library collaborated with the other four state research institutions to negotiate a state licensing agreement with Elsevier, contracting access to over 900 full-text biomedical research journals through ScienceDirect.

Convenience/Resources: The library is open 95 hours a week, close to the average of 98 service hours per week for 141 health sciences libraries. The Library Information Center, a central service point for collection lending, information assistance, and referral, is staffed during all hours of operation. The library is conducting a 2-year pilot study of extended hours during exams in response to student requests.

The library contains nearly 70,000 square feet, with seating for 522 users, 20 individual study carrels, and 8 small-group study rooms. The wide array of technology is in excellent condition. The 38 computer workstations provide on-site access to electronic databases, the Internet, E-mail, and word-processing software. A computer-assisted instruction laboratory and two electronic classrooms are located in the library. A third electronic classroom will be implemented in FY 2001. It will house 30 PCs in recessed monitor workstations, an audio system, and a premium projection system with a variety of peripherals, including a VCR and electronic whiteboard. Students and faculty have access to learning resources at the library's primary and distance learning sites. The electronic library is always accessible to the MCG community.

The library supports the electronic infrastructure of AHEC's Learning Resources Center. The assistant director of the Learning Resources Center is a member of the library faculty and provides library resource instruction throughout the state.

Over the past 4 years, the library has improved interlibrary loan services. In 1996, it took a leadership role in implementing a statewide upgrade to the university system library scanner, fax, copier systems, and networks. The library beta tested the hardware and software, constructed evaluation tools for the program, and collected and reported the data.

Faculty/Staff: Library faculty are responsive to users' information needs and provide formal instruction in the scope, use, and evaluation of information resources for students and faculty. They make major contributions to the medical curriculum's life-long learning component. They provide access to numerous electronic databases and training in their use. Through the Library Information Center, library staff assist student and faculty users at both primary and distance learning sites.

VI e COMPUTER / INFORMATION RESOURCES

CAI Use: Computers are used for instructional purposes in two general areas. The first is technical support, such as reporting grades, providing course syllabi and schedules, and giving students E-mail contact with course instructors. Several courses, including neuroscience, pharmacology, and cell biology/development, use these services. The

second area of computer use is to supplement lecture/lab course materials through Web-based or purchased software packages. While students are not required to use these software packages, most are available in the resource rooms. Supplemental software is used in anatomy, biochemistry for aspects of Mendelian inheritance, physiology for each of the major organ systems, pharmacology for actions of cardiovascular drugs, and cell biology/development for histologic images. Pediatrics, medicine, and family medicine use Web sites for clerkship materials to ensure students at all sites have access to information.

CAI Effectiveness: Cell biology/development uses student course evaluations to assess CAI effectiveness. The quality of instruction in the currently available software packages is an ongoing problem. In the neuroscience and physiology courses, the effectiveness of CAI has not been formally evaluated because of its minor role. Students consider the content and presentation of the two CAI programs used in pharmacology effective, but groups of four students are required to use the programs concurrently, impacting on content delivery. Web-based materials on the Internet have been effective in the clerkships. The major limit to more widespread student use is the relatively slow access speeds from off-campus sites. Currently, most course faculty view CAI as a supplemental teaching tool and not a suitable substitute for traditional teaching methods. However, its use may increase as the quality of computer resources improves.

VI f CLINICAL TEACHING FACILITIES

Resources: Fifty percent of clerkship education occurs in the MCG hospital, the Ambulatory Care Center, VAMC, or the Children's Medical Center and 50% at community-based sites. The clinical teaching facilities for MCG medical students provide adequate numbers of patients and supervisors. However, the declining hospital census and limited on-campus ambulatory care facilities have stimulated development at additional sites. Based on prior experience, full-time clinical faculty are concerned that the hospital and clinics' infrastructure is inefficient, increasing the time necessary for patient care and resulting in inadequate time for teaching. All SOM-affiliated teaching facilities support and value the educational mission for medical students. The SOM has written affiliation agreements with all of its teaching sites.

Family medicine uses a well-established network of 19 community-based sites. In 1994, the medicine and pediatric clerkships did not have community-based experiences for medical students. Since then, the SOM has developed 14 community-based sites that support the outpatient clinical experiences for students on the medicine clerkship and 8 sites for the pediatric clerkship. All sites attract diverse patients with a wide range of medical problems. The state's four medical schools compete for finite clinical teaching sites, so collaborative efforts with the AHEC have been critical for all schools in identifying and developing community-based sites. Although the clinical experiences and evaluation of students among sites are similar, the community-based teaching sites are not recognized equivalently. Because the SOM relies on community-based faculty to teach its students, consistency of recognition has become more important. All community-based faculty who teach in clerkships hold a clinical faculty appointment, receive reduced rates for MCG's continuing medical education courses, receive on-site faculty development opportunities, and earn continuing medical education credits for teaching. However, financial remuneration differs among sites and specialties, a disparity that must be addressed to ensure sustained commitment.

Augusta teaching hospitals (MCGH&C, VAMC) support the majority of inpatient educational experiences for all clerkships. The patient information system at the VAMC is excellent and permits access to patients' electronic medical records. The Children's Medical Center provides the clinical practice to meet medical student and resident education needs in pediatrics. The MCG Emergency Department has expanded its services, resulting in patients hospitalized on teaching services and more patients for the emergency medicine rotation.

Primary Care Education: The SOM has increased the community-based learning opportunities for medical students, especially in internal medicine and pediatrics. Decreasing the use of inpatient settings and emphasizing community-based experiences are part of the school's continuing efforts to enhance broadly based primary care clinical education for all students. These community-based affiliations strengthen the primary care teaching base in underserved parts of the state, and hopefully will impact the physician supply in these areas.

Administrative and Staff Interaction: The cooperation and communication among the institution, SOM, and affiliated teaching sites are good to excellent. A full-time faculty member, usually a clerkship director or the associate dean for curriculum, visits each affiliated site at least once annually. Clerkship directors communicate regularly with on-site faculty coordinators regarding students' performance and other relevant matters. The senior MCG administration has helped with and supported development of a streamlined faculty appointment process for community-based faculty and coordination of the formal affiliation agreements with all clinical sites. The relationship between the SOM and the VAMC administrations has improved since 1994. VAMC faculty support clinical education, and are involved with student education during the first 2 years.

The communication is excellent among the SOM, clerkship programs, affiliated teaching sites, and the regional AHECs. The state AHEC clerkship coordinator, located on the MCG campus, visits all affiliated-teaching sites multiple times during the academic year and facilitates the communication among students, community-based faculty, AHECs, clerkship coordinators, and directors. The AHECs help schedule and arrange faculty development sessions in their area.

