Spring 1972

catalog 1972-1973

Georgia College and State University

PREFACE

This catalogue is primarily for the prospective student, his parents, and his high school counselors. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

Necessary conventional academic and financial information is included; but, in addition, much descriptive material is here, much that is interpretive of the invigorating atmosphere and the democratic, wide-awake, purposeful student life characteristic of Georgia College.

Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

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1972-73

Fall Quarter, 1972

September		
	17	Arrival of new students
	17	Meeting of President with parents of new students, 2:30 p.m. in Russell Auditorium
	18-20	Orientation of new students
	18	Arrival of upperclassmen
	20-21	Registration Wed. + Thur.
	22	Classes convene Friday
	22	Last day to pay fees without penalty
	22	Formal convocation, 10:00 a.m.
	26	Last day to add a course
October		
	11	Last day to drop course without penalty
	27	Mid-quarter reports
November		
	6-10	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1973
	21	Thanksgiving holidays begin, after classes
	26	Thanksgiving holidays end
December		
	9-11-12-13-14	Fall Quarter examinations
	14	Christmas holidays begin, 1:00 p.m.

Winter Quarter, 1973

January		
	2-3	Registration
	4	Classes convene
	4	Last day to pay fees without penalty
	8	Last day to add a course
	24	Last day to drop course without penalty
February		
	2	Mid-quarter reports
	12-16	Advisement period for currently enrolled students planning to attend Spring Quarter, 1973
March		
	8-9-10-12-13	Winter Quarter examinations
	13	Spring holidays begin, 1:00 p.m.

Spring Quarter, 1973

March		
	20	Spring holidays end
	21-22	Registration
	23	Classes convene
	23	Last day to pay fees without penalty
	27	Last day to add a course
April		
	12	Last day to drop course without penalty
	20	Mid-quarter reports
May		
	7-11	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1973
	26-28-29-30-31	Spring Quarter examinations
June		
	2	Graduation

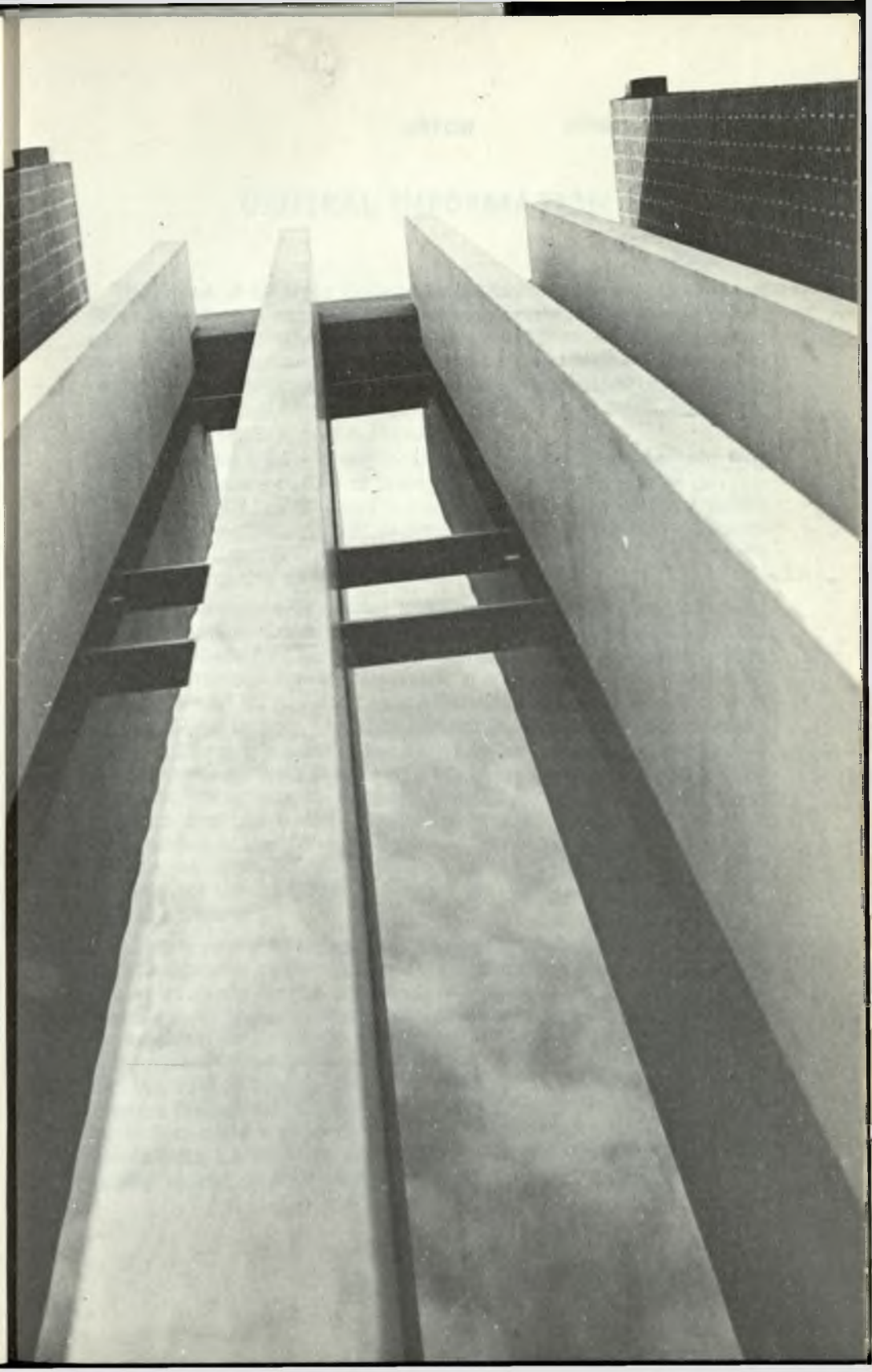
Summer Quarter, 1973

First Term — June 11 - July 11

June		
	10	Arrival of new students
	11	Registration
	12	Classes convene
	13	Last day to make course changes
	22	Last day to file application for degree to be awarded August 11, 1973

Second Term — July 11 - August 11

July		
	10	Arrival of new students
	11	Registration
	12	Last day to make course changes
August		
	11	Graduation



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GENERAL INFORMATION

HISTORY

The home of Georgia College is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately one hundred miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of over eighteen thousand, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

Milledgeville was laid out in 1803 and in the following year was designated as the capital of Georgia, remaining the seat of government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D. C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travelers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" in 1864 and was one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The Old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of the College. The Mansion, completed in 1838, is the official residence of the president of the College. Buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military insti-

tutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology, now the Georgia Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. In 1961 the name was again changed to The Woman's College of Georgia. With these changes came a broader academic and professional program.

In January, 1967, the Board of Regents of the University System of Georgia authorized The Woman's College of Georgia to admit men students in the 1967-68 fiscal year, to expand its curriculum and physical facilities, and to provide residence halls for men. Non-dormitory men students were admitted, however, to regular undergraduate classes for the first time in the Spring Quarter, 1967. The new name, Georgia College at Milledgeville, was adopted by the Board later in March, 1967. In October, 1971, the Board of Regents changed the name to Georgia College.

These last changes make available a senior college for both men and women students in the middle Georgia area. The institution continues to draw students from the state and nation as well as throughout the world.

A graduate program was initiated in the summer of 1958, and the first Master of Education was granted in 1959. The first courses in the Master of Business Administration degree were offered in the winter quarter of 1969.

Since January, 1932, the College has operated as a unit of the University of Georgia under one Chancellor and a Board of Regents.

Former president of the College were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, and Dr. Robert E. Lee. Dr. J. Whitney Bunting assumed the presidency on January 1, 1968.

STATEMENT OF PURPOSE

Georgia College attempts to fulfill its obligations to all its students through emphasis on three major divisions of learning and activity: general culture, professional competence, and individual and group responsibility.

A well-balanced education introduces the student to the vast store of knowledge that man has accumulated through the ages. Whatever the field of interest of the student may be, he should know enough of the scientific method to respect the objective approach. He should also have sufficient contact with the best in art, music, history, and literature to insure an adequate understanding of mankind in general and of himself in particular. Only with a liberal, cross-disciplinary foundation will he achieve the comprehensive perspective that makes for enriched living. The College, therefore, has adopted a course of study designed to provide a liberal cultural background in the first two years of all its baccalaureate programs.

Upon this broad cultural base, the College seeks to achieve its objectives of academic and professional competence and individual and group responsibility. As a multipurpose institution, it offers its students opportunities to satisfy their intellectual curiosity, gives them professional preparation in a variety of disciplines, provides them with programs designed to build their physical bodies, and urges them to delve deeply into their areas of major interests at both the undergraduate and graduate levels. As they pursue these fields of interest, the College, realizing that the increasingly complex society of today demands a sympathetic awareness of the problems of human relationship, endeavors to instill in its students an understanding of these problems and a sense of responsibility conducive to their solution. By encouraging its students to maintain acceptable standards of academic achievement and to become involved individuals working intelligently and responsibly for the improvement of all facets of college life, the institution hopes to develop citizens who, upon completion of their academic programs, will be capable not only of performing work that will provide for their livelihood, but also of making contributions that will result in the betterment of society and the quality of life.

BUILDINGS, GROUNDS, AND SERVICES

The main campus consists of forty-three acres in the heart of Milledgeville. This is made up of twenty-three acres which houses all the educational facilities and twenty acres two blocks away that are utilized for student housing. A new athletic complex has been partially completed on six hundred forty-two acres just outside of Milledgeville, and a few miles from town a one hundred acre park, Lake Laurel, supplements the recreational facilities of the College.

The college facilities include more than thirty buildings, most of them red brick with Corinthian columns and limestone trim and the majority of them situated on the main campus. Of these, nine are residence halls.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, fishing, and other outside activities. A clubhouse is available for parties, picnics, student-organization meetings and overnight student campers.

The Charles H. Herty Science Hall has many features which make for enriched experience in basic and applied science. Well-equipped air conditioned laboratories have been designed for the specialized fields. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

The new addition to Herty Science Hall, to be in use in the Fall of 1972, will contain an additional eleven labs, two lecture rooms, a hundred-seat teaching auditorium and supporting offices.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." Also in the building are lecture rooms and offices for the Department of History and Political Science and the Department of Sociology. The building is named for Dr. Marvin M. Parks, a former president of the College.

The Richard B. Russell Auditorium, named in honor of the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College, has a seating capacity of over 1,000 and is equipped with an excellent stage, a public address system, and a concert organ. Of special interest is the carillon, made possible by a gift from Bessie Lindenstruth of the class of 1899. The carillon was presented to the College in memory of her parents and in honor of former president Dr. J. Harris Chappell.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete frame structure, brick with cast-stone trim. The building contains 32,000 square feet and is completely air-conditioned. Among the finest buildings in The University System of Georgia, it contains classrooms and offices, modern food, nutrition, clothing and textile laboratories, varied facilities for house furnishings, a small auditorium, and a testing laboratory for home appliances. The most modern facilities and equipment for teaching home economics and related disciplines are available to the student and instructor.

Lanier Hall, facing the main entrance to the campus, houses the Department of English, the Department of Business Administration and Economics, and the Department of Mathematics. This building is fully air-conditioned.

The Education Building, situated behind the Library and facing Montgomery Street, is headquarters for the Department of Education and the Department of Psychology. In addition to classrooms and offices, there are in this building the curriculum laboratory, and an audio-visual machines room.

Ennis Hall is to be converted to an instructional facility housing the Department of Psychology and the Department of Nursing for the 1972 academic year. The building is named in honor of the late Honorable Howard Ennis of Milledgeville.

The Peabody Laboratory School, located across the street from Parks Memorial Infirmary, consists of a classroom building and an auditorium. The school affords opportunities for all types of laboratory experiences for students in teacher education.

The Nursery School is adjacent to the Peabody Laboratory School. The modern brick building provides physical and educational accommodations for twenty-four young children of three and four years of age. It is used primarily to provide laboratory experiences for students in home economics and early elementary education.

The Health and Physical Education Building houses the Department of Health, Physical Education, and Recreation. The accommodations include a large gymnasium, a swimming pool, a dance studio, dressing rooms, classrooms, and staff offices.

The Anthony Porter Fine Arts Building, home of the Department of Art and the Department of Music, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, offices, classrooms, a visual aids studio, a band room, music library, piano practice rooms, an art gallery, a ceramic laboratory, and art

studios. The building was erected in memory of the late Anthony Porter of Savannah.

The Language Building is an air-conditioned facility located between Lanier Hall and the Education Building. It contains a language laboratory with the most modern audio-visual devices by means of which the student is able to gain oral proficiency in modern foreign languages. The second floor of this building contains offices for twenty-two faculty members.

Parks Memorial Infirmary was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an alumnae-sponsored project. It has a capacity of fifty beds and modern equipment for first aid and treatment of ordinary diseases.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1839-1868, is the home of the president of the College. The Mansion was re-opened for public viewing in September, 1967, following two years of restoration and renovation. A tour of the building includes the ground and first floors. The ground floor includes the kitchen, with its fireplace and hearth, original to the earliest days of the Mansion. The first floor contains the parlor, entrance hall, dining room, library, and drawing room. The drawing room is sixty feet long and is distinguished by two black Italian marble mantels original to the house. The building's most commanding feature is the central rotunda which rises fifty feet to a decorated domed ceiling. English Regency is the period furniture chosen for the Mansion. The style was in vogue from 1800-1840 and was used in the finest houses in England and America.

Maxwell College Union Building—The modern College Union, to be opened early in 1972, will house the College food services, bookstore, mail room, student lounges, student government offices, conference rooms, publication offices, hobby workshops, game rooms, study rooms, and faculty lounge. The Union's name honors the late Mary Thomas Maxwell, GC professor of English and Dean of Women.

Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. The building now houses on the ground floor the college dining hall, which seats approximately one thousand persons. The first floor of the building contains the mail room and the college duplicating services. The mail room dispatches and receives mail for students and the college com-

munity. Lock boxes are provided for students and faculty at a nominal quarterly rent.

Dormitory Accommodations—There are nine dormitories on the campus. Rooms are modern, convenient, and comfortable. Many of them arranged in two-room suits with connecting baths. All residence halls contain parlors and recreation rooms for the entertainment of guests.

Terrell Hall includes the building now known as Terrell and Terrell Annex, the latter arranged in two-room suites with a connecting bath for each suite. The building was named for the late Governor Joseph M. Terrell.

Bell Hall, a dormitory for women, is composed of Bell Hall and Bell Annex. All rooms have a connecting bath for each suite of two rooms. The building was named in honor of the late Miller S. Bell, long a member of the Board of Trustees of the College and until his death a member of the Board of Regents of the University System.

Beeson Hall, on Montgomery Street between the Education Building and the Infirmary, provides several faculty apartments, the computer center, and accommodations for eighty students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Sanford Hall, dormitory for women, fronts on Greene Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

Wells Hall, a modern residence hall for women, was occupied in the fall of 1964. The building fronts on Greeen Street.

Napier Hall—This latest addition to student housing, located in the Nesbit Woods area, consists of two hundred double occupancy, air conditioned, rooms with nine lounge areas; three T. V. rooms; one recreation room; one game room; two study rooms; two laundry rooms; and an office. It is situated on the edge of Nesbit Woods. The name honors the late Alice Napier, who was chairman of the Mathematics Department and who taught at Georgia College for 42 years.

New Dormitory, a modern air-conditioned residence hall occupied in the fall of 1966, fronts Greene Street between Clark and Columbia Streets. Rooms are designed for occupancy by two students and will accommodate one hundred and fifty-four students.

The Green Street Home Management Residence, is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

Parkhurst Hall, located on West Greene Street, is a faculty apartment house consistinng of twelve family-sized apartments, five efficiency apartments, and two single rooms.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses an auxiliary gymnasium, and a number of faculty apartments. The site for Miller Hall was donated by Mrs. S. J. Stubbs, Sr., and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller.

Mary Gilbert Park is an attractive recreation unit adjacent to the Peabody Laboratory School. It includes a swimming pool, playgrounds, and athletic fields and courts. The development of the recreational facilities was made possible through the interest and generosity of the late Judge S. Price Gilbert.

THE LIBRARY

The Ina Dillard Russell Library is the center of the instructional activities of the College. Named for the mother of Senator Richard B. Russell, it stands on the northwest corner of the campus proper. The resources of the Library include approximately 100,000 books, numerous documents, and other pamphlets, and a substantial collection of recordings and microforms. The subscription list to periodicals includes over 1,000 magazines and newspapers. Some 5,000 volumes are added to the book collection each year, with a wide range of subject fields represented.

Special collections include several thousand books by or about Georgians, some rare and valuable books and manuscripts, and a number of books autographed by authors who have appeared on the lecture program of the College. The Library recently acquired the papers of Flannery O'Connor, '45, from the late author's mother, Regina Cline O'Connor.

A remodeling and addition to the Library was begun in 1966 and was completed in 1968. The building is air-conditioned and carpeted and is one of the most attractive, most comfortable buildings on the campus. A variety of seating is provided, and the contemporary furniture includes many individual study tables and carrels. The Music Room provides facilities for group as well as individual listening, and a special room for typing is available.

PERSONNEL AND GUIDANCE SERVICES

The philosophy and objectives of the College emphasize the importance of every aspect of college life in providing a broad and

meaningful educational experience. Within the overall program the personnel and guidance services function to help the student grow in self-understanding, achieve satisfactory adjustments, and make choices from the offerings of the academic program, activities, and other experiences so as to derive the greatest benefit from a college career.

ORIENTATION

Prior to the beginning of classes in the fall, new students spend several days in orientation programs designed to introduce them to their academic program, to prepare them for campus life and to acquaint them with fellow students and the College.

Members of the College Government Association, Agape and the Recreation Association share in planning activities that are important in the program of orientation.

ACADEMIC COUNSELING

Georgia College maintains a comprehensive academic advisement system to aid students in the selection of their courses and majors. All students are assigned to an adviser when they apply for admission. For this reason students should indicate on the application form their major area of interest. While the faculty adviser has the responsibility of helping the student plan his academic program and of approving the student's course work as it relates to the student's major, the responsibility of meeting all graduation requirements as stated in the catalogue rests mainly with the student.

Starting with the third quarter of enrollment the student is advised to begin deciding on the department of his major. Students are advised to select their major departments by the end of the sixth quarter of enrollment. The student may select his major department at any time regardless of the number of quarters enrolled. Students should not feel pressured to decide on a major at first. Undecided students will be assigned advisers at random. However, academic programs in some areas necessitate early decisions.

Once a student has selected his major department, in consultation with his assigned adviser and the chairman of the department in which he has decided to major, the student declares his major. Majors are declared by completing the form supplied by his adviser

and signed by the department chairman of his major. The form is filed in the Dean's office and the faculty of the students major department is responsible for the student's advisement until he either changes his major, graduates, or withdraws.

HEALTH SERVICES

Promoting sound physical and emotional health is a major goal of the College. This is accomplished through the health services and health education. The health services are centered in Parks Memorial Infirmary. In charge of the infirmary and its staff of nurses and of the health services is a competent physician.

The primary aim of the medical services is the maintenance of good health among the members of the college community. Preventive medicine is the foremost consideration. However, always available are remedial measures in cases of illness and follow-up treatment for students who are under the care of home physicians. Clinics are held daily to which any student may go for treatment of minor or chronic conditions or for consultation with the College physician.

In case of serious illness or accident, parents are notified by telegram or telephone message.

As a part of health service, arrangements are made each year to provide immunization for influenza.

Psychiatric consultative services are available at the request or consent of the student and parent.

Before final admission, all new students are required to have a thorough physical examination, preferably by the family physician. The Medical Record Form, provided by the registrar, records the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Infirmary, Georgia College, Milledgeville, Georgia 31061*. This record serves as the basic medical record for the student and is used in providing medical care and health guidance, in assigning physical education courses, and in approving sports activities.

Registration will be considered completed only when the Medical Record Form has been received.

PLACEMENT OFFICE

The College operates a Placement Office to assist students and alumni seeking permanent or summer employment. The Placement Office maintains a register of positions available, a roster of students seeking employment, and a file of materials to assist those entering the labor force. Upon request, it also forwards to potential employers the credentials of any individual registered with the Office and make arrangements for employers to interview job candidates on campus.

ALUMNI ASSOCIATION

The Georgia College Alumni Association is almost as old as the College itself. The purpose of the Association is to promote the interests of the College and to establish mutually beneficial relations between the College and its alumni. The work of the organization is conducted through an executive board, a director, congressional district directors, and chairmen of standing committees. Annual Alumni Day is observed on the last Saturday of April.

INDEPENDENT STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains an Independent Study Office at Georgia College.

For further information write to *Independent Study Secretary, Georgia College, Milledgeville, Georgia 31061.*

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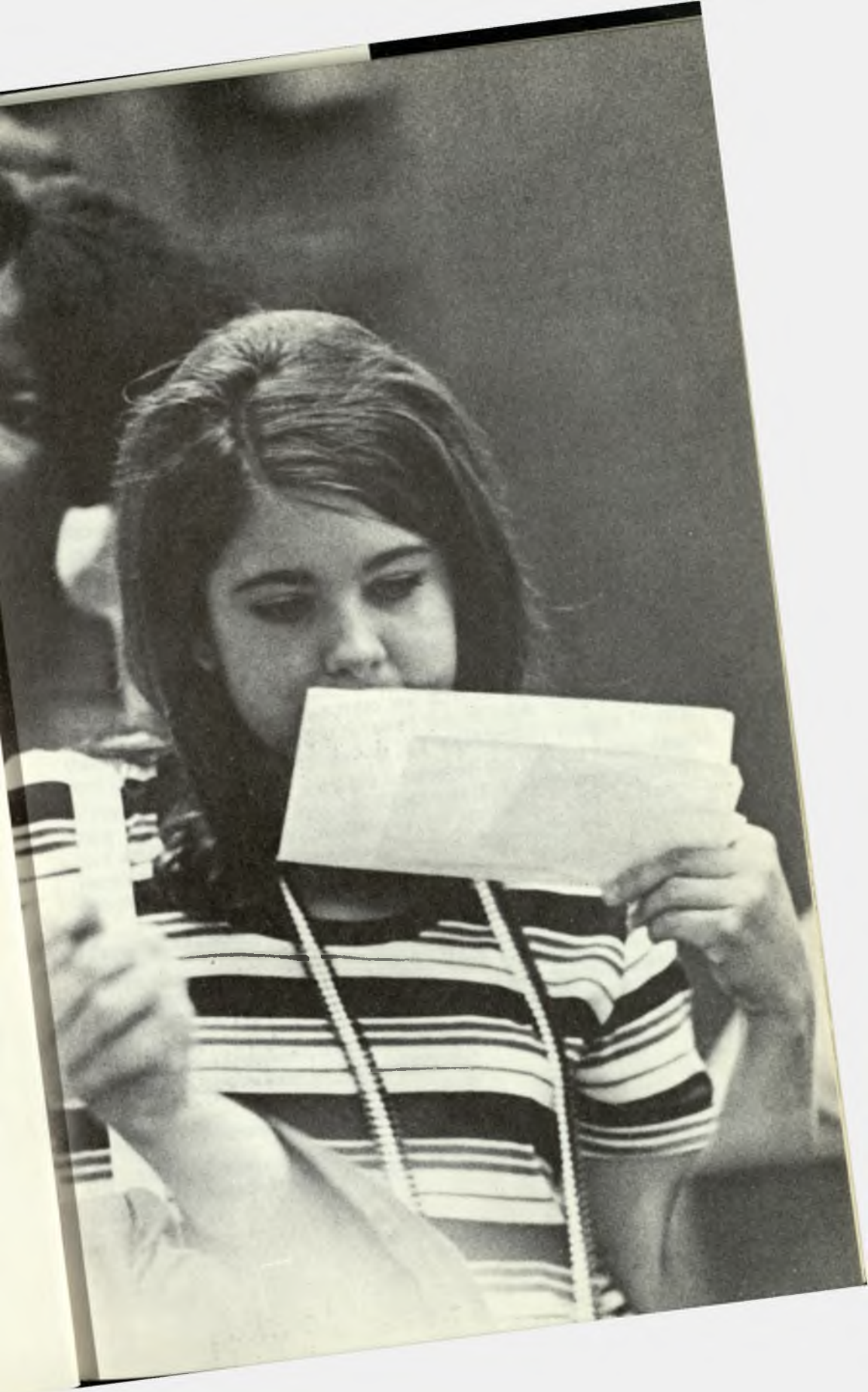

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ADMISSIONS AND EXPENSES

ADMISSIONS

Admission to Georgia College is determined by the Admissions Council. Georgia College is open to all qualified students without regard to race, creed, or national origin. The Council reviews an application as soon as the applicant has submitted enough items of information to provide a sound basis for action. The decision of the Council is reported to the applicant by the director of admissions very shortly after it is made.

Those who wish to enter the freshman class should apply as early as possible in the senior year of high school. Those who wish to transfer from another college should apply as soon as interest develops in the College. An application must be submitted at least twenty days before the opening of the quarter in which the applicant wishes to enter. Official transcripts and all other information required to complete the application file must be in the admissions office before a student will be permitted to register.

The applicant initiates application by submitting an application form which may be secured from the director of admissions. After this form is returned with the required fee, all other necessary forms and instructions are forwarded to the applicant in routine fashion.

Required of all applicants are scores on the Scholastic Aptitude Test of the College Entrance Examination Board, a photograph, and a statement of the condition of the applicant's health. Specific requirements for freshman and transfer applicants are discussed below.

Early Admission of Freshmen

The College recognizes outstanding achievement in high school by admitting some applicants who have completed the eleventh grade with at least fifteen units, but who have not graduated from high school. Special interviews, Scholastic Aptitude Test scores, and recommendations from school authorities help the Council decide upon admission in this category.

Advance Placement of Freshmen

The College will grant advanced placement and credit to those who participate in the Advanced Placement Program of the College

Entrance Examination Board and earn scores of at least 3 on the examination.

Requirements For Freshmen Applicants

A freshman applicant must be able to submit evidence of graduation from an accredited high school. A complete transcript of high school work and evaluation by the school counselor or principal are required. The high school program must include the following units:

English	4
Mathematics (including 1 unit in Algebra)	2
Social Studies	2
Science	1
Academic units from the above subject matter areas of foreign language	3
Other optional units	4

No entrance credit is given in any foreign language for fewer than two units.

Requirements For Transfer Students

1. Transfer applicants follow the same procedures as freshman applicants, except that transfer applicants are not necessarily required to submit their high school records and evaluation of high school officials. Such records may be required by the director of admissions, but normally the applicant's college transcript and statement from his dean will take the place of high school credentials.

2. A person will be considered a transfer applicant who has been enrolled successfully for as long as one quarter or one semester at another college accredited by the appropriate regional accrediting agency. Those with less than a full quarter or semester's credits will comply with both freshman and transfer requirements for admission.

3. A transfer applicant may not enter Georgia College unless he is eligible to return immediately to the last college attended and unless he is in good social and academic standing at that college.

4. A transfer applicant must have a satisfactory overall average on all work attempted.

5. A maximum of one hundred one academic quarter hours from a junior college, or one hundred twenty-six academic quarter hours from a senior college, may be applied toward a degree at Georgia College.

6. A maximum of forty-five hours may be taken through extension and home study courses. This forty-five quarter hours total includes any home study courses offered by the staff of Georgia College.

Admission of Special Students

With the approval of the dean of the College and the chairman of the department concerned, certain applicants who wish to take courses for personal enrichment or advancement may be admitted as special students. Such students must be over twenty-five years of age and ordinarily may not reside on the campus. Students admitted on this basis are not admitted as degree candidates. Before any work taken as a special student may count toward a degree, all requirements for admission must be met. The College assumes no respoinsibility for planning programs for special students.

Readmission

Readmission is not automatic for those formerly enrolled at the College. A student wishing to return must give the director of admissions sufficient notice to allow action by the Admissions Council. Application is made by submitting a form which may be obtained from the director of admissions.

Part-Time Students

Applicants who wish to take less than a normal load of work but at the same time follow a planned program toward a degree will be admitted as part-time students and will be subject to all requirements pertaining to regular students.

Graduate Students

The graduate program has requirements in addition to those stated above. (See pages 89-97.)

Transient Students

Transient student status means that a student is admitted to the College for a specified period of time, normally a summer quarter,

with the understanding that he is to return to his own college at the opening of the next quarter. An applicant for transient status submits a statement from his dean that he is in good standing and has permission to take specific courses at Georgia College for which credit will be given when satisfactorily completed. Transcripts of college work completed elsewhere are not usually required for such applicants, since they are not admitted to full standing at Georgia College.

EXPENSES

As a unit of the University System of Georgia, Georgia College is a state-supported institution. As such, it makes no tuition charge for residents of Georgia.

The basic charges are as follows:

Fees and Deposits Required

Application Fee ($10.00)—A non-refundable fee is required of all students applying for admission to the College to defray costs of processing the Application for Admission. The fee will be sent with the Application for Admission.

Registration Deposit $(25.00)—Students registering for the first time shall send a Registration Deposit when requested by the director of admissions. Students in the College who plan to continue their studies the following September shall make a similar deposit in the spring preceding registration.

Room Reservation Deposit ($35.00)—A room reservation deposit is requested of all students expecting to live in College residence halls. New students will send this deposit to the comptroller with a Request for Room Form. This request form will be sent to the applicant when all papers have been received and he has been approved for admission. Students already in College residence halls will pay this deposit at the comptroller's office in April prior to assignment of rooms.

Room Damage Deposit ($20.00)—A refundable room damage deposit is required of all dormitory students. This fee is totally refundable at the time a student graduates or otherwise leaves College housing, if the student has had no damage charged to him that would not be considered normal use.

All deposits received will be credited to the student's account. A refund of these deposits will be made only when the application

for withdrawal is made 30 days prior to the opening date for any quarter.

General Fees

Full-time Student
(12 or More Quarter Hours)

	Residents of Georgia	Non-Residents of Georgia
Matriculation Fee	$115.00	$115.00
Tuition	—	180.00
Health Service Fee	10.00	10.00
Student Activity Fee	16.00	16.00
	$141.00	$321.00
Part-time Student (Under 12 Quarter Hours)		
Matriculation, per quarter hour	$ 9.75	$ 9.75
Tuition, per quarter hour	—	$ 14.00
Health Service Fee, six hours or more	$ 10.00	$ 10.00
Student Activity Fee, six hours or more	$ 16.00	$ 16.00
Dormitory Resident Charges		
Room (per quarter)	$110-$120.00	
Board (per quarter)	$110-$160.00	

Special Charges

Graduation Fee ($10.00)—A graduation Fee is charged at the beginning of the final quarter of the year in which a senior plans to graduate.

Laboratory Fee—Certain college departments charge a laboratory fee in courses requiring extra materials or services of instruction. These fees ar indicated in the course descriptions.

Late Payment Fee ($3.00 to $5.00)—Students who fail to arrange for payment of fees and living expenses at the time provided in the college calendar will be charged a late fee of $3.00 for the first day and $1.00 for each additional day to a maximum of $5.00.

In-Service Teachers—The fee for on-campus Saturday courses is $10.00 per quarter hour; the fee for off-campus courses is $12.75 per hour.

Traffic and Parking Violation Fees—Each year the College prints an up-to-date set of traffic and parking regulations. These are

available upon request from the Security Office. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the College Security Force and every Security Officer is a deputized law enforcement officer of Baldwin County. The fine as indicated on the ticket is collected by the cashier at the Comptroller's office.

Transcript of Record Fee ($1.00)—One full transcript of work completed will be furnished without charge. A fee will be charged for any additional single copy.

Returned Check Charge ($2.00)—This is charged against any check not honored and paid by student's bank.

Music Fees—Private lessons in music are offered by the staff of the Department of Music. The fees are as follows:

Instruction in piano, voice, and orchestral instruments, one-half hour lesson each week, each quarter	$20.00
Instruction in organ, one hour lesson each week, each quarter	$42.00

Non-Resident Students

Non-Resident Tuition—A tuition fee of $14.00 per quarter hour up to a maximum of $180.00 per quarter is paid during the registration period prior to the beginning of each quarter by students who do not qualify as residents of the State of Georgia. This fee is in addition to matriculation fee.

Student Responsibility—The responsibility of registering under the proper residence classification is that of the student, and if there is any question of his right to classification as a resident of Georgia, it is his obligation, prior to or at the time of his registration, to raise the question with the administrative officials of the institution in which he is registering and have his status officially determined. Failure to give complete and accurate information regarding residence will constitute grounds for disciplinary action.

Definition of Residence—To register as a legal resident of Georgia at an institution of the University System, a student must establish the following facts to the satisfaction of the registering officer:

1. A student who is under 21 years of age at the time he seeks to register or re-register at the beginning of any quarter will be accepted as a resident student only upon a showing by him

that his supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

2. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of appointment, and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fee.
3. If a student is over 21 years of age, he may register as a resident student only upon a showing that he has been domiciled in Georgia for at least twelve months prior to the registration date.

   Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months domicile and residence herein required when it appears that the student came in to the State and remained in the State for the primary purpose of attending a school.
4. A full-time faculty member of the University system, his or her spouse, and minor children may register for courses on the payment of resident fees, even though such faculty member has not been a resident in Georgia for a period of twelve months.
5. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period the student may continue his registration only upon the payment of fees at the non-resident rate.
6. Military personnel and their dependents may become eligible to enroll in institutions of the University System as resident students provided they file with the institution in which they wish to enroll the following:

   (a) A statement from the appropriate military official showing that the applicant's "home of record" is the State of Georgia; and

   (b) Evidence that applicant is registered to vote in Georgia; or

   (c) Evidence that applicant, if under 18 years of age, is the child of parents who are registered to vote in Georgia; and

(d) Evidence that applicant, or his supporting parent or guardian, filed a Georgia State income tax return during the preceding year.

7. Foreign students who attend institutions of the University System under sponsorship of the Federal Government, civic or religious groups located in this state, may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.
8. All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
9. Teachers in the public schools of Georgia and their dependents may enroll as students in the University System institutions on the payment of resident fees, when it appears that such teachers have resided in Georgia for nine months, that they were engaged in teaching during such nine months' period, and that they have been employed to teach in Georgia during the ensuing school year.
10. If a woman who is a resident of Georgia and who is a student in an institution of the University System marries a non-resident of the State, she may continue to attend the institution on payment of resident fees, provided that her enrollment is continuous.
11. If a woman who is a non-resident of Georgia marries a man who is a resident of Georgia, she will not be eligible to register as a resident student in a University System institution until she has been domiciled in the State of Georgia for a period of twelve months immediately preceding the date of registration.
12. Non-resident graduate students who hold assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
13. *Children of New Residents*—Children of employees of new industries coming to the State and who become *bona fide* residents of the State shall satisfy the twelve months' residency requirement before enrolling as resident students.

14. *Veteran Students*—The University System recognizes that there are many advantages for educational advancement while serving the armed forces of the nation. To enable students to apply such training on formal educational programs leading to standard degrees, the University System will grant credit according to the recommendations of "A Guide to the Evaluation of Educational Experiences in the Armed Services," published by the American Council on Education. Recommendations as to the amount of credit have already been made for many of the service schools. Credits in other service educational programs may be established by comprehensive examination administered by the Armed Forces Institute or by similar examinations administered by the institution concerned in the University System.

Residence Cost and Regulations

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of a full academic load each quarter.

Rooms may be occupied only upon assignment by the dean of students, and all exchanges, transfers, and vacating of rooms must be approved by that office.

Double rooms are occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The dean of students' office reserves the right to make all final decisions on assignments.

Room rent and charges for board are based on current prices and are listed above under *General Fees.* The right to adjust these charges to meet changing conditions is reserved by the College.

A student who formally withdraws during the quarter will be entitled to a refund for room and meals as follows:

Room Rent

One week	80% refund
Two weeks	60% refund
Three weeks	40% refund
Four weeks	20% refund

No refund thereafter

Food Service

Refund will be prorated for meals remaining with a $5.00 penalty.

Payment of College Expenses

Students are expected to meet all financial obligations when they fall due. Georgia College reserves the right to deny admission to or drop any student who fails to meet promptly his financial obligations. It is each student's responsibility to keep informed of all registration and fee payment dates, deadlines, and other requirements, by referring to the official calendar of events in the catalogue, printed and posted announcements, or through other means from time to time.

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially recognized until all fees and charges are paid. A student who does not make payment within the required period is subject to a penalty for late payment.

If necessary, a student may make *advance* arrangements to pay for room and meals in installments.

Checks—If the student's bank does not honor the demand for payment and returns the check unpaid, the student is subject to payment of the late payment fee of $5.00, plus returned check charge of $2.00. If payment is not cleared promptly, the student's registration is subject to cancellation.

Refund Policy

Formal withdrawal from the College must begin with written approval from the dean of students' office. At the time such approval is received, instructions will be given for completion of formal withdrawal without prejudice.

Regulations of the Board of Regents of the University System of Georgia provide that an approved applicant who registers and withdraws during the first quarter of his attendance shall forfeit not less than the amount of his deposits before a computation is made of the refund to which he may be entitled.

THE FOLLOWING REGULATIONS APPLY TO THE MATRICULATION FEE WHEN FORMAL WITHDRAWAL IS APPROVED:

Students who formally withdraw during one week following the scheduled registration date are entitled to a refund of 80% of the fee paid for that quarter.

Students who formally withdraw during the period between one and two weeks after the scheduled registration date are entitled to a refund of 60% of the fee paid for that quarter.

Students who formally withdraw during the period between two and three weeks after the scheduled registration date are entitled to a refund of 40% of the fee paid for that quarter.

Students who formally withdraw during the period between three and four weeks after the scheduled registration date are entitled to a refund of 20% of the fee paid for that quarter.

Students who withdraw after a period of four weeks has elapsed from the scheduled registration date will be entitled to no refund of any part of the fee paid for that quarter.

Refund for Students Drafted for Military Service. In the case of those students who are drafted or otherwise ordered to active duty in the armed forces of the United States, refunds of fees shall be made on a pro rata basis from the beginning of the quarter to the date of induction. This waiver of the refund policy shall not apply to any student who at his own request is inducted or ordered to active duty with the armed forces of the United States. The general refund policy shall apply in the latter case.

A student who elects to discontinue a portion of the course work for which he has registered and paid fees shall receive a refund of fees only if notice of discontinuance is given to the Registrar on or before the last day to make course changes indicated in the College calendar. Such student shall then be charged at the per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

A student who discontinues private lessons in music will not be entitled to a refund except for illness certified by the College physician.

Because the College must enter into contracts in advance for services relating to the Student Activities Program and Health Services for students, no refund of the fees paid to support these services will be made.

ALL APPROVED REFUNDS WILL BE PAID WITHIN THIRTY (30) DAYS AFTER DATE OF FORMAL WITHDRAWAL.

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the College bookstore. The cost of books and sup-

plies will vary with the courses elected by the individual student. A fair estimate of this cost is from $40.00 to $50.00 for the initial quarter of attendance. Subsequent quarters will cost less, depending upon the student's schedule of class work.

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College bookstore.

FINANCIAL ASSISTANCE

Georgia College awards financial assistance in order that qualified applicants may have the opportunity to achieve a college education regardless of the financial circumstances of the family. Scholarships, grants, loans, and student employment are available to accomplish this purpose.

The College is a member of the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service designating Georgia College as a recipient. The PCS form may be obtained from a secondary school or the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. Married or independent students must submit the Student Confidential Statement. Copies of this form may be obtained from the Georgia College Office of Financial Aid.

Academic Requirements

Academic requirements vary for each type of assistance. To qualify for a scholarship, an above average academic record is required. Barely admissible candidates are required to attain a satisfactory academic record for one quarter before receiving financial assistance, unless attendance is not possible without aid.

Application Procedure

Applications for financial assistance may be secured from the Office of Financial Aid. A single application enables the student to receive consideration for all types of assistance awarded by the College. To receive full consideration for scholarships and grants, applications and PSC's must be received by March 15.

Renewal of Financial Assistance

The financial aid recipient may continue to receive assistance as long as he is enrolled at the College provided he (1) continues to be in need of assistance, (2) reapplies annually at the prescribed time, and (3) makes normal progress toward graduation.

SCHOLARSHIPS AND ENDOWMENTS

Atlanta Federal Savings Scholarship

The Atlanta Federal Savings and Loan Association provides a scholarship of $500 for an incoming freshman and a scholarship of like amount to a senior. Recipients must be residents of Fulton, DeKalb, Cobb, Clayton, or Gwinnett Counties. Preference shall be given to business majors.

J. L. Beeson Scholarship Fund

The J. L. Beeson Scholarship Loan Fund, established in 1939 by Dr. J. L. Beeson, third president of the College, was made available for scholarships in 1953.

Miller R. Bell Memorial Scholarship Fund

In 1961 the family and friends of Miller R. Bell established a permanent scholarship fund in his honor. Mr. Bell, a Milledgevilie resident all his life, was a member of the Board of Trustees of The Foundation of Georgia College and was a member of the Board of Regents of the University System of Georgia.

Corrie Hoyt Brown Fund

The Corrie Hoyt Brown Fund was established in 1919 by George M. Brown, who was born in the Governor's Mansion at Milledgeville, in memory of his wife, Corrie Hoyt, and his daughter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

J. Harris Chappell Memorial Scholarship Fund

The former J. Harris Chappell Memorial Loan Fund, established by faculty and students as a memorial to Dr. Chappell, first president of the College, was made available for scholarships in 1953.

Faculty Scholarship Fund

This fund, originally a loan fund, was established by the faculty in 1903-04 as a memorial to deceased members of the faculty. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

A. A. Lowe Scholarship Fund

This scholarship fund, established by Bettie Harris Lowe, is used to defray the expense of students who need financial assistance in order to attend Georgia College. Preference is given to students of Pulaski County first and Macon County second; however, students from any other Georgia county may apply.

Thomas E. Mitchell Fund

In 1926 Dr. Thomas E. Mitchell of Columbus made a gift to a fund a portion of which is to be used for students at Georgia College. A limited number of scholarships is granted from this fund annually.

Sylvester Mumford Memorial Fund

In the will of the late Goertner E. Mumford Parkhurst of Washington, D. C., Georgia College was one of the residuary legatees. The earnings from the fund are to be used to educate students from Brantley County, Georgia, as selected by College officials.

Max Noah Scholarship Fund

Established by Dr. Max Noah and his students, this fund is used to aid students needing assistance in defraying the cost of musical studies.

Milledgeville Arts Association Award

Provides an annual cash award for an outstanding rising sophomore art major. Requisites are high academic and creative achievement.

Theodore Presser Foundation Award

The Department of Scholarships of the Presser Foundation provides awards annually for undergraduate students preparing to become music teachers.

Regents Scholarship Fund

The Board of Regents awards scholarships annually through the institutions of the University System of Georgia. Recipients must be residents of Georgia in need of financial assistance to attend college. High academic potential and achievement are also requisites.

Shelnutt Memorial Scholarship

This fund was established by Mr. and Mrs. Leon A. Shelnutt as a memorial to their daughter, Helen Elaine.

Martha Erwin Sibley Scholarship Fund

An award of $800 will be given to the young lady entering the Senior Class who has the highest academic average at the conclusion of her junior year.

An award of $400 will be given to the young lady entering the Junior Class who has the highest academic average at the conclusion of her sophomore year.

Anna Brown Small Scholarship Fund

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon, as a memorial to her mother.

Hallie Claire Smith Scholarship Fund

Established in 1953 by the faculty and by the students and friends of Hallie Claire Smith as a memorial to her, this scholarship fund is available to students needing financial aid.

Blanche Tait Scholarship Fund

Established in 1953 by the faculty and by the students and friends of Blanche Tait as a memorial to her, this scholarship is available to students needing financial aid.

ALUMNI SCHOLARSHIPS

From the Alumni Fund the Alumni Association of the College grants scholarships to assist students of high scholastic ability. Information may be obtained by writing the *Director of Alumni Affairs, Georgia College, Milledgeville, Georgia 31061.*

Ethel A. Adams Scholarship

In 1962 the Ethel A. Adams Scholarship was established by the Alumni Association to honor the first dean of women. The scholarship is awarded to a rising senior in recognition of demonstrated leadership ability and contribution to campus life.

Lutie Neese Alumni Scholarship

The Lutie Neese Scholarship was established in 1956 by alumni of the fourteen classes for whom Miss Neese served as senior hall house director. It is awarded to an outstanding rising senior. Selection is based on academic standing and financial need, with preference given to an English major.

Guy H. Wells Alumni Scholarship

In recognition of our fourth president, Guy H. Wells, his family, former faculty, and students endowed a scholarship to recognize gifted prospective teachers planning to seek higher degrees.

Washington, D.C. Alumni Club Scholarship

Established by the Georgia College Alumni Club of Washington, D.C., to assist needy students of exceptional academic standing.

GRANTS

Educational Opportunity Grants

The College participates in the Federally supported Educational Opportunity Grant Program. Any undergraduate student with exceptional financial need is eligible for assistance through this program, but preference is given to entering freshmen with academic or creative promise.

Educational Opportunity Grants are always matched equally with other types of assistance. These awards are renewable throughout four years of undergraduate study provided the student remains in good standing with the College and adequate funds are available.

LOAN FUNDS

National Defense Student Loans

The College participates in the National Defense Student Loan program established by the National Defense Education Act of 1958

(Public Law 85-864). Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive these loans.

The undergraduate student in need of assistance may borrow as much as $1000 per year of a total of $5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 3 percent is charged from the beginning of the repayment period until the loan is fully repaid. If necessary, repayment may be extended over a ten-year period.

The borrower who becomes a full-time teacher in a public or nonprofit private school may have at least one-half of his loan cancelled by service. If he teaches in a school officially designated as being in a low income area, or if he teaches the physically or mentally handicapped, he is eligible for cancellation at the rate of 15 percent per year of service. In other teaching situations his loan may be cancelled at the rate of 10 percent per year for five years.

Additional funds have been established to be administered by the College as educational loans as follows:

Callie Christie Belle D.A.R. Loan Fund
Philo Sherman Bennett Loan Fund
Lizzie Dennard Wimberly Bridges Loan Fund
History Club Loan Fund
Morel Fund
Sylvester Mumford Fund
Alice Walker Shinholser Memorial Funds No. 1 and 2
Joseph M. Terrell Loan Fund
Fannie Trammell D.A.R. Fund
Grace Beatty Watson Loan Fund

OTHER SOURCES OF FINANCIAL ASSISTANCE

Guaranteed Loans

The Guaranteed Loan Program was authorized by the Higher Education Act of 1965. Guaranteed loans are arranged through private banks and other financial institutions participating in the program. As much as $1000 per year may be borrowed in this program by the entering college student. Interest is paid by the

Federal Government until the student completes his education unless the family's adjusted income is greater than $15,000 per year.

In Georgia this loan program is administered by the Georgia Higher Education Assistance Corporation, Trinity Washington Building, Atlanta, Ga. 30334.

A list of financial institutions participating in the program may be obtained by contacting GHEAC. Students who are residents of other states may inquire about this loan by contacting their state's coordinating agency or United Student Aid Funds, 845 Third Avenue, New York, N.Y. 10022.

Pickett and Hatcher Educational Fund

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of Nehi Corporation and its predecessors. In his will Mr. Hatcher set aside a substantial sum to assist students. Immediate response will be given to requests for information. Correspondence should be addressed to: *Pickett and Hatcher Educational Fund, P.O. Box 1238, Columbus, Georgia 31902.*

State Scholarship Commission

The Georgia State Scholarship Commission awards scholarships to those pursuing paramedical studies such as medical technology, physical therapy, and medical records librarianship. These awards may be for as much as $1000 per year depending upon the student's need.

Additional information and applications may be obtained by contacting State Scholarship Commission, Trinity Washington Building, Atlanta, Ga. 30334.

Student Employment

Approximately twenty percent of the College's students hold part-time jobs on campus. Students fill a variety of positions in administrative offices, departmental offices, the library, science laboratories, cafeteria, residence halls, the laboratory school, and elsewhere.

To be eligible for job placement, one must either be accepted or enrolled in good standing at the College and maintain a C average.

Job applications may be obtained from the Office of Financial Aid.

College Work-Study Program

Students who need to earn a portion of their College expenses are eligible for employment under the Federally supported College Work-Study Program. Students in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods. By working full-time during the summer and other vacation periods, some students in this program earn a substantial portion of the total cost of attending the College.

Georgia College Work-Study Program

The Georgia College Work-Study Program provides additional opportunities for students to secure campus employment. Qualifications are the same as for the College Work-Study Program, and a single application allows the applicant full consideration for either program.


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NOTES

STUDENT LIFE

Georgia College is a college community, and the program of the College is planned to provide a total experience of living within an educational environment. Students are encouraged to become self-reliant through active participation in campus organizations and dormitory life. Advisory assistance is provided for the students in developing individual interests and abilities.

STUDENT CITIZENSHIP

A student is expected, under all circumstances, to show a proper respect for law and order, care of property, rights of others, and a sense of personal honor and integrity as is required of good citizens. At the same time, he should be able to enjoy the freedoms and rights afforded any citizen. He is expected to realize that conduct unbecoming a college student, including but not limited to the possession or use of illegal drugs, the abuse or immature use of alcoholic beverages, and the obstruction or disruption of teaching, research, administrative, disciplinary, public service or other authorized college activities or functions, is not acceptable behavior. All students are further expected to know and observe the rules and regulations listed in the latest edition of the Student Handbook. Dormitory students are also expected to know and observe the regulations of the Guide for Resident Living.

Should a student exercise his citizenship in a manner disregarding the expectations placed upon him as a good citizen, he subjects himself to disciplinary action. Such action normally includes: 1. a hearing before the Student Honor Council which may impose or recommend a corrective measure; 2. should the recommendation involve suspension or expulsion, a second hearing before the Faculty Council on Student Relations with, 3. the right to appeal to the President of the College and the Board of Regents.

In the event a student has been accused of a criminal offense, the nature of which may present a clear and present likelihood of serious physical or mental harm to the student or to any other member of the college community, the Dean of Students may impose such temporary sanctions on the student, including suspension, as may be deemed necessary to protect the student, the college community, and/or property from such harm. Such temporary sanctions may exist and be enforced only until such time as final disposition has been made of the case by properly constituted authorities.

Further, the Dean of Students shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student or group of students engage in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the college.

The College Government Association

The College holds as one of its chief aims the development of students as effective citizens in a democratic society. Toward this goal and in keeping with the nature of the College as a dynamic democratic community, the responsibility for the government of the student body is vested in the students themselves and functions through the student government organization.

The College Government Association includes both students and faculty in its personnel. Students become members of CGA upon their matriculation, hold all the offices, comprise all the committees; faculty members act as advisers of the various student groups. Students are on faculty committees, and faculty advisers, on student committees.

The College Government Association of Georgia College deals effectively with matters of student affairs, perpetuates the traditions of the College, promotes the best understandings between faculty and students, administers all matters which are delegated to the student government by the administration of Georgia College, works with the administration in all matters affecting the welfare of the student body, and helps supervise all student body activity authorized by the College Government Association Constitution in order that it may be conducted for the best interest of the student body as a whole and to the credit of Georgia College.

The powers of the College Government Association of Georgia College are divided into three distinct departments. Those powers which are legislative are confined to the Student Senate. Those powers which are executive are exercised by the President of the College Government Association. Those powers which are judicial are placed in the Student Honor Council.

The executive power of the student body is vested in a president, who is chosen by the direct vote of the student body for a term of one year beginning on the first day of the Spring Quarter following the election.

SOCIAL AND RELIGIOUS LIFE

The Recreation Council

The Recreation Council and Agape Council are under the College Government Association and coordinate activities with the Secretary of Student Activities.

The Recreation Council provides leadership in a variety of recreational events for all students. The program affords opportunities for every student to enjoy and to develop interest and skill in many activities. The Council sponsors special events such as sports days, play nights, movies and informal dances. The program is organized and executed by an Executive Board and a General Board consisting of dormitory and class managers, and committee chairmen.

Agape

The College seeks to provide an atmosphere and experiences that will foster the student's religious development as an essential aspect of the total growth of the individual.

Agape is a three-fold organization involving students in campus, community, and religious affairs. It is campus-wide in program and membership; its chief officers are elected by the student body.

Agape sponsors religious activities on campus, including vesper programs, workshop services in the dormitories, forums and Religious Focus Week. It also supervises study and discussion groups on social problems and current affairs, sponsors projects at Central State Hospital, and provides programs in the campus chapel and the coffee house.

Other Aspects

Georgia College provides a variety of social and recreational activities on the campus. The recreation halls and living rooms in each dormitory serve as centers for formal and informal dances. Campus-wide dances and concerts are sponsored by various organizations which bring the best entertainment available in the southeast.

Lake Laurel is a camping area, encompassing a lodge which will accommodate forty people for overnights; a lake that is used for boating, swimming, and fishing. Lake Laurel is used for picnics, informal dances, and retreats for various clubs and organizations.

The Maxwell College Union is open every night during the week and on weekends for informal gathering and for special events. The College Union is a community center of the College for all members of the college family — students, faculty, administration, alumni, and guests.

Students attend local churches of their choice. In addition, local churches have organized college groups in young people's work.

ACADEMIC CITATIONS

Phoenix

Phoenix is an honor society established in 1939. Members are selected from the senior class on the basis of scholarship. To be eligible, a student must be in the highest seven per cent of his class.

Dean's List

A student who makes an average of 3.20 on fifteen or more hours of work in any quarter and who has an overall average of 2.50 shall have his name placed on the Dean's List during the following quarter.

Phi Sigma

Freshmen who have made a general average of B or higher and who have qualified for the Dean's List at least once are eligible as sophomores for membership to Phi Sigma, the sophomore honor society. Sixteen quarter hours may be transferred from some other college. The invitation to join Phi Sigma must be accepted before a student can be initiated.

Beta Beta Beta

Beta Beta Beta is a national honorary society in biology. Membership is open to students with outstanding records in biology.

Pi Gamma Mu

Pi Gamma Mu is a national honorary society open to juniors and seniors who have made exceptionally high records in the social sciences.

Alpha Psi Omega

Alpha Psi Omega, a national honorary dramatic society, recognizes and rewards outstanding work done by students in the College Theatre.

Phi Beta Lambda

Phi Beta Lambda, a national organization of college business clubs, is sponsored by the National Business Education Association, a division of the National Education Association. All business students are eligible.

Phi Upsilon Omicron

Phi Upsilon Omicron is a national honorary fraternity open only to home economics students. Membership is by invitation and based on scholarship, leadership, character, and service.

Pi Omega Pi

Pi Omega Pi is a national honorary fraternity in business education. It is limited to majors who have made exceptionally high records in business and education courses.

International Relations Club

IRC, with national affiliations, encourages interest in and knowledge of international affairs. Membership requirements stipulate that a student must have a general average of B and the recommendation of the faculty.

Who's Who

Who's Who in American Colleges and Universities consists of those students recognized for leadership, contributions to campus life, and potential for future service to the community, state, and nation. The Georgia College students so recognized are nominated from the rising seniors by the junior and senior classes and elected by the faculty.

DEPARTMENTAL AND OTHER CLUBS

There are numerous departmental clubs on the campus in which majors in the department concerned are eligible to participate. There are many other clubs, not connected with any department,

that attract students of varied interests and personal needs. Clubs meet usually once a month for study, discussion, and experience in leadership.

CONCERTS AND LECTURES

Students hear symphonies and artists of national and international reputation in a series of three or four concerts during the year. In addition, outstanding lecturers from varying fields of interests are brought to the campus annually. Students admitted by I.D. cards.

COLLEGE THEATRE

Once each quarter the College Theatre presents a student production of a well-known drama.

ART EXHIBITIONS

The Department of Art provides a continuous exhibition program during the year in the College gallery. Bringing to the campus exhibitions of painting, graphics, sculpture, and allied arts, the exhibition program affords the entire College community the opportunity to become familiar with the work of serious artists of international, national, regional, and local importance.

CARILLON CONCERTS

A series of carillon concerts is offered throughout the year. The Lindenstruth carillon, manufactured by Schulmerich Carillons, Inc., can produce 305 bell tones with sixty-one tones available in Flemish, harp, celesta, quadra, and minor tierce bells.

THE COLLEGE CHORAL GROUPS

The college choral groups, composed of approximately ninety students, perform music from various areas of musical development. During the year the choral groups present a number of concerts on and off campus.

THE COLLEGE CONCERT BAND

This group performs the best in standard and contemporary band literature. The band is featured in concerts at the College and in nearby communities.

THE BRASS CHOIR

This group performs the best in standard and contemporary brass ensemble literature. This group is available for performances in high schools and elementary schools, as well as colleges.

STAGE BAND

This group ranges in size from small combos to a 17-piece orchestra, concentrating in performance of the best in the jazz repertoire.

INDIVIDUAL RECITALS

During the year many public recitals are presented both in Russell Auditorium and in Porter Auditorium, featuring music students and faculty members. These programs contribute to the general program of cultural enrichment of the College.

PUBLICATIONS

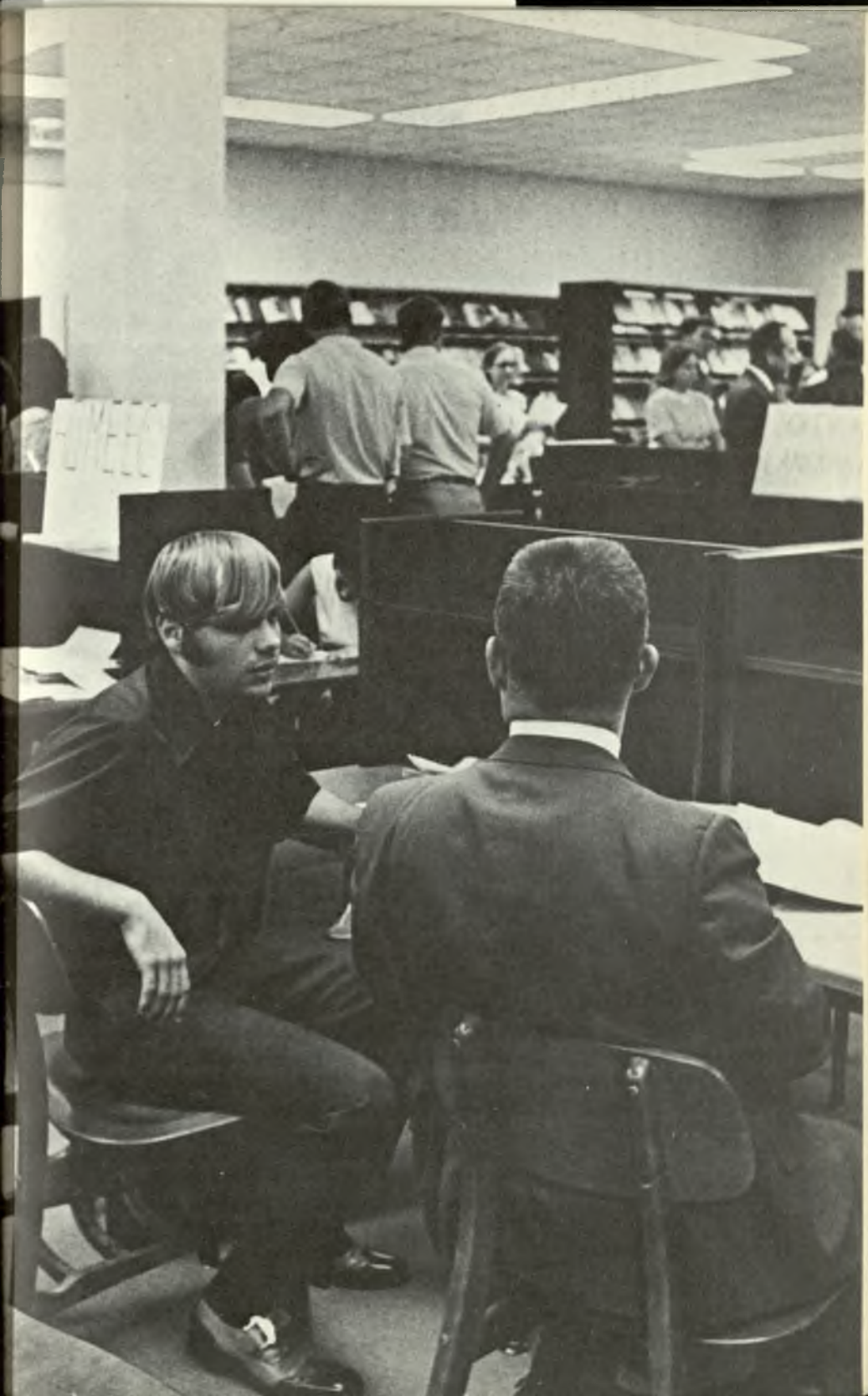
The Yearbook *Spectrum,* is an annual pictorial record of student life.

The *Colonnade* is the student newspaper.

The *Student Handbook* is an annual publication of the College Government Association. It contains the Constitution, a detailed account of the purpose, functions and a listing of the organization on the campus, the governmental routine of the campus, and the official personnel of the major groups.

Columns, issued by the Alumni Association, gives to graduates the latest news from the campus and interesting items concerning former college friends.

Bulletins, including a quarterly newsletter for parents, alumni and friends, are published each month except July and August. The publications are coordinated through the Department of Public and College Relations.



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GENERAL REGULATIONS

DORMITORY REGULATIONS

All students are expected, and freshmen and sophomore students are required, to room and board on the campus as long as space in the dormitories is available, unless they live with parents or near relatives in or near Milledgeville. Any exception to this policy must be with the permission of the Dean of Students.

RESPONSIBILITIES FOR COLLEGE AND STUDENT PROPERTIES

Resident students are held responsible for any damages to their rooms and furnishings and to this end, as well as for the purpose of maintaining order and discipline of dormitory residents, the college reserves the right to inspect dormitory rooms at reasonable times and hours. Damages to common areas of the residence hall or their furnishings shall be the responsibility of the students inflicting the damage; or, in the event the students committing the damage are unknown, such costs shall be the responsibility of the total resident population of the hall, to be shared on a pro rata basis. Damages will be assessed by the college and the student will be billed for repairs or replacements. Students should inform college officials of any damages which exist at the time they occupy their rooms.

Although every precaution is taken to maintain adequate security, the College cannot assume the responsibility for the loss or damage to student possessions.

TRIPS AWAY FROM THE COLLEGE

In accordance with the wishes of their parents and the regulations of the College, women students may leave the campus for weekend visits or, during the week, may make trips for special occasions. Parents or legal guardians use a printed form, which is provided by the College, to indicate items that meet with their approval. This sheet when properly signed is then mailed to the associate dean of students. Special permits sent directly to the associate dean of students are required for approval of trips or requests not covered by the printed form.

VISITORS TO DORMITORY ROOMS

Students may receive visitors in their rooms as provided by the regulations in effect in the various dormitories. In each residence hall the house director is the official hostess and should be informed of the presence of overnight visitors. Near relatives and close friends of students may spend the night in the dormitories on Friday and Saturday as guests of the students and will be expected to pay a nominal overnight fee to the house director.

CLASS ATTENDANCE

It is expected that all students will attend classes and assembly programs regularly. It is also recognized that absence will sometimes be necessary. It is the responsibility of the student to be cognizant of his own record of absences and to consult with his instructor relative to make-up of work missed. Instructors have the right to refuse the student the right to make up work required in any class meeting.

Penalty for Absences

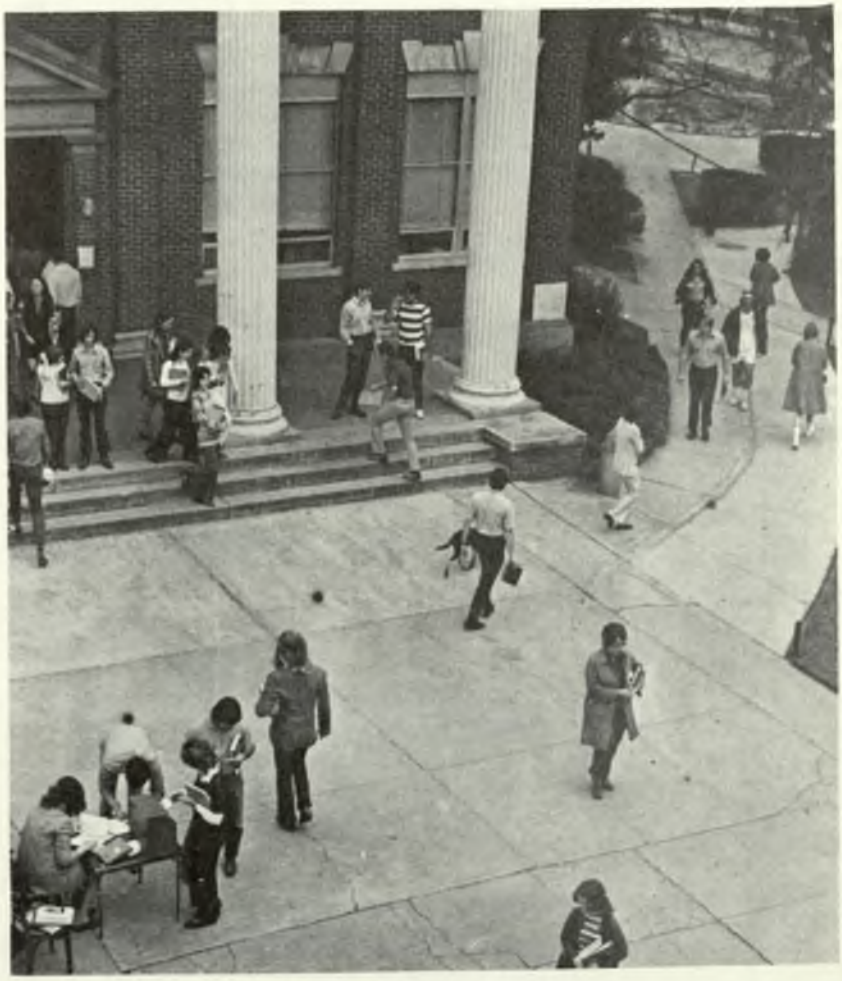
1. For students who have earned fewer than 42 quarter hours: If, according to an instructor's record, the student has missed (for any reason whatsoever) 15% of class meetings in any one course, he will be dropped automatically from the class. A grade of EA or FE will be recorded according to the student's standing at the time. Absences will be counted starting with the first day a student is registered in the course.
2. For students who have earned 43 or more quarter hours: If, according to an instructor's record, a student has missed (for any reason whatsoever) 25% of class meetings in any one course, he will be dropped automatically from the class. A grade of EA or FE will be recorded according to the student's standing at the time.
3. For students enrolled in night courses that meet twice per week and who have earned fewer than 42 quarter hours, may have only 3 absences from class. Students with 43 or more hours may have 5 absences from a night class with two class meetings each week.

To represent the college by participating in any off-campus academic or extra-curricular program a student must have a 2.00

quality point average or better for the preceding quarter or an overall average of 2.00.

To represent the College as a member of an intercollegiate athletic team, a student must not be on academic or social probation.

Students representing the College in musical group performances must not be on academic or social probation.



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ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The College year is divided into four quarters of approximately ten weeks each. The summer quarter has two sessions of about five weeks each. Under the intensive quarter system classes in general meet every day Monday through Friday.

CREDIT

The credit assigned to a subject is expressed in quarter hours. A passing grade on a subject requiring five one-quarter recitations a week (or the equivalent) for one quarter gives credit for five quarter hours. A laboratory period of two or three hours is equivalent to one hour of recitation.

GRADES AND QUALITY POINT AVERAGES

Grades are recorded in letters with the following evaluations and points:

Grade		*Quality Points Per Quarter Hour*
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing	1

Grade	
F**	Failure
X*	Incomplete
WF**	Withdrew while failing
FE**	Failure due to excess absences
WP	Withdrew while passing
W	Withdrew
EA	Excused absences beyond limit
AU	Auditor

*An incomplete grade automatically becomes F unless made up by mid-term of the next term that the student is in residence.

**Computed as hours carried in determing quality point ratio.

POLICY FOR D GRADES

Upon recommendation of the chairman of the department and with permission of the dean of the College, a student may repeat a course previously passed with a grade of D. When such a course is repeated the student does not receive additional credit, and the last grade becomes the official grade for the course. Both grades and hours count in computing the overall average at the College.

CLASSIFICATION

Freshmen and sophomores are expected to complete a minimum of forty-eight hours a year; juniors and seniors, forty-five quarter hours a year.

However, for easier class organization, a student is classified with his class if he has acquired credit in *graduation* hours as follows:

sophomores	43
juniors	91
seniors	136

THE STUDENT PROGRAM

A normal load of work is fifteen hours each quarter. Freshmen and sophomores also take physical education in accordance with the general education requirements.

Certain students, unless the College physician refuses permission, are allowed to carry more than the normal program:

(1) Students on the Dean's List may register for twenty hours.

(2) Seniors with an overall average of 2.00 or better may take additional courses during the senior year provided they do not fall within the quarter of student teaching. Permission of the dean of the College is required in each instance.

Certain students, with special permission from the dean of the College, will carry less than the normal program:

(1) Students working between fifteen and twenty hours a week will take not more than fifteen hours plus physical education.

(2) Students working over twenty hours a week will take not more than ten hours plus physical education.

No student may drop a course for which he is registered without special permission from his faculty adviser. If the student drops a course in the first three weeks of a quarter, he will be assigned the grade W. After three weeks, the grade assigned will be WP or WF according to the student's standing in the class at the time of dropping.

SCHOLARSHIP STANDARDS

The minimum standards for eligibility to remain at the College are as follows:

1. An evaluation is made for each year's work, normally ending in June; but if students have not entered in September, the evaluation will be based on the work of three successive quarters. Eligibility requirements in terms of quality point averages are as follows:

first year	1.50
second year	1.60
third year	1.70
fourth year	1.80

   A student who fails to achieve the required cumulative quality point average at the end of each year is ineligible to return to the College.

2. A student shall incur academic probation at the end of any quarter in which his progress is below the minimum level required for the year in which he is enrolled.

3. A transfer student will be considered to be in the year and quarter in which his total college residence places him at entrance. His standing at the end of each three quarters, will be evaluated by the year in which his total quarters' residence places him. Ten hours attempted in a quarter including a summer term counts as a quarter of residence. Only work taken at Georgia College is considered in this evaluation.

4. At the end of any quarter a student is ineligible to remain at the College if he fails to pass five hours, or if he fails to pass ten hours while on probation.

5. During the quarter following dismissal, a student may not earn credit in another institution to be applied toward a degree.

6. A student who has been dismissed may apply for readmission to the College after remaining out for one quarter. The summer quarter is not to be considered in establishing eligibility to apply for readmission. However, a student dismissed under these regulations at the end of the spring quarter may request permission of the Admissions Committee to attempt to reestablish eligibility by attending the summer sessions at Georgia College. If the request is granted, the student must pass three five-hour courses with a 2.00 average or remove the academic deficiency in order to be readmitted in the fall. If a student is ineligible to return a second time, he is dismissed permanently from the College.
7. A maximum of 236 quarter hours may be attempted by a student in pursuit of a degree.

REQUIREMENTS FOR GRADUATION

To qualify for a degree from Georgia College the candidate must satisfy the following conditions:

1. Complete the total quarter hours required for the degree selected and achieve a quality point average of at least 2.00 on all work attempted at this College. This average will be determined on the basis of grades at this College only. The grades of F, WF, and FE will be included. Sixty of the total number of hours must be in courses carrying 300 numbers or higher.
2. Complete the general education requirements for the degree chosen.
3. Fulfill the specialized requirements for the degree chosen.
4. Complete in residence at Georgia College at least sixty of the last ninety and forty-five of the last sixty hours required for the degree chosen.
5. Present a written application for a degree on the appropriate form provided by the Registrar by the end of the winter quarter immediately preceding the June graduation or by June 25 immediately preceding the August graduation.
6. An undergraduate student proposing to participate in June graduation exercises must have a 2.00 overall Georgia College average not later than the beginning of the spring quarter immediately preceding the exercises; in August, not later than the beginning of the summer quarter immediately preceding the exercises.

7. A student planning to use transfer work to qualify for his degree must have *official transcripts* submitted to the Georgia College Registrar's office not later than the beginning of the spirng quarter immediately preceding June exercises; beginning the summer quarter for August exercises.
8. A student who has applied for and been approved for a degree, and does not appear at the graduation exercises he specified on his degree application form, shall not graduate at that time unless he has been approved previously by the Dean of the College for *in absentia* status. Upon submission of a written request for graduation at the next graduation exercises, request for *in absentia* status if desired, and a second payment of the graduation fee, he may receive his degree at the next graduation exercises.

No student may receive credit for more than a combination of forty-five hours of extension and home study courses.

The College reserves the right to withhold a degree from any student whose record in conduct is unsatisfactory.

GENERAL DEGREE REQUIREMENTS

The requirements for degrees described in this catalogue will be applicable to students who are currently enrolled. The programs of students who began their work prior to the last approved programs of the College will approximate the new requirements. However, no student will be placed under undue penalty in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered to cause a loss in credit for work already taken.

SPECIAL LEGISLATIVE REQUIREMENT

An act of the 1953 session of the Georgia legislature provides that no student in any school or college supported by public funds ". . . shall receive a certificate of graduation without previously passing a satisfactory examination on the History of the United States, the History of Georgia, and upon the provision and principles of the United States Constitution and the Constitution of Georgia."

The history requirements of this law may be met by completing History 111 or History 111H. The constitution requirements may be met by completing Political Science 101.

Students transferring to Georgia College from private or out-of-state colleges who have completed these history and political science courses, or their equivalents, may satisfy the law by passing tests on the history and the constitutions of the United States and Georgia. Nursing students and students who enrolled at Georgia College prior to the fall quarter of 1969 may satisfy the law by passing examinations on the four areas specified by the legislature. Students covered by provisions of this paragraph should contact the Department of History and Political Science, which administers the examinations, for more detailed information.

Students who have satisfied the requirements of the law at other institutions in Georgia will be given credit at Georgia College.

COLLEGE CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED FORCES

1. A student who desires transfer credit for educational experience in the armed forces should present evidence of such experiences to the registrar who will evaluate the courses taken and determine the appropriate amount of credit to be awarded. In those cases in which the Registrar desires consultation, an advisory committee consisting of the Academic Dean, two faculty members, and two veteran students will evaluate the courses in question and recommend to the Registrar the amount of credit to be awarded. This committee may recommend awarding lower division credit in all departments of the College.

   Upper division credit may be awarded by the Registrar or recommended by the committee only with the concurring approval of the departmental chairman of the area in which credit is sought.