VII GRADUATE EDUCATION IN THE BASIC MEDICAL SCIENCES

Graduate Programs Evaluation: The School of Graduate Studies governs the basic science graduate programs that include anatomy, biochemistry, molecular medicine, pharmacology and toxicology, and physiology, endocrinology, and microbiology (inactive). The Board of Regents has approved a new program in vascular biology. All graduate programs, accredited every 10 years by SACS, received favorable reviews in the February 2000 accreditation report. The senior vice president for academic affairs is developing a system for internally reviewing all academic programs more frequently. Leadership of the School of Graduate Studies includes the vice president for research and dean of the graduate school, appointed in July 1999; a new position, director of postdoctoral affairs and legal advisor; and the associate dean for graduate studies, appointed in 1999.

A common admissions policy and an interdisciplinary first-year curriculum for the biomedical sciences was begun in the fall of 2000. The new curriculum is designed specifically for graduate students, in contrast to the previous model where many graduate programs enrolled their students in the basic science medical courses. Approximately 120 SOM faculty have faculty appointments in the School of Graduate Studies and are available to mentor graduate students. In addition to their mentor, candidates for the PhD degree have a five-person advisory committee. Research is carried out in the Interdisciplinary Research Building and the Sanders Research and Education Building.

In 1998-1999, 70 students were enrolled and 10 PhD degrees were awarded. PhD students are awarded stipends and have reduced matriculation fees throughout their tenure in the graduate school. The School of Graduate Studies provides 3 years of competitive stipend support; either the major advisor or the student's graduate program provides support for the remaining years.

Impact on Medical Education: Graduate students have minimal impact on medical student education but have an important impact on recruitment and retention of high-quality basic science faculty and their research productivity. Graduate students have comprised less than 5% of the enrollment in first-year medical courses. This load was reduced further with the advent of the interdisciplinary graduate curriculum. Graduate students do not teach medical

students, with the exception of three advanced level students who participate in the gross anatomy laboratory. The graduate education programs make their major contribution to the SOM and its objectives by aiding in the recruitment of good basic science faculty and supporting the quality of the research programs. The graduate school and the SOM research mission are closely linked. Graduate student education and dissertation research are integral parts of faculty members' research programs.

VIII GRADUATE MEDICAL EDUCATION

Clinical Resources: Clinical resources for graduate medical education range from adequate to exceptional, depending on the service. The Children's Medical Center and the VAMC provide state-of-the-art support services. The patient base is at least sufficient, and in many cases ample, to meet accreditation standards for each residency program.

Impact on Medical Education: MCG residents have a major impact on education for third- and fourth-year medical students, especially on the inpatient services, where they spend considerable time with the students. Teaching takes place in various settings, such as work rounds, on call, during patient interactions, and through informal and formal teaching sessions, conferences, and grand rounds. Students complete a standard evaluation form for all residents and faculty with whom they work, and residents get feedback about their teaching in most core clerkships. Workshop sessions on how to teach are given for residents in internal medicine, pediatrics, and family medicine, and are encouraged for the other departments. The associate dean for graduate medical education organized the first full-day program directors' education retreat in August 2000. A recent SOM student survey revealed that students felt faculty do the most teaching, followed by interns and junior residents, then senior residents and chiefs. At ambulatory and community-based sites that do not have residency programs, attending physicians supervise the students on core clerkships. At sites that have residents, teaching is done by both residents and attending physicians.

Program Changes: Most residencies anticipate no immediate changes in their status. The RRC downsized the urology program to one resident per year, beginning in 1999. The anesthesiology program will increase the number of residents from 22 to 29 over the next 3 years.

IX CONTINUING MEDICAL EDUCATION

Program: Continuing Medical Education (CME) is a major responsibility of the MCG Division of Continuing Education and Health Communication. The same person serves as the director of the Office of Continuing Medical Education and the Division of Continuing Education. SOM faculty and staff, community-based health care practitioners from throughout Georgia, and national or international health care practitioners participate in the division's high-quality continuing education programs. MCG offers or accredits a wide range of CME programs offered on campus, at selected locations in the state, or through advanced telecommunication technology.

Activities: Since 1993, mandatory CME requirements have been in effect for physicians, and demand for CME continues to be strong throughout the state. MCG offered 953 Category I programs in 1998-1999, and 15,575 persons participated, with physicians representing 85% of the total. That year, health care professionals from 138 of Georgia's 159 counties registered for Category I or II continuing education. Residents of 47 states and the District of Columbia and 83 non-U.S. residents also participated in MCG-sponsored continuing education. CME activities at the MCG SOM are closely aligned with the institution's mission and objectives.

Impact on Students: Medical students have opportunities to participate directly in CME activities through grand rounds, sponsored lectures, and other formal presentations.

X RESEARCH

Research Activities: For FY99, MCG had more than \$26 million in funding for research, including revenue from the federal government, foundations, and the commercial sector. For FY00, sponsored funding reached \$28.5 million. However, extramural funding should be considerably larger to fulfill the institutions' research aspirations. MCG is strong in the following research areas: biomaterial tissue interaction, cancer, cardiovascular disease, developmental biology, DNA damage and repair, epithelial cell biology, molecular immunology, neuroscience, sickle cell disease, and vision. The MCG Biomedical Research Council has targeted these areas for future growth. A detailed strategic plan is being developed for each area, including a blueprint for recruiting faculty who will primarily conduct research. The 5-year goal is to at least double the current level of extramural funding.

Resources: The institution is expanding its research infrastructure to support its goals. For the last 5 years, MCG has purchased approximately \$1 million of equipment per year. The institution has numerous core laboratories and services, of which many have been supported with funds from the Georgia Research Alliance. Research space totals 144,686 square feet and 90,000 square feet will be added with a new research facility. Basic science faculty feel that the number of graduate students in biomedical sciences is not adequate for MCG's research and education missions. As part of efforts to enhance the graduate program, MCG approved a common admissions program for students interested in the biomedical sciences. Students will take the same curriculum in year 1, then select a mentor and program at the end of the year. As of December 1999, 70 graduate students and 98 postdoctoral fellows were working with SOM faculty. MCG has intramural programs to support research and assist faculty with procuring extramural support.

Impact on Medical Students: Medical students have multiple opportunities to participate in research activities, such as the MD/PhD program, the Dean's Summer Research Fellowship Program, and many department-based research projects.