   Appeals may be made to the Academic Council.
2. There is no limit on the number of hours of armed forces education experience credit which can be awarded at Georgia College, except that 45 of the last 60 and 60 of the last 90 hours must be obtained in residence.
3. Grade transfer hours will be awarded for all college level work accomplished at the University of Maryland Overseas Branch, University of California Overseas Branch, or any accredited college or university of the United States if the work performed was on a graded basis and not on a correspondence or pass-fail basis and if the work falls within a degree program of

Georgia College. The basic regulations regarding residence requirements cannot be excused. Courses not acceptable for major or minor work in upper division brackets by departmental chairmen will be accepted for elective credit.

4. Courses taken on a correspondence, pass-fail, or credit basis in institutions listed in paragraph 3 above may be validated by passing an examination approved by the department concerned. Any fees will be charged to the student.
5. Courses taken for credit in foreign universities may be accepted after evaluation by department chairmen and the Registrar. Local or College Level Examination Course exams may be required and a fee charged. Upon the departmental chairman's recommendation, such work will be accepted for credit.
6. College Level United States Armed Forces Institute courses offered on a graded basis will be accepted under the provisions of paragraphs 1 and 2 above. Courses taken on a pass-fail basis may be validated through the College Level Examination Program course exams, for which a fee will be charged, or by departmental exams, providing the college rule for maximum of correspondence and extension courses is not exceeded.
7. All veterans of one year or more service will be exempt from physical education requirements upon presentation of evidence (DD214) that an equivalent amount of organized physical education has been performed in the service.

RISING JUNIOR TESTING PROGRAM

The University System of Georgia requires all of its students to take the rising junior level examination. The examination is a requirement for graduation from Georgia College.

The purpose of the Junior Level Testing Program is to insure that no student will receive a degree from Georgia College who does not possess the basic competence of academic literacy. The test will be given each quarter to all students who are attempting a baccalaureate degree and who have passed between sixty and seventy-five quarter hours prior to that quarter.

Georgia College will accept the test results transferred from another unit in the University System. Transfer students have the responsibility of checking with the Dean's office to see if they have satisfied the requirement.

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DEGREE PROGRAMS

The subjects offered by Georgia College are divided into general education courses and courses designed for substantial major area programs.

Freshman and sophomore courses are numbered 100 to 299. They should be taken only by students having less than two years of college credit. Courses numbered 300 to 499 are courses for major programs and should be taken only by students having two or more years of college credit. Courses numbered 500 to 699 are designed primarily for graduate students. Any variation from a prescribed program requires written permission from the Dean of the College.

GENERAL EDUCATION

The college believes that ideally the work of the first two years of college should be devoted to acquiring a general cultural background. Students are given opportunity to explore several fields of knowledge.

The General Education Program of the College therefore seeks:

1. To aid the student in the continued development of his understanding of the discipline and meaning of the principal branches of learning.

2. To foster in the student appreciation of the basic values upon which civilization and culture rest and through which they may be improved.

3. To give the student a heightened awareness of his relationship to society.

4. To provide the student with opportunity to take work in several fields of knowledge which may be helpful in future study.

5. To assist the student in choosing and preparing for a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of society.

6. To aid the student in developing a resourceful and independent mind that can assess its own strength and weakness, that can use knowledge creatively, and that can discern the best in aesthetic experience.

7. To encourage the student to appreciate the relationship between mind and body with a view to maintaining physical and mental health.

8. To provide the student with experiences conducive to the building of character based on integrity, humility, and spiritual strength.

INDEPENDENT STUDY

Independent study courses are offered by the departments who list them in the catalogue. Independent study courses include only those areas of research, study or investigation beyond those normally offered in the department curriculum. The chairman of the department involved shall notify the Academic Dean of all students registering for independent study courses in his department.

HONORS PROGRAM

The Honors Program at Georgia College is designed to aid superior students in developing their full academic potential. Its primary goals are to provide such students with intellectual opportunities beyond the ordinary level: small and enriched classes and independent study. It is hoped these students will benefit by close personal contact with experienced faculty members and the opportunity to strike out on their own in intellectual pursuits.

To be admitted to honors courses on the freshman level a student must have a high school average of 3.2 and an aggregate SAT score of at least 1000. A 630 verbal score is required for admission to English 102-H and the Chemistry Department requires acceptance by a special committee of its own members. Entering students who are eligible will be sent a letter and a statement of intention which must be signed by the student. Freshman students who prove their academic ability by performance during the first or subsequent quarters by achieving a 3.2 average with no grade below B may petition to enter the program. Admission is limited to freshmen and sophomores and transfer students may also apply but all juniors and seniors are excluded from freshman level honors courses. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

Seniors are given an opportunity to do independent study for honors credit. This work would involve a thesis or other creative

project in their major area of concentration. To be eligible for independent study, a student must have completed 20 hours in his major, with a 3.0 over-all average and a 3.2 average in the major.

Before registering for independent study for Honors credit, a student must obtain an application form from the Honors Committee. He will work out a proposal for a project or a thesis on this form with his director, who must be an assistant professor or higher. The work should also be approved by the chairman of his major department. The application should be received annd approved by the Honors Committee a week before registration for the next quarter.

After the director has satisfied himself that the work done by an Honors student under his guidance is in its final form, he will request the services of a colleague as examiner who has professional familiarity with the topic. This person may be someone from the student's department or a related discipline, and he should hold the rank of assistant professor or higher. A member of the Honors Committee could serve in this position, and the committee could aid in selecting an examiner.

After the examiner has checked the work, the director will call a meeting to be attended by at least himself, the examiner, and the student. The director may also invite members of the Honors Committee. At this meeting the work will be discussed with the student, suggestions for improvement pointed out, and the student questioned on the broader scope of his work. After the meeting, the director and examiner will evaluate the student's work and assign a grade. The final responsibility for the grade will be that of the director. However, the examiner may make known his disagreement by writing a separate report. The final report including a grade and descriptive evaluation of the student's work should be sent to the Honors Committee at least a week before the end of the quarter before graduation.

If a student's work does not meet honors standards, the supervising professor may recommend no Honors Credit and award a regular grade.

THE DEVELOPMENTAL PROGRAM

The Developmental Program at Georgia College is designed to provide a supportive environment for beginning freshmen who need additional background in communication skills and mathematical

concepts. The program directs a student's growth over a full year period through a controlled curriculum made up of specially designed courses integrated with regular general education course work. Close personal contact with faculty and individualized guidance and counseling help the student to meet his immediate goal of success in college.

The program is outlined as follows:

FALL QUARTER

	Hours
Ed. 105—Developmental Reading	3
Soc. 105—Sociological Communications	5
Math. 105—Mathematical Concepts	5
P.E. 100 Level (Choice)	1
	14

WINTER QUARTER

Ed. 106—Reading (Dependent upon progress Fall Quarter)	NC
Soc. 106—Sociological Communications	3
Math. 110—An Introduction to the Fundamental Concepts of Mathematics (*Chemistry 100)	5
Speech 101—Fundamentals of Speech	5
P.E. 100 Level (Choice)	1
	14

SPRING QUARTER

Ed. 107—Reading (Dependent upon progress Winter Quarter)	NC
Pol. Science 101—The American Political System	5
English 101—General College Composition	5
Elect one: Art 103, Music 100, Health 100, Psychology 201, Philosophy 200	5
P.E. 100 Level (Choice)	1
	16

Entering freshmen who feel the need for additional help are encouraged to explore the advantages and disadvantages of the

*For Nursing Education students only.

program. At least one additional quarter in college will be necessary for the student who decides to pursue the Developmental Program.

Evaluation of progress in reading is accomplished through the use of standardized tests and demonstrated competency. Other courses use regular evaluative techniques which are determined by the instructor.

GEORGIA INTERN PROGRAM

Georgia College is a participant in the Georgia Intern Program. The intern program allows students to gain applied knowledge derived from experience working in an agency, office, or institution of the State of Georgia. Any student enrolled in any academic program offered by the College is eligible for the intern program subject to the academic regulations of the College.

Students approved for participation in the program may earn a maximum of fifteen quarter hours toward their degree as an intern. Courses for which academic credit is to be awarded will be approved in advance by the chairman of the department offering the courses and the College Academic Administrator of the intern program. Each intern program will be individually designed to enrich the education of the student, to consider the staffing requirements of the state, and to enhance the academic requirements and offerings of the department.

GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 64. These courses or equivalent courses in the same department are required for all degrees.

Georgia College in cooperation with other institutions of the University System of Georgia has adopted a Core Curriculum to allow the transfer of credit from one institution to another without penalty to the student. Each institution establishes the courses required to meet its core requirements, but will accept, without question, the core requirements of another institution. Listed below are the areas of distribution for the Core Curriculum with Georgia College's specific requirements for Areas I, II, and III.

		Hours
Area I.	Humanities	20
	English 101, 102	5-10*
	English 200 or 201	5
	Choice of one or two courses from the following list:	5-10*
	Art 103	
	Music 100	
	Modern Foreign Language	
	Philosophy 200, 250	
Area II.	Mathematics and the Natural Sciences	20
	Four courses consisting of a two-course sequence in laboratory science and at least one course in mathematics from the following:	
	Biology 123 or 123H, 124 or 124H	
	Chemistry 101, 102	
	Mathematics 101, 102	
	Mathematics 110, 111	
	Physics 101, 102	
	Physics 201, 202 or 203	
Area III.	Social Sciences	20
	History 110 or 110H, 111 or 111H	10
	Political Science 101	5
	Choice of one of the following:	5
	Economics 271	
	Psychology 201	
	Sociology 101	
Area IV.	Courses appropriate to the major field of the student	30

*Subject to the student's optional exemption of English 101 when SAT verbal score is 500 or greater.

DEGREES

Courses are offered leading to the degree of:

ASSOCIATE IN SCIENCE
BACHELOR OF ARTS
BACHELOR OF SCIENCE
BACHELOR OF MUSIC
BACHELOR OF BUSINESS ADMINISTRATION

BACHELOR OF MUSIC EDUCATION
MASTER OF EDUCATION
MASTER OF BUSINESS ADMINISTRATION
MASTER OF ARTS IN HISTORY
SPECIALIST IN EDUCATION

The requirements for the Master's degree are found in the Graduate Program section of this catalogue.

For purpose of guidance and concentration the departments of instruction are grouped in three areas of knowledge: namely, Humanities; Mathematics, and the Natural Sciences; and the Social Sciences.

MAJOR PROGRAMS

A major area of concentration is composed of eight or more courses in the major department, plus the other degree requirements including general education.

A major may be taken in any of the following areas:

Art
Biology
Business Administration and Economics
Chemistry
Elementary Education
English
French
Health, Physical Education, and Recreation
Home Economics
History
Mathematics
Music
Physics
Political Science
Psychology
Recreation
Sociology
Spanish

Paramedical majors leading to the degree of Bachelor of Science may be taken in the following fields:

Medical Record Library Science
Medical Technology

BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

	Hours
Core Curriculum, Areas I, II, and III	60
Physical Education Activities	6
	66

Bachelor of Arts

The following are the requirements for the degree of Bachelor of Arts:

	Hours
Basic Requirements	66
Foreign Languages	10-20

The foreign language requirements consist of the equivalent of four college courses:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Major Area of Concentration (minimum)	40
Elective and other non-major requirements including teacher certification	70-60
	186

Bachelor of Science

The following are the requirements for the degree of Bachelor of Science:

	Hours
Basic Requirements	66
Additional Courses from the Social and Behavioral Sciences and Mathematics and the Natural Sciences	10
Major Area of Concentration (minimum)	40
Elective and other non-major requirements including teacher certification	70
	186

The Bachelor of Science degree will also be conferred on students in medical technology or medical record library science who meet the following conditions:

1. A minimum of 141 quarter hours of credit and a quality point average of 2.0 on all work attempted, including general education requirements and other prescribed courses according to the special program as follows:

Chemistry: 101, 102, 104, 280, 231, 351, 451
Biology: 123, 124, 225, 320, 305 or 210, 300 or 211, and a choice of two from: 434, 444, 446.

2. Submission of evidence that the senior year of twelve months' duration has been completed satisfactorily at an approved professional school of medical technology or medical record library science.

Bachelor of Music

The following are the requirements for the degree of Bachelor of Music:

Instrumental Major—piano, organ, or orchestral instruments

	Hours
Basic Requirements	66
Music courses (see page 204)	121
	187

Voice Major

*Basic Requirements	86
Music courses (see page 204)	116
	202

Bachelor of Music Education

The following are the requirements for the degree of Music Education:

	Hours
Basic Requirements	66
Music courses (see page 205)	109
Professional Education	30
	205

*Voice Majors are required to take 20 quarter hours in foreign language study. A student entering the College may exempt some language courses through a placement examination administered by the Department of Modern Foreign Languages.

NOTES

TEACHER EDUCATION

The standard credential for beginning teachers in the public schools of Georgia effective July 1, 1974, is the Associate Teacher's Professional Four-Year Certificate. To qualify for this certificate, one must have completed an approved program designed for a specific teaching field or level and be recommended by the college in which the curriculum was completed. Programs leading to certification in eighteen undergraduate areas have been approved at Georgia College as follows:

Early Childhood Education (K-3)
Elementary Education (1-8)
Business Education (7-12)
English (7-12)
Modern Foreign Languages (7-12)
(French or Spanish)
Home Economics (7-12)
Mathematics (7-12)
Science (Biology or Chemistry) (7-12)
Social Studies (7-12)
(Behavioral Sciences, History, or Political Science)
Art Education (1-12)
Health, Physical Education, and Recreation (1-12)
Music Education (1-12)
Special Education (EMR) (1-12)
Associate Library Media Specialist
(supplementary field only)

GUIDANCE IN TEACHER EDUCATION

The teacher education guidance process is a continuous one. It is built around three specific stages: (1) identification of teacher education students; (2) admission to the program; and (3) entry into student teaching. Students interested in pursuing one of the planned programs listed above are encouraged to identify as early as possible with the Education Department so that appropriate guidance may be provided.

ADMISSION TO TEACHER EDUCATION

Any student enrolled at the College is permitted to take 200 and 300 level education courses. To proceed further in the professional

sequence requires the completion of an identification folder and assignment to an education adviser. Professional education advisers are assigned as follows:

1. Each elementary education, early childhood education, and special education major is assigned an adviser in the Department of Education who is responsible for helping to plan the student's total program and for offering guidance and counseling whenever necessary.
2. Each secondary student is assigned an adviser in the Department of Education who is responsible for planning with the student the professional sequence and for other counseling as necessary. In addition, each student has an adviser in his subject matter area who is responsible for planning the major course of study. Assignment of these advisers is the responsibility of the student's major department.

Students who transfer to the College as upperclassmen and who are interested in teacher education are required to complete the identification folder during the first quarter in which they are enrolled at the College.

When a student is in his seventh quarter he should apply for admission to teacher education. The following criteria are used as bases for admission to or rejection from the advanced professional sequence:

1. Recommendation by the chairman of major department or adviser.
2. An overall grade point average of 2.0 or better.
3. A grade point average of 2.0 or better in the courses comprising the teaching field.
4. A grade of "C" or better in each professional education course.
5. Acceptable communication skills.
6. Acceptable history of mental, emotional, and physical health.
7. Acceptable record of personal behavior.

A student is not permanently admitted to teacher education; if a student fails to maintain the standards which satisfy the criteria for admission, the admission will be withdrawn.

STUDENT TEACHING

No later than the beginning of the ninth quarter, the student should make application for student teaching. Failure to make application may result in a quarter's delay in receiving placement.

Student teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers. A college coordinator assists the student teacher and the supervising teacher in planning, executing, and evaluating this experience through frequent visits to the off-campus center where the student lives and works. Expenses for this quarter are comparable to those for an on-campus quarter.

The full quarter of student teaching is arranged cooperatively by the Education Department, the public school system, and the supervising teacher. While student preference and other personal matters are considerations, the Education Department necessarily reserves the right to exercise its discretion in determining placement.

Copies of the specific policies under which student teaching operates are available in the Education Office.

To be eligible for student teaching, a student must maintain the standards which satisfy the criteria for admission to teacher education.

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THE GRADUATE PROGRAMS

The Graduate Programs provide advanced study in business administration, teacher education, and history. The programs culminate in the Master of Business Administration, the Master of Education degrees or the Specialist in Education degree, and the Master of Arts in History.

Programs of teacher education at the fifth-year level are provided in elementary education and in the following secondary fields: business education, English, health, physical education and recreation, home economics, mathematics, science, Spanish, and social studies. A program at the sixth-year level in the area of elementary education is also offered.

FACILITIES

The College has excellent facilities for the graduate program. Practically all graduate courses are scheduled in air-conditioned rooms.

The new library is well equipped for graduate study. An extensive and centrally located bibliography collection is a major assistance to effective research. Four individual microform reading rooms equipped with microfilm reader-printers are available. The Graduate Reading Room is located on the second floor.

A curriculum laboratory, located in the Education Building, contains ample collections of current elementary and secondary school textbooks, courses of study, curriculum bulletins, Georgia State Department of Education publications, United States Office of Education bulletins, and a variety of periodicals and pamphlets. Graduate students may avail themselves of these materials, most of which can be checked out.

During the summer the Peabody Laboratory School is not in regular session, but a summer day camp and enrichment program is in operation, as is the Nursery School. Some opportunities for observation are, therefore, available.

SUMMER ACTIVITY PROGRAM

A varied program of educational, social, and recreational events is provided during the summer. Lectures by well-known educators,

graduate seminars, art exhibits, and concerts are included. Recreational facilities are available for picnics, tennis, and bicycling. Group singing, square dancing, and other such activities are conducted periodically. Both indoor and outdoor swimming pools are open to students daily.

GENERAL POLICIES GOVERNING GRADUATE WORK

Courses numbered 600 are exclusively for graduate students. Courses numbered 500 are primarily for graduate students, but, on occasion, are open to qualified seniors or special students. Courses numbered 400 are primarily senior level courses, but certain of these courses are approved for graduate credit. Graduate students taking work in such courses will be expected to do work beyond that required of seniors. Not more than ten hours may be taken in courses numbered in the 400's.

An average of B must be maintained in the total graduate program, and no grade below C will be accepted for graduate credit. Graduate courses do not carry quality points or numerical equivalents. Pluses and minuses do not affect the average.

All credit applied to the planned program must have been earned within the prescribed period of six years after the initial work of the graduate program.

At least thirty hours of graduate work must be completed in regular College session residence. Off-campus courses do not meet the residence requirement, and not more than fifteen hours of Saturday classes or field study will be accepted on the degree program. Not more than fifteen hours of graduate credit can be earned by in-service teachers during the September-June period.

Not more than fifteen of the sixty hours of required work may be taken in or under the auspices of another graduate school. Such work must have been completed within the prescribed period of six years, must have a relationship to the student's program, and must comply with other requirements specified by the College.

No graduate credit will be allowed for correspondence work, extension work, or field workshops.

REGULATIONS GOVERNING GRADUATE STUDY

MASTER OF BUSINESS ADMINISTRATION DEGREE

Admission

All candidates for the Master of Business Administration degree at the College must comply with the general requirements prescribed for the University System. Prospective candidates must be graduates of accredited four-year colleges. In addition, the following requirements are applicable for admission:

1. The applicant must present satisfactory test results from the Admission Test for Graduate Study in Business, or, with departmental approval, the Graduate Record Examination.
2. Each applicant should show satisfactory undergraduate preparation to support the proposed graduate program.
3. Each applicant should be able to demonstrate his personal interest in graduate study in business.

Admission to Candidacy

Applicants who have met the basic requirements may make application for candidacy for the Master of Business Administration degree. Applications should be made no later than the midpoint in the student's program. Applicants are responsible for initiating this step.

The basic requirements for admission to candidacy for the Master of Business Administration degree are as follows:

1. The applicant should have completed not less than fifteen hours of graduate work at the College.
2. The applicant should submit a program of study approved by the major adviser.

In determining approval for candidacy, the Graduate Council will take into consideration such other factors as undergraduate preparation, recommendation of current professional superior, test scores previously submitted, and the quality of work done in the graduate program to date.

Three copies of the planned program are submitted with the application for candidacy. When the application is approved, one copy of the program is returned to the applicant, one is sent to the major adviser, and one is retained in the office of the director of graduate studies.

Credit Requirements and Regulations

The primary emphasis in the Master of Business Administration degree program at Georgia College is on the field of management, but the fields of finance, economics, and marketing are incorporated to give the student a clear understanding of the business enterprise as a whole.

To achieve the desired educational balance in each individual case, a highly flexible program has been organized to meet the demands of students with widely varied backgrounds.

A two-year program of 90 quarter hours has been designed for the liberal arts graduate with little academic preparation in business administration. The graduate student who has completed a balanced undergraduate business program may meet requirements for the degree with as little as 45 quarter hours. All courses in the first year of the two-year program are foundation courses on which more advanced work can be constructed.

Advisement

Upon approval of the application for admission each graduate student is assigned an adviser by the chairman of the Department of Business Administration and Economics.

MASTER OF EDUCATION DEGREE

Admission

Applicants for the fifth-year program must comply with the general requirements prescribed for the University System. In addition, the following specific requirements must be met:

1. The applicant must have completed an accredited undergraduate program which shows satisfactory preparation for the proposed graduate study.
2. The applicant must hold, or be eligible for, a professional certificate in the field in which graduate work is planned.
3. The applicant must submit a satisfactory score on either the National Teacher Examinations (both Common and Teaching Field) or the Graduate Record Examination.

Applicants must submit four copies of the application for admission and two copies of the undergraduate transcript to the Director

of Graduate Studies. An applicant who fails to meet all admission requirements may be admitted provisionally; however, no more than fifteen hours of graduate work should be attempted before regular graduate status has been attained.

Admission to Candidacy

After admission as a regular graduate student and completion of fifteen hours of course work, a student may apply for admission to candidacy for the Master of Education degree. Students are responsible for initiating this step. Basic requirements for admission to candidacy are as follows:

1. The applicant must have completed not less than fifteen nor more than thirty hours of work, including five hours in a 600 professional education course and five hours in the teaching field.
2. The applicant must show evidence of at least one year of successful teaching.
3. The applicant must submit a program of study approved by the major adviser and the Coordinator of Graduate Programs in Education.

Four copies of the planned program are submitted with the application for candidacy. Upon approval, one copy of the program is returned to the applicant, one is sent to the major adviser and one to the Coordinator of Graduate Programs in Education, and one is retained in the office of the Director of Graduate Studies.

Credit Requirements and Regulations

The Master of Education degree is offered under the following plans:

Plan I. Sixty hours of course work to include twenty-five hours of appropriate subject area courses; twenty-five hours in professional education including Education 630, Educational Research; Education 640, Advanced Studies in Human Development and Learning; Education 690, Curriculum Planning; one foundations course (either Education 600, Social Foundations, or Education 620, Historical and Philosophical Foundations); and ten hours of electives.

Plan II. Fifty-five hours of course work plus a directed field project in educational research. Course work must include twenty-five

hours of appropriate subject area courses, twenty hours in professional education courses (630, 640, 690, and either 600 or 620), and ten hours of electives.

Plan III. Forty-five hours of course work and a thesis. Course work must include twenty-five hours in appropriate subject area courses and twenty hours in professional education courses (630, 640, 690, and either 600 or 620). This plan can be followed only in those areas where faculty and resources permit completion of an appropriate thesis. Ten hours is the maximum amount of transfer credit allowed in this option.

At least thirty hours of graduate work must be completed on campus. Under no circumstances will more than thirty hours of off-campus credit (including MGATES courses) be accepted on the degree program. Fifteen hours of these thirty hours may be taken under the auspices of another institution. Not more than fifteen hours can be earned by anyone employed full time during the September-June period.

Advisement

Upon approval for admission by the Director of Graduate Studies, a student's application is sent to the Coordinator of Graduate Programs in Education, who assigns an adviser. Department chairmen usually serve as advisers for students in the secondary teaching areas, and an education professor serves for those in elementary education. The adviser should be contacted whenever the student has questions concerning the program or registration for courses.

SPECIALIST IN EDUCATION DEGREE

Admission

To be eligible for admission, students must have achieved the minimum National Teacher Examination score required for sixth-year certification as established by the State Department of Education. Only persons who already hold a T-5 certificate in elementary education can be considered for entrance. The approval of the Department of Education is also necessary.

Credit Requirements and Regulations

Each sixth-year professional program is individually designed in light of prior course work, needs and interests of students, and the

results of examinations. The professional program is made up of a sequence of courses and a year-round plan for personal and professional development.

The sequence of courses consists of a minimum of forty-five hours of planned graduate study beyond the Master of Education degree.

One hundred five quarter hours of graduate study are required for a Sixth-Year degree. Of these, sixty quarter hours are planned as a master's degree; the remaining forty-five quarter hours are considered the sixth-year program. The total of one hundred five quarter hours must be completed within the following framework:

1. Foundation of education	15 quarter hours
2. Curriculum, methods, problems	15 quarter hours
3. Research	10 quarter hours
4. Instructional areas (subject matter)	50 quarter hours
5. Electives	15 quarter hours

Students are subject to the general graduate program regulations described elsewhere with the following additions: only courses carrying a 500 or 600 number are acceptable for a sixth-year program. These courses must have been passed with the grades of A or B.

Not more than ten quarter hours of credit may be earned under the auspices of another graduate institution and transferred into this program. All credit applied to the planned program must have been earned within the period of four years after registration for the first course at the sixth-year level. A research project must be completed as a part of either the fifth- or the sixth-year program.

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts Degree in History prepares students for further study elsewhere toward the Ph.D. degree, for employment in historical and governmental agencies, and for teaching in junior college. It also provides concentrated preparation in history for certified secondary school social studies teachers.

Admission

Applicants for admission to the program leading to the Master of Arts Degree in History must comply with the general requirements of the University System and the College. If they have not already satisfied them under general requirements, applicants must also:

1. Hold the bachelor's degree from a regionally accredited institution with a major in history, or be assured of receiving the degree before entering the program. A person with a major in another field, but with substantial work in history, may be admitted if, in the opinion of the Chairman of the Department of History and Political Science, he shows promise of doing acceptable graduate work in history. Ordinarily such admission will be on a provisional basis.

2. Have an undergraduate grade average of at least 2.6 on a 4.0 scale.

3. Submit acceptable scores on both the Aptitude and the Advanced History portions of the Graduate Record Examination.

4. Arrange for submission of three letters of recommendation from undergraduate professors or others who can attest to the applicant's ability to do graduate work in history. One letter should be from the chairman of the department in which the undergraduate major was taken. Letters should be sent by the writers directly to the Director of Graduate Studies.

The completed application, including all supporting papers, must be filed with the Director of Graduate Studies not later than three weeks prior to the beginning of the quarter in which the applicant proposes to begin graduate study. Admission is granted by the Director of Graduate Studies upon recommendation of the Chairman of the Department of History and Political Science. *Prospective applicants should consult with the chairman of the department prior to filing application.*

Programs of Study

The Master of Arts Degree in History is offered under two plans:

Plan A. (With thesis.) A minimum of forty-five quarter hours of graduate work in history is required, including History 650 (Advanced Study), History 600 (Historiography), at least one seminar (History 605, 608, 611, 614, 617), and History 654 (Thesis Research).

Plan B. (Without Thesis.) A minimum of sixty quarter hours of graduate work is required. At least forty-five quarter hours must be in history, including History 650 (Advanced Study), History 600 (Historiography), and a minimum of one seminar (History 605, 608, 611, 614, 617).

Students hoping to pursue further study elsewhere toward the Ph.D. degree should follow Plan A. All students must enroll in History 650 in the first quarter. One five-hour graduate-level political science course may be substituted for one optional history course. A maximum of ten hours of 400 level history courses may be credited toward the degree, but only if taken at Georgia College.

A maximum of fifteen hours of graduate-level history courses may be taken at another M.A. in history degree-granting institution; courses taken prior to admission to this program must be directly pertinent, and courses taken after admission to this program must be taken in an approved transient student status. In either case, grades must not be lower than "B". All work, whether in this institution or another, must be done within a period of six years.

Fields of concentration offered are:

1. The United States to 1865.
2. The United States Since 1865.
3. Europe.

Graduate instruction in other fields is also offered.

Each student will choose a field of concentration; those following Plan A will write the thesis in it, and those following Plan B will write a mature research paper in it while enrolled in History 650.

Early in the quarter following completion of fifteen hours of work, the student must complete and submit for approval a Program of Graduate Study based upon the programs described above.

Advisement

Upon admission each student is assigned by the Director of Graduate Studies in consultation with the Chairman of the Department of History and Political Science to a Supervisory Committee composed of three more members of the Graduate Faculty, one of whom will be from a discipline other than history. The designated chairman will be a member of the Department of History and Political Science, and will serve as the student's adviser and thesis director if applicable, and chairman of his examining committee.

Language Requirements

A reading knowledge of one modern foreign language, ordinarily French, German, or Spanish, must be demonstrated prior to admission to candidacy for the degree. With consent of the chairman

of the department another language may be substituted. A reading knowledge may be demonstrated in one of two ways:

1. By an examination, either standardized or local at the option of the student, administered by the Modern Foreign Languages Department of the college. The examination may be taken a maximum of three times in any one language.

2. By showing a grade of at least "B" in the fourth course or higher of a language, providing that the course included instruction in reading and was completed not more than four years prior to admission to graduate study.

Admission to Candidacy

Application for admission to candidacy for the degree of Master of Arts in History may be made after successful completion of fifteen hours of graduate work in history at Georgia College, and must be made prior to completion of thirty hours. Exception to the thirty-hour maximum may be made for a student transferring the maximum amount of work from another institution. Candidacy will be granted to applicants who have:

1. Fully met all admission requirements.
2. Made acceptable grades on a minimum of fifteen hours of work.
3. Secured approval of the Plan of Graduate Study, including thesis topic if applicable.
4. Satisfied the language requirement.

Thesis

Students following Plan A will submit a thesis in an acceptable style of historical writing which demonstrates the ability to investigate independently a topic of historical significance. The topic will be selected in consultation with the student's adviser and approved by the Supervisory Committee. Style and format will be in conformity with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (Phoenix Books, University of Chicago Press, $1.25). Three copies of the completed thesis in unbound form must be submitted to the Supervisory Committee for critical reading not later than four weeks prior to the date of proposed graduation. After passing the Master's Comprehensive Examination on thesis and course work, and not later than one week prior to graduation, the student must deposit the three copies with the

Director of Graduate Studies for binding and preservation in the college library and in the Department of History and Political Science. The student must be registered for History 654 (Thesis Research) in the quarter in which he expects to complete and to be examined on his thesis.

Final Examination

The candidate must pass an oral and/or written Master's Comprehensive Examination covering his course work and thesis if applicable. The examination will be given no later than ten days prior to anticipated graduation, and the candidate must be enrolled in the college at the time. The candidate's Supervisory Committee will serve as his examining committee. If oral defense of the thesis and/or an oral examination on course work are to be included, the examination will be given publicly at a time and place announced by the Director of Graduate Studies as far in advance as possible.

A candidate who fails to pass the Master's Comprehensive Examination may, upon recommendation of the examining committee, repeat the examination, but only after a lapse of one quarter. He must be enrolled in the College in the quarter of re-examination; if all other requirements except final examination have been satisfied he should re-enroll for History 650 for two hours credit. If the candidate fails a second time, no further opportunity to take the examination is permitted.

Financial Aid

Inquiries concerning financial assistance, described in detail elsewhere in the catalog, should be sent to the Director of Financial Aid.

Inquiries concerning graduate fellowships and assistantships in the department which may be available should be sent to the Chairman of the Department of History and Political Science.

Further Information

Inquiries concerning admission to graduate work in the College and to the program leading to the Master of Arts Degree in History should be sent to the Director of Graduate Studies.

Inquiries concerning the nature of the program and the availability of given courses should be sent to the Chairman of the Department of History and Political Science.

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ART

The Art Department is concerned with the creative, educational, and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgments and the sense of order in the several areas of the visual arts. Aside from the purely aesthetic and cultural point of view, the student has the opportunity to explore, experiment, and apply his knowledge through courses in drawing, painting, design, crafts, ceramics, interior design, and independent study.

Art Education courses for elementary and secondary grades are open to students preparing to teach in the public schools.

Requirements for Major

1. Bachelor of Arts degree with a major in art: general education plus eighteen courses in art required, including Art 104 A,B,C, 204 A,B,C, 210, 211, 212, 304, 333, 450 and a ten-hour concentration selected from one of the following areas: painting, crafts, interior design, or ceramics; two of the following: 328, 347, 348; and two additional courses from the remaining areas.

2. Bachelor of Science degree with a major in art education: general and professional education plus eighteen courses in art required, including Art 104 A,B,C, 204 A,B,C, 210, 211, 212, 304, 310, 315, 316, 317, 333, 335, 335, 450; one of the following: 328, 347, 348; and one additional art course from the remaining areas.

NOTE—Portfolio required of Transfer Students.

Exhibition Program

The exhibition program brings to the campus contemporary works in painting, drawing, graphics, ceramics, crafts, sculpture, and photography by recognized artists. Exhibitions are held in the College gallery.

In addition to the regular exhibition program, the Department of Art maintains an increasingly important collection of original art works. The permanent collection includes the Mary Thomas Study Collection of nineteen graphic works, the Mamie Padget Collection of twenty-one works, and the Departmental Collection of twenty-six works. The collection is added to systematically through donations, gifts, and departmental purchases. It is housed in Porter Fine Arts Building.

Color Slide Collection

The Department of Art has a collection of approximately fifty film strips and over six thousand color slides including the fifteen hundred slide set of *The Arts of the United States* compiled by the Carnegie Corporation of New York.

100. BASIC DESIGN AND COLOR.
Principals of design, composition, and color fundamentals. Lecture and studio problems for the non-art major. Fee for materials. Credit, five hours.

103. INTRODUCTION TO ART.
A study of the qualities that make works of art fine, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of words and ideas for intelligent and discriminating appreciations. Credit, five hours.

104A.* ART STRUCTURE.
Drawing and two dimensional design. Fee for materials. Credit, two hours.

104B.* ART STRUCTURE.
Drawing and three-dimensional design. Fee for materials. Credit, two hours.

104C.* ART STRUCTURE.
Drawing and introduction to painting. Fee for materials. Credit, two hours.

204A.** ART STRUCTURE.
Drawing and introduction to graphic techniques. Fee for materials. Credit, two hours.

204B.** ART STRUCTURE.
Drawing and introduction to additional three-dimensional media. Fee for materials. Credit, two hours.

204C.** ART STRUCTURE.
Drawing and introduction to painting. Fee for materials. Credit, two hours.

210. ART HISTORY SURVEY.
Ancient and Medieval periods. Credit, three hours.

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*Art 104 A,B,C are for art majors.
**Art 204 A,B,C are for art majors. Art 204 sequence can not be taken in advance of Art 104 sequence.

211. ART HISTORY SURVEY.
Gothic, Renaissance, and Baroque periods. Credit, three hours.

212. ART HISTORY SURVEY.
Neo-classic through mid-twentieth century. Credit, three hours.

216. DRAWING.
Prerequisites: Art 104C or Art 100.
Drawing from still life, landscape, figure. Various media.

304. DRAWING AND PAINTING.
Prerequisite: Art 204C.
Picture structure through design and composition. Studio and lecture. Credit, five hours.

310-311. CERAMICS.
Prerequisite: Art 204 sequence or permission of instructor.
Preparation of clay and glazes, testing, handbuilding methods, the potter's wheel, decorative processes, and firing. Lecture and studio. Fee for materials. Credit, five hours each course.

315-315A.* ART EDUCATION K-6.
This course is designed to develop an understanding and evaluation of materials and teaching methods in relation to the behavioral sciences and art teaching theories. The acquisition of sufficient knowledge and skills for classroom practice is emphasized through personal participation. Lecture and studio. Credit, five hours.

316. ART IN THE JUNIOR AND SENIOR HIGH SCHOOL.
Prerequisite: Art 315A.
A sequential course for art education majors. Includes curriculum planning, sources of supplies, art room planning and adaptations of studio experiences to various teaching levels. Lecture and studio. Credit, five hours.

317-317A. SCULPTURE.
Prerequisite: Art 204C.
Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media. Credit, five hours each course.

324. INTERIOR DESIGN.
Prerequisite: Art 100 or 204C.
A study of the materials and methods of interior design. Floor plans and furniture arrangement. Decorative schemes and color.

*315A is for art majors and includes curriculum planning.

Laboratory experiences in drawing with standardized symbols. Lecture and studio. Fee for materials. Credit, five hours.

328. THE ANCIENT WORLD.
A study in the development of the arts from the prehistoric to the early Christian period. Credit, five hours.

329. COMMERCIAL DESIGN.
Prerequisite: Art 100 or 204C.
A technical approach to layout with problems in poster design, book-jacketing, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio. Credit, five hours.

333. DRAWING.
Prerequisite: Art 216 or 304.
Intensive study of the human figure through studio experience with models and through analysis of the drawings of the masters. Studio and lecture. Credit, five hours.

335-336. CRAFTS.
Prerequisite: Art 204C.
Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metalwork, enameling, and stone-setting. Leatherwork and other areas of craft by arrangement. Lecture and studio. Fee for materials. Credit, five hours each course.

347. THE MODERN WORLD.
A study in the development of twentieth-century painting, sculpture, and architecture. Credit, five hours.

348. AMERICAN ART.
A study of the development of painting, sculpture, architecture, and allied arts in the United States from the colonial period to the present. Credit, five hours.

424. INTERIOR DESIGN.
Prerequisite: Art 324.
Advanced problems. Lecture and studio. Fee for materials. Credit, five hours.

444. PAINTING.
Prerequisite: Art 333.
Various media. Technical consideration of preparation of grounds, mediums. Analyses of the techniques of the masters.

Aesthetic consideration of picture structure. Studio and lecture. Credit, five hours.