XI a BASIC SCIENCE DEPARTMENTS

Leadership: MCG has four basic science departments: biochemistry and molecular biology, cellular biology and anatomy, pharmacology and toxicology, and physiology. Cellular biology and anatomy and physiology are under the stable leadership of chairs appointed since December 1999. The biochemistry chair will retire June 30, 2001, and a search for a new chair is in progress. The chair of pharmacology and toxicology continues to provide strong leadership and is vice chair of the Executive Faculty Advisory Committee. The Department of Microbiology and Immunology was dissolved after the 1994 LCME visit and new faculty with expertise in the field were hired, particularly for the Institute of Molecular Medicine and Genetics. The dean of the SOM instituted a departmental review process in 1995, using a review team consisting of external experts. All basic science departments except physiology have been reviewed.

Faculty: Basic science faculty are optimistic about departmental leadership, viewing their recently appointed chairs as leaders who will have rejuvenating effects on their and the other basic sciences departments. However, they are concerned about maintaining excellence in teaching and research. Approximately 36% of the basic science faculty chose to retire between March 2000 and December 2001. The impact on individual departments varies, with about half of the physiology faculty retiring, but only two from pharmacology. Departments with a disproportionate number of senior faculty were impacted the most. This creates an opportunity to hire junior and mid-level faculty, addressing a concern raised during the 1994 self study. However, it also raises concern about meeting teaching commitments.

As a result, the Executive Faculty Advisory Committee discusses teaching expectations when each new position is presented for approval. All newly hired faculty will be expected to contribute to the education mission. Plans were completed in June 2000 for meeting next year's teaching commitments. New course directors were identified promptly when current directors announced their retirement plans. A research strategic planning process identified areas that will be emphasized as new faculty are recruited.

Education: In April 2000, 67 faculty held primary appointments in basic science departments. The departments are committed to providing excellent education for medical, graduate, and allied health students, while achieving or maintaining prominence in scientific research. Their departmental and interdisciplinary leadership in education and research reflects their commitment. Since the early 1990s, the chairs and course leaders increasingly have supported interdisciplinary curricular planning and teaching. Educational gaps were identified and filled, redundancy eliminated, basic science and clinical education better integrated, and small-group activities increased. A basic scientist-educator was hired in cellular biology and anatomy to help meet the department's large teaching commitment and contribute to educational scholarship, an indication of the department's commitment to education. The clinical microbiology course director is a renowned infectious disease clinician and educator.

Generally positive student evaluations of courses and faculty, above-average student performance on the USMLE (1994-1999), and strong performance assessments from residency program directors attest to the quality of teaching and student reaction to the evolving curriculum. Course directors review all student evaluations before sending them to faculty and providing suggestions for changes. Basic science faculty are effective in specialty-specific teaching and as small-group facilitators. They are members and leaders of education-related committees, such as admissions, curriculum, and promotions. A new core course for doctoral students in the School of Graduate Studies strengthens interdisciplinary graduate education.

Resources: In general, the departments consider their finances adequate and teaching facilities good. For departmental and interdepartmental courses, mission-based management will help link funds to teaching regardless of the department or school in which the teaching is done. All departments and courses now have access to a block of small-group teaching rooms. The large lecture halls have good to excellent equipment. Currently, research space is distributed unevenly among the four departments, but that will change due to early retirement, new research groups, and new faculty hires. Mission-based management will help allocate research space in relationship to funding.

Student Research: The SOM strives to excel in teaching and research, and to make research opportunities available for interested students. Students interface with basic research faculty through the following activities: the Dean's Student Fellowship Program for students between their first 2 years of medical school, the MD/PhD Program, elective courses, and research seminars. Some students have taken a 1-year leave of absence to pursue research or participate in NIH summer programs. All students who desire a research experience are accommodated.

Scholarly Activities: Basic science faculty have research experience and expertise in many areas, as discussed in the committee report. Their scholarly activities include obtaining extramural funding, conducting biomedical research, publishing scholarly articles in scientific journals, hosting and participating in scientific conferences, and participating in the scientific review process.

XI b CLINICAL SCIENCES DEPARTMENTS

Leadership: The SOM has 12 clinical science departments: anesthesiology, emergency medicine, family medicine, medicine, neurology, obstetrics and gynecology, ophthalmology, pathology, pediatrics, psychiatry and health behavior, radiology, and surgery. Since the 1994 LCME visit, the emergency medicine section in the Department of Surgery

became a department (1996) and the Department of Dermatology became a section (1994) in the Department of Medicine. All clinical departments except emergency medicine, obstetrics and gynecology, and ophthalmology have been reviewed by a team of external experts at the time of this writing. Clinical and educational expertise is excellent, but scholarly activity varies among departments. Interdepartmental basic science/clinical research collaboration has increased somewhat, and institutional research strategic planning has identified foci of interdisciplinary research emphasis.

Interdepartmental planning, enhanced collaboration between basic science and clinical chairs, and collaboration among the clinical departments attest to effective leadership. The chairs have played essential roles in creating an integrated health care system. Permanent chairs are in place in emergency medicine, family medicine, obstetrics and gynecology, pediatrics, and surgery. The chair of psychiatry assumed his position in August 2000. The chairs of neurology, pathology, and radiology relinquished their positions to interim chairs before their scheduled retirements. Medicine has had an interim chair since January 2000. The long-term ophthalmology chair will remain in his position during the search for his successor. These staggered recruitments and retirements are facilitating smooth leadership transitions. Searches are well underway for neurology and ophthalmology chairs.

Faculty: Recent trends include (1) more faculty hired on the non-tenure track, which emphasizes clinical and educational, rather than research and other scholarly productivity, (2) less original scientific research, (3) increased clinical productivity, income, and care delivery sites, (4) increased dependence on patient care revenue, and (5) continuous departmental efforts to provide enough patients for education, including increasing the numbers of patients and community-based volunteer faculty. Mission-based management, the restructured Physicians' Practice Group, MCGHI, and early retirement will impact faculty recruitment, retention, activities, and clinical education.

Education: The clinical departments have the experience and expertise to maintain the quality of existing programs during faculty recruitment. As an indication of their commitment to education, MCG students perform at or above the national average on the USMLE Step 2 examination and match in postgraduate residency positions of their choice.

MCG has a full spectrum of residency programs, plus fellowships in many disciplines. All but two programs (neurosurgery and cardiothoracic surgery) are fully accredited. Residency positions uniformly are filled with graduates who have good credentials. Residents and fellows are involved in student education and students generally comment favorably on their teaching.

Resources: Departmental budgets stem primarily from three sources: state resident instruction (RI) funds, clinical care, and faculty practice income. Departments receive additional funds through extramural research and industrial contracts, service contracts, and sponsored instructional funds. Funding from SOM lines has declined for several departments since 1994, secondary to redirection as well as loss of RI funds used as salary support for retiring or departing faculty. Hospital funding is expected to decrease in the near future. Clinical revenues increased for FY00, but department expenses also increased. Clinical charges increased 5% over FY99, collections increased 8%, and patient visits increased 8%.