444a. PAINTING.
Prerequisite: Art 444.
Advanced painting. Studio and lecture. Credit, five hours.

450. SEMINAR AND EXHIBITION*.
For art majors. To be taken three quarters in senior year. Total credit, five hours.

454. INDEPENDENT STUDY.
An opportunity for qualified students to work on individual problems in advance of the offerings in the curriculum. To be taken only with the approval of the chairman of the department. Credit, five hours.

*Exhibition of work completed at Georgia College.

BIOLOGY

Courses in this department are designed to serve general education; to provide a comprehensive view of the life sciences and their relation to human affairs; and to give fundamental training for graduate and professional work.

The departmental major includes Biology 225, 490, and seven additional upper division courses. One of these upper division courses must be a botany course (Biology 340, 360, 361, or 465) and at least three which must be numbered 400 or above.

Professional Education: Students majoring in this department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

123, 124. PRINCIPLES OF BIOLOGY.
Integrated courses which explore the basic principles of life in the structure, functions, and adaptations of the human organism, animals, and plants. These courses are prerequisites to the advanced courses. Offered every quarter. Three lectures, one discussion period and one two-hour laboratory period. Credit, five hours each course.

123H-124H. PRINCIPLES OF BIOLOGY.
An introduction to biology with emphasis on current developments. Open by invitation to entering freshmen with superior SAT scores and high school records upon recommendation of the chairman of the department and approval of the Dean of the College. Three lectures, one discussion period, and one two-hour laboratory. Offered winter and spring quarters. Credit, five hours each course.

210. HUMAN ANATOMY.
A detailed study of the structures of the human body. Two lectures and six laboratory periods. Credit, five hours.

211. HUMAN PHYSIOLOGY.
A detailed study of the functions of the human body. Three lectures and four laboratory periods. Offered winter and spring quarters every year. Credit, five hours.

225. INVERTEBRATE ZOOLOGY.
A study of invertebrate animal groups from protozoa through the insects, with attention given to general anatomy, physiology, ecology, and evolutionary relationships, and to their social significance.

Two lectures and six laboratory periods. Offered fall quarter every year. Credit, five hours.

300. GENERAL PHYSIOLOGY.
A course designed to provide the student with a general knowledge of basic physiological processes on both the cellular and organ level and to introduce him to certain laboratory techniques used in studying these processes. Three lectures and four laboratory periods. Offered winter quarter every year. Credit, five hours.

305. COMPARATIVE VERTEBRATE ANATOMY.
Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected. Two lectures and six laboratory periods. Offered winter quarter every year. Credit, five hours.

320. MICROBIOLOGY.
Designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health. Two lectures and six laboratory periods. Offered fall and spring quarters every year. Credit, five hours.

340. PLANT PHYSIOLOGY.
A study of the basic principles of plant physiology. Three lectures and four laboratory periods. Offered spring quarter every year. Credit, five hours.

350. CONSERVATION.
A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources. Three lectures. Credit, three hours.

351. ETHOLOGY—ANIMAL BEHAVIOR.
A study of animal behavior and the factors influencing behavior patterns. Three lectures. Credit, three hours.

352. BIOLOGY FOR TEACHERS.
A survey of some of the biological concepts and techniques for the elementary and secondary teachers. Three lectures. Credit, three hours.

353. LOCAL FLORA.
A survey of the common plants to provide an understanding of the principles of plant taxonomy and an appreciation of the mechanics of plant identification. Three laboratories. Credit, three hours.

354. BIOLOGY AND HUMAN AFFAIRS.
A course designed to analyze the current developments in the biological sciences and their implications for society. Three lectures. Credit, three hours.

360. NON-VASCULAR PLANTS.
A survey of the non-vascular plants including bacteria, fungi, algae, mosses and liverworts with emphasis on evolutionary relationships, morphology, physiology, ecology, and classification. Two lectures and three double laboratory periods. Offered fall and winter quarters. Credit, five hours.

361. VASCULAR PLANTS.
A consideration of the higher plants including ferns, fern allies, gymnosperms and angiosperms with special attention given to the evolutionary trends, morphology, physiology, ecology and classification. Two lectures and three double laboratory periods. Offered summer quarter. Credit, five hours.

402-502. FIELD BOTANY.
A course designed to acquaint the student with interrelationships of living organism through the use of plant material from the natural habitat. Two lectures and six laboratory periods. Offered spring quarter. Credit, five hours.

403-503. FIELD ZOOLOGY.
A course designed to study the biology of animal populations in the natural habitat. Two lectures and three laboratory periods. Offered spring quarter every year. Credit, five hours.

434. HISTOLOGY.
Preparation and study of animal tissues. Two lectures and six laboratory periods. Offered winter quarter every year. Credit, five hours.

440-540. GENETICS.
A study of the physical basis of inheritance, the laws of heredity and their relation to man. Four lectures and two laboratory periods. Offered fall quarter every year. Credit, five hours.

441-541. EVOLUTION.
A study of the processes of organic evolution. Five lectures. Offered winter quarter every year. Credit, five hours.

442-542. ECOLOGY.
Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. There will be occasional week-end trips to study outstanding natural areas. Two lectures and six laboratory periods. Offered spring quarter every year. Credit, five hours.

444. VERTEBRATE EMBRYOLOGY.
The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems. Two lectures and six laboratory periods. Offered spring quarter every year. Credit, five hours.

446. PARASITOLOGY.
The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals. Two lectures and six laboratory periods. Offered fall quarter every year. Credit, five hours.

450-550. INDEPENDENT STUDY.
Special problems in biology. Open to seniors and graduate students with the approval of the chairman of the department. Credit, five hours.

450-H. INDEPENDENT STUDY.
Special problems in biology. Open by invitation to seniors with 3.2 overall grade point average upon the recommendation of the chairman of the department. Credit, five hours.

465-565. PLANT ANATOMY AND MICROTECHNIQUE.
A course designed to acquaint the student with plant cells and tissues and the methods for preparing plant materials for microscopic examination. Two lectures and three double laboratory periods. Offered any time. Credit, five hours.

467-567. GENERAL ENTOMOLOGY.
An introduction to the biology, classification, morphology and behavior of insects. Three lectures and two double laboratory periods. Credit, five hours.

469-569. FRESHWATER BIOLOGY. (AQUATIC BIOLOGY).
Study of freshwater organisms, their identification, natural history and environmental relationships. Two lectures and three double laboratory periods. Credit, five hours.

490. SEMINAR.
Studies in selected fields of biology. Required of biology majors in junior and senior year. One hour a week, three quarters. Credit, one hour each quarter.

499-599. INTERNSHIP.
Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

GRADUATE COURSES

500. TECHNIQUES IN THE BIOLOGICAL SCIENCES.
Prerequisite: Forty hours in science.
A course designed to acquaint high school teachers with modern biological techniques selected from such fields as bacteriology, cytology, embryology, genetics, physiology, etc. Two lectures and six laboratory periods. Offered during summer term. Credit, five hours.

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES.
Prerequisite: Forty hours in science.
A course designed to bring high school science teachers abreast of selected modern advances in the biological sciences. Special attention will be given toward developing deeper understandings of some of the fundamental concepts in the biological sciences. Two lectures and six laboratory periods. Offered during the summer term. Credit, five hours.

502. FIELD BOTANY. (See Biology 402-502.)

503. FIELD ZOOLOGY. (See Biology 403-503.)

540. GENETICS. (See Biology 440-540.)

541. EVOLUTION. (See Biology 441-541.)

542. ECOLOGY. (See Biology 442-542.)

550. INDEPENDENT STUDY. (See Biology 450-550.)

565. PLANT ANATOMY AND MICROTECHNIQUE. (See Biology 465-565.)

567. GENERAL ENTOMOLOGY. (See Biology 467-567.)

569. FRESHWATER BIOLOGY. (See Biology 469-569.)

599. INTERNSHIP. (See Biology 499.)

BUSINESS ADMINISTRATION AND ECONOMICS

The Business Administration undergraduate programs are built to satisfy the students who are interested in Management, Marketing, Accounting, Office Occupations, High School Teaching, and Economics. Liberal studies, business background, and some specific preparation are provided to equip students for the better type of business openings.

Specific majors in the Bachelor of Business Administration degree include Management, Accounting, Fashion Marketing, and Institutional Food Service Administration*. This is a professional degree intended for the student who wishes to be upgraded in business, advanced from initial contact jobs to junior executive and executive positions in business, or prepared for management of small businesses. The Bachelor of Business Administration, if properly planned, may lead to the professional degree of Master of Business Administration with a minimum of time.

Specific majors in Business Administration for the Bachelor of Science degree in Office Occupations include Business Education; Executive, Legal, or Medical secretary; and Office Machines.

An Economics major may be taken under the Bachelor of Science or Bachelor of Arts degree program, but particular courses chosen in Economics and Business Administration must be approved by the Chairman of the Department.

Common Background for Business Programs

General Education: Select Economics 271. Common to Business degree program: Business Administration 207, 212, or 301, 217, 251, 252, Economics 272.

Additional (Choice of One)
Major in Management

Psychology 201

Business Administration
301, 340, 361, 441, 442, 443

Economics
377, 476, 478

*Offered in cooperation with the Department of Home Economics.

Major in Accounting

Economics 377
Business Administration 308, 351, 352, 356, 441, 451, 454, 457

Economics, or Business, or Related Electives: 15 hours
Free Electives: 25 hours

Major for Office

*Business Administration 226, 227, 228, 303; 320, 322, 323, 324 or 306, 309, 440;
5 Business Electives

Free Electives: 25 hours
A student who plans to be a vocational teacher should take an additional course in History and Philosophy of Vocational Education.

Major for Business Education

**Business Administration 212, 226, 227, 228, 303; 320, 322, 323 or 306, 309, 351;
1 Business Elective

Education 204, 395, 405, 445, 446, 447, 455, 476

Major for Fashion Marketing

Psychology 201
Chemistry 102
Sociology 452
Art 329
Business Administration 361, 362, 363, 366, 443

Home Economics 214, 224, 418, 419
Economics, or Business or related electives: 15 hours
Free Electives: 20 hours

*Medical and Legal secretarial preparation require some adaptations to secure backgrounds in science, or political science and history.
**If the student does not take shorthand, then BA 351.

Major for Institutional Food Service Administration

Art 100
Home Economics 215, 333, 341, 342, 420, 421, 446
Business Administration 203, 207, 217, 251, 252, 301, 340, 361, 441, 443
Economics 271, 272, 377

CONCENTRATION FOR TWO-YEAR CERTIFICATE

General Education

English 101, 102
Economics 271, Political Science 101; History 111;
2 General Education Electives
Business Administration 207, 217*, 226, 227, 228, 251, 303; 320 or 306; 322 or 309; 323 or 440;
Business Elective: 5 hours

BUSINESS ADMINISTRATION

103. OFFICE PRACTICE.
An acquaintanceship in the use of electronic and printing calculators and other modern office equipment. Credit, one hour.

125. INTRODUCTION TO TYPEWRITING.
The development of correct typewriting techniques and the application of typewriting skill to letter writing. No credit hours.

212. MATHEMATICS OF FINANCE.
A course in business arithmetic and the more important aspects of mathematics of finance; compound interest, annuities, sinking funds, amortization, bonds, insurance, and taxes. Credit, five hours.

226* SKILL-BUILDING AND REVIEW TYPEWRITING.
Prerequisite: Business Administration 125 or equivalent.
Designed for students who have had one or more years of high school typewriting and who require further development techniques. Credit, five hours.

227* INTERMEDIATE TYPEWRITING.
Prerequisite: Business Administration 226.
Increased development of skill through speed building and job production activities. Credit, five hours.

*In Two-Year Program, if no typewriting has been taken previously, BA 125 should be scheduled in summer; basic courses require September to June attendance for freshman and sophomore years.

228* TYPEWRITING OFFICE PRACTICE.

Prerequisite: Business Administration 227.

Production typing of letters, manuscripts, tabulations, and business forms. Office etiquette, office duties and responsibilities, and visual filing. Credit, five hours.

251. ACCOUNTING PRINCIPLES, I.

A study of the underlying principles of accounting, that accounting may properly serve as a language of communication concerning financial data of an enterprise. The theory of double-entry bookkeeping; accounting principles, procedures, and techniques, relating to professional, personal service, and merchandising firms; and a broad study of assets with emphasis on working capital. Credit, five hours.

252. ACCOUNTING PRINCIPLES, II.

Prerequisite: Business Administration 251.

A continuation of Accounting Principles I, emphasizing accounting concepts as an aid to management. Partnerships, corporation, and consolidation problems; cost accounting fundamentals; and analysis and interpretation of financial statements. Credit, five hours.

301. INTRODUCTION TO ECONOMIC AND BUSINESS STATISTICS.

Fundamentals of theory and application of statistical methods. Data collection, usage, and analysis, including hypothesis testing and inferential aspects. Credit, five hours.

303. OFFICE MACHINES.

Prerequisite: Business Administration 226 or 227.

Introduction to the use of adding, calculating, posting, dictating and duplicating machines, computing activities of the office. The problems, selection, and administration of basic office machines. Credit, five hours.

306. OFFICE MECHANIZATION AND AUTOMATION.

Prerequisite: Business Administration 303.

Practical application in the use of basic office machines and computer equipment. Credit, five hours.

307. BUSINESS LAW, I.

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, personal contracts, property and bailments, and sales of goods. Credit, five hours.

*Credit is given in typewriting only for a concentration in Business Administration.

308. BUSINESS LAW, II.
Prerequisite: Business Administration 307.
Laws involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations. Credit, five hours.

309. ADVANCED CALCULATING AND ACCOUNTING MACHINES.
Prerequisite: Business Administration 306.
The development of a high degree of efficiency in the operation of a related group of office machines such as commercial posting, bank posting, and ten-key bookkeeping; crank-driven, key-driven and electric calculators; ten-key, full-key, listing and figuring adding machines; direct process, gelatin, and stencil duplicators. Opportunity for certification as an official operator by leading business machine manufacturers. Credit, five hours.

317. BUSINESS COMMUNICATION AND REPORT WRITING.
Prerequisite: English 102.
The external and internal structure of the business letter: letter forms, building vocabulary, spelling, word division, use of the dictionary for business information, effective sentences and paragraphs, psychology of tone, and basic forms of business communication and report writing. Credit, five hours.

320* BEGINNING SHORTHAND.
The theory of Gregg Shorthand is taught and sufficient practice to develop skill in taking dictation at a speed of 60 words a minute. Credit, five hours.

321* SKILL-BUILDING AND REVIEW SHORTHAND.
Prerequisite: High School Shorthand.
Designed for students who have had one or more years of high school shorthand and who require further development in techniques. New-matter dictation and transcription. Credit, five hours.

322* INTERMEDIATE SHORTHAND.
Prerequisite: Business Administration 320 or 321.
Speed Building, new-matter dictation, and transcription. Sufficient practice is provided to develop skill in taking dictation at a speed of 100 words a minute. Credit, five hours.

*Credit is given in shorthand only for a concentration in Business Administration.

323* ADVANCED SHORTHAND AND TRANSCRIPTION.
Prerequisite: Business Administration 322.
Rapid dictation and transcription are the major objectives. Emphasis is placed on mailable transcripts. Skill in taking dictation at a speed of 120 words a minute is developed. Credit, five hours.

324A. THE ADMINISTRATIVE SECRETARY.
The need for high level skills is emphasized, but primary attention is given to the development of such qualities as initiative, judgment, and the ability to organize and plan work in order to meet deadlines. Through use of "The Administrative Secretary: Resource" and "The Administrative Secretary: Practicum" every effort is made to offer a challenge to the student and prepare her to think her way through the problems that confront the Administrative Secretary. Credit, five hours.

324B. MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES.
Prerequisite: Business Administration 323.
Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary. Credit, five hours.

324C. LEGAL TRANSCRIPTION, VOCABULARY AND DUTIES.
Prerequisite: Business Administration 323.
Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary. Credit, five hours.

340. PRINCIPLES OF MANAGEMENT.
A study of the theory and application of the specific principles of contemporary management problems. Credit, five hours.

351. INTERMEDIATE ACCOUNTING, I.
Prerequisite: Business Administration 252.
An advanced study of the theory, principles, and procedures of accounting. This includes the fundamental accounting process, financial statements, working capital items, valuation procedures, current liabilities, investments, plant and equipment acquisition and use. Credit, five hours.

352. INTERMEDIATE ACCOUNTING, II.
Prerequisite: Business Administration 351.
A continuation of Intermediate Accounting I, providing depth and breadth of theory coverage. Major emphasis on accounting for intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes, and statements of application of funds. Credit, five hours.

*Credit is given in shorthand only for a concentration in Business Administration.

356. ADVANCED ACCOUNTING.

Prerequisite: Business Administration 352.

A more advanced study of accounting procedures with attention given to the more difficult and specialized phases that arise in partnerships, consignment and installment sales, larger organizations, consolidations, estates and trusts and actuarial science. Credit, five hours.

361. PRINCIPLES OF MARKETING.

A study of market organization designed to introduce the student to the major institutions and basic theory in the field of marketing. Different levels of marketing, organizations' operation at each level and their functions, price policies, marketing costs, and relative efficiencies of various marketing methods are the principal topics emphasized. Credit, five hours.

362. CONSUMER BEHAVIOR.

Prerequisite: Business Administration 361.

Revelant aspects of Sociology, Anthropology, and Psychology as content factors in Consumer Behavior, generating marketing strategy. Credit, five hours.

363. PRINCIPLES OF RETAILING, WHOLESALING AND MANAGEMENT LOGISTICS.

Prerequisite: Business Administration 361-362.

A study of facilities and institutions for retailing and wholesaling, with special emphasis on management of inventory, buying, pricing, logistics, and control. Credit, five hours.

366. MARKETING PROMOTION AND COMMUNICATION.

Prerequisite: Business Administration 361-362.

A study of the integral relationship of promotion in the market sector with efficiency of the economy and effective communication as a means of market promotion. Credit, five hours.

404-504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION.

A study of the history and philosophy of vocational education as a background, followed by a thorough study of the provisions and implications of the Vocational Education Act of 1963 and the 1968 Amendments. Credit, five hours.

429A. PRACTICUM FOR EXECUTIVE SECRETARY.

Prerequisite: Business Administration 324A.

Arrangement for practical experience as an Executive Secretary in an approved situation. Credit, five to fifteen hours.

429B. PRACTICUM FOR MEDICAL SECRETARY.
Prerequisite: Business Administration 324B.
Arrangement for practical experience as a Medical Secretary in an approved situation. Credit, five to fifteen hours.

429C. PRACTICUM FOR LEGAL SECRETARY.
Prerequisite: Business Administration 324C.
Arrangement for practical experience as a Legal Secretary in an approved situation. Credit, five to fifteen hours.

440. ADMINISTRATIVE SYSTEMS MANAGEMENT.
The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office buildings, equipment, office personnel, and office supervision. Credit, five hours.

441. BUSINESS FINANCE.
Prerequisite: Business Administration 212 or 301, 251, 252.
A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, sources of financing requirements, tools of financing a business, and controlling the finances of a business organization. Credit, five hours.

442. INDUSTRIAL MANAGEMENT.
General organization and management of an industrial plant. Plant location, layout, manufacturing, production, control and plant operating procedures generally. A study of the problems a business encounters in maintaining adequate supplies of raw materials. Sources, purchasing, financing, transportation, storage, and inventory control. Credit, five hours.

443. PERSONNEL MANAGEMENT.
A study of the priciples and procedures in the recruitment, selection, and placement of a labor force; treatment of grievances, problems of collective bargaining; compensation policies; merit rating; promotion; transfer and discharge; training; and personnel record. Credit, five hours.

451. COST ACCOUNTING.
Prerequisite: Business Administration 356.
Methods of accounting for the various elements of production, distribution, and financial cost with emphasis on the use of cost information in directing the business enterprise. Study is made of the job order and process cost systems. Credit, five hours.

454. PRINCIPLES OF TAXATION ACCOUNTING.
Prerequisite: Business Administration 356.
A study of the application of accounting principles to laws relating to taxation. Emphasis is placed on the determination of income and legal deductions in order to determine taxable net income. Credit, five hours.

455. TAXATION ACCOUNTING II.
A continuation of Business Administration 454 providing depth and breadth of theory coverage. Credit, five hours.

457. AUDITING.
Prerequisite: Business Administration 356.
A course in the theory and practice of professional and general auditing. The student will gain the basis for the expression of a general opinion regarding the conformity with accepted accounting procedure of statements prepared by a corporation or other forms of business. Auditing standards, internal control, government regulation, and formal report writing are other major topics emphasized. Credit, five hours.

461. MARKETING RESEARCH AND DECISION SYSTEMS.
Prerequisite: Business Administration 361-362.
A study of the development of the basic methodology in research design, including requirements for collection, analysis, editing, coding, and presentation of data for marketing problem solving. Credit, five hours.

466. ADVANCED MARKETING RESEARCH AND MARKET ANALYSIS.
Prerequisite: Business Administration 361-461.
Extensive design and development in research for market decisions. Problem-solving analysis as a factor in designing entire marketing programs for business development. Credit, five hours.

470. MARKETING-SALES MANAGEMENT.
Prerequisite: Business Administration 361, plus 2 other marketing courses.
A study of the marketing environment to integrate the component parts of marketing philosophy into a workable solution to contemporary problems. Application of management techniques to marketing. Credit, five hours.

ECONOMICS

271. PRINCIPLES OF ECONOMICS.
An inquiry into macro-economics theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economics aggregates. Credit, five hours.

272. PRINCIPLES OF ECONOMICS.
An analysis of the principles involved in the production exchange and distribution of goods by the American Economic System, including the role of the market, money and banking, prices and price determination under conditions of competition, monopoly, and imperfect competition. Credit, five hours.

370. COMPARATIVE ECONOMIC SYSTEMS.
A study of the various forms of organization of economic activity, including British Socialism, the Soviet Union economy, economic planning in India with emphasis on modern Communism and Capitalism. Credit, five hours.

372. ECONOMIC GEOGRAPHY.
A study of the relations of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world. Credit, five hours.

374. CONSUMER ECONOMICS.
A course in economics for everyday living designed to develop an understanding of the institutional and social factors determining the consumer's behavior and measures taken for his protection. Credit, five hours.

377. MONEY AND BANKING.
A study of the nature of money and of the development of banking in the United States. Consideration of the functions of money, the types of money used, early banking practices, modern banking, the Federal Reserve System, and foreign exchange. Credit, five hours.

471. INTERMEDIATE ECONOMIC THEORY.
A study of the advanced tools of economic analysis for both micro- and macro-economics. A desirable prerequisite is some proficiency in calculus. Theory of the firm, general equilibrium theory, IS-LM models, fiscal and monetary theory and methods of marginal analysis. Credit, five hours.

473. CURRENT ECONOMIC PROBLEMS.
A study of the major economic problems confronting the American people today. Problems considered include foreign trade, agriculture, unemployment, business functions, and the relation of government to business. Credit, three-five hours.

476. INDUSTRIAL RELATIONS.
An analysis of the major problems and grievances of employers, employees, and consumers arising from our competitive economic system, and a consideration of efforts to solve these problems. Credit, five hours.

478. GOVERNMENT AND BUSINESS.
A study of the interaction between business organization and government. Special emphasis on the problems of regulation, control, and promotion of business enterprise. Credit, five hours.

INTERN COURSES

449. Practicum in Management.

459. Practicum in Accounting.

469. Practicum in Marketing.

479. Practicum in Economics.

Arrange for practical experience in a business or governmental organization. Application should be made during junior year. Credit, five to fifteen hours.

GRADUATE COURSES

Master of Business Administration Degree

Master of Education Degree

The primary objective of the Master of Business Administration program is to train future business executives to deal with managerial problems related to operations in a complex and dynamic economy. Although a two-year academic program is offered requiring the completion of ninety quarter hours of work, a substantial reduction of time may be achieved if previous academic work can satisfy any portion of the specified program. The first year of the two-year curriculum has been designed primarily for those students whose undergraduate experience has been basically in the liberal arts, science, engineering or other non-business areas.

First Year: Thirty-five quarter hours. Eco. 571; BA 503; BA 545; BA 517; BA 541; BA 551; BA 561.

Electives: Ten quarter hours: BA 555 and Economics or Business Administration related subjects approved by the department.

Second Year: Forty-five quarter hours: Eco. 676; Eco. 678; BA 617; BA 642; BA 681; BA 685; BA 690; BA 699 or elective appropriate to research problem.

The primary objective of the Master of Education program in business education is to improve and make more effective the teaching work of experienced business teachers in the secondary school. Graduate study should include Business Administration 529, 530, 532, 533, 540.

Business Administration

503. BUSINESS STATISTICS.
A general course covering the use of graphs, frequency distributions, averages, measures of dispersion, etc., with an introduction to sampling and correlation; a basic course for all the fields of application. Credit, five hours.

504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. (See Business Administration 404.)

517. ADVANCED COMMUNICATION AND REPORTS.
Total communication principles that blend the most modern and successful written and oral principles and techniques for improved internal management communication and external management presentation. Credit, five hours.

529. PRINCIPLES OF INSTRUCTION IN BUSINESS SKILL SUBJECTS.
Methods and procedures common to all vocational skill subjects in business, including the development in the business pupil of occupational intelligence, of good personal business traits, and of an understanding of what to expect in an office. Credit, five hours.

530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION.
Modern principles of business education in relation to the actual problems that face business teachers in secondary school. Credit, five hours.

532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS.

Emphasis on selected subject matter in this area to strengthen the background on the graduate student as well as to work toward improvement of presentation to high school students. Credit, five hours.

533. ADVANCED OFFICE PRACTICE.

Enrichment of subject matter and skills in office duties, filing, and office machines as well as a survey of modern developments of teaching in this area. Credit, five hours.

540. ADMINISTRATIVE OFFICE MANAGEMENT (See Business Administration 440.)

541. FINANCIAL MANAGEMENT.

An understanding of basic financial concepts and techniques, and an ability to apply them in arriving at management decisions within the context of specific business situations. Credit, five hours.

542. MANAGEMENT THEORY.

An introductory analysis of the operations of organizations incorporating a survey of the tools of managerial decision-making and the development of an understanding of the management process. Credit, five hours.

545. COMPUTER AND DECISION-MAKING PROCESS.

Management simulation through the use of computers. The course stresses rationality in business decisions and the integrating of the functional fields into management decisions. Credit, five hours.

551. ACCOUNTING THEORY.

History and development of accounting theory with special emphasis on the new principles being advocated at the present time; the influence of legislation on accounting theory. Credit, five hours.

555. MANAGERIAL ACCOUNTING.

Provides knowledge required for intelligent use of accounting data by management; accounting reports and controls and limitations of accounting data. Credit, five hours.

561. MARKETING AND DISTRIBUTION THEORY.

An analysis of social, economic, technological, and competitive forces which create and shape demand; marketing problems confronted by management; and promotional programs and distribution patterns employed to obtain sales and profits. Credit, five hours.

603. STATISTICAL APPLICATIONS TO ECONOMICS AND BUSINESS.

Advanced Statistics begin with the use of parametric and non-parametric tests of hypotheses. The theory and use of the Student's T test, F test, Chi Square, and the setting up of the experimental and Quasi-experimental research designs are explained and applied throughout the course. Some use of the computer is expected as the course progresses to its completion. Credit, five hours.

617. ORGANIZATION AND COMMUNICATIONS THEORY IN MANAGEMENT.

This course focuses upon the organization as a system of structural interpersonal relationships wherein the behavior of individuals is differentiated in terms of authority, status, and role. The importance of information and communication theory is stressed to explain how communications may be used effectively to decrease ambiguity, spontaneity, and conflict within the organization. Some of the more prominent organization and communication theories are presented with particular emphasis on decision making. Further interest focuses upon the system of relationships among organizational functions relative to the quest for stability, continuity and predictability as the organization reacts to both internal and external agents. Credit, five hours .

642. ADVANCED PROBLEMS IN MANAGEMENT.

General organization and management of an industrial plant or business enterprise. A study of the problems a business encounters in maintaining adequate supplies of raw materials. Sources, purchase, finance, transportation, storage, and control of inventories. Credit, five hours.

681. SYSTEMS ANALYSIS AND DESIGN.

Emphasis for this course is placed upon the inter-relationships between systems joined to each other by conjunctive or disjunctive connectives for the purpose of acquainting the student with the systems approach to management. Systems characteristics such as flows (information, materials, money, etc.); structure (physical and geographic, organizational design, etc); and procedures (planning, organizing, directing and controlling) comprise an integral part of the course. Interest focuses upon complex, formal organizations wherein the structure, flows, and procedures of sub systems may be purposefully designed to form an integrated system. Credit, five hours.

685. QUANTITATIVE METHODS FOR BUSINESS RESEARCH.
A study of probability theory, statistical methods, classical statistical inference, and quantitative decision-making techniques. Emphasis on simple mathematical models for various business problems. Credit, five hours.

690. RESEARCH SEMINAR.
Considers nature, scope, and importance of business research methodology. Emphasizes sources of information, methods of presentation, and methods of analysis and interpretation of statistical data. Involves individual investigation and report writing on problems of current business interest. Credit, five or ten hours.

699. RESEARCH PROBLEM.
A study in depth of a problem of personal interest. This is not a formal dissertation but rather an opportunity for personal research and study. Credit, five or ten hours.

Economics

571. ECONOMIC THEORY.
An analysis of the principles involved in the production, exchange and distribution of goods by the American Economic System. An inquiry into macro-economic theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economic aggregates. Credit, five hours.

676. MANAGERIAL ECONOMICS.
The development of skill in the systematic analysis of the economic accounting aspects of business decisions and in the development, understanding, and use of quantitative data bearing on the performance both of the business firm as a whole and of individual units within the firm. Credit, five hours.

678. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY.
A study of the philosophy and role of business and the business executive in the social, governmental, and economic environment. Special emphasis on legal and political processes as they affect democratic industrialized societies. Credit, five hours.

CHEMISTRY

The Department of Chemistry places major emphasis on creating a basis for an informed opinion regarding developments in chemistry. Fundamental training is provided for those who plan to enter science education, graduate work, research, or the medical or paramedical areas.

Major Program: The departmental major consists of nine five-hour courses chosen with the advice and consent of the department chairman. Two courses must be chosen from each of the following groups: Chemistry 104, 280, 285, Chemistry 336, 337, 338, Chemistry 491, 492, 493. In addition Chemistry 301 is required. Juniors and Seniors must register for Seminar each quarter while in residence.

Professional Education: Students majoring in the department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

100. ELEMENTARY CHEMISTRY.

A general survey of chemistry including inorganic chemistry, organic chemistry, and biochemistry. This course may not be used to satisfy the core requirements or for a major in chemistry. Offered during the summer quarter only. Four lectures and one two-hour laboratory. Credit, five hours.

101. GENERAL CHEMISTRY, I.

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Four lectures and one two-hour laboratory. Credit, five hours.

102. GENERAL CHEMISTRY, II.

Prerequisite: Chemistry 101.

A continuation of Chemistry 101. Designed for those who are planning to continue the work in chemistry and related subjects. Four lectures and one two-hour laboratory period. Credit, five hours.

104. CHEMICAL EQUILIBRIA.

Prerequisite or corequisite: Chemistry 102.

A study of several types of equilibria in some depts to obtain a better understanding of equilibrium and non-equilibrium states and to develop the techniques for describing these states. The laboratory uses quantitative analytical techniques to study the basis of the theories discussed in lecture. Three lectures and two two-hour laboratory periods. Credit, five hours.

231. ORGANIC CHEMISTRY.

Prerequisite: Chemistry 101.

A brief study of the principal classes of organic compounds. Designed especially for students of home economics. Four lectures and one two-hour laboratory period. Credit, five hours.

280. QUANTITATIVE ANALYSIS.

Prerequisite or corequisite: Chemistry 102.

A study of the techniques of chromatography, spectroscopy, oxidation-reduction reactions and radio chemistry as they provide an introduction to modern analytical chemistry. Three lectures and two two-hour laboratory periods. Credit, five hours.

285. DEVELOPMENT AND EVALUATION OF ANALYTICAL PROCEDURES.

Prerequisite: Chemistry 104 or 280.

A survey of the more common types of analytical techniques with an emphasis on the factors that must be considered when evaluating the technique for a specific application. The laboratory uses a project approach to develop and evaluate analytical procedures for specific systems. Three lectures and two two-hour laboratory periods per week. Credits, five hours.

301. INORGANIC CHEMISTRY.

Prerequisite: Chemistry 104 or 280.

An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory and transition metal chemistry. Four lectures and one two-hour laboratory period. Credit, five hours.

336, 337, 338. ORGANIC CHEMISTRY, I, II, III.

Prerequisite: Chemistry 102.

Three courses, each designed to introduce the student to the theory and practice of organic chemistry. Selected reactions of classes of organic compounds are studied and theories are developed to aid in the understanding of the chemical and physical characteristics of these compounds. The laboratory is a questioning study of selected reactions. This study uses the chemical literature and the modern techniques of spectroscopy and chromatography.

336 Aliphatic hydrocarbons, alcohol, and ethers.

337. Carbonyl compounds, carbohydrates, and proteins.

338. Aromatic hydrocarbons, heterocyclic compounds, photochemistry, polymers, and natural products.

Four lectures and one two-hour laboratory period. Credit, five hours.

341. ADVANCED COMPUTER APPLICATIONS.

Prerequisites: Mathematics 201, 223, 240.

A course designed to provide physical science and mathematics majors with experience in numerical analysis and programming of problems for computer solution. Processing will be in both interactive and batch models. The course will include a term project in the student's area of interest. Three lectures and two laboratory periods. Credit, five hours.

351. BIOCHEMISTRY, I.

Prerequisite: Chemistry 231 or 337.

The fundamental chemistry of living systems. Four lectures and one two-hour laboratory period. Credit, five hours.

401-501. ADVANCED INORGANIC CHEMISTRY.

Prerequisite: Chemistry 301, Mathematics 223, 240.

A course presenting modern theories and practice of inorganic chemistry. Emphasis on quantum theory approach to electronic structures of atoms and molecules; valence theories; theoretical background to structural methods and their application. Problems from the current inorganic chemical literature are used to illustrate the course material. Four lectures and one laboratory period. Credit, five hours.

440-540. HIGH ENERGY INTERMEDIATES IN ORGANIC REACTIONS.

Prerequisites: Chemistry 336, 337, or 338.
(Two quarters of Organic Chemistry).

An introduction to the generation, reactivity and stereo-chemistry of selected types of high-energy intermediates involved in the study of reaction mechanisms. The laboratory uses a project approach to give experience in understanding experimental results by applying theories and also of evaluating and modifying theories through interpretations of experimental results. Three lectures and two two-hour laboratory periods. Credit, five hours.

451-551. BIOCHEMISTRY, II.

Prerequisite: Chemistry 351.

Emphasis is placed on the preparation, purification and assay of enzymes and enzyme kinetics. Three lectures and two laboratory periods. Credit, five hours.

452-552. INDEPENDENT STUDY.

Special problems in chemistry. Open to seniors and graduate students with the approval of the chairman of the department. Credit, five hours.

490. SEMINAR.

Given twice each month. Credit, one hour.

491, 492, 493. PHYSICAL CHEMISTRY, I, II, III.

Prerequisites: Chemistry 104, 280; Mathematics, 223, 240.

Three courses designed to present the fundamentals of physical chemistry. These courses need not be taken in numerical sequence.

491. Thermodynamics.

492. Chemical kinetics, catalysis, molecular spectroscopy.

493. Crystal structure, symmetry and group theory, determination of molecular structure.

Four lectures and one two-hour laboratory period. Credit, five hours.

EDUCATION

The primary responsibility of the Department of Education is to provide the professional portion of the various teacher education programs. Students do not major in education, although the elementary education, early childhood, and special education majors are administered through the Department of Education.

The elementary education major is made up of 48 quarter hours of teaching field courses. These courses are offered by various departments. The focus of the teaching field courses is on the knowledge, skills, and competencies necessary for successful elementary school teaching.

In addition, the elementary major selects either a breadth or depth approach in extending skills and understandings through appropriate use of the 23 quarter hours af electives. A depth approach in library science carries a certification endorsement.

The professional sequence for elementary education majors consists of Ed. 204, Ed. 300, Ed. 301, Ed. 403, Ed. 459, and Ed. 424-426. The scheduling of teaching field and professional courses is done in such a way that elementary majors are enrolled in three sequences or blocks during the last seven quarters.

The early childhood education major is made up of 46 quarter hours of teaching field courses which are similar to those for the elementary education major. The professional sequence for early childhood education majors consists of Ed. 204, Ed. 300, Ed. 301, Ed. 403, Ed. 459, Ed. 428-30, Ed. 493, Ed. 494, and Ed. 490. The latter three courses comprise the pre-primary professional term. Other professional courses, except Ed. 204, are scheduled in conjunction with teaching field courses to provide the same three sequences taken by elementary education majors.

The special education (Mental Retardation) major is composed of 38 hours of teaching field courses, similar to those for the elementary education major, and 35 hours of courses in special education. The professional sequence for majors in mental retardation consists of Ed. 204, Ed. 300, Ed. 301, Ed. 459, Ed. 448-9, and Ed. 479.

The offerings in Library Media include the sequence of four courses required for certification as an Associate Library Media

Specialist. Library Media may be combined with any major program and qualifies students to become library media associates in public, college, and special libraries, as well as providing supplementary certification for school libraries.