Since 1994, the ophthalmology clinic has been expanded and renovated; pediatrics opened the new Children's Medical Center and is renovating the Dugas building for administrative office space; surgery opened an ambulatory surgery suite, an anesthesia preoperative suite, and an endoscopy clinical suite; and radiology opened space in the Ambulatory Care Center. Departments have sufficient space to support their core missions.

Scholarly Activity: As a result of increased clinical expectations, faculty spend more time in clinical practice, albeit often with learners. The number of scholarly publications showed a downward trend from 1999-2001. Mission-based

management assessments showed that considerable clinical research and other scholarly activity had been supported with RI funds, so unfunded research generally is no longer supported. The SOM's recognition of a broader definition of scholarship and its products, and enhanced attention to professional development in the education area should help clinical faculty enhance their scholarly activity.

SUMMARY

Strengths

1. The SOM is committed to maintaining a curriculum that is developed and evaluated in concert with national trends. The curriculum emphasizes (a) principles that underlie clinical practice, (b) integration of knowledge in the basic and clinical sciences, (c) patient-centered learning, (d) skills of life-long learning, and (e) professionalism.
2. The SOM provides clinical education experiences that are well balanced between the hospital and geographically separate, community-based sites. The combined clinical teaching facilities give students experience with diverse patient populations and health problems.
3. The SOM uses multiple methods to assess students, including standardized, behavior-based clinical assessment tools; small-group participation; bedside observation; standardized patient evaluation; open-ended, short-answer examinations and essays; internally developed multiple-choice examinations; and externally developed NBME subject tests.
4. Since 1994, the SOM has developed an integrated, centralized curriculum management and evaluation process.
5. The new Essentials of Clinical Medicine course sequence combines nine free-standing courses into an integrated continuum that spans the first 2 years.
6. Stability in the dean's office from 1994 to 2000 allowed new management structures and policies to be implemented that provide continuity during the current transition.
7. The faculty support the mission-based student admissions process, which is free of external influences and committed to enhancing student diversity and attracting highly qualified candidates. The Admissions Office works with Student Affairs and Special Academic Programs and with pipeline initiatives to attract students who will help meet healthcare needs in the state of Georgia.
8. The Center for Educational Excellence was recently established to support teaching skills development, educational scholarship, and advanced education opportunities.
9. MCG and SOM administrative units have been reorganized since 1994, clarifying lines of authority, improving communication and governance, and creating a clinical enterprise management system.
10. MCG identified and is focusing on 10 interdisciplinary, clinically relevant research priorities.
11. Results from a residency program directors' survey and the AAMC graduation survey validate that SOM graduates are well prepared for residency training.
12. The library has expanded electronic resources to support distance users, remote learners, outreach, and continuing education.

Concerns

1. Leadership: SOM faculty, staff, students, and alumni are concerned about the impact of institutional and school leadership transitions while a president, SOM dean, and several SOM chairs are recruited. These concerns involve timing of recruitments and whether current strategic plans will endure with new leadership.
Recommendation: The Board of Regents should appoint a new president expeditiously, followed by prompt appointment of a dean and sequential appointment of department chairs.
Recommendation: MCG and the SOM should continue strategic planning in education, research, and clinical care, implement the resulting plan, and assess the outcomes.
2. Medical School/University Administration: Historically, authoritative leadership characterizes the relationship between the president and senior-level administrators. Their role in institutional planning, advising the president, and interacting with individuals who impact the institution has been more limited than if these activities had been more interactive. The faculty at large perceive the need to have more influence on decisions and policies beyond the departmental level.
Recommendation: The SOM administration should encourage the Board of Regents and MCG administration to communicate in a timely manner those issues relevant to the school's mission and function.
Recommendation: The SOM administration needs to foster two-way communication and participatory management with the faculty.
3. Faculty Size: The decreased faculty size resulting from ERP and natural attrition has caused widespread concern regarding the SOM's ability to meet its educational, clinical, and research responsibilities and generate adequate clinical revenue.
Recommendation: MCG should apprise the Board of Regents regarding the unique and necessarily expensive components of medical student education to assure that resources are adequate to meet the SOM's tripartite mission.
Recommendation: The SOM should make better use of existing resources by fully implementing the recently developed Executive Faculty Advisory Committee process based on school-wide needs for reviewing and filling faculty positions, complete mission-based analysis of faculty time needed to educate students, and use the results to ensure adequate time allocation and compensation.
4. Clinical Infrastructure: Based on their prior experience, clinical faculty are concerned that the hospital and clinics infrastructure is inefficient, resulting in cumbersome patient care and inadequate time for teaching.
Recommendation: MCGHI should fully implement its strategic plan that the MCGHI Board of Directors approved in June 2000.
5. Budget: The faculty have budgetary concerns, including:
 - , overall flat net clinical incomes despite increased volume of patient care,
 - , whether enough state funding will be available to support education,
 - , the sources of compensation for indigent care,
Recommendation: MCGHI and the Board of Regents need to fully implement their recently established agreements.
 - , current research funding is inadequate to support the desired research enterprise,
Recommendation: MCG should fully implement the MCG Strategic Research Plan.
 - , how mission-based management will impact on their activities and salary sources.
Recommendation: The SOM should implement a process where faculty and chairs agree annually on expectations and outcomes.

Recommendation: The SOM should link expected activities with appropriate funding sources and reward faculty based on whether they meet or exceed the expectations.

6. Clinical Teaching Sites: Faculty are concerned about maintaining an adequate number of clinical teaching sites, especially those that are community-based. This concern stems from

, remuneration issues: Core clerkship community-based teaching sites are not recognized equivalently.

Recommendation: The SOM should reward all community-based volunteer faculty equivalently for comparable contributions.

, competing demands of clinical practice and teaching.

Recommendation: The SOM should expand faculty development workshops on how to incorporate students into a busy practice.

, competition for sites among the state's medical schools.

Recommendation: The SOM should implement a coordinated system involving the four Georgia medical schools and the state's AHEC for identifying, recruiting, and maintaining community-based teaching sites. Include the Georgia Board for Physician Workforce and AHEC in the planning process.

, inconsistent standards for promotion and retention.

Recommendation: The SOM should continue to develop and implement consistent standards for promotion and reappointment.

7. Faculty Rewards: The faculty are concerned about the recognition and reward system, including

, the relationship between responsibilities and promotion/compensation.

, expectations for promotion/tenure do not seem compatible with the increased pressure for clinical productivity.

, the perception that they are valued more for the revenue they generate than for their educational contributions to the institution and career development.

, a perceived disparity in prestige between the tenure and non-tenure track.

, concern that clinical faculty making scholarly contributions are not rewarded because scholarship is narrowly defined.

Recommendation: The SOM should complete, approve, and implement the guidelines that more clearly define expectations and outcomes for promotion and tenure currently under consideration by the Executive Faculty Advisory Committee.

Recommendation: The SOM should complete the in-progress work on better definition of the faculty reward system, including promotion and tenure expectations, creation of professional tracks appropriate for academic progress of faculty whose primary contribution is teaching, clinical care, or research. Strive to implement three new tracks: clinician-educator, educator-clinician, and basic science-educator.

8. Assessment:

, The SOM needs a more comprehensive, vertically integrated clinical skills assessment process for students.

Recommendation: The SOM should continue to expand the standardized patient, clinical skills, teaching, and assessment program.

È The SOM needs an easily accessible full-service tracking system for students.

Recommendation: The SOM should continue to enhance the student tracking system.

9. Library: The quantity of current journal subscriptions is below benchmark levels and, without increased annual revenue, the library may have to reduce its collection further.
Recommendation: MCG should continue to provide sufficient resources to support the needs of the library and its users.
10. Diversity: The SOM remains concerned that the student body and faculty do not adequately reflect the ethnic diversity of the state and region.
Recommendation: The SOM should continue supporting existing high school, college, and prematriculation programs.
Recommendation: The SOM should continue allocating faculty practice funds to scholarships administered by the Stoney Medical, Dental, and Pharmaceutical Society.
Recommendation: The SOM should continue support for identifying, nurturing, recruiting, and matriculating additional qualified underrepresented minority students.
Recommendation: The SOM should coordinate its efforts to recruit qualified underrepresented minority faculty.
11. Research and Scholarly Activity: The current levels of scholarly activity and extramural research funds are inadequate.
Recommendation: Implement the plan for hiring new research faculty.
Recommendation: The SOM should encourage collaborative research efforts between basic scientists and clinical faculty to promote scholarly activity and increase extramural funding.
Recommendation: The SOM should encourage more collaboration with the other research universities in the university system.
12. Scholarships: Limited availability of scholarships diminishes the school's ability to attract many desirable students.
Recommendation: The SOM should encourage the MCG Foundation to increase its scholarship funding and to designate scholarships as a fund-raising priority.
Recommendation: The SOM should continue to work with the MCG Alumni Association to increase scholarship funding.
13. The applicant data that are used for assessing diversity are not in a readily available form for analytical processing.
Recommendation: Incorporate the diversity data into the AMCAS 2002 application database in a format that will enable statistical processing for individuals and groups. Use these data for evaluating the effectiveness of the new admissions criteria for enhancing class diversity.
14. Food services: Student surveys indicate dissatisfaction with the variety and nutritional content of on-campus menu choices and the limited hours of service in the cafeteria and student center.
Recommendation: MCG should provide convenient on-campus access to food services for evening and weekend meals that have a variety of nutritious options. Ideally, these services should be readily available to students, faculty, staff, and patients and their families.

Medical College of Georgia

Department of Medicine

School of Medicine

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5076

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The **Department of Medicine** is involved in research, teaching and patient care throughout the campus. Research efforts span basic investigation centered in Institutes and Centers such as the Institute for Molecular Medicine and Genetics (IMMAG), and an active and growing clinical investigation and health sciences research program. Educational activities include coursework for all four years of medical school as well as an active Internal Medicine residency program and subspecialty fellowship programs in 11 subspecialties. The clinical



activities of the Department include primary care and the subspecialties listed on the left under Sections. These activities are conducted at the 630 bed Medical College of Georgia Hospitals and Clinics, the attached and fully integrated Augusta Veterans Administration Medical Center and at outreach sites throughout the state of Georgia .



Dr. Steve Schwab

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Chairman

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Cheryl Wilson, cwilson@mcg.edu

April 30, 2003

*Lawrence D. Devoe, M.D.
Brooks Professor and Chairman
Clinical Service Chief*

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The Department of Obstetrics and Gynecology at the Medical College of Georgia is a comprehensive clinical service and educational department, specializing in the health care of women both on a primary and referral basis. The clinical services offered by the department include:



[General Obstetrics and Gynecology](#) provides a full range of general obstetrical and gynecological services ranging from outpatient care to surgery, and from routine visits to complicated consultations. In addition to normal obstetrical and gynecological services, specialized research or interest areas include: urodynamics, dysmenorrhea, menorrhagia, pelvic pain, menopause, and others.

[Gynecologic Oncology](#) provides counseling, medical and surgical services to patients requiring special treatment of benign and malignant diseases and tumors of the female reproductive tract.

[Maternal-Fetal Medicine](#) cares for women with both normal pregnancies and those requiring high risk care. The services of combined labor, delivery and recovery room with special postpartum rooms make family-centered care and early discharge realities for patients desiring those services.

[Reproductive Endocrinology, Infertility and Genetics](#) specializes in a wide range of clinical problems ranging from aberrations of puberty through infertility and menopause. Specific programs related to in vitro fertilization, PMS,

[Resources](#)

menopause and pediatric gynecology are part of this broad-based clinical service. The clinical effort is supported by laboratories in reproductive biology and cytogenetics. A major component of these services involves preconceptional and prenatal genetic diagnosis.

[Nurse Midwives of Augusta](#) provides an alternative to many of our traditional obstetrical and gynecological services. Our midwives are focused on the needs of the individual and family for physical care, emotional and social support and active involvement of significant others according to cultural values and personal preferences. They encourage continuity of care; emphasize safe, competent clinical management; advocate non-intervention in normal processes; and promote health education for women throughout the childbearing cycle and beyond. Some of the health care services they provide include: prenatal care, intrapartum care, delivery for low-risk patients, breast feeding counseling, postpartum care, massage therapy for newborns, breast examinations, menopausal care, annual well-woman exams, pap smears and cancer screening.

Mailing Address

*Medical College of Georgia
Dept of Obstetrics & Gynecology
1120 Fifteenth Street, BA-7300
Augusta, GA 30912-3300*

We regret that we are unable to answer medical questions via e-mail. Please call (706) 721-CARE or consult your physician for answers to your individual health questions.

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Patricia Goodwin, pgoodwin@mail.mcg.edu.