FOUNDATIONS AND GENERAL*

105. DEVELOPMENTAL READING.

This course is designed to focus on the reading skill needs of freshmen who qualify for the Developmental Program. Considerable attention is given to study skills, comprehension, rates of reading, note taking, note making, and vocabulary extension. This course can only be taken as part of the Developmental Program. Credit, three hours.

106-107. DEVELOPMENTAL READING.

This course is a continuation of Education 105. It is designed for those students whose progress has not yet been sufficient to earn credit for 105. The student may earn his three quarter hours credit at the end of 106 or 107. Additional testing helps to determine individualized skill activities. Taken as part of the Developmental Program.

204. INTRODUCTION TO EDUCATION.

An introduction to the profession of teaching, its nature and requirements. Includes general information about schools, their development, functions, and organization. Current issues in education are examined and an acquaintance with professional literature is made. A period of service as a teacher aide in a local public school is a part of the course. Credit, five hours.

295. HUMAN GROWTH AND DEVELOPMENT.

An introduction to scientific facts and principles which explain human growth and development; to growth characteristics of childhood and adolescence; and to some of the simpler techniques that a teacher may employ in studying children and youth. Credit, five hours.

*The Education offerings are grouped under the following headings: Foundations and General, Elementary and Early Childhood, Home Economics Education, Library Media, Secondary Education, and Special Education.

301. THE CHILD IN THE EDUCATIVE PROCESS.

Designed as a laboratory course to explore scientific facts and principles which explain human growth and development; growth characteristics of the elementary school age child; the learning process; and the major learning theories. In addition to the exploration of concepts in Seminar, directed laboratory experiences are provided to translate theory into practice. The foci of the laboratory experiences are — the child and the educative process, the child and the curriculum and the child and the language arts development. Credit, ten hours.

395. THE ADOLESCENT IN THE SCHOOL PROGRAM.

An introduction to scientific facts and principles which explain human growth and development; to growth characteristics of adolescence; and to some of the simplier techniques that a teacher may employ in studying youth. Observations of youth are a required part of this course. Credit, five hours.

405. EDUCATIONAL PSYCHOLOGY.

An investigation of the learning process, the nature of the learner, and the principles which guide and facilitate learning. Emphasis is placed upon assisting the students in relating education, psychology, and their selected teaching fields to their purpose for teaching. Should be taken the same quarter as Ed. 455. Credit, five hours. Not open to elementary majors.

436-536. SEMINAR IN DRUG EDUCATION.

Designed to prepare teachers and other interested persons so that they may assume leadership in organizing and conducting drug abuse workshops and on-going drug education programs in local communities. Emphasis is on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, rehabilitation, and legal aspects. Attention is given to community organization, methods of involving youth, and identifying and evaluating available resource people and materials. Credit, five hours.

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

300. THE ELEMENTARY SCHOOL CURRICULUM.

The total elementary curriculum is explored with emphasis on: the history and purpose of the elementary school; curriculum or-

ganization; curriculum areas; and current issues of the elementary school. Credit, three to five hours.

315. GENERAL SCIENCE FOR ELEMENTARY GRADES.
This course helps prospective teachers acquire basic knowledge in science appropriate for the elementary grades, provides laboratory experiences essential to understanding science, and deals with methods and materials for teaching science in the elementary school. Credit, five hours.

351. THE LANGUAGE ARTS PROGRAM.
This course, deals with the Language Arts Program provided in the public schools, the techniques used in developing listening skills, verbal and written communication and various approaches employed in teaching reading. Credit three to five hours.

403. PRACTICUM IN ELEMENTARY EDUCATION.
Students are provided the opportunity to translate theory into practice with directed participation exercises in an elementary school. At this level the student also deepens his understanding of the child in the elementary school. Emphasis is given to the social studies curriculum, reading and utilizing media in the elementary school through theory and practice sessions. Credit, three hours.

410. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.
An overview of the social studies curriculum of the elementary school; covers basic content from the following disciplines; history, political science, geography, anthropology, sociology, and economics. Emphasis is also placed on helping students acquire skills in organizing and presenting social concepts to the elementary school age child. Credit, five hours.

415A-415B. STUDENT TEACHING IN MUSIC (ELEMENTARY.)
A two-quarter sequence of student teaching, one hour a day, at the elementary school level. This experience is under the supervision of the Department of Music. Credit, 415A, two hours; 415B, three hours. Offered fall and winter.

424-25-26. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.
A quarter of full-time student teaching provided as the concluding experience of the professional sequence in selected off-campus

cooperating centers. Eligibility for student teaching is dependent upon meeting all pertinent requirements. Application for student teaching should be made during the second quarter of the junior year. Credit, five hours each course.

428-29-30. STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION.

(For description of course, see Ed. 424-25-26.)

452. READING IN THE SCHOOL PROGRAM.

This course is designed to provide the prospective teacher with an understanding of the principles and practices of teaching reading. An analysis of pertinent research, an examination of current techniques, and a directed laboratory experience make up the focus of this course. In addition, much attention is given to understanding phonology and morphology as appropriate materials of reading are investigated. Credit, five hours.

460-560. THE ELEMENTARY ENGLISH CURRICULUM.

Basic concepts and understandings related to linguistic research and transformational grammar as it applies to the elementary curriculum are covered in this course. The production, use, and evaluation of appropriate teaching materials receive intensive study. The Georgia State Department English Curriculum Guide is thorough examined. Credit, five hours.

490-590. INTERPERSONAL RELATIONS IN TEACHING.

Emphasis would be on peer relationships in teaching: the teacher as a person interacting with parents, professional co-workers, volunteers and para-professionals. Insights of group dynamics, sensitivity training and parent education would be incorporated into practical experiences of mutual involvement between students, parents and other in teaching roles. Credit, five hours.

493-593. EARLY CHILDHOOD EDUCATION.

Prerequisite: Home Economics 451.

A course for teachers of young children with emphasis on nursery school and kindergarten; includes subject matter pertinent to this area; methods and techniques for organizing and administering a program and opportunities to plan and develop effective learning situations. Credit, five hours.

494-594. OBSERVATION AND PARTICIPATION IN NURSERY SCHOOL AND KINDERGARTEN.

Prerequisites: Home Economics 451 and Education 493.

Provides opportunities to observe principles of curriculum development and guidance of children and to function in the teacher role under supervision. Credit, five hours, or with approval, ten hours.

496.A,B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL.

Limited to in-service teachers, this course is the approved substitute for student teaching but may be taken by others when appropriate. The course employs a problem-centered approach which is designed to assist elementary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching. Credit, five or ten hours. Offered summer quarter.

HOME ECONOMICS EDUCATION

466. SCHOOL AND COMMUNITY PROBLEMS: Implications for Curriculum Planning in Home Economics.

(For description of course, see Home Economics 466.)

472. METHODS OF TEACHING HOME ECONOMICS IN THE SECONDARY SCHOOL.

(For description of course, see Home Economics 472.)

478. METHOD OF TEACHING NUTRITION.

(For description of course, See Home Economics 478.)

481-82-83. STUDENT TEACHING IN HOME ECONOMICS EDUCATION.

(For description of course, see Home Economics 481-82.)

LIBRARY MEDIA

354. OPERATION OF THE EDUCATIONAL LIBRARY MEDIA CENTER.

The principles of administration of Library Media Centers are covered through units on center objectives and standards, tech-

niques used in acquisition, circulation, and stimulation of the use of print and non-print library materials, and in designing effective media centers, as well as selection of equipment. Credit, five hours.

355. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS.
This course familiarizes the student with the techniques of classifying and cataloging book and non-book materials and with the technical processes necessary to prepare the library materials for utilization by its clientele. Skills are developed through classroom and laboratory experience. Credit, five hours.

356. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER.
This course provides the student with a working knowledge of the standard print and non-print reference tools. Emphasis is placed on the selection and implementation of reference media in school libraries, as well as public and college libraries. Credit, five hours.

358. SELECTION OF LIBRARY MEDIA.
Emphasis is placed on the acquisition of first-hand knowledge of print and non-print materials in different fields, in knowledge and use of standard selection aids, and in the application of criteria of selection in building media collections in this course. Credit, five hours.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER.
Prerequisites: Education 356, and two of the following three courses, Education 354, 355, or 358.
Supervised experience in a School Library Media Center providing the student an opportunity to function as a library media specialist. Credit, five to ten hours.

458-558. INTERPRETATION OF PRINT AND NON-PRINT MATERIALS.
A general survey of book and non-book material available for children and adolescents in the various media of communication, criteria for evaluation and analysis of books and other related materials in terms of today's needs, interests, and abilities of children and adolescents. Credit, five hours.

459-559. UTILIZATION OF MEDIA.
Designed as a joint course for teachers and library media specialists with emphasis on the evaluation, criteria for selection, use,

and relationship of various media, such as recordings, slides, films, filmstrips, tapes, transparencies, etc. to the school curriculum. Laboratory experiences provided in the preparation and care of newer media materials and in the use of multi-media equipment such as 16 mm, 8 mm, opaque, overhead, filmstrip, and slide projectors. Credit, three to five hours.

499-599. INTERNSHIP.

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

SECONDARY EDUCATION

416-417. STUDENT TEACHING IN MUSIC (SECONDARY.)

A quarter of internship provided in selected cooperating centers. Eligibility for student teaching is dependent upon clearance of all pertinent requirements. Application should be made during the second quarter of the junior year. Credit, five hours each course. Offered spring.

445-46-47. STUDENT TEACHING IN THE SECONDARY SCHOOL.

A quarter of full-time student teaching provided as the concluding experience of the professional sequence in selected off-campus cooperating centers. Application for student teaching should be made during the second quarter of the student's junior year. Eligibility for student teaching is dependent upon meeting all pertinent requirements. Credit, five hours each course.

455. THE AMERICAN HIGH SCHOOL: CURRICULUM AND METHODS.

A study of the total secondary curriculum and of the teacher's role in planning and organizing for instruction. Includes use of media in secondary school. Observation of secondary-school classes and preparation for student teaching are included. Admission is contingent upon acceptance for student teaching. Credit, five hours.

476. THE TEACHING OF SECRETARIAL SUBJECTS.

Prerequisites: Education 204, 295, and 305.

A study of the secretarial subject-matter taught in the curriculum in high school, of methods of instruction, and of tests and measure-

ments; lesson plans; examination of business textbooks; also planning and teaching experience in basic business subjects with strong emphasis in the area of general business. Credit, seven hours. Offered fall quarter.

497.A.,B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL.

Limited to in-service teachers, this course is the approved substitute for student teaching but may be taken by others when appropriate. The course employs a problem-centered approach which is designed to assist secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching. Credit, five or ten hours. Offered summer quarter.

SPECIAL EDUCATION

471. CLINICAL PRACTICUM IN SPECIAL EDUCATION.

Prerequisite: Education 475.

Provides the individual with supervised introductory field experiences in various facilities providing for the mentally retarded. Credit, five hours.

473-573. SOCIAL-PSYCHOLOGICAL ASPECTS OF MENTAL RETARDATION.

Prerequisites: Education 475, 477.

Sociological and social psychological methods, concepts, and research findings relevant to mental retardation are discussed. Effects on adjustments of family members, parental attitudes, parent-child relationships, peer acceptance and methods and techniques of counseling parents are reviewed. The contributions of social agencies are also included. Credit, five hours.

474-574. LANGUAGE DEVELOPMENT OF THE MENTALLY RETARDED.

Prerequisites: Education 475, 477.

Introduces the student to the acquisition of language by mentally retarded individuals. Includes a review of the literature, psycholinguistic theory, verbal communication skills, language training programs and field experiences. Credit, five hours.

475-575. INTRODUCTION TO SPECIAL EDUCATION.

A survey of the areas of exceptionality, including sensory as well as intellectual and emotional handicaps. An overview of educational and psychological implications of each area. Field trips and tutorial experiences are provided. Limited to graduate in-service teachers and upperclassmen on approval of the instructor. Credit, five hours.

477-577. THE NATURE OF MENTAL RETARDATION.

Prerequisite; Undergraduate, Education 470; graduate, permission of instructor.

A basic survey of mental retardation including definitions, classification, etiology, characteristics and diagnostic means. Treatment procedures considered from medical, psychological, sociological, legal, and educational points of view are included. Credit, five hours.

479-579. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED.

Prerequisites: Education 471, 475, 477.

Provides the student with a clinical-diagnostic approach to teaching the retarded. Task analysis, objectives, principles of learning, evaluation, administrative organization, and methods of teaching the retarded are emphasized. Credit, five hours.

480-580. APPLIED BEHAVIOR MODIFICATION THEORY IN EDUCATION.

Prerequisite: Education 475.

An investigation into the theory and practice of operant conditioning techniques that may be applied in teaching the mentally retarded. A thorough review of relevant research literature will be conducted. Classroom techniques appropriate to both special and regular classes will be elaborated upon. Credit, five hours.

484-584. TOPICAL SEMINAR IN SPECIAL EDUCATION.

This elective seminar-type class will focus on one or more of a number of special topics as interest and needs dictate. Basic topics which may be the focus of a seminar include: occupations and guidance for the mentally retarded, gifted, learning disabilities, and cultural factors in mental retardation. Credit, five hours.

488-489. INTERNSHIP IN SPECIAL EDUCATION.

Provides the students with a full-time professional laboratory experience in a special class for the mentally retarded under the

supervision of a certified special class teacher and a college supervisor. Eligibility is dependent upon meeting all pertinent requirements. Credit, five hours each course.

GRADUATE COURSES

GENERAL PROFESSIONAL*

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.
(For description of course, see Home Economics 510.)

536. SEMINAR IN DRUG EDUCATION.
(For description of course, see Education 436.)

540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS.
A study of administrative procedures for various kinds of programs for young children in regard to such matters as policies, standards, financing, staffing, and housing. Special attention will be given to administrative aspects of parent involvement and education. Credit, five hours.

558. INTERPRETATION OF PRINT AND NON-PRINT MATERIALS.
(For description of course, see Education 458.)

559. UTILIZATION OF MEDIA.
(For description of course, see Education 459.)

585. TEACHER-EDUCATION: A COOPERATIVE VENTURE.
The first of the three-course sequence for teachers cooperating in teacher-education efforts. Prerequisites for the course include a bachelor's degree, a professional certificate, and two years of successful teaching experience. This course provides teachers with information and understandings required for effective guidance of prospective teachers. Credit, five hours.

586. INTERNSHIP FOR TEACHER EDUCATORS.
Offered to those who have completed the initial course, Education 585, this field course is a cooperative undertaking among interns and college representatives. During the intern experience the teacher educators guide a prospective teacher from the College for a quarter. Credit, five hours.

*The graduate courses are grouped under the following headings: General Professional, Special Education Electives, and Teaching Field Courses.

587. SEMINAR IN SUPERVISION.

The third graduate course of the three-course sequence for teacher educators. Enrollment limited to those who have completed Education 585 and Education 586. The seminar provides an opportunity for cooperating teachers to: pursue follow-up studies of student teaching; investigate current literature and research in student teaching and teacher-education areas; design plans and instruments to increase understandings of prospective teachers; and guide one or more student teachers during the year of seminar enrollment. Credit, five hours.

590. INTERPERSONAL RELATIONS IN TEACHING.

(For description of course, see Education 490.)

593. EARLY CHILDHOOD EDUCATION.

(For description of course, see Education 493.)

594. OBSERVATION AND PARTICIPATION IN NURSERY SCHOOL AND KINDERGARTEN.

(For description of course, see Education 494.)

596A,B. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL.

This field course employs a problem-centered approach which is designed to assist elementary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching. Credit, five or ten hours.

597A,B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL.

This field course employs a problem-centered approach which is designed to assist secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching. Credit, five or ten hours.

599. INTERNSHIP.

(For description of course, see Education 499.)

600. SOCIAL FOUNDATIONS OF EDUCATION.

In this course the pertinent contributions of the social sciences are focused upon the significant issues and problems of education. Materials from the fields of sociology, cultural anthropology, economics, social psychology, and educational sociology are used to help the student understand the issues in the local school situation

and to see how these problems are related to the national and world situations. Credit, five hours.

605. CURRICULUM PROBLEMS IN HOME ECONOMICS.
(For description of course, see Home Economics 605.)

610. ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION.
A study of the organization, administration, and evaluation of schools including the relationship between public education and the state and federal governments. Credit, five hours.

620. PHILOSOPHICAL ISSUES IN EDUCATION.
An analysis of educational philosophies in their historical context. The over-arching purpose in the course is to understand the practices and policies in education by searching for their antecedents, both philosophical and historical. Credit, five hours.

628. SEMINAR IN ELEMENTARY EDUCATION.
Provides opportunities for the in-service teacher to analyze issues, theories, and practices in elementary education. Through discussion, investigation, and critical analysis of practices and research reports the student seeks ways to improve classroom procedures. Required of sixth-year students. Credit, five hours.

630. EDUCATIONAL RESEARCH.
Planned for in-service classroom teachers, this course seeks to develop an appreciation for, and an adequate competence in, basic procedures and methods of educational research. In addition, students are assisted in becoming familiar with existing research, the resources which report it, and the implications for classroom teaching. Credit, five hours.

635. FIELD PROJECT IN EDUCATIONAL RESEARCH.
Prerequisite: Education 630.
When the plans for a research project are approved by the instructor of Education 630 and the chairman of the Education Department, the student may register for Education 635. The project is carried out during the regular school year under the supervision of a college instructor and includes securing and handling data, drawing appropriate conclusions, and reporting on the entire project in an appropriate and scholarly manner. Credit, five hours.

640. ADVANCED STUDIES IN HUMAN DEVELOPMENT AND LEARNING.

A comprehensive view of human growth, development, and learning with emphasis upon the recent literature of these fields; a study of methods that may be used to assess the developmental status of individuals and to study human relations in the classroom; the influence of the newer research findings in human development. Credit, five hours.

650. EDUCATIONAL PROGRAMS FOR EMERGING ADOLESCENTS.

A consideration of the total field of junior high school/middle school education, its historical development, its present status, its special problems and programs. Suitable for educators who work in the transition years, no matter in what organizational pattern. Credit, five hours.

680. PRINCIPLES AND PRACTICES OF GUIDANCE.

Provides an introduction to the field of guidance. The principles underlying the guidance of children and youth in elementary and high school are studied in their relationship to developmental needs. The role of guidance in the overall school program is considered and the specific services, found in effective guidance programs are presented. Credit, five hours.

690. CURRICULUM PLANNING.

Broadens the teacher's general understanding of curriculum development, trends, and issues; deepens his personal philosophy of education; and increases his professional competence in curriculum planning. Consideration is given to recent developments in curriculum organization. Credit, five hours.

SPECIAL EDUCATION ELECTIVES

Though the College does not yet have an approved graduate program in EMR, these special education courses may be taken to convert existing certificates to EMR and as electives on graduate programs.

573. SOCIAL-PSYCHOLOGICAL ASPECTS OF MENTAL RETARDATION.

(For description of course, see Education 473.)

574. LANGUAGE DEVELOPMENT OF THE MENTALLY RETARDED.
(For description of course, see Education 474.)

575. INTRODUCTION TO SPECIAL EDUCATION.
(For description of course, see Education 475.)

577. THE NATURE OF MENTAL RETARDATION.
(For description of course, see Education 477.)

579. CURRICULUM AND METHODS FOR THE EDUCABLE MENTALLY RETARDED.
(For description of course, see Education 479.)

580. APPLIED BEHAVIOR MODIFICATION THEORY IN EDUCATION.
(For description of course, see Education 480.)

584. TOPICAL SEMINAR IN SPECIAL EDUCATION.
(For description of course, see Education 484.)

TEACHING FIELD COURSES

511. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.
A study of the social studies content of the elementary school, related learning activities, the selection and use of learning resources, and a review of recent research in social studies education. Credit, five hours.

515. ART EDUCATION.
Prerequisite: Art 315 or an equivalent.
A course designed to give the non-art major an insight into the reasoning processes of the artist. Study will center around the creative process as a whole and the considerations which govern the artist in his work. Illustrative materials will be drawn from the major periods of art development, including the present. Laboratory experiences in drawing and painting, crafts, or ceramics, Credit, five hours.

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.
Prerequisites: Music 321 or the equivalent.
The survey, selection, and evaluation of books, recordings, films, and other supplementary material for broadening and enriching music experience in the elementary classroom. Credit, five hours.

525. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS.

Significant research and current trends in the teaching of earth and biological sciences are covered in this course along with opportunities for teachers to strengthen their basic understandings of relevant scientific concepts. Opportunities will be provided for teachers to develop materials and construct equipment useful in the teaching of elementary science. Credit, five hours.

526. PHYSICAL SCIENCES FOR ELEMENTARY TEACHERS.

Significant research and current trends in the teaching of physical sciences are covered in this course along with opportunities for teachers to strengthen their basic understandings of relevant scientific concepts. Opportunities will be provided for teachers to develop materials and construct equipment useful in the teaching of elementary science. Credit, five hours.

560. THE ELEMENTARY ENGLISH CURRICULUM.

(For description of course, see Education 460.)

660. PRINCIPLES AND PRACTICES IN TEACHING READING.

Designed to provide an understanding of principles, practices, and approaches to teaching reading, this course focuses attention on the development of a sequential program of reading skills. The production, use, and evaluation of materials receive intensive study through laboratory experiences. As important as study to the acquisition of knowledge and skills is a critical analysis of materials, suitable for use in a developmental reading program. Credit, five hours.

661. DIAGNOSING AND CORRECTING READING DISABILITY.

Designed to provide teachers with skills in diagnosing and correcting reading disability, this non-clinical course emphasizes the need for early detection of reading problems and preventive teaching to eliminate later major reading disability. Understandings of various individual and group diagnostic techniques, both formal and informal, will receive major attention. Open to all graduate students who have had at least five hours of basic graduate study in reading. Credit, five hours.

ENGLISH AND SPEECH

The Department of English and Speech attempts to develop in the student the ability to express his thoughts well and to aid him in acquiring a broader culture and a deeper social understanding through familiarity with literary masterpieces.

Requirements for an English major are as follows: English 200, 201, 301, 302, 303, 304, 321, and three English electives at the senior college level. Satisfactory competence through the second intermediate course in a modern foreign language is required. Courses in speech, languages, library science, history, and philosophy are recommended as desirable areas for other electives. Particular courses chosen must be approved by the chairman of the department.

Professional Education: Students majoring in this department who desire to teach must also register with the chairman of the Department of Education in one of the approved programs for certification.

ENGLISH

The courses in freshman English required of a student vary with ability as demonstrated by scores on standard tests. Students making scores of 500 and above on the verbal section of the SAT will be exempt from English 101. All students must take English 102 or English 102H.

101. GENERAL COLLEGE COMPOSITION.

A course concerned with the problem of making language effective and therefore emphasizing accurate wording, well-contrived sentences, and sound organization of ideas. Concentrated attention on a few important literary selections. A grade of C will be required for a student to be eligible to take English 102. No student may take English 101 a third time without the approval of the Freshman English Committee. Credit, five hours.

102. GENERAL COLLEGE COMPOSITION.

Continuation of English 101 with stress on composition requiring more complex organization. Analysis of varied types of prose to aid the student in seeing organization as a vital rather than as a

mechanical thing. Practice in writing a documented paper. Credit, five hours.

102H. COMPOSITION AND LITERATURE.

An Honors course. Admission by invitation. Replaces English 101 and 102 for entering freshmen who score 630 and above on the verbal part of the SAT and for students who are approved by the chairman of the department. Fall quarter. Credit, five hours.

200. LITERATURE OF THE WESTERN WORLD.

Prerequisite: English 102.

A reading and lecture course designed to introduce the student to the literary and dramatic masterpieces of the classical and medieval civilizations. Credit, five hours.

201. LITERATURE OF THE WESTERN WORLD.

Prerequisite: English 102.

A continuation of English 200 with readings selected from the modern Continental literatures — French, German, Russian, etc. Credit, five hours.

209. READINGS IN CURRENT LITERATURE.

An elective for students from all disciplines. Current literature read and discussed. Independent reading and individualized projects encouraged. Credit, five hours.

210. INTRODUCTION TO SHAKESPEARE.

A course designed to acquaint the students with Shakespeare's works, his theatre, and his age. Not to be considered as a part of the English major's prescribed program. Credit, five hours.

301. ENGLISH LITERATURE.

A survey of English literature from its beginnings into the eighteenth century. Credit, five hours.

302. ENGLISH LITERATURE.

Continuation of English 301. English literature from the eighteenth century to the present day. Credit, five hours.

303. AMERICAN LITERATURE.

A study of representative writings from the early records of colonization to Walt Whitman. Credit, five hours .

304. AMERICAN LITERATURE.
A study of representative writers from Whitman to the present. Credit, five hours.

314. CHILDREN'S LITERATURE.
Designed for those who expect to teach in grades one to seven. Made up of poetry, plays, stories, and longer prose units for enjoyment and for background material. Not a part of an English major. Credit, five hours.

321. SHAKESPEARE.
An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of seven of his major plays and supplementary reading in background. Credit, five hours.

332. THE ENGLISH NOVEL.
A survey of the development of the novel as a type of literature. Reading of representative novels from 1740 to the present. Credit, five hours.

370. HISTORY OF THE ENGLISH DRAMA.
A study of the development of the English drama from the Middle Ages to the Twentieth Century, exclusive of Shakespeare. Reading of representative plays from the Sixteenth Century to the present. Credit, five hours.

372. MODERN AMERICAN DRAMA.
A study of representative modern American plays and playwrights from O'Neill to the present. Credit, five hours.

411-511. MILTON.
A study of *Paradise Lost, Samson Agonistes,* and selected minor poems, as well as several of the shorter prose works of Milton, as these works reflect Milton's influence on the 17th and later centuries. The course is designed primarily for graduate students, but seniors may enroll upon invitation. Credit, five hours.

412-512. THE EIGHTEENTH CENTURY.
Major figures from Dryden through Dr. Johnson, Credit, five hours.

422-522. THE LANGUAGE SKILLS.
An analysis of the elements of language necessary for effective communication, of their proper location in the curriculum, and of

the most effective means of presenting them to students. Extensive reading in the more recent studies of the teaching of grammar and composition. Credit, five hours.

424. ADVANCED COMPOSITION.
An examination of various types of composition with special emphasis on the practical application of techniques studied. Credit, five hours.

434-534. MODERN POETRY.
A study of twentieth-century British and American poetry with attention to the development of sound, independent critical judgment. Credit, five hours.

437-537. ROMANTIC POETRY.
A concentrated study of the poetry and thought of Wordsworth, Colerideg, Byron, Shelley, and Keats. Credit, five hours.

438-538. TENNYSON AND BROWNING.
A study of Tennyson and Browning and their relation to life and thought of the nineteenth century. Credit, five hours.

439-539. CHAUCER AND HIS AGE.
A detailed study of *The Canterbury Tales* with a glance at the minor poems. Credit, five hours.

452. INDEPENDENT STUDY.
Investigation of a topic or author of special interest. Approval by the chairman of the department is required. Credit, five hours.

GRADUATE COURSES

511. MILTON.
(See English 411-511.)

512. THE EIGHTEENTH CENTURY.
(See English 412-512.)

522. THE LANGUAGE SKILLS.
(See English 422-522.)

531. SHAKESPEARE.
An advanced course in Shakespeare open to those who have already had undergraduate work in the major plays. Emphasis on plays not usually studied at the undergraduate level. Consideration of divergent critical points of view. Credit, five hours.

534. MODERN POETRY.
(See English 434-534.)

537. ROMANTIC POETRY.
(See English 437-537.)

538. TENNYSON AND BROWNING.
(See English 438-538.)

539. CHAUCER AND HIS AGE.
(See English 439-539.)

540. MAJOR THEMES AND MOVEMENTS IN NINETEENTH CENTURY AMERICAN LITERATURE.
A study of recurrent ideas and attitudes especially as they appear in the writings of Poe, Emerson, Hawthorne, and Mark Twain. Credit, five hours.

SPEECH

Students will be expected to attain a reasonable degree of proficiency in speaking and oral reading. They will have the opportunity to add practical experience to their classroom theories by working on College Theatre plays, staging other campus programs, and participating orally in clubs and organizations.

101. FUNDAMENTALS OF SPEECH.
A study of the basic principles governing all effective speaking: conversation, group discussion, public speaking, and reading. Emphasis will be placed on the individual's specific problems in achieving good oral communication with opportunity for practical application of the principles learned. Offered as a freshman elective. Credit, five hours.

208. VOICE AND DICTION.
A practical study of the human voice and sound production with attention given to the rhythmic and melodic features of spoken American English. Each student is presented with pertinent and extensive drill-practice material to aid in his understanding of the characteristics of speech and voice used by educated American English speakers. Credit, five hours.

211. INTRODUCTION TO THE THEATRE.
An elementary study of the major forms and styles of theatre, exploring representative plays and playwrights. Designed for the

student who wishes to become more knowledgeable in his appreciation of the theatre arts. Credit, five hours.

309. PUBLIC SPEAKING.
Prerequisite: Speech 208 or consent of instructor.
Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery stressed. Credit, five hours.

310. ORAL INTERPRETATION.
Prerequisite: Speech 208.
Training in the art of reading aloud. Transmission of the author's meaning through voice and body. Credit, five hours.

323. PLAY PRODUCTION.
Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management. Work on College Theatre productions. Credit, five hours.

400. INDEPENDENT STUDY.
Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and chairman of department required for registration. Credit, five hours.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

The department of Health, Physical Education, and Recreation encompasses three areas of education. These are closely related but have features and functions which distinguish each from the other.

In the area of health, courses are offered by request and recognition of personal and community needs.

In the physical education area, a variety of activity courses which meet the college requirement, and professional courses planned to equip students with skills and knowledge in physical education are offered.

The recreation area offers courses that are designed to prepare the student with leadership qualities for various aspects of recreation.

The undergraduate major in health, physical education, and recreation requires a prescribed combination of courses from the three areas. Students also may major in Recreation.

Intercollegiate and Intramural Sports Program

The department directs an intercollegiate sports program for highly skilled men and women. Competition for men consists of baseball, basketball, golf, soccer, and tennis; for women, gymnastics, tennis, and volleyball.

A program of intramural sports is provided for all stuednts who wish to participate.

Physical Education Activity Program

The department offers a variety of activity courses which students may select in accordance with their individual needs and interests. The physical education activity courses are designed to meet the six quarter requirements in general education during the freshman and sophomore years. Students with physical disabilities are assigned to special classes.

Activity Courses Open to Majors and Non-Majors

The following courses comprise the activities program from which the student takes beginning, intermediate, or advanced sections, according to previous training and ability.


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Number	Activity	
101	Beg. Archery	(MW)
102	Beg. Badminton	(MW)
103	Bait Casting	(MW)
104	Basketball	(M)
105	Basketball	(W)
108	Fencing	(MW)
109	Field Hockey	(W)
110	Folk Dance	(MW)
111	Int. Folk Dance	(MW)
112	Beg. Golf	(MW)
113	Int. Golf	(MW)
115	Gymnastics	(M)
116	Gymnastics	(W)
118	Beg. Modern Dance	(MW)
119	Int. Modern Dance	(MW)
121	Recreational Games	(MW)
122	Sailing and Boating	(MW)
123	Sr. Life Saving	(MW)
124	Soccer	(M)
125	Speedball	(W)
126	Social Dance	(MW)
127	Softball	(M)
128	Softball	(W)

Number	Activity	
129	Beg. Swimming	(MW)
130	Int. Swimming	(MW)
133	Beg. Tap Dance	(MW)
135	Beg. Tennis	(MW)
136	Int. Tennis	(MW)
137	Advanced Tennis	(MW)
138	Touch Football	(M)
139	Track & Field	(M)
140	Track & Field	(W)
142	Tumbling	(MW)
143	Volleyball	(M)
144	Volleyball	(W)
145	Water Safety Inst.	(MW)
146	Wrestling	(M)
147	Int. Tumbling	(MW)
148	Shooting	(MW)
149	Square Dance	(MW)

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College Book Store.

In the activities marked (MW) men and women students may enroll in the same classes. Activities open only to men are marked (M) and those open only to women are marked (W).

Activities may be selected according to interest, capacity, and physical condition of the student. Two hours a week. Credit, one hour each quarter.

Students desiring credit for physical education activities in addition to the six quarter requirements may enroll in any activity other than those for which they have previously received credit. Two hours a week. Credit, one hour each quarter or on audit basis with permission of the instructor.

Undergraduate Professional Courses

The department offers courses leading to the Bachelor of Science and Bachelor of Arts Degrees. The professional curriculum in health, physical education, and recreation is designed to prepare the student in basic knowledges, skills, understandings, and competencies which will make it possible for him to demonstrate, teach, administer, and supervise activities required in a sound program. A major in health, physical education, and recreation is based upon the study of natural sciences, social sciences, and humanities and is designed to develop a skillful and well-educated individual.

Students majoring in health, physical education, and recreation are expected to follow a closely advised program of skills and activities in addition to techniques and theory courses. Students may exempt activities on the basis of proficiency. Majors are advised to take selected activities as freshmen and sophomores.

Health, physical education, and recreation majors are required to complete the following professional courses: 100, 308, 309, 310, 312, 314, 322, 328, 329, 331, 333, 401, 411, or equivalent (M), 423, 433, 445, Music 200, and the professional education courses required for teacher certification.

Students may elect additional hours as needed from physical education or activities. The Department of HPER requires each major to attain at least a grade of "C" in all of their professional courses. (Professional courses are defined as those courses in area IV of the core and all required junior and senior courses.)

If a grade of below "C" is earned in a professional course, the course must be repeated. Failure to achieve a "C" grade upon repeating the course will result in forced withdrawal from the department. (Change in the major area of emphasis.)

When a student is forced to withdraw from the department, he has the right to appeal to the Department's Standard and Ethics Committee.

The general college student who is interested in a concentration in dance or health in addition to his major area of study must complete the following requirements:

Dance	Five selected dance activity courses, Physical Education 316, 411, 416, Philosophy 411
Health	100, 325, 333, 340, 445

100. PERSONAL AND COMMUNITY HEALTH.
A study of scientific health knowledge which aims toward an understanding of the student in the preservation and promotion of personal health and in the protection offered in governmental and group activities of the community. Discussion of normal body functions presents facts which are needed in the personal care of the body and in the establishment of health habits, behavior, and attitudes. Credit, five hours.

150, 151, 152. FRESHMAN LABORATORY.
Activity science laboratory for freshman physical education majors. Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence, (309, 310). Offered fall, winter, and spring quarters. Credit, three hours each course.

201. A, B, C SPORTS APPRECIATION.
Designed for the spectator at athletic events; emphasis is on the popular sports of the season. Offered fall, winter, spring quarters. Credit, two hours each.

250, 251, 252. SOPHOMORE LABORATORY.
Activity science laboratory for sophomore physical education majors. Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence, (309, 310). Offered fall, winter, and spring quarters. Credit, three hours each course.

308. LEADERSHIP TRAINING IN PHYSICAL EDUCATION.
A study of the total program in physical education with emphasis upon materials, methods and techniques used in organizing and teaching physical education activities. Offered fall quarter. Credit, five hours.

309. LEADERSHIP TRAINING OF TEAM SPORTS. (M) (W)
Prerequisite: Completion of Team Sports Activities and HPER 308.
A study and practice of the leadership methods for the various team sports including the principles and techniques involved in organizing and administering the team sports in physical education. Offered winter quarter. Credit, five hours.

310. LEADERSHIP TRAINING OF INDIVIDUAL SPORTS. (M) (W)
Prerequisite: Completion of Individual Sports Activities and HPER 308.
A study and practice of the leadership methods for the various individual and dual sports including strategy, conditioning, schedule making, and other matters concerned with the leadership of these sports. Offered spring quarter. Credit, five hours.

312. TECHNIQUES AND ORGANIZATION OF GYMNASTICS.
Prerequisites: Physical Education 115 (M), 116 (W), 141 (M) 142 (W).
A study of coaching gymnastics on all levels, spotting of skills on all levels, and routine construction for competitive gymnastics. Officiating techniques, including rules for compulsory and optional exercises; running a gymnastic meet and gymnastic demonstrations will also be included. Two lectures and two laboratory periods. Offered winter quarter. Credit, three hours.

314. TECHNIQUES AND ORGANIZATION IN TRACK AND FIELD, SWIMMING.
Prerequisites: HPER 139 (M), 140 (W).
A study of the rules, mechanics, and principles of coaching track and field and swimming. Officiating techniques including rules for organizing and conducting track and field events and swimming meets. Two lectures, two laboratory periods. Offered spring quarter. Credit, three hours.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.
Prerequisite: Junior Classification.
A study of the principles, materials, and methods involved in organizing and teaching physical education in the elementary school. Credit, five hours.

316.A,B,C. ELEMENTARY DANCE COMPOSITION.

A study of movement, rhythm, form and design and the art principles necessary for dance composition. Student creates and teaches one composition to members of Modern Dance Group. Credit, two hours.

320. CREATIVE LEISURE.

Designed to enable the student to acquire recreational skills for lifetime enjoyment; provides for better understanding and appreciation of the environment and man's relationship to it; discusses concepts of mental, social, and physical well-being as these concepts relate to activities in the out-of-doors. Offered fall quarter. Credit, three hours.

322. KINESIOLOGY.

Prerequisite: Biology 210 and 211.

A study of the joint and muscular action involved in fundamental body movements and the common motor activities in physical education. Offered fall quarter. Credit, five hours.

325. SCHOOL HEALTH AND HEALTH EDUCATION.

A study of school health problems, teacher training in health-service programs, and all other basic practices and procedures in health education. An introductory course for teachers with emphasis placed on elementary school methods. Offered winter quarter. Credit, three hours.