October 08, 2003

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AUGUSTA CAMPUS

997 St. Sebastian Way Augusta, Georgia 30912
(706) 721-3771

Programs available at this campus: All nursing programs: BSN, RN to BSN, RN to MN(all), MN/MSN(all) and PhD

ATHENS CAMPUS

Kellett Building 1905 Barnett Shoals Road
Green Acres Center Athens, Georgia 30605
(706) 542-7053

Programs available at this campus:
BSN, RN to BSN, RN to MN(FNP), MN/MSN(FNP)

BARNESVILLE CAMPUS

Gordon College Room 210 Smith Hall
419 College Drive Barnesville, Georgia 30204
(770) 358-5304

Programs available at this campus: RN to BSN

COLUMBUS CAMPUS

4225 University Avenue
Columbus, Georgia 31907-5645
(706) 568-2001

Programs available at this campus:
RN to BSN, RN to MN(FNP), MN/MSN(FNP)

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Continuing Education

Welcome to the Medical College of Georgia School of Nursing's Continuing Education Web Page!

This is a new endeavor of the School of Nursing, one we hope will continue to grow and evolve. The MCG-SON is committed to offering high quality continuing education programs that anticipate and address the health care needs of the CSRA, the state of Georgia, and the nation. Our faculty strongly believe that learning is a life long process and continuing education is an integral part of professional development of each and every nurse. While graduate and undergraduate education leads to formal academic degrees, it is continuing professional education that allows us to augment our skills and maintain cutting edge practice despite an ever changing health care system.

As the MCG-SON Continuing Education program grows, we plan to offer a variety of continuing nursing education courses (classroom lectures and workshops), self study modules, community outreach classes, and health education programs. To meet the rapidly changing needs of health care professionals, we anticipate including new learning/communications technologies, which include distance education through teleconferencing and courses on the web using WebCT.

Who should take advantage of our programs?

Programs of continuing education are designed to address different specialties and different levels of nursing care including:

- Registered Nurses
- CRNAs
- Nurse Practitioners
- Clinical Nurse Specialists

How will programs benefit YOU?

- Professional development and growth
- Maintaining professional certifications
- Updated knowledge of nursing issues
- Increased resources of information
- A marketing tool for you with employers

Please feel free to contact us via:

Dr Melissa Frank-Alston
Assistant Dean for Student Affairs
Office: EB-110
Phone: 706-721-3237
Email: mfalston@mcg.edu

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School of Nursing

Tomorrow's Nurses... Today



Spotlight

Health Sciences Building

Housing the School of Nursing and the School of Allied Health Sciences, this modern facility will feature state-of-the-art labs (including at least one devoted to simulation), an unparalleled Learning Resource Center, as well as tiered classrooms and lecture hall.

Space devoted to instruction, research, and clinical practice reflects our commitment to MCG's tripartite mission: to teach, to discover, and to heal.

Official groundbreaking ceremonies for the Health Sciences Building are scheduled for fall, 2003.

For information about naming opportunities, please contact the Director of Development for the School of Nursing at (706) 721-4837.

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Please email comments or suggestions to:
Maureen Dever-Bumba, mdeverbu@mcg.edu

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September 29, 2003

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Friday, October 10, 2003

Oct 10 2 p.m. - 3 p.m. **Faculty Senate Meeting (Called)**
Location: EG-1003
Details:
 Called meeting to discuss the proposed Faculty Practice Plan.

Tuesday, October 14, 2003

Oct 14 9 a.m. - 10 a.m. **Health Disparities Research Interest Group**
Location: EG-1015

Wednesday, October 15, 2003

Oct 15 **GNA Annual Convention**
Location: Macon, GA
Event URL: http://www.georgianurses.org/annual_convention.htm

Oct 15 **Fall 2003 Midterm (Allied Health, Dentistry, Graduate Studies, Nursing)**

December 2003						
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Thursday, October 16, 2003

Oct 16	GNA Annual Convention Location: Macon, GA Event URL: http://www.georgianurses.org/annual_convention.htm
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Friday, October 17, 2003

Oct 17	GNA Annual Convention Location: Macon, GA Event URL: http://www.georgianurses.org/annual_convention.htm
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Oct 17	1 p.m. - 2:30 p.m.	Undergraduate Admissions Committee
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Monday, October 20, 2003

Oct 20	1 p.m. - 3 p.m.	Undergraduate Programs Committee Location: EG-1015
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Tuesday, October 21, 2003

Oct 21	5 p.m. - 6:30 p.m.	Sigma Theta Tau - Beta Omicron Chapter Location: EG-2010 Details: Board Meeting
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Oct 21	6:30 p.m.	Sigma Theta Tau - Beta Omicron Chapter Location: EG-2010 Details: General Membership Meeting (Program TBA)
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Friday, October 24, 2003

Oct 24	9 a.m. - 10 a.m.	CNR Seminar Location: BC-140 (Small Auditorium) Details: School of Nursing Co-Sponsors: Health Disparities Research Workgroup Center for Nursing Research & Sigma Theta Tau, Beta Omicron Chapter "Building A Program Of Extramural Funded Research" Carolyn Murdaugh, PhD, RN Associate Dean for Research School of Nursing, USC-Columbia, SC
Oct 24	9:30 a.m. - 11:30 a.m.	Master's Graduate Programs Committee Location: EG-1015
Oct 24	10 a.m. - 11 a.m.	CNR Seminar Location: BC-130 (Classroom) Details: School of Nursing Co-Sponsors: Health Disparities Research Workgroup Center for Nursing Research & Sigma Theta Tau, Beta Omicron Chapter "Round Table Discussion" Carolyn Murdaugh, PhD, RN Associate Dean for Research School of Nursing - USC-Columbia, SC

Saturday, October 25, 2003

Oct 25		AACN: Fall Semiannual Meeting Location: Washington, DC Event URL: http://www.aacn.nche.edu/Conferences/confsche.htm
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Sunday, October 26, 2003

Oct 26		AACN: Fall Semiannual Meeting Location: Washington, DC Event URL: http://www.aacn.nche.edu/Conferences/confsche.htm
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Monday, October 27, 2003

Oct 27		AACN: Fall Semiannual Meeting Location: Washington, DC Event URL: http://www.aacn.nche.edu/Conferences/confsche.htm
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Tuesday, October 28, 2003

Oct 28		AACN: Fall Semiannual Meeting Location: Washington, DC Event URL: http://www.aacn.nche.edu/Conferences/confsche.htm
Oct 28	9 a.m. - 10 a.m.	Health Disparities Research Interest Group Location: EG-1015

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School of Nursing

Tomorrow's Nurses... Today

Consumer Information

Welcome to the MCG-SON Consumer web page! As nurses and health professionals, we strongly believe that patients and their families need to have access to resources that help them understand their health and illnesses. We hope that we have provided some direction to you in your search for information. However, it is just as important for you to contact and work with your specific health provider to address any of your health care needs. The Internet is a wonderful tool, but won't replace seeing your nurse practitioner or physician.