328. PRINCIPLES OF PHYSICAL EDUCATION.

A study of the principles and objectives of physical education in its relationship to education. Offered fall quarter. Credit, three hours.

329. HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION.

A study of the historical and philosophical implications in the development of health, physical education and recreation from primitive man to the present day. Offered, spring quarter. Credit, five hours.

331. EVALUATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

The analysis and practice of procedures for determining organic fitness, motor capacities, and abilities as they relate to participation in physical education activities. Special attention to aptitude and achievement tests of specific motor abilities. Supplemented by clinical laboratory experiences. Offered winter quarter. Credit, three hours.

333. FIRST AID AND SAFETY EDUCATION.

The study, practice, and application of the standards and accepted principles of first aid. Satisfactory completion of requirements qualifies the student for the standard certificate in first aid from the American Red Cross. Lay Instructor's course certified by special arrangements with the American Red Cross. Offered winter quarter. Credit, five hours.

340. PUBLIC HEALTH: PRINCIPLES AND ADMINISTRATION.

A course including the study of the principles of sanitary science and preventive medicine with their application to home, school, and community problems. Aspects of local, state, and federal public health legislation and programs are studied. Offered winter quarter. Credit, five hours.

370. CAMP LEADERSHIP.

Introduction to the field of camping, the types, philosophies, and practices. Camp craft, outdoor recreation, and program are explored with emphasis on leadership. (A course designed for anyone interested in camping.) Offered fall quarter. Credit, three hours.

390. CARE AND PREVENTION OF ATHLETIC INJURIES.

Prerequisite: Biology 210.

Study and practice of the care and prevention of athletic injuries. Two lectures and one laboratory period. Offered spring quarter. Credit, three hours.

401. TECHNIQUES OF OFFICIATING.

A study of the rules, mechanics, and principles of officiating individual and team sports. Offered, fall quarter. Credit, three hours.

411. MATERIALS AND METHODS IN TEACHING DANCE.

Prerequisites: Music 200, HPER 110, 118, 126.

A study of the materials and creative methods for the teaching of dance with particular emphasis upon social, folk, square, and modern dance. A special study is made of the principles and philosophy of dance as an educational force, its related art forms, and its development and organization in the curriculum of today. Offered winter quarter. Credit, five hours.

416.A,B,C. ADVANCED DANCE COMPOSITION.

Prerequisite: Physical Education 316.

A continuation of Elementary Dance Composition using more complex forms and projects. Student creates and teaches one composition to members of Modern Dance Group and creates one solo composition. Credit, two hours.

423. RECREATIONAL LEADERSHIP.

A critical analysis of the problem of recreation and the creative use of leisure time. Includes study of the philosophy and historical development of play and recreation; the scope of recreational expressions; supporting and controlling agencies; leadership and organization of programs in the community and nation today. Offered winter quarter. Credit, five hours.

433. ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Prerequisites: HPER 308, 309, 310, 315, and 411.

A critical analysis of problems involved in the organization and administration of the total health, physical education, and recreation program. Emphasis upon the problems of facilities, equipment, program leadership, administrative devices, departmental policies, professional organizations, and departmental relationships. Offered winter quarter. Credit, five hours.

445. HEALTH EDUCATION IN THE SECONDARY SCHOOL.

Prerequisite: Health 100 and 333 or equivalent.

A study of materials, methods, and techniques used in organizing and teaching health education in the secondary school. Special emphasis is placed on preparation of tentative courses of study and methods of adapting them to various school programs. Offered fall quarter. Credit, five hours.

450. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Open to seniors with the approval of the department chairman. Credit, two, three, four, or five hours.

GRADUATE COURSES

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

A survey of current problems and trends in these fields. Students will be offered an opportunity for independent investigations and research. Credit, five hours.

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION.

A course providing opportunity for students to broaden their knowledge of scientific facts and effective health practices pertinent to personal, family, and community health problems. Credit, five hours.

510. EVALUATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Application of statistical techniques to research problems in Health, Physical Education, and Recreation. Credit, five hours.

515. THEORY AND PRACTICE OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION.

A course designed to meet the needs and interests of students at the graduate level in designated areas of activity. Credit, five hours.

550. OUTDOOR EDUCATION.

Teachers and others interested in instructional programs involving use of outdoor settings and school camps. Historical and philosophical bases and implications for the curriculum. Field trips and observations arranged. Credit, five hours.

560. PHYSIOLOGY OF EXERCISE.

Prerequisites: Biology 210, 211, Physical Education 322.

Includes an understanding of traditional concepts with regard to current advances related to muscular, respiratory, cardiovascular, nervous adaptions, and physical stress. Opportunity is offered to conduct experiments and studies on related topics. Credit, five hours.

574. ORGANIZATIONS AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.

A study of programs in elementary, junior, and senior high schools in health and physical education, including intramurals and athletics. Discussion of objectives, equipment, scheduling, policies, and other administrative problems. Credit, five hours.

575. CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION, AND RECREATION.

A study of curriculum needs, program planning, and the actual setting up of curricula to meet secondary school demands and interests. Credit, five hours.

670 HISTORY AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION, AND RECREATION.

A study of the basic physiological, psychological, and sociological background of the modern program with applications to society and education. Credit, five hours.

675. THE APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS.

Need, purpose, and study of psychology in physical education and athletics. Credit, five hours.

HISTORY AND POLITICAL SCIENCE

The Department of History and Political Science offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in history.
2. The Bachelor of Arts degree with a major in political science.
3. The Master of Arts degree in history.

The department also offers (1) undergraduate courses in geography which may be used to fulfill certain teacher certification requirements and as electives, and (2) graduate courses in history and in political science which fulfill content course requirements for the Master of Education degree with a concentration in social studies.

Detailed regulations governing graduate study in the department may be found under the heading "The Graduate Programs" elsewhere in the catalog.

The Major in History

The major in history consists of forty quarter hours of history above History 110 and 111, distributed as follows:

1. Two courses in American history: History 201 and 202.
2. Two courses in Modern European or English history selected from the following: History 315, 316, 411, 413, 415, 417, 418, 419, 421, 426.
3. Four additional courses in history.

Political Science 201 or 420 may be substituted for one of the four courses under category three above.

For certification to teach history in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) political science, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology). The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education.

Students contemplating a major in history are urged to take History 110 and 111 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for the Bachelor of Arts degree, including the foreign language.

History majors planning to go on to graduate work should take the Graduate Record Examination or the National Teacher Examination in the spring of the junior year or early in the fall of the senior year. (See "The Graduate Programs" for specific requirements.)

The Major in Political Science

The major in political science consists of forty quarter hours of political science above Political Science 101, distributed as follows:

1. Political Science 200.
2. Either Political Science 201 or 301.
3. Either Political Science 210 or 310.
4. Five additional 300 or 400 level courses in political science.

For certification to teach political science in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) history, (2) geography, (3) economics, (4) behavioral science (sociology, anthropology, psychology). The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education.

Students contemplating a major in political science are urged to take Political Science 101 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for the Bachelor of Arts degree, including the foreign language.

Political Science majors planning to go on to graduate work should take courses in statistics and computer science, and should take the Graduate Record Examination or the National Teacher Examination in the spring of the junior year or the fall of the senior year. (See "The Graduate Programs" for specific requirements for graduate work at Georgia College; the chairman of the department can supply information concerning graduate work elsewhere.)

Majors who plan to seek positions in government should also take the courses in statistics and computer science. Prospective applicants for law school should consult with the College Pre-Law Adviser for advice on course selection and preparation for the Law School Admission Test.

HISTORY

110. WORLD CIVILIZATION, I.
A survey of the history of the world from the beginnings down to 1763. Completion of this course and History 111 is prerequisite to all other history courses. Credit, five hours.

111. WORLD CIVILIZATION, II.
A continuation of History 110, carrying the study to the present. Credit, five hours.

110H.* WORLD CIVILIZATION, I.
Special Honors section of History 110. Open only to freshmen and sophomores with superior SAT scores and high school records who have been approved by the director of the college Honors Program. Fall quarter. Credit, five hours.

111H.** WORLD CIVILIZATION, II.
A continuation of History 110H, with same restrictions applying. Winter quarter. Credit, five hours.

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*Substitutes for History 110 in satisfying core curriculum and history prerequisite requirements.

**Substitutes for History 111 in satisfying core curriculum and history prerequisite requirements.

201. THE UNITED STATES TO 1865.
A general study of American history from early exploration through the Civil War. Required of majors, who must take before more advanced courses in American history. Credit, five hours.

202. THE UNITED STATES SINCE 1865.
A continuation of History 201, with particular emphasis upon the contemporary period. Required of majors, who must take it before more advanced courses in American history. Credit, five hours.

290H. SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA. (also listed as Political Science 290H and Sociology 290H.)
An interdisciplinary approach to the issues of Twentieth Century America. Open only to sophomores or above who are enrolled in the college Honors Program.

315. ENGLAND TO 1660.
A survey of the history of England from earliest times to the Restoration. Credit, five hours.

316. ENGLAND SINCE 1660.
The history of England from the Restoration to the present. Credit, five hours.

323. LATIN AMERICA.
A study of the political, economic, and social development of the Latin-American republics, with emphasis on their relations with the United States. Credit, five hours.

341. ECONOMIC HISTORY OF THE UNITED STATES.
An examination of economic factors affecting the history of the United States from the colonial period to the present. Credit, five hours.

352. EAST ASIA.
An outline of the history of China and Japan and adjacent areas. Special attention is given to the twentieth century. Credit, five hours.

400-500. CLASSICAL CIVILIZATION.
The history of Greece and Rome, stressing the transmission of classical culture to later periods. Credit, five hours.

401-501. THE NEGRO IN AMERICAN HISTORY.
The role of black Americans in the development of the United States. Some attention is given to the black experience in other areas of the Western Hemisphere. Credit, five hours.

402. THE ANCIENT WORLD.
The people and cultures of Western Asia and Egypt from earliest times through the fall of the Persian Empire. Credit, five hours.

406. THE MIDDLE AGES.
Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered. Credit, five hours.

407-507. COLONIAL AMERICA.
The North American colonies from settlement to the American Revolution. The English colonies are emphasized, but French, Dutch, and Spanish colonies are also considered. Credit, five hours.

409-509. CONTEMPORARY AMERICA.
The United States from World War I to the present. Credit, five hours.

411-511. EUROPE IN THE TWENTIETH CENTURY.
Contemporary European problems and their background with emphasis on social and political changes growing out of World War I. Credit, five hours.

413-513. ECONOMIC AND SOCIAL HISTORY OF ENGLAND SINCE 1870.
England's place in the emergence of the modern world economy of interdependence, and the resulting effects on all social classes. Credit, five hours.

415-515. RENAISSANCE AND REFORMATION.
The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries. Credit, five hours.

417. MODERN RUSSIA.
Russia from the time of Peter the Great to the present. Credit, five hours.

418. THE AGE OF ABSOLUTISM, 1648-1789.
Europe in the era of the great dynasties, from the Peace of Westphalia to the French Revolution. Credit, five hours.

419-519. THE FRENCH REVOLUTION AND NAPOLEON.
Europe from 1879 to 1815, emphasizing the role of France in the events of the period. Credit, five hours.

420-520. THE AMERICAN CIVIL WAR.
The background of the war, followed by a detailed examination of the conflict between 1861 and 1865. Credit, five hours.

421. EUROPE IN THE NINETEENTH CENTURY.
The history of Europe in its world setting from the Congress of Vienna to the end of the century. Credit, five hours.

422-522. THE ANTE-BELLUM SOUTH.
An examination of basic factors in Southern life such as the agrarian economy and racial dualism. Credit, five hours.

426-526. CONSTITUTIONAL HISTORY OF ENGLAND.
A study of English constitutional history emphasizing developments in England and the British Empire after 1776. Credit, five hours.

430-530. THE SOUTH SINCE RECONSTRUCTION.
Economic, social, and political developments in the South from the end of Reconstruction to the present. Credit, five hours.

432-532. STUDIES IN GEORGIA HISTORY.
Economic, social, and political developments in Georgia with emphasis on modern trends. Credit, five hours.

436. THE AMERICAN CHARACTER.
An examination of attitudes, values, and concepts commonly associated with the word "American," and some comparisons between American culture and that of other countries. Credit, five hours.

438. MAN AND HIS ENVIRONMENT.
A historical and political study of man's relation to the earth's resources, with emphasis on the United States and conservation. Pollution, over-population, and other environmental problems are examined in their social context. Credit, five hours.

440. URBAN AMERICA.
A study of the growth of the American city from colonial times to the present era of the megapolis. Attention will be given to the economic, social, political, cultural, racial, and religious tones of urban life. Credit, five hours.

442-542. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1865.
An examination of the principal ideas and cultural trends which shaped American life in the formative years of the nation. Credit, five hours.

443-543. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865.

A study of selected concepts and attitudes in their social framework from Social Darwinism to student activism. Credit, five hours.

451-551. TROPICAL AFRICA TO 1860.

Tropical Africa to 1860, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest. Credit, five hours.

453-553. COLONIAL AND CONTEMPORARY AFRICA.

Africa since 1860; considered are European penetration and the partition, colonial rule and the African response, and the independence movement. Credit, five hours.

455-555. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455-555.)

498. INDEPENDENT STUDY.

Investigation of a topic or period of special interest, with reports to the instructor. Open only to juniors or seniors with superior records who have been approved by the chairman of the department. Credit, two, three, four, or five hours.

499-599. INTERNSHIP.

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

GRADUATE COURSES

500. CLASSICAL CIVILIZATION. (See History 400-500.)

501. THE NEGRO IN AMERICAN HISTORY. (See History 401-501.)

507. COLONIAL AMERICA. (See History 407-507.)

509. CONTEMPORARY AMERICA. (See History 409-509.)

511. EUROPE IN THE TWENTIETH CENTURY. (See History 411-511.)

513. ECONOMIC AND SOCIAL HISTORY OF ENGLAND SINCE 1870. (See History 413-513.)

515. RENAISSANCE AND REFORMATION. (See History 415-515.)

519. THE FRENCH REVOLUTION AND NAPOLEON. (See History 419-519.)

520. THE AMERICAN CIVIL WAR. (See History 420-520.)

522. THE ANTE-BELLUM SOUTH. (See History 422-522.)

525. THE TEACHING OF HISTORY AND RELATED STUDIES.
A course for social studies teachers which deals with techniques and materials on the secondary-school level. Special attention is given to revision of viewpoints in history. Credit, five hours.

526. CONSTITUTIONAL HISTORY OF ENGLAND. (See History 426-526.)

527. THE RECONSTRUCTION PERIOD.
An intensive study of the troubled era following the Civil War. Credit, five hours.

529. MODERN GERMANY.
Germany from the formation of the Second Reich to the present. Credit, five hours.

532. STUDIES IN GEORGIA HISTORY. (See History 432-532.)

542. AMERICAN SOCIAL AND INTELLECTUAL HISTORY TO 1865. (See History 442-542.)

543. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865. (See History 443-543.)

551. TROPICAL AFRICA TO 1860. (See History 451-551.)

553. COLONIAL AND CONTEMPORARY AFRICA. (See History 453-553.)

555. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455-555.)

599. INTERNSHIP. (See History 499.)

600. HISTORIOGRAPHY.
A study of historical interpretations and the art of historical writing. Credit, five hours.

605, 608, 611, 614, 617. Graduate Seminars.
Areas and topics will vary from year to year, and may be treated either as research seminars or as directed readings and discussions. Credit, five hours each.

605. SEMINAR IN AMERICAN HISTORY.

608. SEMINAR IN EUROPEAN HISTORY.

611. SEMINAR IN SOUTHERN HISTORY.

614. SEMINAR IN ENGLISH HISTORY.

617. SEMINAR IN AFRICAN HISTORY.

650. ADVANCED STUDY.
Independent reading and reports arranged by the instructor according to the individual student's preparation, background, and needs. A research paper is required. Open to M.Ed. students upon approval of the chairman of the department and required of all M.A. students. Credit, five hours.

654. THESIS RESEARCH.
Credit, five hours.

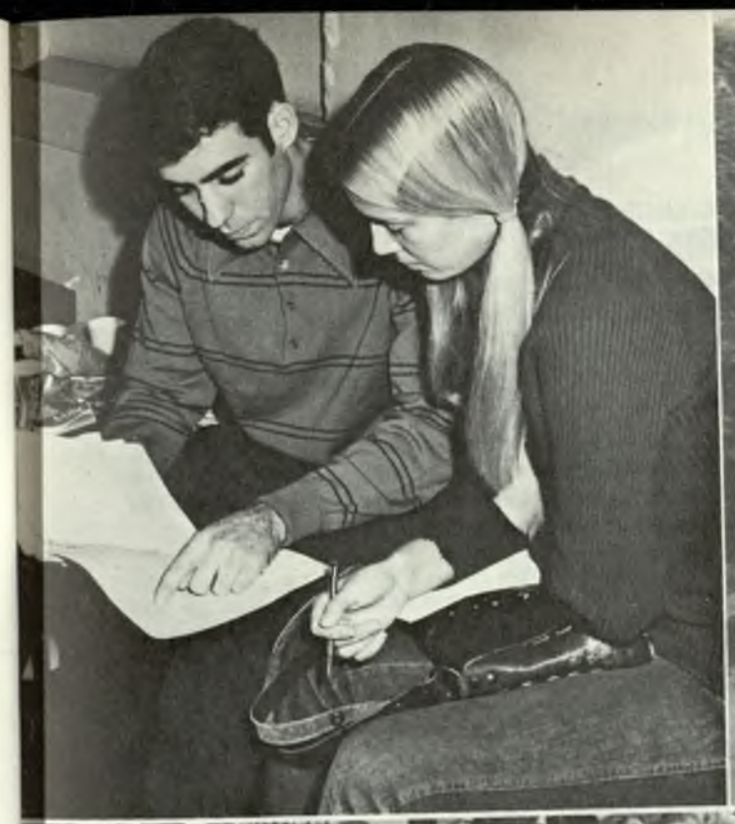
POLITICAL SCIENCE.

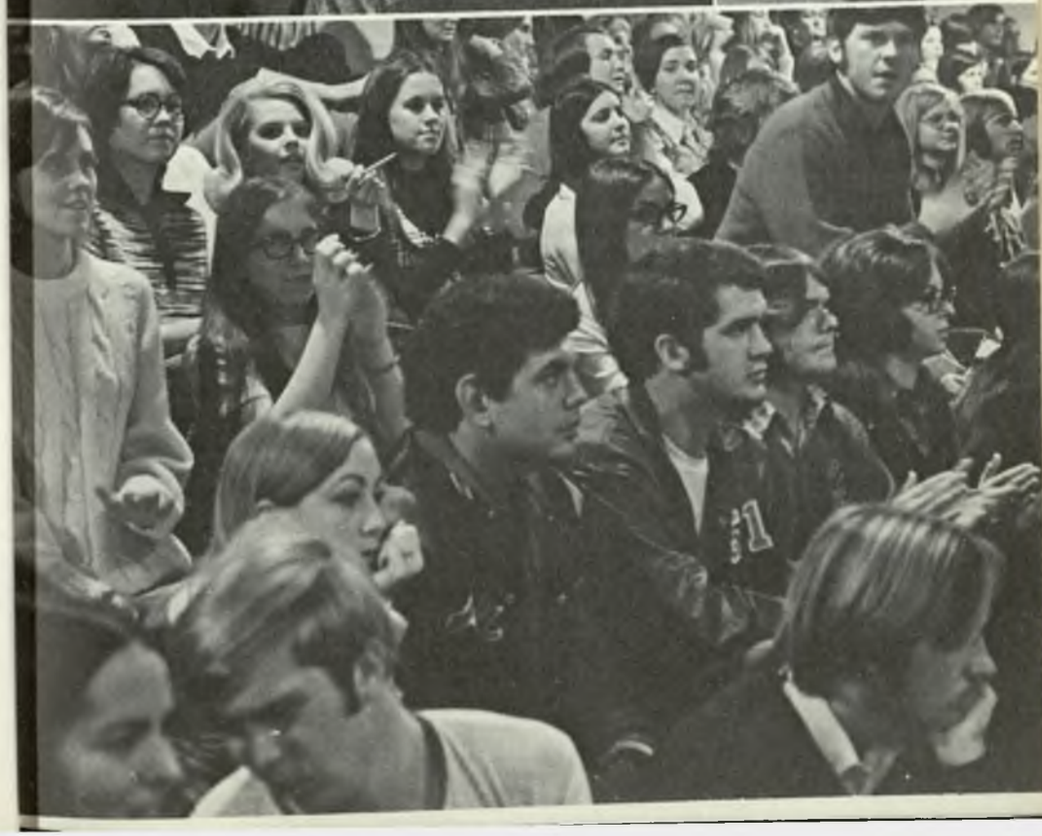
101. THE AMERICAN POLITICAL SYSTEM.
A general survey of political science concentrating on the political process through examination of the structures and functions of the American federal system. The course introduces the systems analysis model and the behavioral techniques of political science. Prerequisite to all other courses in political science. Credit, five hours.

200. INTRODUCTION TO POLITICAL SCIENCE.
A study of the development and scope of the political science discipline and its methods of research and presentation. Required of majors, but open to others. Credit, five hours.

201. THE POLITICAL SYSTEM OF THE AMERICAN STATES.
A study of the structures, functions, ad problems of contemporary state governments. The changing role of the states is examined in relation to their subunits and their intergovernmental relationships with other states and the federal government. Credit, five hours.

210. THE POLITICAL SYSTEMS OF INTERNATIONAL ORGANIZATIONS.
A study of the development, the structures and procedures, and the policies of contemporary regional alliance systems and of the international system of the United Nations and its subsidiary organizations. Credit, five hours.





290H. SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA. (See History 290H.)

301. THE POLITICAL SYSTEMS OF METROPOLITAN AREAS.
A study of the political structures and processes of urban and suburban America. Credit, five hours.

305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESS.
A study of the origins, development and contemporary roles, structures, and problems of parties. The recruitment of candidates and the conduct of campaigns and elections is examined within the framework of the American political system. Credit, five hours.

310. INTERNATIONAL RELATIONS AND POLITICS.
A study of the relationships among national states and of the politics of national state, regional, and international alliance systems. Credit, five hours.

315. THE AMERICAN JUDICIAL SYSTEM.
A study of the federal judicial process concentrating on the role of the Supreme Court as the judicial policy-making institution in the American political system. Credit, five hours.

320. COMPARATIVE EUROPEAN POLITICAL SYSTEMS.
A study of the political systems of the major European countries. The structures, party systems, and performance of the governments of Great Britain, France, West Germany, Italy, and the Soviet Union are compared. Credit, five hours.

405-505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES.
A study of the development and current application of political and civil rights and religious liberties in the American political system. Emphasis is placed on the role of the Supreme Court and its decisions incorporating the Bill of Rights against the states as well as the collateral policy-making operations of the executive and congressional systems. Credit, five hours.

410. WESTERN POLITICAL THEORY, I.
A study of political theory from Plato to Hobbes. The classical views of the traditional theorists are studied and their relevance to contemporary events is examined. Credit, five hours.

411. WESTERN POLITICAL THEORY, II.
A study of political theory from Locke to the present. A continuation of Political Science 410. Credit, five hours.

420-520. AMERICAN POLITICAL THEORY.
A study of American political thinking from the colonial era through the contemporary period. Credit, five hours.

438. MAN AND HIS ENVIRONMENT. (See History 438.)

450-550. THE INTERNATIONAL LEGAL SYSTEM.
A study of the theories and institutions which govern the lawful practices and relationships between national states. Credit, five hours.

455-555. CONTEMPORARY AMERICAN FOREIGN POLICY.
A study of the development of American foreign policy during the twentieth century. Emphasis is placed upon America's emergence as a world power and her role of alliance leadership in the nuclear age. Credit, five hours.

475-575. CONTEMPORARY INTERNATIONAL PROBLEMS.
An examination of the most critical problems in world affairs with emphasis on those areas which have the greatest potential for increasing the level of tension between the great powers. Credit, five hours.

498. INDEPENDENT STUDY.
Investigation of a topic of special interest, with reports to the instructor. Open only to junior or senior political science majors with superior records who have been approved by the chairman of the department. Credit, two ,three, four, or five hours.

499-599. INTERNSHIP.
Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

GRADUATE COURSES

505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (See Political Science 405-505.)

520. AMERICAN POLITICAL THEORY. (See Political Science 420-520.)

550. THE INTERNATIONAL LEGAL SYSTEM. (See Political Science 450-550.)

555. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455-555.)

575. CONTEMPORARY INTERNATIONAL PROBLEMS. (See Political Science 475-575.)

599. INTERNSHIP. (See Political Science 499.)

GEOGRAPHY

200. PHYSICAL GEOGRAPHY. (Formerly Principles of Geography.)
A study of the shape and form of the world land mass, the configuration of the oceans and seas, the enveloping atmosphere, and the distribution of climates and soils. Credit, five hours.

376. CULTURAL GEOGRAPHY.
A world regional survey of population and cultural phenomena. Emphasis is placed upon man's organization of and relationship to his environment. Credit, five hours.

401. ECONOMIC GEOGRAPHY.
A study of the relations of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world. Credit, five hours.

440. GEOGRAPHY OF THE UNITED STATES AND CANADA.
A study of the physical, social, and economic regions of North America, with attention to their interdependence. Credit, five hours.

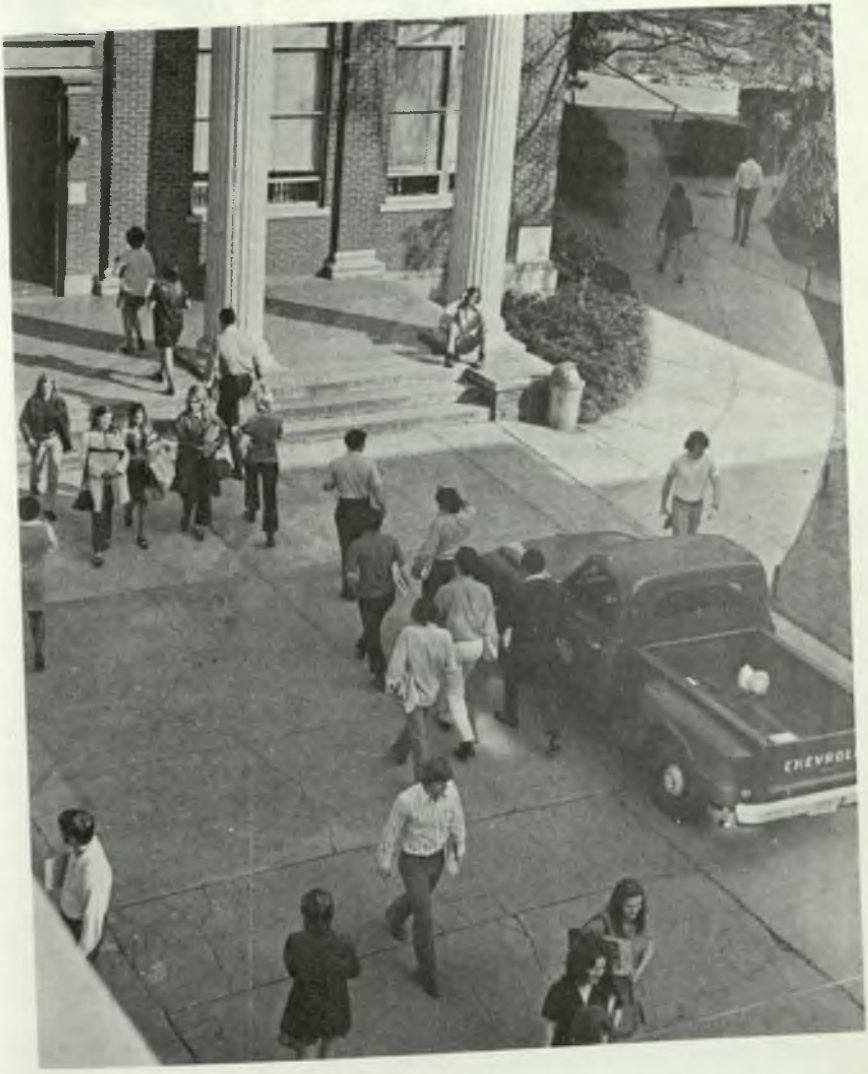
443. GEOGRAPHY OF EUROPE.
A study of the physical and cultural patterns of the continent west of the Soviet Union. Each country is examined with a view to understanding its individuality within the regional complex. Credit, five hours.

446. GEOGRAPHY OF AFRICA.
An examination of the regions of Africa in terms of their physical and cultural frameworks. Economic and political developments of the newly-emergent nations are stressed. Credit, five hours.

449. GEOGRAPHY OF LATIN AMERICA.
An analysis of the geography of continental and Caribbean Latin America, including physical, cultural, and economic characteristics of the various regions. Credit, five hours.

499. INTERNSHIP.

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.



HOME ECONOMICS

The purposes of the department are to prepare students for the home economics professions and to develop skills, attitudes, and appreciations which will enable them to live as members of a family and society. A part of the program is devoted to the education of young women and men in fundamentals that make for better personal and family living. Those who wish to secure the Bachelor of Arts Degree must satisfy the requirements for a foreign language and should plan the program with the Home Economics adviser.

Five curricula are offered for the degree of Bachelor of Science with a major in Home Economics: (1) home economics education, (2) dietetics, (3) fashion marketing, (4) food service technology, and (5) institutional food service administration.

Curriculum for Home Economics Education

The requirements for this program are approved by the Vocational Division of the United States Office of Education. Students completing the requirements are qualified to teach home economics in departments approved for vocational home economics education by the State Department of Vocational Education.

They are also qualified to become home economists in extension service, public utilities, and family and children's services. In addition to meeting the following requirements for the major, students may take a concentration in Child Development, Foods, Clothing, Family Life Education, or courses for work with public utilities. Electives may be used in this way. Requirements are:

Art 100

Home Economics 120, 215, 224, 293, 311, 314, 324A, 326, 330, 331, 332, 432, 451, 453

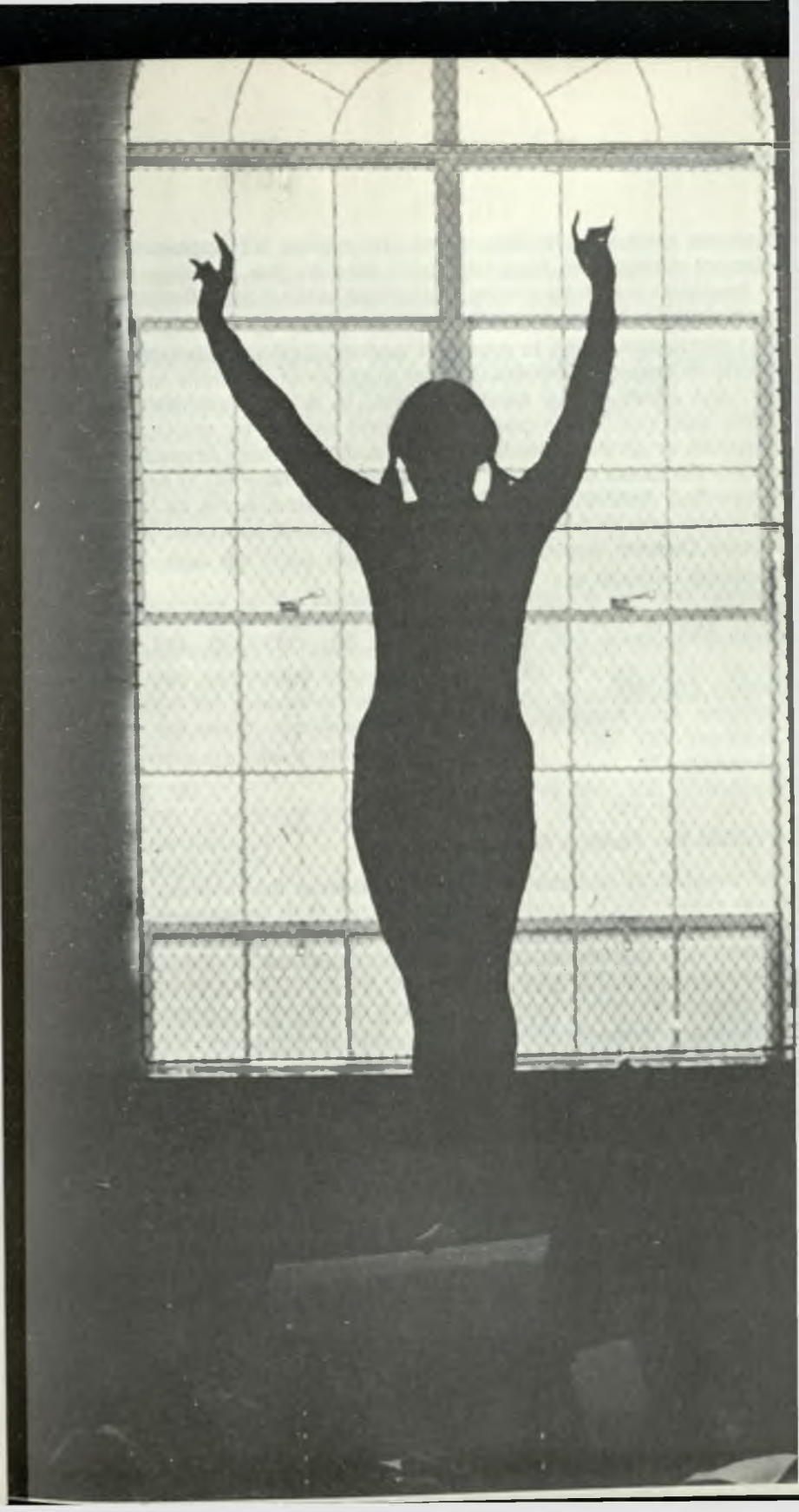
Education 204, 405, 466, 472, 481, 482, 483

Choice of one: Biology, 211, 320, Chemistry 231, Physical Science 102

Choice of one: Economics 473, Sociology 452, 462

Curriculum for Dietetics

The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association.



Students graduating in this major are eligible for appointments as student dietitians in hospitals accredited by the American Dietetic Association and by similar accredited institutions offering advanced work in food administration.

This curriculum, open to men and women, prepares students for positions as hospital dietitians and for managerial positions in cafeterias, and other eating establishments. It is recommended that students gain practical experience in food service by employment in hospitals or other institutions in the summer which immediately precedes the junior and senior years. Students who wish to become fully qualified dietitians must, following graduation, serve as internship for one year in hospitals or other institutions approved by the American Dietetic Association.

Required courses are:

Art 100
Home Economics 215, 324A, 326, 333, 341, 343, 423, 424, 427, 432, 446, 451
Biology 211, 320
Business Administration 217, 251, 443
Chemistry 231, 351
Education 478
Psychology 201, 448 or 452

Curriculum For Fashion Marketing

The program is designed to prepare students for retailing positions in stores, shops, and specialized work with industries. It is planned for careers that are suitable for men and women who are interested in becoming managers, buyers, consultants, or coordinators in merchandising fields.

This major in retailing involves two departments: Home Economics and Business Administration and Economics. Students who are interested in the Home Economics concentration are advisees of the Home Economics Department. Those interested in the Business Administration and Economics concentration are advisees of the Business Administration and Economics Department.

Requirements For Admission To The Fashion Marketing Program

It is recommended that students have previous work experience in retail stores or in clothing and textile industries prior to their junior year. Two months or sixty days of full-time employment is suggested.

A grade of 2.0 by the beginning of the junior year is required.

Transfer students are required to arrange an interview with the program coordinator immediately upon entering the program.

Requirements for Home Economics Advisees:

Home Economics 120, 214, 224, 311, 316, 417 or Business Administration 362, H. Ec. 418, 419
Business Administration 212, 217, 251, 361, 363, 366, 443
Economics 271
Art 100, 320
Psychology 201
Sociology 452

Curriculum for Food Service Technology

This major is for students who may wish to become specialists in food service. One may become an assistant to a hospital dietitian or be in charge of the food service in a nursing home. He or she may also administer school food services or work as an assistant manager for a commercial institution. The major is a two year program for which the Associate degree is given.

Required courses are:

Art 100
Home Economics 215, 216, 217, 324A, 333, 341, 342, 420, 421
Psychology 201
Biology 320

Institution Food Service Administration

Men and women students who may graduate with this major will be eligible for commercial food service positions. The student may be a major in the Home Economics Department or the Business Administration Department. The Bachelor of Science degree is awarded when the program has been completed. Summer field experiences are encouraged and supervised work experiences during the senior year are a part of the program.

The courses that are required for Home Economics majors are:

Art 100
Home Economics 215, 224, 293, 324A, 331, 333, 326, 341, 342, 420, 421, 432, 446
Business Administration 203, 217, 251, 361, and 443
Chemistry 231
Biology 320

100. HOME ECONOMICS AND ITS CAREERS.

The student gains an acquaintance of the philosophy, scope and purpose of home economics. A study is made of the opportunities, preparation and personal qualities important for each profession. Required of home economics majors in their first year of enrollment at Georgia College. Credit, one hour.

120. DRESS FOR THE INDIVIDUAL.

This is a beginning clothing course including individual figure analysis with selection of appropriate dress and accessories. Basic principles of clothing construction are applied in making simple garments with emphasis on fitting and creativity. Three lectures and two two-hour laboratory periods. Credit, five hours.

214. VALUES OF DRESS.

This is a beginning course in the comprehensive study of why dress. Emphasis is placed on attitudes and relationships of dress to emotional and social stability. Credit, five hours.