[General Medical](#)

Links provided here address a diversity of Medical circumstances and problems

[Healthy Living](#)

How to live a life by adopting health promotion and disease prevention strategies

[Diseases and Conditions](#)

Use these links to search for specific information about a variety of illnesses

[Prescription Information](#)

Be an informed consumer by knowing about the medications you take

[Cancer](#)

These links will help you understand what it is like to have cancer as well as the resources for support

[Health Insurance](#)

Understanding your insurance can be confusing and frightening. These links help you learn more

[Alternative Medicine](#)

Learn more about new types of treatments

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Graduate Programs contact specific program coordinators

May 24, 2003

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Welcome Message



Welcome to the website of the Medical College of Georgia (MCG) School of Nursing. The School of Nursing thrives in the setting of a dynamic academic health science center dedicated to improving the health of Georgians through the education of health professionals, delivery of patient care and the generation of knowledge through research. Faculty and students in the School of Nursing engage in collaborative and cooperative relationships with Allied Health, Dentistry, Medicine and Graduate Studies in modeling excellence in education, practice and research. In addition, the School of Nursing has academic programs in Athens, Barnesville, and Columbus, Georgia.

The School of Nursing has a long history of providing quality educational programs preparing graduates to assume leadership roles in all aspects of nursing. The nursing faculty are committed to providing a supportive learning environment that fosters intellectual interaction among undergraduate, master's and doctoral students. In addition to the BSN program, the School of Nursing offers a variety of graduate level programs including the Family Nurse Practitioner, Pediatric Nurse Practitioner, Acute/Critical Care Clinical Nurse Specialist and the Nursing Anesthesia Program. The Doctoral Program prepares graduates to contribute to the knowledge base of the discipline through research. Programs of study are taught through innovative and technologically based teaching strategies.

In 2003, ground breaking will occur for a new and modern teaching facility of 190,000 square feet to house both the Schools of Nursing and Allied Health. This building will be a state-of-the-art facility for teaching, research, and student services.

I hope you will take the time to visit our Web site and learn more about our School. Feel free to contact me, or any of the administrators or faculty for additional information.

Sincerely,
Katherine E. Nugent, PhD, RN
Interim Dean and Professor

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May 24, 2003

Mission Statement

To improve health & wellness in individuals, families, and communities through the discovery and dissemination of nursing knowledge and the translation of science into practice.

Vision Statement

The SON will be an exemplar of excellence among academic health science schools of nursing.

Strategic Initiatives

- I. Enhance School of Nursing Communications
- II. Increase Diversity of the School of Nursing Community
- III. Continuously Enhance the Quality of Faculty and Staff
- IV. Enhance Educational Environment and Update Educational Programs
- V. Enhance the Research Enterprise
- VI. Improve Access to Clinical Services

Philosophy

The School of Nursing as an integral part of the Medical College of Georgia, Health Sciences University of the State of Georgia, conducts academic programs at the graduate and undergraduate levels, congruent with the purpose, mission and goals of the university. Faculty in the School of Nursing develop curricula incorporating the following beliefs:

Each person is a unique human being who interacts with family, community and environment across the lifespan. All persons possess worth and dignity and have unique capabilities for reasoning, adapting to change and advancing through developmental stages in order to maximize their individual potential. The family through social, moral, spiritual and cultural values influences the health and health decisions of its members.

Health is a dynamic state of being and influences the relationships and interactions of the individual, family, and community. Health is defined in accordance with the cultural norms and goals of the individual, family, and community.

A reciprocal relationship exists between the family and community which influences the growth, development and health of individuals and families. The nurse who works with the community has a responsibility to use various models of health delivery which are affordable and accessible to the

family. The community is the place where the family lives and works and is the primary place for seeking health care. The community contains health resources where the family accesses services and within which the nurse is a provider of care.

Nursing as a practice-based discipline promotes optimal health across the life span. Nurses exercise clinical judgment to provide care effectively and efficiently. Nursing practice is caring, sensitive to diversity, and accountable to the profession and society.

The nurse works independently and collaboratively with other health professionals to promote wellness and manage responses to illness. The diversity and complexity of changing health care systems requires professional nurses who think critically and creatively in providing comprehensive health care services to individuals, families, and at aggregate levels. Nursing is in a key position to promote change in health care delivery.

Learning is a lifelong dynamic process. Student's life experiences, educational and professional goals, as well as the requirements for professional nursing, are incorporated into the teaching/learning process. This process, which enhances the learner's acquisition of professional knowledge, skills, and attitudes, involves interaction between the learner and teacher with mutual responsibility and accountability. Faculty serve as facilitators and models of competence in nursing practice.

The undergraduate program prepares the baccalaureate graduate for general professional nursing practice and future leadership roles. Related coursework in the sciences and humanities provides a foundation and/or enhancement of the professional nurse's education.

Graduate education at the master's level is subsequently built on the knowledge and competencies acquired in baccalaureate nursing education and prepares the graduate with advanced practice in clinical areas and nursing administration. "Graduates have acquired an understanding of health care policy, organization and financing of health care enabling them to appropriately respond to a changing health care environment. An emphasis on global awareness and culturally appropriate care develops an understanding and appreciation of human diversity in health and illness. Integrating and applying research and a wide range of theories from nursing and other sciences broadens the foundation for a comprehensive and holistic approach to care. Exploring evolving ethical situations furnishes the framework for ethical decision making in advanced nursing practice. Graduates demonstrate scholarship and leadership in a variety of health care settings.

Doctoral education in nursing builds on theory and research skills gained in baccalaureate and master's education in nursing. The purpose of the PhD Program in Nursing is to prepare researchers who will contribute both to the development and application of knowledge in nursing. The program offers advanced coursework and mentored experiences that assist students to analyze and use concepts in building a research program. The doctoral program emphasizes interdisciplinary experiences to create and implement knowledge in health care. Nurses prepared at the doctoral level contribute to an improved quality of teaching, research, practice and a published body of knowledge that comprises nursing science."

Organizing Framework

Family

A family is a self-defined unit of two or more individuals who exist through some identified bond. Family members influence social, moral, spiritual and health decisions across the lifespan.

Community

A community is the inter-relationship of social, economic, political, cultural, environmental and/or geographic boundaries. Community is a focal point of concern for the nurse and is the context in which the recipient and nurse interact. The community encompasses all health care delivery systems.

Health

Health is a dynamic state of being occurring in all dimensions of life. Each person is a unique being who has the potential for health, which incorporates various degrees of wellness and illness and concludes with dignified death. Individuals, families and communities are responsible for their health.