215. PRINCIPLES OF FOOD PREPARATION.

A study is made of the basic scientific concepts of food preparation in relation to quality and nutritional value. Effective use of time, energy, money, and equipment are applied to preparation. Three lectures and two two-hour laboratory periods. Laboratory fee, $5.00. Credit, five hours.

216. QUANTITY FOOD CONTROLS.

This course deals with selection of food by written specifications, receiving of food and supplies, storage and record keeping, and handling of left-overs. Three lectures and two double laboratory periods. Credit, three hours.

217. FOOD SERVICE MANAGEMENT.

Principles of organization and management, standards of sanitation for food service institutions, job analysis, labor policies, labor organizations, personnel problems, and financial control will be included. Credit, three hours.

224. TEXTILES.

A consumer oriented study is made of textiles. Emphasis is placed on basic information of fibers, fabric construction, and finishes to enable the consumer to determine use, serviceability and care of apparel and household fabrics. Three lectures and two two-hour laboratory periods. Credit, five hours.

293. FAMILY INTERACTION.

A study of personal and social problems which arise in connection with the establishment of the family. Credit, five hours.

311. FAMILY APPAREL.

Prerequisites: Art 100, Home Economics 120, 224.

A study of the clothing needs during the various stages of the family cycle with consideration of various socio-economics groups. Opportunity is provided for planning, selecting, constructing, and buying apparel for family members. Two two-hour laboratory periods. Credit, five hours.

314. FURNISHING THE HOUSE.

Prerequisites: Art 100 and Home Economics 224.

An application of principles of art, consumer buying, management and financial relationships in furnishing the family dwelling. Three lectures and two two-hour laboratory periods. Credit, five hours.

316. FASHION INNOVATION AND MARKETING.

Prerequisite: Business Administration 361.

A study is made of the workings of the fashion world from designing to marketing. Credit, five hours.

324A. NUTRITION.

Prerequisite: Chemistry 101.

Food nutrients and basic nutrition principles are applied to the functions of food in the body. An evaluation is made of food practices and an ability is developed to plan and select adequate diets. Credit, five hours.

324B. NUTRITION.

Basic nutrition concepts are applied to the individual, family, elementary school, and those requiring nursing care. For early childhood education and nursing majors. Credit, three to five hours.

326. MEAL MANAGEMENT.

Prerequisite: Home Economics 215.

Students have experience in planning, marketing, preparing, and serving foods for family meals at different economic levels. Emphasis is placed on management of time, energy, materials, and money. Three lectures and two two-hour laboratory periods. Labotary fee, $5.00. Credit, five hours.

330. PERSONAL AND FAMILY FINANCE.

Principles of personal and family financial planning are studied. Credit, three hours.

331. HOME MANAGEMENT.

A study is made of principles of time and energy management as they relate to individuals and family living. Credit, three hours.

332. EQUIPMENT FOR CONSUMERS.

Principles in selection, use, care, and expected performance of household equipment are covered. One lecture and two two-hour laboratory periods. Credit, three hours.

333. INSTITUTIONAL EQUIPMENT AND LAYOUT.

The course includes the principles of equipment selection and layout for institutional food service organization. Emphasis will also be given to the operation and care of equipment. Two lectures and one two-hour laboratory period. Credit, three hours.

341. QUANTITY FOOD PRODUCTION, I.

Prerequisite: Home Economics 215.

Principles of organization and management are applied to the production of food in large quantities. Experience is provided in the use of institutional equipment in food preparation. Credit, five hours.

342. QUANTITY FOOD PRODUCTION, II.

This course is a continuation of Home Economics 341. It emphasizes the application of principles of preparing various types of food to achieve quality for 25-50 people. One lecture and two three-hour laboratory periods. Credit, five hours.

343. FOOD SERVICE ORGANIZATION AND MANAGEMENT.

Principles of scientific management as related to food systems and appropriate control aspects are involved. The role and responsibilities of management in food service with emphasis on institutional organization, human behavior, and record keeping. Credit, five hours.

412. TAILORING.

Prerequisite: Home Economics 311.

A critical analysis, evaluation, and application of the major principles involved in tailoring as a basis for understanding clothing construction. Credit, five hours.

414. DRESS DESIGN.

Dress design is applied through flat pattern designing. Pattern development, alteration, and styling will be emphasized. One lecture and three two-hour laboratory periods. Credit, five hours.

417. MERCHANDISE INFORMATION AND CONSUMER BEHAVIOR.

Prerequisite: Home Economics 224.

This course is a study of fundamentals of textiles related to the consumer's clothing needs emphasizing buying procedures. A study is made of buying patterns of the consumer. Credit, five hours.

418-518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION.

Prerequisite: Home Economics 311.

An examination of clothing in its relationship to economic principles, customs, values, fashion and other social and psychological forces. The course stresses an awareness of these forces in planning and selecting clothing.

419. FIELD EXPERIENCE IN FASHION MARKETING.

Prerequisite: Senior standing.

This course provides for off-campus supervised experience in a cooperative program with business establishments. Students have merchandise experiences with textiles and/or apparel. Credit, ten or fifteen hours.

420. TECHNIQUES AND PROCEDURES FOR SUPERVISION OF FOOD SERVICE ADMINISTRATION.

The student will apply principles of organization and management, work with personnel in actual situations in approved food establishments. Credit, five hours.

421. FOOD FOR SPECIAL OCCASIONS.

Prerequisites: Home Economics 324, 326 or permission of department.

Emphasis is given to food preparation skills and management for such occasions as buffet meals, receptions, formal meals, and outdoor meals. Three lectures and two-hour laboratory periods. Laboratory fee, $5.00. Credit, five hours.

423-523. EXPERIMENTAL FOODS.

Prerequisite: Chemistry 101.

Study of chemical and physical properties affecting food preparations. Controlled experimentation will be used to test principles and techniques. Group and individual projects. Three lectures and two two-hour laboratory periods. Laboratory fee $5.00. Credit, five hours.

424-524. ADVANCED NUTRITION.
Prerequisites: Home Economics 324, Chemistry 231, 351.
This course deals with current knowledge of the metabolic functions of food in the human organism. Credit, five hours.

427-527. DIET THERAPY.
Prerequisite: Home Economics 424.
A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases. Three lectures and two two-hour laboratory periods. Credit, five hours.

432. HOME MANAGEMENT RESIDENCE.
Management principles are applied through residence in the home management house. Parallel with Home Economics 331. Credit, three hours.

435. THE FAMILY AS HOUSING CONSUMERS.
This course is designed to help young persons or young families to become informed consumers in their choice of a place to live appropriate for income and values. Credit, three hours.

444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT.
Prerequisite: Home Economics 343.
Individual and group investigation of problems in institutional management. Training and practical experience in the food service department and residence halls. Conferences and reports at appointed hours and four two-hour laboratory periods. Elective for institutional management majors. To be offered upon special request. Credit, five hours.

446. QUANTITY FOOD PURCHASING AND CONTROL.
The course deals with principles and methods of purchasing food in quantity, using specifications, control food cost through estimating, buying, and storing. Emphasis is placed on factors determining quality, grade, and cost. Three lectures and two two-hour laboratory periods. For institutional management majors. Credit, five hours.

451. CHILD DEVELOPMENT AND GUIDANCE.
Study is made of current concepts of growth, development, and factors which contribute to physical, intellectual, and emotional life of human beings particularly between conception and age seven. Observation is made of children. Credit, five hours.

453-553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE.
Prerequisite: Home Economics 451.
Opportunity is offered for the student to explore at an advanced level the principles of human development and child study in relation to infancy and the preschool period. Participation in nursery school and home settings is required. Credit, five hours.

454-554. INDEPENDENT STUDY.
An opportunity is provided for advanced study in any area of concentration in the home economics field. The course is for students enrolled in the honors program, or seniors and graduate students who are approved by the chairmen of the department. Credit, five hours.

455-555. THE CHILD IN THE FAMILY AND COMMUNITY.
Family factors affecting the child's development are identified and studied. Community influences, resources and services for children of various social economic groups are explored. Direct contacts will be made with community agencies. Credit, five hours.

466. SCHOOL AND COMMUNITY PROBLEMS: Implications for Curriculum Planning in Home Economics.
Prerequisites: Education 204, 205 and overall average of 2.0.
A study of the facts, trends, and needs of different ages, cultural, and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Responsibilities of the home economics teacher in the extended school program are studied as well as problems of the school and community which have implications for teaching. Observation in selected communities to be arranged. Credit, five hours.

472. METHODS OF TEACHING HOME ECONOMICS IN THE SECONDARY SCHOOL.
Prerequisites: Education 204, 405, and a general average of 2.0.
An exploration of instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with high school pupils and adults. The relation of home economics to the entire school program and community is included. Students select, evaluate, organize, and develop teaching materials for adolescents and adults. Observation in public schools to be arranged. Credit, five hours.

478. METHODS OF TEACHING NUTRITION.
A study is made of the methods of teaching of nutrition. Offered with Ed. 472 upon request. Credit, five hours.
A double course. Credit, five hours each course.

481-482-483. STUDENT TEACHING IN HOME ECONOMICS EDUCATION.

Prerequisites: Education 472 and overall average of 2.0.

Full time student teaching is provided as the concluding experience of the professional sequence. Selected off-campus cooperating centers will be utilized for experience in teaching consumer homemaking and occupational Home Economics and extra-curriculum activities. Credit, five hours each course. Offered winter and spring.

494-594. HUMANISTIC FAMILY LIVING.

Prerequisite: Home Economics 293 or permission of the instructor.

This course deals with parenthood, interaction of family members, their roles, their relationships to communities, cultures and the social forces currently affecting family living. Credit, five hours.

GRADUATE COURSES

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

Prerequisites: Education 472-481-2-3, or permission of department chairman.

This course deals with philosophy and trends in home economics education, methods of teaching home economics, and methods of evaluation. Credit, five hours.

515. ADVANCED PROBLEMS IN APPAREL SELECTION.

Prerequisite: Approval of Instructor.

A survey of new developments in the areas of clothing and textiles as relates to selection, care, and buying. The course will include a research problem determined by the individual's interest in clothing selecting. Credit, five hours.

518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION. (See Home Economics 418.)

523. EXPERIMENTAL FOODS. (See Home Economics 423.)

524. ADVANCED NUTRITION. (See Home Economics 424.)

525. FAMILY AND COMMUNITY NUTRITION PROBLEMS.

Prerequisite: Home Economics 324.

A review will be made of the fundamentals of nutrition. A survey will be made of family and community nutrition problems. Plans will be made for alleviating conditions. Special attention will be given to feeding low income families and methods of teaching nutrition. Credit, five hours.

527. DIET THERAPY. (See Home Economics 427.)

531. FAMILY ECONOMICS.
An analysis is made of the financial problems throughout the family life cycle and some possible ways of handling them. Such topics as human resources, savings, economics protection, credit risks, and the effect of the economy on the individual and family will be considered. Credit, five hours.

533. MANAGEMENT OF HUMAN RESOURCES.
Social and technical concepts and principles related to the use of human resources in the management of work in the home are studied. Credit, five hours.

535. FAMILY HOUSING PROBLEMS.
The effects of housing on family and community life will be explored. Family structure, technology, social and financial factors will be guides for selecting and planning for housing, and in improving housing conditions. Credit, five hours.

538. RESOURCES FOR TEACHING HOUSE FURNISHINGS.
A study will be made of trends and new concepts in furnishing the house. Aesthetics, functionalism, and consumer buying at different costs levels will be emphasized. Methods and materials for teaching home furnishings for the high school will be included. Credit, five hours.

550. MANAGEMENT AND HOUSEHOLD EQUIPMENT.
A study of family management in relation to selection, use, arrangement, and care of equipment in home and school situations is made. Consideration is given to the advantages of various types of equipment in relation to food preparation, laundering, cleaning, and home lighting. Laboratory experiences provided with many types of equipment. Credit, five hours.

552. READINGS IN CHILD DEVELOPMENT.
Prerequisites: Home Economics 451, 453-553 or equivalent.
The course provides for further study of the developmental needs and expectations of young children based on Home Economics 451 and 453-553. It is concerned with characteristic and deviate behaviors and their interpretation. Special attention is given to reading research. Opportunity is given for students to work with child development situations according to interest. Credit, five hours.

554. INDEPENDENT STUDY. (See Home Economics 454.)

555. THE CHILD IN THE FAMILY AND THE COMMUNITY. (See Home Economics 455.)

590. FAMILY LIFE EDUCATION.

This course is designed to aid home economics teachers in analyzing possible approaches to studying family life of multi-ethnic, racial, and economic groups. Research findings will be used to locate appropriate experiences for high school pupils. Teaching techniques and the development of teaching materials for the various groups will be included. Credit, five hours.

594. HUMANISTIC FAMILY LIVING.

Prerequisite: Home Economics 293 or permission of the instructor.

The course deals with the interaction of the family members, their roles, and their relationships to communities, and cultures. Social forces currently affecting family living is given emphasis. Credit, five hours.

605. THE HOME ECONOMICS CURRICULUM.

The principles of developing and changing the home economics curriculum in relation to recent trends and the work of the total school is the basic structure of the course. Credit, five hours.

MATHEMATICS

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics for the future development of our nation. Of paramount importance is the use of precise language and the practice of logical thinking.

Major Programs

1. Bachelor of Arts degree: A major must include at least forty-five hours in mathematics above the freshman level including 223, 240, 241, 242, 420, 450, and 460. In addition the student must meet the Georgia College requirements for foreign languages. For the Bachelor of Arts degree the language must be French or German.

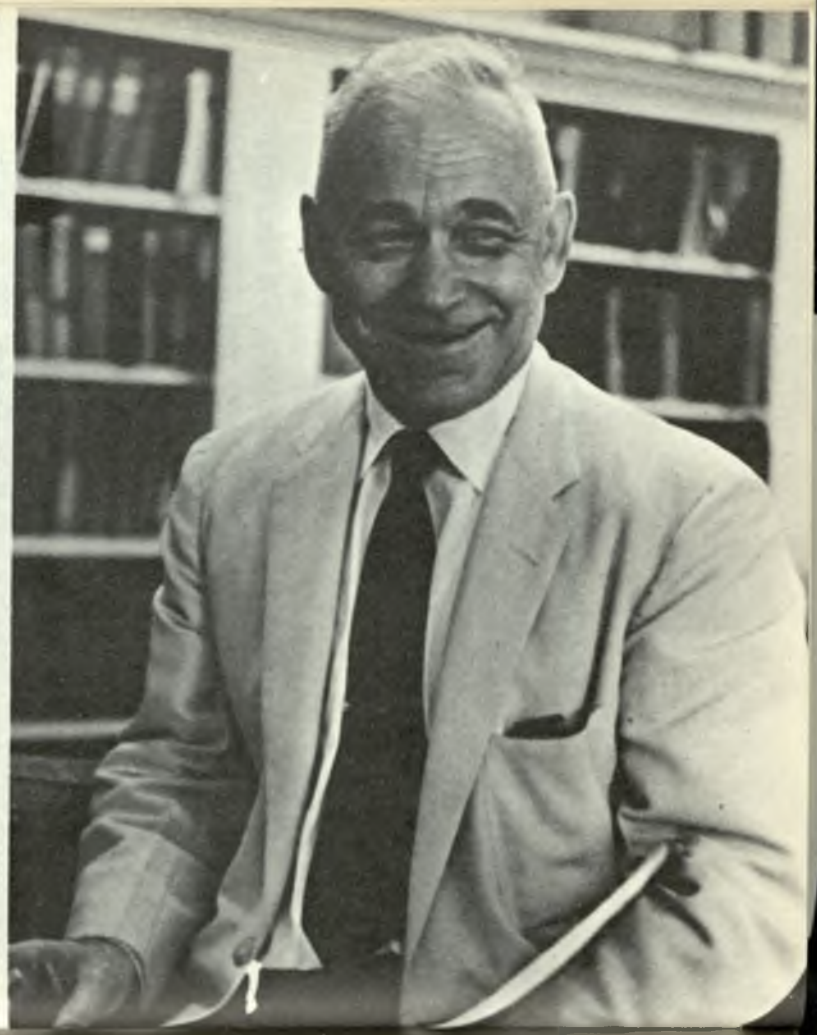
2. Bachelor of Science degree: A major must include at least fifty-five hours above the freshman level including 223, 240, 241, 242, 420, 450, and 460. For the Bachelor of Science degree the student must take ten hours of French or German or be able to demonstrate a competency equivalent to French 102 or German 102.

Professional Education: Students majoring in mathematics and desiring to teach must also register with the Department of Education in one of the approved programs required for certification.

101. COLLEGE ALGEBRA.
A study of the algebraic structure of the real and complex number systems. Credit, five hours.

102. TRIGONOMETRY.
A study of the trigonometric functions and their inverses from an analytic standpoint. Credit, five hours.

105. MATHEMATICS CONCEPTS.
The course is designed for students who are eligible for the Developmental Program and is a part of this program. Emphasis is on discovering number patterns and relationships, the use of set language, and a study of the whole and rational number systems. The course will not substitute for Mathematics 110 nor is it open to anyone who has successfully completed any other college level mathematics course. Credit, five hours.



110. AN INTRODUCTION TO THE FUNDAMENTAL CONCEPTS OF MATHEMATICS.

A study of the fundamentals of mathematics including set theory, the real number system, algebraic processes, relations, and functions. Not open to students who have earned credit in any other college level mathematics course except Mathematics 105. Credit, five hours.

111. ELEMENTARY ANALYSIS.

Prerequisites: Mathematics 101 or 110.

A survey of analytic geometry and single variate calculus with applications from the social and life sciences. Credit, five hours.

201. INTRODUCTION TO COMPUTER SCIENCE.

Prerequisite: Mathematics 101 or 110.

A course designed to introduce the use of computers for solving problems in the various applied sciences, business and mathematics. The primary emphasis will be on learning to program using the languages BASIC, FORTRAN IV AND COBOL. Using a remote terminal, the student will have direct inter-action with the computer. Problems will be selected from the various disciplines. Credit, five hours.

223. CALCULUS WITH ANALYTIC GEOMETRY, I.

Prerequisites: Mathematics 101, 102 or equivalent.

Topics include the derivative, with applications; conics, the integral; exponential, logarithmic, inverse trigonometric, and hyperbolic functions; polar coordinates; vectors; linear systems and matrices; partial derivatives; multiple integration; sequences and infinite series. Credit, five hours.

240. CALCULUS WITH ANALYTIC GEOMETRY, II.

Prerequisite: Mathematics 223 with a grade of C or higher.

A continuation of Mathematics 223. Credit, five hours.

241. CALCULUS WITH ANALYTIC GEOMETRY, III.

Prerequisite: Mathematics 240 with a grade of C or higher.

A continuation of Mathematics 240. Credit, five hours.

242. CALCULUS WITH ANALYTIC GEOMETRY, IV.

Prerequisite: Mathematics 241 with a grade of C or higher.

A continuation of Mathematics 241. Credit, five hours.

300. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS, I.

Prerequisite: Math 110.

To provide background material for those who will teach in the elementary grades. Topics include: systems of numeration, number

bases, sets, relations, number systems, and basic ideas of informal geometry. Credit, five hours.

301. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS, II.
Equations and inequalities, functions, graphs, measurement, accuracy, precision, logic and some intuitive geometry.
This course is designed as a sequel to Math 300 to be taken by those elementary education majors who desire a concentration in mathematics. Credit, five hours.

331. PROBABILITY AND STATISTICS.
Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Recommended for non-mathematics majors. Credit, five hours.

400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS.
Designed to acquaint pre-service secondary school teachers with the various programs developed in recent years for the improvement of secondary school mathematics. Materials produced as a result of these programs will be studied and, as time permits, subject matter necessary to the presentation of some of the newer topics will be taught. Credit, five hours.

410-510. NUMBER THEORY, I.
Prerequisite: Math 242 or consent of the instructor.
Divisibility, congruences, quadratic residues, important functions of number theory, Diophantine equations, simple continued fractions, the sequence of primes. Credit, five hours.

411-511. NUMBER THEORY, II.
A continuation of Math 410-510. Credit, five hours.

420-520. MATHEMATICAL STATISTICS, I.
Prerequisite: Math 242.
Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, estimation, hypothesis testing. Credit, five hours.

421-521. MATHEMATICAL STATISTICS, II.
A continuation of Math 420-520. Credit, five hours.

443. DIFFERENTIAL EQUATIONS WITH APPLICATIONS.
Prerequisite: Mathematics 242.
Ordinary linear differential equations with applications. Some consideration will be given to the existence and uniqueness of solutions. Credit, five hours.

450-550. ABSTRACT ALGEBRA.

Prerequisite: Mathematics 241.

Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some topics studied are rings, integral domains, the fields of rational, real, and complex numbers, groups and polynomials. Credit, five hours.

451-551. LINEAR ALGEBRA.

Prerequisite: Mathematics 241.

Designed to acquaint the student with the basic concepts of linear algebra. Topics include vectors and vector spaces, systems of linear equations, matrices and determinants and linear transformations. Credit, five hours.

460-560. INTRODUCTION TO ANALYSIS, I.

Prerequisite: Mathematics 242.

The first of two courses on the fundamental concepts of analysis. Elementary set theory, an introduction to the real number system, elementary topology of Euclidean spaces, a rigorous development of the calculus of real-valued functions of several real variables. Credit, five hours.

461-561. INTRODUCTION TO ANALYSIS, II.

Prerequisite: Mathematics 460.

A continuation of Mathematics 460. Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series. Credit, five hours.

470. INTRODUCTION TO HIGHER GEOMETRY.

Prerequisite: Mtahematics 241.

Designed to give the student some of the basic ideas and methods of higher geometry. Includes geometries associated with the projective group and the group of circular transformations. Credit, five hours.

480. Numerical Analysis.

Prerequisites: Computer Science 201, Mathematics 443, 451.

A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution. Topics may include: Iterative techniques for the numerical solution of non-linear equation; polynomial interpolation; matrix inversion; direct and iterative methods for the solution of systems of linear equations; numerical integration; numerical solution of ordinary differential equations; digital computer problems and applications. Credit, five hours.

490. SPECIAL TOPICS.
Special topics in Mathematics. Open to Mathematics majors with the approval of the chairman of the department. Credit, five hours.

GRADUATE COURSES

501-502. ELEMENTARY NUMBER CONCEPTS.
These courses must be taken simultaneously and presuppose no knowledge of mathematics beyond the high school level. The primary object is to develop an understanding and working knowledge of the concepts and the language of mathematics as background for the elementary teacher. Among the topics to be studied are elementary set theory, concept of number, systems of numeration, modular systems, and the real number system. Credit, five hours each course.

503. DEVELOPMENT OF THE REAL NUMBER SYSTEM.
Prerequisite: Mathematics 501, 502 or equivalent.
This course is a continuation of Mathematics 501, 502. Special attention is given to completing the development of the Real Number System. Some work with intuitive geometry, Cartesian products, accuracy and precision of measurement, and development of spatial intuition will be included. Credit, five hours.

510. NUMBER THEORY, I.
(See Mathematics 410.)

511. NUMBER THEORY, II.
(See Mathematics 411.)

520. MATHEMATICAL STATISTICS, I.
(See Mathematics 420.)

521. MATHEMATICAL STATISTICS, II.
(See Mathematics 421.)

550. ABSTRACT ALGEBRA.
(See Mathematics 450.)

551. LINEAR ALGEBRA.
(See Mathematics 451.)

560. INTRODUCTION TO ANALYSIS, I.
(See Mathematics 460.)

561. INTRODUCTION TO ANALYSIS, II.
(See Mathematics 461.)

MODERN FOREIGN LANGUAGES

The Department of Modern Foreign Languages offers three interrelated language programs, each consisting of a series of courses designed to achieve a specified purpose.

Basic Courses: 101, 102, 211, 212

These courses are designed to enable the student to gain an adequate working knowledge of the language. They constitute: (1) the language sequence required for the AB degree, and (2) the necessary prerequisite for the major program.

An incoming student who wishes to continue in college the study of foreign language begun in high school must take the language placement test given by the Department of Modern Foreign Languages during orientation. Those entering in the winter and spring quarters must make arrangements with the chairman of the department to take the test before classes begin. If the score obtained in this test indicates that the student is not sufficiently prepared to go on with the language, he may repeat the elementary courses with credit, or he may begin the study of another language for credit.

Major Programs

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 422, 423, 435, and two additional courses at the senior college level. French 311 and 312 are strongly recommended for students who are planning to teach French. In any event the additional courses must be approved by the chairman of the department.

Spanish: 321, 322, 421, 433, 441, and two additional courses at the senior college level. Spanish 311 and 312 are strongly recommended for students who are planning to teach Spanish. In any event the additional courses must be approved by the chairman of the department.

These course sequences are designed to give the student: (1) a knowledge of the main trends in the literature of the language and an understanding of the culture of the people through interpretative reading of literary masterpieces; (2) the ability to understand the

spoken language at native speed and to express himself with a proportionate increase in oral fluency; and (3) a sound preparation for graduate work in the field.

FRENCH

101, 102. ELEMENTARY FRENCH.

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose. Credit, five hours each course.

211, 212. INTERMEDIATE FRENCH.

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

221. ADVANCED FRENCH READINGS.

Designed to increase the student's facility in reading French classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Reading of representative French novels, plays, and poetry. Credit, five hours.

231. FRENCH CIVILIZATION.

A study of significant examples of French expression in art, music, philosophy, etc. set against the social and political background. Readings and discussions in French. Credit, five hours.

311. ADVANCED CONVERSATION AND COMPOSITION.

An intensive drill in oral and written French with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Strongly recommended for prospective teachers of French. Credit, five hours.

312. ADVANCED GRAMMAR.

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of French. Credit, five hours.

321, 322. SURVEY OF FRENCH LITERATURE.

Prerequisite: French 221.

A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors. Credit, five hours each course.

411. ADVANCED COMPOSITION AND ANALYSIS.
Prerequisite: French 311 and 312.
Designed especially for prospective teachers of French who wish to gain greater facility and precision in oral and written expression. Study of the fundamental linguistic principles necessary for an intelligent development of pattern practice drills for use in language teaching. Credit, five hours.

421. LITERATURE OF THE CLASSICAL PERIOD.
A study of French literature of the seventeenth and eighteenth centuries. Credit, five hours.

422. LITERATURE OF THE NINETEENTH CENTURY.
A study of French literature of the nineteenth century. Reading of representative authors. Credit, five hours.

423. CONTEMPORARY FRENCH DRAMA.
A study of the French drama in the twentieth century with emphasis on the last twenty-five years. Credit, five hours.

434. THE EARLY FRENCH NOVEL.
A study of the novel in France from its earliest manifestations through the eighteenth century. Credit, five hours.

435. THE NOVEL SINCE 1800.
A study of the French novel in the nineteenth and twentieth centuries. Credit, five hours.

495, 496, 497. STUDY ABROAD.
The study of French language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia. Credit, fifteen hours.

GERMAN

101, 102. ELEMENTARY GERMAN.
The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary German prose. Credit, five hours each course.

211, 212. INTERMEDIATE GERMAN.
Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

495, 496, 497. STUDY ABROAD.
The study of German langauge and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia. Credit, fifteen hours.

SPANISH

101, 102. ELEMENTARY SPANISH.
The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose. Credit, five hours each course.

211, 212. INTERMEDIATE SPANISH.
Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar. Credit, five hours each course.

221. ADVANCED READINGS IN SPANISH AND SPANISH AMERICAN LITERATURE.
Designed to increase the student's ability to read Spanish and Spanish American classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Readings of representative Spanish and Spanish American novels, plays, poems, and short stories. Credit, five hours.

231. SPANISH CIVILIZATION.
A study of significant examples of Spanish expression in art, music, religion, etc., set against the social and political background. Readings and discussions in Spanish. Credit, five hours.

311. ADVANCED CONVERSATION AND COMPOSITION.
An intensive drill in oral and written Spanish with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Strongly recommended for prospective teachers of Spanish. Credit, five hours.

312. ADVANCED GRAMMAR.
A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of Spanish. Credit, five hours.

321, 322. SURVEY OF SPANISH LITERATURE.
Prerequisite: Spanish 221.
A study of the development of Spanish literature from the beginning to the present day. Study of main trends. Readings of representative authors. Credit, five hours each course.

361, 362. SURVEY OF SPANISH AMERICAN LITERATURE.
Literary development from the letters of Columbus to the present, development of Spanish American pattern of civilization and history through the contemporary era. Study of selected poems, short stories, novels, and plays of the major Spanish American writers and of literary movements. Credit, five hours each course.

411. ADVANCED COMPOSITION AND ANALYSIS.
Prerequisites: Spanish 311 and 312.
Designed especially for prospective teachers of Spanish who wish to gain greater facility and precision in oral and written expression. Study of the fundamental linguistic principles necessary for an intelligent development of pattern practice drills for use in language teaching. Credit, five hours.

420, 421-520, 521. LITERATURE OF THE GOLDEN AGE.
A study of representative authors of the Golden Age. Development of the drama, poetry and novel. Lope de Vega, Tirso de Molina, Calderon; study of *Don Quixote* and other works of Cervantes. Credit, five hours each course.

433. LITERATURE OF THE NINETEENTH CENTURY.
Study of the literature of the nineteenth century, as represented by Romanticism and Realism. Credit, five hours.

441. MODERN SPANISH LITERATURE.
Contemporary Spanish Literature. The essay, novel, poetry, drama in Spain since 1898. Emphasis on the Generation of 1898, and the *tremendista* movement. Credit, five hours.

450. SEMINAR IN CONTEMPORARY LATIN-AMERICAN CULTURE AND INTER-AMERICAN RELATIONS.
A study of the culture of the Latin-American peoples in the light of the various ethnic, economic, and social factors that have influenced the cultural development of each people and therefore of Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies. Credit, five hours.

495, 496, 497. STUDY ABOARD.
The study of Spanish language and culture in a native environment. Designed especially for students in the Study Aboard Programs of the University of Georgia. Credit, fifteen hours.

GRADUATE COURSES

Language 500. INTRODUCTION TO LINGUISTICS.
A course designed to acquaint the student with the nature of human language and with its systematic study. Application of the major linguistic theories to the study of first language acquisition. Credit, five hours.

Spanish 502. PHONETICS.
The phonetics and phonemics of the Spanish language both in Spain and in Spanish America. Emphasis on practical mastery of principles of pronunciation. Credit, five hours.

Spanish 503. THE TEACHING OF SPANISH AS A SECOND LANGUAGE.
Principles of language teaching. Language testing. The language laboratory. Visual aids. Teaching machines and programmed learning. Credit, five hours.

Spanish 522. PROSE OF THE GOLDEN AGE.
The development of the novel and other prose genres during the sixteenth and seventeenth centuries. La novela "picaresca", the bucolic novel, Cervantes, Gracian, etc. Credit, five hours.

Spanish 523. DRAMA OF THE GOLDEN AGE.
The development of the Spanish *comedia* during the sixteenth and seventeenth centuries from Juan del Encina to Calderon. Credit, five hours.

Spanish 532. NINETEENTH-CENTURY PROSE.
The *articulos de costumbres* and the development of the novel, with emphasis on the movements of realism and naturalism. Credit, five hours.

Spanish 543. TWENTIETH-CENTURY DRAMA.
The development of the historical and social drama from Benavente to the present. Emphasis on Benavente, Garcia, Lorca, Buero Vallejo, etc. Credit, five hours.

Spanish 561. MODERN SPANISH AMERICAN POETRY.
Modernism as exemplified by Ruben Dario and his contemporaries; poetry since World War I; contemporary trends. Credit, five hours.

MUSIC

The aims of the Department of Music are (1) to educate students in sound musicianship and performance for careers in teaching in public schools and colleges; and (2) to educate students for careers in the field of professional performance, and private teaching.

The Department of Music is a full member of the National Association of Schools of Music, the official accrediting organization for schools, divisions, and departments of music in the United States.

Degress Offered

Bachelor of Music. This degree is designed for those who wish to teach privately or perform professionally in their respective fields. Requirements for the degree include a senior recital.

Instrumental Major

		Hours
Basic Requirements and Electives		66
Music Courses		123
Applied Music and Ensemble	57	
Music 158, 159, 160, 261, 262, 263, 266	22	
Music 336, 337	4	
Music 340, 341, 342, 343, 364, 380	17	
Music 400, 462, 468, 469, 470	19	
Music 439, 440	4	
		189

Voice Major

*Basic Requirements and Electives		86
Music Courses		118
Applied Music and Ensemble	57	
Music 158, 159, 160, 261, 262, 263, 266	22	
Music 336, 337	4	
Music 340, 341, 342, 343, 364, 380	17	
Music 400, 468, 470	11	
Music 439, 440, 465	7	
		204

*Voice Majors will take 20 quarter hours in foreign language study. A student entering this college may exempt language courses through a placement examination administered by the Modern Foreign Languages Department.

Bacheor of Music Education. This program is designed to prepare students to teach or supervise music in the public schools. The curriculum is as follows:

Basic Requirements and Electives		66
Music Courses (Instrumental Concentration)		109
Applied and Ensemble	45	
Music 158, 159, 160, 261, 262, 263	18	
Music 217	4	
Music 340, 341, 342, 343	12	
Music 316, 317, 318	6	
Music 330, 331, 332	9	
Music 364	3	
Music 380, 381, 382	6	
Music 461, 465	6	
Professional Education		30
		205

Basic Requirements and Electives		66
Music Courses (Vocal Concentration)		109
Applied and Ensemble	45	
Music 158, 159, 160, 261, 262, 263	18	
Music 213, 214, 215, 216	8	
Music 330, 331, 332	9	
Music 333	3	
Music 340, 341, 342, 343	12	
Music 380, 381, 382	6	
Music 364	3	
Music 462	3	
Music 316	2	
Professional Education		30
		205

Attendance Requirement

All music majors are required (1) to participate in an ensemble during each year in College, and (2) to attend designated recital classes, faculty and student recitals, and special concerts at the College during the year.

001. PREPARATORY MUSIC THEORY.

A course designed for the student who elects to major in music, but who has not had high school classes that prepare him for the

freshman courses in music theory. Five hours per week. No credit given.

100. INTRODUCTION TO MUSIC.

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Primary emphasis placed on the development of listening skills. Designed for the general college student as well as for the freshman music major. Five periods a week. Credit, five hours.

110-210-310-410. (M) (C) A.B.C. THE MIXED CHORUS OR THE WOMEN'S CHORALE.

The study and performance of choral literature. This course extends over three quarters. Grades are given each quarter, but credit is withheld until the course is completed. By arrangement with the instructor, this course may be taken for less than three quarters and full credit given for each quarter taken. Four periods a week. Credit, one hour each quarter.

108-208-308-408 (AS) A.B.C. AEOLIAN SINGERS.

Study and performance of the best in vocal ensemble literature from the Renaissance to the Contemporary Period. Rehearsals two periods a week. Open only to members of the Women's Chorale or the Mixed Chorus by audition only. One hour credit each quarter.

111-211-311-411 (P) A,B,C. PIANO ENSEMBLE, ACCOMPANYING.

Emphasis on the playing of literature for piano ensemble. Two periods per week. Credit, one hour each quarter.

111-211-311-411 (B) A,B,C. CONCERT BAND.

Study and performance of the best in standard and contemporary band literature. Rehearsals three times a week. Open to all college students. Credit, one quarter hour.

111-211-311-411 (BC) A,B,C. BRASS CHOIR.

Study and performance of the best in standard and contemporary brass ensemble literature. Rehearsals once a week. Open to all college students. Credit, one quarter hour.

111-211-311-411 (S) A,B,C. STAGE BAND.

Study and performance of the best in the jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Rehearsals once a week. Open to all college students. Credit, one quarter hour.

115. CLASS VOICE (Non-Music Majors).

Group instruction in voice production with emphasis on the fundamentals of breathing vowel and consonant production, diction, phrasing and interpretation of simple vocal literature. Open to non-music majors with the consent of the instructor. Does not carry major credit in the vocal music curriculum. One period a week. Credit, one hour.

119-219-319-419. CLASS PIANO INSTRUCTION.

Group piano instruction for non-piano majors and for general college students. Meets one hour per week. Credit, one hour.

158-159-160. ELEMENTARY THEORY.

A study of the fundamentals of music structure, terminology, and pitch relationships. An integrated course in theory, harmony, sight singing, melodic and harmonic dictation, and written and keyboard harmony. Designed to coordinate the visual, aural, and mental factors involved in well-rounded musicianship. Five periods a week. Credit, three hours each quarter.

200. MUSIC FOR THE PHYSICAL EDUCATION MAJOR.

Prerequisite: Sophomore level.

An introductory course in music structured to meet the needs of students majoring in physical education. Special emphasis on movement as it relates to music, with introduction to the Dalcroze and Orff systems, the notation of rhythm and melody, with introduction to the Kodaly system, the use of simple percussion instruments, and the study of form in music. Offered spring quarter. Credit, five hours.

201. INTRODUCTION TO MUSIC, PART II.

Prerequisite: Music 100.

As a sequel to Music 100 this course provides a general introduction to music literature. A wide range of musical styles and genres will be examined. Designed for the general college student as well as for music majors. Credit, three hours.

213-214-215-216. CLASS INTRODUCTION IN BRASS, WOOD-WINDS, PERCUSSION, AND STRINGS.

One quarter devoted to each of four families of instruments. Lab courses devoted to familiarization of teaching problems through actual performance. Study of materials and methods for instrumental study. Two class sessions per week. Credit, two hours per course.

217. INSTRUMENTAL SURVEY.

A survey course in brasses, woodwinds, strings, and percussion instruments for non-instrumental majors. Designed to familiarize student with basic principles of tone production, pedagogy, teaching materials. Four periods a week. Credit, four hours.

261-262-263. INTERMEDIATE THEORY.

Prerequisites: Music 158, 159, 160.

Continuation of Elementary Theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony. Five periods a week. Credit, three hours each quarter.

263. FORM AND ANALYSIS.

Prerequisites: Music 261, 262.

The following facets of form are touched upon: the musical phrase, song forms, the march and dance, contrapuntal forms, the suite, theme and variations, the rondo, the sonata, vocal forms, accompaniment in its stylistic and formal significance, canon, fugue, concerto, and symphony. Listening to scores and music diagramming. Harmonic analysis of compositions. Five periods a week. Credit, three hours.

266. TONAL COUNTERPOINT.

Prerequisite: Music 263.

A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects. Four periods a week. Credit, four hours.

316-317-318. CLASS INSTRUCTION IN VOICE.

The study of fundamentals of breathing, vowel and consonant production, phrasing, development of good tone, correct posture, proper diction, and interpretation of simple song classics. Two periods a week. Credit, two hours each quarter.

321. MUSIC IN THE ELEMENTARY SCHOOL.

This course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon musical growth through participation in music making, the study of materials, and the acquisition of sufficient knowledge and skills in classroom music. Required for a major in Elementary Education. Credit, five hours.

330-331. GENERAL MUSIC, KINDERGARTEN THROUGH SIXTH.
Sequential methodology courses for music majors who are preparing to teach. Analysis and evaluation of materials and procedures designed to shape the musical skill, knowledge, and taste of the learner. The first course centers around musical experiences for pre-school and primary; the second course is designed for the upper grades. Scheduled observation at the Peabody Laboratory School is considered a part of the requirements for 330 and 331. Currently offered fall and winter quarters. Credit, three hours each course.

332. MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.
For music majors only. A study of the organization, development, and maintenance of a balanced secondary school music program. Stress is put on study and evaluation of the many materials available and varied methods of presentation. Three periods a week. Credit, three hours.

333. INSTRUMENTAL METHODS.
Prerequisite: 330, 331, 332.
Music education course for instrumental majors dealing with problems specifically related to organization, maintenance and development of public school instrumental groups. Three periods a week. Credit, three hours.

336-337. LITERATURE OF MAJOR INSTRUMENT.
Analytical study principally of the solo literature for piano, voice, organ, or an orchestral instrument. Special emphasis is given to musical structure and style. Two quarters. Two periods a week. Credit, two hours each quarter.

340-341-342-343. HISTORY OF MUSIC.
Prerequisite: Music 100.
A general survey of music from the early Christian era to the present. Three periods a week. Credit, three hours each quarter.

364. FORM AND ANALYSIS.
Prerequisite: Music 263.
A continuation of Music 263. Intensive study of larger forms and the contrapuntal procedures of the 16th and 18th centuries. Three periods a week. Credit, three hours each quarter.

368-369. SURVEY OF MUSIC LITERATURE I AND II.
Prerequisite: Music 364.
A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course

is conducted by means of lectures, class and individual projects, and style analysis. Two quarters. Offered alternate years. Credit, five hours each quarter.

380-381-382. CONDUCTING.

Prerequisites: Music 158, 159, 160, 261, 262, 263.

A course which attempts to integrate all the elements of the language of music with the processes of conducting. The student is taught the skills of the hands and the use of the baton as a means of maintaining a proficient performing unit and skill in the science of recreating in performance choral and instrumental compositions at all levels. Examination of materials for choral and instrumental groups, score reading, cataloging of works, and rehearsal with actual groups is covered. Two periods a week. Credit, two hours each quarter.

400. SEMINAR IN MUSIC HISTORY AND THEORY.

Prerequisite: Music 340, 341, 342, 343, 364.

An examination of the basic concepts of music in reference to a variety of composition and styles. The course is conducted by means of lectures, and class and individual projects. Three periods per week. Credit, three hours.

412. SENIOR RECITAL.

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program. Credit, five hours.

415A-415B. STUDENT TEACHING IN MUSIC (Elementary).

A two-quarter sequence of student teaching, one hour a day, at the Peabody Laboratory School. This experience is under the supervision of the Department of Music. Currently offered fall and winter quarters. Credit, 415A, two hours, 415B, three hours.

416-417. STUDENT TEACHING IN MUSIC (Secondary).

A quarter of internship provided in selected off-campus cooperating centers. Eligibility for student teaching is dependent upon clearance of all pertinent requirements. Application for student teaching should be made during the first or second quarter of the junior year. Currently offered spring quarter only. Credit, five hours each course.

439-440. PEDAGOGY OF MAJOR INSTRUMENT.

The techniques of teaching piano, voice, organ, strings, brass, or woodwinds with emphasis on the selection and organization of

teaching materials. Two quarters. Two periods a week. Credit, two hours each quarter.

461. CHORAL METHODS.
Prerequisites: 330, 331, 332.
Study of tone production, diction, and voice blending as it applies to choral singing, together with a study of the organization, development, and maintenance of choral programs in the secondary schools. Three periods a week. Credit, three hours.

462. ORCHESTRATION.
Prerequisite: Music 262.
Instrumentation and scoring for small and large ensembles, including the modern orchestra and concert band. To this end, records and scores are studied and written projects are undertaken. Credit, three hours.

465. CHORAL ARRANGING.
Prerequisite: Music 262.
The study of choral technique with emphasis on public school choral ensembles. Scoring of works for treble voices, male voices, junior high school chorus, mixed chorus. Credit, three hours.

470. SURVEY OF MUSIC LITERATURE III.
Continuation of Music 469. A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. One quarter. Offered alternate years. Credit, three hours.

MUSIC THEORY PLACEMENT EXAMINATION.
All freshmen and transfer music majors will take a theory placement test prior to registering for courses in music theory.

Applied Music

The serious study of applied music is considered an essential factor in music education. Each student preparing to teach is required to specialize in one instrument and become proficient on a secondary instrument during the course of study. A creditable performance in piano, voice, organ, or an instrument is required for graduation. Examinations are heard at the end of each quarter for those students who are enrolled for lessons in applied music by the members of the applied music teaching staff.

MUSIC EDUCATION PIANO REQUIREMENTS

A comprehensive examination in piano shall be administered by the music faculty in the third quarter of the junior year. A student must exhibit competency in basic skills such as sight reading, harmonization, accompanying, and open score reading. A prerequisite for student teaching.

Applied Music Courses

Students who are enrolled for applied music will be assigned credit hours as follows:

*Music Majors**

Major Instrument—4 hours (two one-half hour lessons per week)
2 hours (one one-half hour lesson per week)

Minor Instrument—2 hours (two one-half hour lessons per week)
1 hour (one one-half hour lesson per week)

General College Students

Students who are not majoring in music and who are taking applied music for credit will receive 1 hour credit for each one-half hour lesson per week.

The amount of credit assigned to applied music courses is based on the amount of time alloted to practicing and to work load given to the student by the teacher.

The first number assigned to an applied music course in piano or voice represents one one-half hour lesson per week; the second course represents two one-half hour lessons per week. Organ instruction is given only for one one-hour lesson per week. Therefore, only one number is designated for organ. Individual lessons in applied music may be selected for college credit by any student at the College. Such requests will be approved to the extent that the instructor's time is available beyond the needs of the music degree candidates.

PIANO 103-104-203-204-303-304-403-404-503-504

VOICE 105-106-205-206-305-306-405-406-505-506

ORGAN 109-209-309-409-509

*Freshman music majors will be assigned applied music lessons for the following credit:

2 hours (two one-half hour lessons per week)
1 hour (one one-half hour lesson per week)

Band and Orchestral Instruments

120-220-320-420	Baritone
121-221-321-421	Bassoon
122-222-322-422	Clarinet
123-223-323-423	Cornet or Trumpet
124-224-324-424	Flute or Piccolo
125-225-325-425	French Horn
126-226-326-426	Oboe or English Horn
127-227-327-427	Percussion Instruments
128-228-328-428	Saxophone
129-229-329-429	Sousaphone or Tuba
131-231-331-431	Trombone
132-232-332-432	Violin
133-233-333-433	Viola
134-234-334-434	Violoncello
135-235-335-435	Stringed Bass

Music Activities

The Georgia College Mixed Chorus

Rehearsals are held four times weekly for the purpose of reading and performing standard choral literature. Members are selected by audition.

The Womens Chorale

Rehearsals are held four times weekly. Members are selected by audition. The Chorale, founded by Dr. Max Noah, has entertained audiences in all parts of the United States.

Recital Class

Recital Class is required of all music majors, and is held twice per month to afford all students studying applied music the opportunity of performing in public.

Guild Student Group of the American Guild of Organists

The American Guild of Organists is a national organization of professional church musicians. Its aim is to raise the standards of the musician and music in the churches and synagogues of the United States, to promote a better understanding of the problems and status of the professional musician by the clergy, and to continue encouragement of quality performances by students and all church musicians. The American Guild of Organists is affiliated

with organizations in Canada and in England. Student chapters in the United States now number over 100, and the interest on the part of organ students in church music and in maintaining a high excellence of organ playing continues to grow.

MUSIC EDUCATORS NATIONAL CONFERENCE, Student Chapter #453.

The Music Educators National Conference, an Affiliate of the National Education Association, is the organization that serves as leader and spokesman for music education in the United States. The student MENC provides opportunities for professional development for college students through participation in state, division, and national meetings of the organization. Members enjoy all rights of full, active membership in MENC except those of voting and holding office.

PHI MU ALPHA SINFONIA.

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Its objectives are to advance the cause of music in America, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members, and to encourage loyalty to the Alma Mater. Eta Alpha Chapter was established at Georgia College in February, 1971.

SIGMA ALPHA IOTA.

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Its objectives are to uphold the higher ideals of music education, to raise the standards of productive musical work among the women students, to further the development of music in America and to promote stronger bonds of musical interest and understanding between foreign countries and America, give inspirational and material aid to its members, organize the social life of its members as a contributing factor to their educational program, cooperate wholeheartedly with the ideals and aims of the Alma Mater, and adhere to the highest standards of American citizenship and democracy. Beta Rho Chapter was established at Georgia College in spring of 1953.

NURSING EDUCATION

The faculty of the Nursing Education Department believes that the education of nurses is best accomplished in a college setting, combining courses from the humanities, biological sciences and behavioral sciences with nursing courses. It is further felt that students learn best when moving from that which is most familiar to that which is least familiar. To this end, the nursing courses are planned to move from the normal functions of the body and mind to the abnormal, with emphasis placed on nursing intervention which encourages a return to normal or discourages further pathology.

It is the objective of this faculty to prepare students who, upon completion of the prescribed courses, will be able to:

1. provide care for patients with common recurring nursing problems;
2. apply standard methodology in planning and giving nursing care;
3. use types of nursing intervention which have predictable results;
4. plan nursing care for groups of patients;
5. assume responsibility for directing less well prepared personnel in giving nursing care;
6. recognize the limitations of the technical nurse and seek help from the professional nurse when needed.

The nursing curriculum is designed to prepare its graduates to give direct patient care under supervision. In addition to the nursing courses given at the College, various hospitals and patient care facilities in the Baldwin County area are used for clinical teaching. Courses in the natural sciences, social sciences, and the humanities round out the curriculum.

The educational program may be completed in six quarters, with the graduate being granted as Associate in Science degree. Graduates of this program are prepared to take the State Board Examination for licensure to become registered nurses. This program is fully approved by the Board of Examiners of Nurses for Georgia. It is also fully accredited by the National League for Nursing.

Courses in Nursing Curriculum

Nursing	58 hours
Biology	15 hours
English	10 hours
Psychology	5 hours
Sociology	5 hours
Home Economics	3 hours
Physical Education	3 hours
Education	5 hours
Total	104 hours

In addition to the above, students are expected to meet the legislative requirements for American History and Political Science. (See page .)

101.* FUNDAMENTALS OF NURSING.

A study in the basic needs of people, the ways these needs are normally met, and the alterations imposed by illness. It depicts the

*Selected students with previous nursing education may validate Nursing 101 by written and practical examinations.

nurse's responsibility in helping the patient to meet his needs under the different conditions brought about by illness, the nurse's function in the maintenance and support of body defense and the restoration of health. Clinical laboratory experience is planned to illustrate the areas dealt with in the course. Five lectures and three laboratory periods. Credit, eight hours.

130. PHYSICAL AND MENTAL ILLNESS.
Prerequisite: Nursing 101.
A continuation of Nursing 101. A study of patients with a multiplicity of nursing problems. Students will make detailed nursing care plans utilizing past learning to give supportive and restorative care. Five lectures and three laboratory periods. Credit, eight hours.

140. PHYSICAL AND MENTAL ILLNESS.
Prerequisite: Nursing 101.
A study of patients with a wide variety of health problems, both physical and emotional in origin. Problems are considered in relation to the various age groups. Students will plan, implement, and evaluate nursing care given. Five lectures and three laboratory periods. Credit, eight hours.

201. PHYSICAL AND MENTAL ILLNESS.
Prerequisite: Nursing 140.
A continuation of Nursing 130 and 140. Students are given the opportunity to plan care for several patients, with consideration given to socio-economic factors as well as physical and emotional problems. Five lectures and twelve laboratory periods. Credit, ten hours.

204. HISTORY AND TRENDS IN NURSING.
A history of the development of nursing and nursing education, the responsibilities and opportunities of today's nurse, the outstanding issues in nursing today, and the trends which indicate changes in nursing for tomorrow. Credit, three hours.

230. MATERNAL AND CHILD NURSING.
Prerequisite: Nursing 202.
Emphasis is placed on the normal physiological aspect of reproduction and its effect on the family unit. Complications of obstetrics and childhood are discussed. Five lectures and six xlaboratory periods. Credit, eleven hours.

240. ORGANIZATION AND INTEGRATION OF HEALTH CARE.
Students will coordinate all previous learning and experiences by participating in around-the-clock coverage in the hospital. They

will be guided in utilizing community resources for planning and providing care for both hospitalized and non-hospitalized patients. Three lectures and twenty-four laboratory periods. Credit, eleven hours.

Policies for AD Nursing Students

1. An over-all grade point average of 2.0 is necessary for graduation.
2. A grade of 2.0 is the minimum requirement for the successful completion of all nursing courses. The student may repeat one nursing course failed, but may repeat it only once and may *not* repeat another nursing course.
3. An over-all grade point average of 1.8 is necessary for promotion to the second year.
4. Applicants with a predicted GPA of 1.5 - 1.7 are required to complete one full quarter of college courses and reach a minimum quarterly average of 1.8 before admission to the nursing program.
5. Applicants with a predicted GPA below 1.5 are required to complete one full academic year and reach a minimum cumulative GPA of 1.8 before being admitted to the nursing curriculum.
6. Applicants without high school averages who have a total SAT of less than 700 with verbal score of less than 360 are required to complete one full academic year and achieve a GPA of 1.8 before entering the nursing curriculum.
7. Both theory and lab work in nursing courses will receive a letter grade and a student must attain at least a 2.0 grade in each to pass the course. Less than a 2.0 grade in either area will mean failure of the course.
8. Correspondence work will not be accepted for *nursing* courses.
9. Applicants must have taken high school chemistry or basic college chemistry within the last ten years in order to enter the nursing curriculum.
10. Health records must be received, and any clarification from the doctor which may be indicated, before the student is accepted.
11. Birth certificate or other valid proof of birthdate and legal name must be received before the student is accepted.

Nursing students are responsible for providing their own transportation to the various clinical facilities.

In addition to the two-year program which may be completed on this campus, Georgia College cooperates with the four-year nursing program at the Medical College of Georgia School of Nursing, Augusta, by offering the first year of their baccalaureate program on this campus.

PHILOSOPHY AND RELIGION

The aim of the Department of Philosophy and Religion is to help each student develop his own philosophy of life by providing him with an opportunity to wrestle with the central issues of philosophy in dialogue with great thinkers of the past and present. There is heavy emphasis on reading from primary sources and class discussion of problems posed in these writings.

The department also offers introductory Bible courses and a course in comparative religion surveying rivals to traditional Western thought.

PHILOSOPHY

200. INTRODUCTION TO PHILOSOPHY.
A first study of the major themes and issues of philosophy through readings drawn from masters of the philosophic tradition and modern writers. Credit, five hours.

250. INTRODUCTION TO LOGIC.
A study of the requirements of clear thinking involved in all areas of human experience. Credit, five hours.

320. ANCIENT PHILOSOPHY.
Studies in ancient Greek thought from the pre-Socratics to the late classical period, with special emphasis on the philosophies of Plato and Aristotle. Credit, five hours.

321. MEDIEVAL PHILOSOPHY.
Studies in Western thought from the beginning of Christian philosophy to the late nominalists, with special consideration of Augustine and Aquinas. Credit, five hours.

322. MODERN PHILOSOPHY.
Studies in philosophy from the Renaissance and Reformation to the beginning of the nineteenth century, with special attention to the period from Descartes to Hume. Credit, five hours.

410. ETHICS.
An examination of the major theories of morality in relation to contemporary individual and social problems. Credit, five hours.

411. AESTHETICS.
An examination of the nature of aesthetic experience and art, with special consideration of the problems of evaluation. Credit, five hours.

412. PHILOSOPHY OF RELIGION.
A study of the nature of religion and its relation to philosophy, with particular attention to such subjects as arguments for the existence of God, the problem of evil, and human destiny. Credit, five hours.

424. AMERICAN PHILOSOPHY.
A study of American thought from early New England philosophy to the present. Credit, five hours.

433. CONTEMPORARY PHILOSOPHY.
Studies in recent philosophy from German idealism to the present, with special attention to twentieth-century trends in linguistic analysis and existentialism. Credit, five hours.

454. INDEPENDENT STUDY.
Advanced study in the thought of a particular philosopher or a particular philosophical problem. Open to students with the approval of the department chairman. Credit, five hours.

490. INTERNSHIP.
Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

RELIGION

310. INTRODUCTION TO THE OLD TESTAMENT.
A comprehensive survey of the literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours. Credit, five hours.

311. INTRODUCTION TO THE NEW TESTAMENT.
A literary, historical, and theological consideration of the New Testament books in relation to the mission of Jesus and its significance as seen by the early Church. Credit, five hours.

405. COMPARATIVE RELIGION.

Studies in major world religion including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. In addition, the course deals with some of the modern "religions" of the world such as Humanism, Nationalism, and Communism. Credit, five hours.

PHYSICS

Courses in this department are designed to serve general education; to provide a comprehensive view of the study of physics and its application to human affairs in this age of science; and to give fundamental training for graduate and professional work.

Major Program: The requirements for a major in physics are: Physics 321, 322, 330, 331, 332, 333, 401, 450, 452.

Professional Education: Students majoring in the department who desire to be certified to teach must also register with the Department of Education in one of the approved programs.

101. ELEMENTARY PHYSICS, I.

A study of the elementary principles of mechanics, properties of matter, heat, and sound. No credit will be allowed if a student has prior college credit for any course in physics. Four lectures and one two-hour laboratory period. Credit, five hours.

102. ELEMENTARY PHYSICS, II.

A continuation of Physics 101 dealing with light, electricity, magnetism, and introduction to modern physics. Four lectures and one-two-hour laboratory period. Credit, five hours.

201. GENERAL PHYSICS, I.

A course presenting the fundamental facts of mechanics and properties of matter from the mathematical point of view. Four lectures and one three-hour laboratory period. Credit, five hours.

202. GENERAL PHYSICS, II.

Prerequisite: Physics 201.

A continuation of Physics 201 dealing with hear, sound, and light. Four lectures and one three-hour laboratory period. Credit, five hours.

203. GENERAL PHYSICS, III.

Prerequisite: Physics 202.

A continuation of Physics 202 covering the subjects of magnetism, electricity, and modern physics. Four lectures and one three-hour laboratory period. Credit, five hours.

321. ELECTRONICS.

Prerequisite: Physics 203, Mathematics 242.

A study of basic electronic circuits. Topics covered will include a review of A.C. and D.C. circuit theory; properties of circuits with

lumped and distributed constants; the theory of vacuum tube and transistor amplification; power supplies; rectifying elements; voltage, power, and feedback amplifiers; oscillators; mixers, wave-shaping techniques; and introduction to integrated circuits. Four lectures and one three-hour laboratory period. Credit, five hours.

322. OPTICS.

Prerequisite: Physics 203, Mathematics 242.

A course in geometrical and physical optics including reflection and refraction at plane and curved surfaces, lens and mirror systems, optical instruments, the wave theory of light, interference, dispersion, diffraction, and polarization. Four lectures and one three-hour laboratory period. Credit, five hours.

330. MODERN PHYSICS.

Prerequisites: Physics 203, Mathematics 242.

A study of selected topics of modern physics including the special theory of relativity, relativistic dynamics, the waves and particle aspects of matter and electromagnetic radiation, introduction to quantum mechanics, the structure of the hydrogen atom and many-electron atoms, X-rays, introduction to nuclear structure and reactions, and introduction to elementary particle physics. Four hours lecture and one three-hour laboratory period. Credit, five hours.

331. THEORETICAL MECHANICS I.

Prerequisites: Physics 203, Mathematics 242.

The first half of a two-quarter course in the theoratical aspects of mechanics. A large portion of the course will be devoted to developing as well as subsequent advanced physics courses. Topics covered will include vector analysis; first and second order linear differential equations; systems of ortho-normal functions; functions of a complex variable; dynamics of a particle; central force motion; and free, forced, and damped harmonic oscillations. Five hours lecture. Credit, five hours.

332. THEORETICAL MECHANICS II.

Prerequisite: Physics 331.

A continuation of Physics 331 dealing with coupled oscillators, the theory of vibrating systems, the dynamics of systems of particles and rigid bodies, introduction to the calculus of variations, and the Lagrangian and the Hamiltonian formulations of mechanics. In the latter topics, emphasis is placed on the solution to mechanical problems as well as the utility of these formulations in providing a basis for the study of quantum mechanics. Five hours lecture. Credit, five hours.

333. THERMODYNAMICS.

Prerequisites: Physics 203, Mathematics 242.

A study of thermodynamic systems including such topics as equations of state of ideal and non-ideal gases, the first and second laws of thermodynamics and their consequences, entrophy, enthalpy, kinetic theory of an ideal gas, and introduction to statistical mechanics. Five hours lecture. Credit, five hours.

401. ELECTRICITY AND MAGNETISM.

Prerequisite: Physics 331.

A development of the classical theories of electric and magnetic fields leading to the formation of the Maxwell equations. Topics covered will include the laws of Coulomb, Gauss, Ampere, and Faraday; potential theory, boundary conditions, dielectrics, ferro-magnetic materials, and the propogation of electromagnetic waves. Four hours lecture and one three-hour laboratory. Credit, five hours.

410. INTERNSHIP.

Open only to students participating in the Georgia Intern Program. An individually designed course serquence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

420. QUANTUM MECHANICS.

Prerequisite: Physics 332.

A study of the quantum theory of the behavior of atomic systems. Topics covered will include operator formalism, expectation values, Hermitian properties of operators, the Schroedinger equation, quantized states, eigenvalues, probability current, the parity operator, the one dimensional harmonic oscillator, transmission and reflection at a barrier, the hydrogen atom, spin, and angular momentum. Five hours lecture. Credit, five hours.

452. NUCLEAR PHYSICS.

Prerequisite: Physics 330.

A course in the structure and processes of the atomic nucleus. Topics covered will include the constitution of the nucleus, electric and magnetic properties of nuclei, natural and artificial radio-activity, isotopes, the passage of charged particles and gamma-rays through matter, nuclear reactions, and the shell model of the nucleus. Four hours lecture and one three-hour laboratory. Credit, five hours.

PSYCHOLOGY

Courses in the Department of Psychology are designed for students who desire to acquire training in psychology in preparation for professional graduate study; for students who seek a basic understanding of human behavior as a supplement to some other major fields of concentration; and for those who want a sound cultural background in the study of man.

A department major for the Bachelor of Arts or Bachelor of Science Degree includes Psychology 201, 315, 320, and other courses selected in conference with the major adviser.

A psychology technician training concentration may be taken along with the regular psychology major by completing a prescribed sequence of courses. The psychology technician training program is designed to prepare students with a Bachelor's Degree in Psychology for work under supervision in such settings as mental health clinics, counseling centers, state institutions, testing centers, and personnel programs. In addition to the courses required of all psychology majors, the program requires Psychology 210, 448, 456, 457, 463, 487, 488, and 492-93-94. Students who are interested in this program are advised to plan their course schedules carefully in consultation with their advisers, in that certain of the required courses have prerequisites which must be taken during a specific quarter.

All courses except Psychology 250 require Psychology 201.

201. GENERAL PSYCHOLOGY.

A course designed to introduce the student to the basic concepts of psychology as an empirical and experimental science, emphasizing fact, principles, and methods. Topics considered include: psychology as a science, maturation and development, motivation and adjustment, principles of learning, basic principles of psychology, physiology of the nervous system and sense organs, sensation, perception, individual differences, intelligence, psychological measurements, personality and social influences on behavior. Credit, five hours.

210. FIELDS OF APPLIED PSYCHOLOGY.

An examination of the uses of psychological principles and research in such fields as personnel work, business and industry, consumer behavior, clinical and counseling work, education, medicine, and law. Credit, five hours.

250. THE PHYCHOLOGY OF PERSONALITY AND ADJUSTMENT.
This course is an introduction to the psychology of character and personality development and the adjustment problems of the individual in group relations. Some of the practical problems studied are: (1) the application of principles of learning and of mental hygiene to the solution of personal conflicts and personality maladjustments; (2) the relation of motives, goals and purposive behavior to morale; and (3) the place of defense mechanisms in adjustments. Credit, five hours.

315 GENERAL STATISTICAL ANALYSIS.
An introduction to the logical and theoretical bases of the application of statistical methods to the solution of problems in the behavioral sciences. Collection, presentation, analysis and interpretation of numerical data; tabular and graphic presentation; frequency distribution; measures of variation; normal distribution and simple correlation; basic laws of probability and their relation to the distribution of random variables; sampling distributions, estimation and hypothesis testing are examined. Credit, five hours.

320. GENERAL EXPERIMENTAL PSYCHOLOGY.
Prerequisite: Psychology 315.
An introduction to the principles and methods of experimental psychology, with laboratory investigations of topics from the areas of sensation, perception and learning. Three lectures and two two-hour laboratory periods. Credit, five hours.

323. PSYCHOLOGY OF CHILDHOOD.
A study of the physiological, intellectual, social and emotional factors in child development in addition to an investigation of various problems in child behavior. Credit, five hours.

352. GROUP DYNAMICS.
The theory and application of the psychology of small groups. The orientation is both experiential and theoretical, with emphasis upon personal functioning within the small group setting. An overview of the contrasts among a wide range of diverse groups, from task groups to sensitivity groups, is given. Issues involve such matters as hidden agendas, surface and underlying themes, resolving conflict, leadership, decision making problems, and becoming an effective change agent in groups through personal experience and growth. Credit, five hours.

432. PSYCHOLOGY OF ADOLESCENCE.
An introduction to basic experimental studies dealing with adolescence, with consideration of the developmental tasks and pro-

blems of adolescence. Emphasis is placed on the socialization of the adolescent, the role of the home at all stages of development and the special importance of the peer group. Credit, five hours.

448-548. ABNORMAL PSYCHOLOGY.
A study of causative factors in the development of all types of psychological maladjustment. Biological and learned factors, current classification systems of mental disorders, assessment and diagnostic devices, treatment techniques to change maladaptive behaviors, and the history of mental disorders are examined. Credit, five hours.

452-552. SOCIAL PSYCHOLOGY.
The individual in his relation to other human beings; social learnings; social motives; culture and personality; origin and growth of attitudes; and studies of human personality are examined. Credit, five hours.

454. INDEPENDENT STUDY.
An opportunity for individually arranged advanced study in a special area of psychology. Open to psychology juniors and seniors with the approval of the chairman of the department. Credit, three to five hours.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY.
This course presents an historical and logical analysis of the schools of thought in ancient medieval, modern and contemporary psychology such as structuralism, functionalism, behaviorism, Gestalt, psychoanalysis, existential phenomenological analysis and their derivatives. Credit, five hours.

456-556. TESTS AND MEASUREMENTS.
Recommended prerequisite: Psychology 315.
The subjects presented in this course are: group and individual tests of mental abilities and special aptitudes, and the construction, use, administration, and interpretation of psychological tests together with the rationale for such instruments. Credit, five hours.

457. PRACTICUM IN TESTING.
Prerequisite: Psychology 456-556.
The administration, scoring, interpretation, and reporting of psychological tests, with emphasis upon individual intelligence tests. Credit, five hours.

460. PHYSIOLOGICAL PSYCHOLOGY.
A study of the physiological correlates of human behavior; the structures and functions of the organism, receptors, nervous system and effectors; and the physiological basis of emotion and the perceptual process. Credit, five hours.

462. RESEARCH METHODOLOGY IN PSYCHOLOGY.
Prerequisites: Psychology 315, 320.
This course is for advanced students who are majoring in psychology. It covers the basic principles of scientific research, research design and methodology, and research statistics. Credit, five hours.

463-563. THEORIES OF PERSONALITY.
A study of the major theories of human personality such as Freud, Jung, Adler, Horney, Murray, Rogers, Eysenck, Sheldon, etc. The historical development of the study of personality and the methods of investigating personality are considered. Credit, five hours.

464. INTRODUCTION TO CLINICAL PSYCHOLOGY.
Prerequisites: Psychology 448-548.
Lectures and supervised practice designed to be a survey of psychological methods used in assessment and treatment in clinical settings. Practicum at Central State Hospital. Open to qualified seniors and graduate students. Credit, five hours.

465-565. INTERNSHIP.
Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

470. COGNITIVE PSYCHOLOGY.
A critical examination of recent work in the area of perception, memory, imagination, thinking, and communication. Credit, five hours.

487-587. THEORIES AND PSYCHOLOGY OF LEARNING.
A course designed to introduce the student to the basic concepts of learning as reflected in the major systematic positions of Pavlov, Thorndike, Guthrie, Skinner, Hull, Hebb, Tolman, Spence, etc., and to acquaint the student with the results of research in the field of learning. Credit, five hours.

488. APPLIED LEARNING THEORY.

Prerequisite: Psychology 487-587.

The application of learning theory and research to areas such as childhood learning and discipline, communication, attitude change, social interaction, and especially clinical behavior modification. Credit, five hours.

489. THEORIES AND PSYCHOLOGY OF MOTIVATION.

A course designed to introduce the student to some of the main forms which motivational concepts have assumed in the major theoretical systems current in psychology today, and to acquaint the student with the results of research in the field of motivation, including emotion. Credit, five hours.

490. SEMINAR.

Prerequisite: Fifteen hours in Psychology.

Intensive study of selected topics in psychology. Student reports and discussion will be used, and an emphasis will be placed upon examining the relationships between research and theory. Credit, five hours.

492-93-94. CLINICAL PRACTICUM.

Prerequisites: All other courses required in the psychology technician training concentration.

Full-time clinical experience under the supervision of the staff of the Psychology Department at Central State Hospital during the spring quarter of the senior year. The student receives intensive experience in the psychological methods and procedures used in a clinical setting, including appraisal of capacity, evaluation of personality, case diagnosis, and therapy. Application for the clinical practicum must be made by the last day of the fall quarter of the year in which the practicum is to be taken. Enrollment will be limited to the number of students who can be properly supervised by the Central State Hospital Psychology Staff in a given spring quarter. Selection of students from among the applicants will be made on the basis of academic performance and personality suitability for clinical work by a joint committee representing the Psychology Departments of Central State Hospital and Georgia College. Credit, fifteen hours.

SOCIOLOGY

Courses in this department are designed to introduce the student to human society, to provide a broad understanding of human social behavior for those entering a variety of service professions, and to prepare students for graduate study.

A departmental major for the Bachelor of Arts or Bachelor of Science degree includes Sociology 202, 442, 450, and other courses selected in conference with the major adviser. Sociology 101 is prerequisite to all courses at the 200 or higher levels.

Professional Education: Students who desire to teach may plan a major in sociology with other behavioral science courses to meet certification requirements. In addition, they must register with the chairman of the Department of Education.

Sequence in Undergraduate Education for Social Welfare.

The objectives of this sequence, plus additional relevant courses in one's major area of study, are:

1. to contribute to the enrichment of general education by helping students know and understand welfare needs, services, and issues;
2. to prepare students for immediate employment in social welfare positions not requiring graduate social welfare education; and
3. to contribute to the preparation of students for graduate professional education.

Courses in the sequence include Sociology 360, 460, and 464.

101. INTRODUCTION TO SOCIOLOGY.

A course designed for the general education program. A study of the structure, processes, and functions of human society. Credit, five hours.

105. SOCIOLOGICAL COMMUNICATIONS I.

A course in the Developmental Program, designed to give the student a perspective for viewing social issues. Written and oral communication on issues is stressed. Credit, five hours.

106. SOCIOLOGICAL COMMUNICATIONS II.

A continuation of Sociology 105. A more specific sociological orientation is presented in this quarter. Credit, three hours.

120. INTRODUCTION TO ANTHROPOLOGY.
An introduction to the fields of anthropology with attention to problems of and methods in each field. Credit, five hours.

202. SOCIAL INSTITUTIONS AND ORGANIZATIONS.
An examination of the structure and operation of the basic social institutions and organizations. Particular emphasis is placed upon the American social structure. Credit, five hours.

290H. SOCIAL SCIENCE PROBLEMS SEMINAR IN CONTEMPORARY AMERICA.
An interdisciplinary approach to the issues of Twentieth Century America for sophomore honors students. Issues will be discussed in their historical, sociological, psychological, educational, geographic and political science perspectives. Credit, two hours for one quarter, three hours for two quarters, five hours for three quarters.

310. DEMOGRAPHY.
A study of the composition of the population, its distribution in space, and changes in population size. Emphasis is placed upon five demographic processes: fertility, mortality, marriage, migration, and social mobility. Attention is given to the implications of these processes for societies. Credit, five hours.

312. SOCIAL GERONTOLOGY.
An interdisciplinary approach to understanding adult development and aging. A consideration of the impact of aging upon individuals and societies and the reactions of individuals and society to aging. Credit, five hours.

360. AMERICAN SOCIAL WELFARE.
A course designed to develop an understanding of social welfare as a social institution. It is concerned with the history and philosophy of social welfare in American society and the needs for social welfare in a cybercultural era. Credit, five hours.

424. CRIMINOLOGY AND PENOLOGY.
A critical study of the causes of crime and juvenile delinquency, the analysis of criminal behavior and offenses, a consideration of theories of punishment, and a study of penal institutions. Credit, five hours.

426. SOCIAL CHANGE.
Prerequisite: Sociology 202.
A course dealing with the nature, types, and courses of social change, as well as with technological and cultural factors underlying social change. Credit, five hours.

428. SOCIOLOGY OF THE FAMILY.
A cross-cultural study of the family, viewing the family both as a social group and a social institution. Various approaches to the study of the family are examined. Credit, five hours.

430. SOCIOLOGY OF RELIGION.
A study of the general principles concerning the relationship of religion to society. Religion is viewed as an aspect of group behavior, with focus on the roles religion plays in furthering the survival of human groups. Credit, five hours.

432. SOCIOLOGY OF EDUCATION.
An analysis of the social institution of education from a sociological perspective. Focuses on the structure, function and process of education in a mass society with particular emphasis on the role of education in cultural transmission. Credit, five hours.

442-542. METHODS OF RESEARCH IN SOCIAL RELATIONS.
Prerequisite: 15 hours in Sociology.
An overview of the processes of research in social relations, with emphasis upon the application of the scientific method to social data. Current research studies will be examined and analyzed. Credit, five hours.

444-544. RACE AND ETHNIC RELATIONS.
A study of American racial and ethnic groups, including ethnic cultural and social backgrounds, the causes and results of contemporary ethnic conflicts, ethnic problems of adjustment, and ethnic contributions to modern society. Credit, five hours.

450. CONTEMPORARY SOCIOLOGICAL THEORIES.
Prerequisite: 20 hours in Sociology.
An analysis and comparison of the major theoretical orientations in sociology. Emphasis is placed upon those theorists, American and European, whose works currently underlie the various studies in sociology. Credit, five hours.

452-552. CULTURAL ANTHROPOLOGY.
A study of patterns of behavior growing out of group life, stressing the backgrounds, diffusion, and interrelations of human cultures.

Attention is given to preliterate as well as national societies. Credit, five hours.

460. INTRODUCTION TO SOCIAL WORK.
Designed for students who look toward social work as a possible career, this course includes a consideration of the three methods of professional social work: case work, group work, and community organization. Credit, five hours.

462-562. SOCIOLOGY OF THE COMMUNITY.
Prerequisite: Sociology 202 or permission of the instructor.
The study of the nature and organization of the modern community with particular reference to the structure, growth, and types of communities. The changing role of the local community in total society is emphasized. Credit, five hours.

464. FIELD EXPERIENCE IN SOCIAL WELFARE.
Prerequisites: Sociology 360 and 460.
Students who have completed the above courses will spend one quarter working in a social service agency, with biweekly group meetings with the faculty member responsible for the field experience. Credit, fifteen hours.

472-572. SOCIAL PROBLEMS.
Pathological societal conditions and social deviation are studied with emphasis on causes, consequences, and corrective social action. Credit, five hours.

480. INDEPENDENT STUDY.
Open to seniors majoring in sociology. Reading and research under the guidance of department faculty. Credit, five hours.

490-590. INTERNSHIP.
Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit, five to fifteen hours.

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