Professional Nursing Practice

Professional nursing practice is an interactive, accountable process which includes individual, family and community health. The foundation of professional nursing practice incorporates theories, values and skills. Professional practice is refined and modified through research. Therapeutic nursing interventions are beneficial in nature, goal directed to achieve desired outcomes, and strive to promote an optimal level of health.

Lifespan

Lifespan encompasses human growth and development from conception to death. Age periods are used to organize the curriculum based on identifiable patterns related to developmental eras. Each period is influenced by preconception events, genetics, biological maturation, individual learning, social interaction, and religious beliefs.

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May 24, 2003

Department Overview

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[UG Student Affairs Committee](#)

[Student Awards and Scholarships](#)

[UG Guidelines for Convocation](#)

Documents:

[SON Undergraduate Student Handbook](#)
(36 page PDF file)

[SON Graduate Student Handbook](#)
(30 page PDF file)

[Student Organization Constitution](#)
(9 page PDF file)

School of Nursing Student Affairs



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Bachelor of Science[Entry into Practice](#)[RN to BSN](#)[Information for Incoming Nursing Students](#)[SON Undergraduate Student Handbook](#)

(36 page PDF file)

Additional MCG Links[Academic Admissions](#)[Catalog](#)[Housing](#)[Registrar Office](#)[Tuition and Fees](#)[Student Financial Aid](#)

Undergraduate Study in Nursing

Nursing is one of the oldest and best-known health professions. One of the most exciting aspects of nursing is the variety of career opportunities available. The registered nurse gives and supervises bedside nursing care, provides education and support for patients and their families, teaches nursing personnel, assists in operations, plans community health services and administers programs inside and outside of a hospital or institutional setting. Students in this field must have the ability to make rational decisions, use good judgment, organize and plan, have good physical and mental stamina, work well with people and be empathetic.



The Medical College of Georgia offers a bachelor of science in nursing (B.S.N.) program that can be obtained in two different ways. The Entry-into-Practice B.S.N. program is for undergraduate students seeking transfer admission after completing two years of pre-nursing core curriculum courses at another college. All students at the MCG SON-Athens campus, located near the University of Georgia and the MCG Augusta campus begin our program as juniors with orientation and classes beginning in June. B.S.N. graduates are eligible to take state licensure exams to become registered nurses who are able to work in a variety of specialty areas and environments.

MCG also offers an R.N.-B.S.N. completion program for registered nurses that can be completed in just two full time semesters. This innovative, on-line program is designed for Diploma or Associate Degree RN's who wish to continue their professional education. It is offered on MCG's Augusta, Athens, Barnesville and Columbus campuses.

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June 18, 2003

Master of Nursing

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- [Anesthesia](#)
- [Family Nurse Practitioner](#)
- [Pediatric Nurse Practitioner](#)
- RN to MN

[SON Graduate Student Handbook](#)

(30 page PDF file)

Master of Nursing Programs

The masters programs in nursing are offered through the [School of Graduate Studies](#). The programs are accredited by the [National League for Nursing Accrediting Commission](#) (NLNAC) and the [Southern Association of Colleges and Schools](#) (SACS) and approved by the [Commission on Collegiate Nursing Education](#).



The Medical College of Georgia Nursing Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The focus of the master's programs in nursing is to prepare advance-practice nurses in providing healthcare to a variety of clients and families.

Following completion of the five core courses, students take clinically focused specialty courses. Specific programs may have unique requirements, so please contact the appropriate personnel for additional information.

1. NSG 7030: Delivery Systems and Models of Care (2)
2. NSG 7390: Pathophysiology for Advanced Practice Nurses (3)
3. NSG 7430: Pharmacology for Advanced Practice Nurses (3)
4. NSG 7440: Theory & Research in Advanced Nursing Practice (3)
5. NSG 7470: Advanced Health Assessment (2)

Admission Requirements

1. A bachelor of science in nursing degree from a nationally accredited program; an undergraduate G.P.A. of 3.0 or higher on a 4.0 scale.
2. Official transcripts of all post-secondary academic study.
3. Current professional nurse licensure in Georgia.
4. Completion of a course in either undergraduate or graduate statistics.
5. Completion of a course in either undergraduate or graduate health assessment.
6. A personal interview.

7. Three letters of recommendation.
8. Official report of Graduate Record Examination Aptitude Test results (scores must total 900 or higher and have been taken within 5 years of application). The total score is compiled by adding the Verbal and Quantitative scores.
9. One year of experience as a R.N. (for the Nursing Anesthesia Program this experience must be in a critical care area).
10. Applicants whose first language is not English must submit TOEFL scores; a minimum score of 600 is required for admission. Graduates of foreign nursing programs must have transcripts and application materials evaluated by the Commission on Graduates of Foreign Nursing Schools.

Additional Information

For a copy of the [MCG catalog](#) or an [application](#) please contact:

Graduate Admissions, gradadm@mail.mcg.edu
Office of Academic Admission
170 Kelly Building - Administration
Augusta, GA 30912
(706) 721-2725

For further information on graduate programs in nursing, please contact:

Stacy Lambe, slambe@mail.mcg.edu
Office of the Associate Dean
Graduate Programs and Research
School of Nursing
Medical College of Georgia
Augusta, Georgia 30912
(706) 721-9748

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September 26, 2003

Helpful Campus Links

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[Student Handbook](#)

[On Campus Housing](#)

[Tuition and Fees](#)

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[Campus Map](#)

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PhD Study in Nursing

For information regarding the MCG School of Nursing PhD program, please contact Dr Gerald Bennett, Director, Center for Nursing Research and Interim Chair, Department of Nursing Science at gbennett@mcg.edu or 706-721-7056



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June 04, 2003

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Altman, Linda L. MSN
Ambati, Balamurali K. MD
Ameri, Afshin MD
An, Haigian PhD
Anderson, Emily D. MHEd
Anderson, Gail C. AMLS
Anderson, Jennifer B. BS
Andrews, Jeannette O. MSN
Andrews, William M. MA
Angeid-Backman, Elin MD
Angeletti, J. Fred Jr. DMD
Anna, David J. MSN
Anstadt, Mark P. MD
Antonov, Alexander S. MD PhD
Arazie, Joan C. BS
Arena, John G. PhD
Arnette, Ann H. MHEd
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Dong, Zheng PhD
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Dowling, Jeffrey S. BS

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Drisko, Connie L. DDS
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Fei, You-Jun PhD
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Fishbein, Sumner L. MD
Fisher, Emile T. DDS

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Que, Mila C. BS

Quick, Harriet H. BS

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Quinn, William H. PhD

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