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Spring 1977

## catalog 1977-1978

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## PREFACE

This catalog 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.

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

While the provisions of this catalog will ordinarily be applied as stated, Georgia College reserves the right to change any provision listed herein, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the office of the Dean of the College, Parks 210. It is especially important that every student note that it is his responsibility to keep himself apprised of current graduation requirements for his particular degree program.

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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## CALENDAR FOR 1977

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## CALENDAR FOR 1978

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# OFFICIAL COLLEGE CALENDAR

1977-1978

*Fall Quarter, 1977*

(781)

September	18	Arrival of new students*
	18	Meeting of President with parents of new students* 2:30 p.m. in Russell Auditorium
	19-21	Orientation of new students*
	21	Arrival of upperclassmen*
	22-23	Registration
	26	Classes convene
	26	Last day to pay fees without penalty
	28	Last day to drop course without fee penalty
October	10	Formal Convocation, 2 p.m.
	18	Regent's English Examination
	26	Senior Comprehensive Examination
	28	Mid-quarter reports*
November	1	Last day to drop course without academic penalty
	7-11	Advisement period for currently enrolled students planning to attend the Winter Quarter, 1978
	16	Last day to apply for Admission to Teacher Education for Winter Quarter
	22	Thanksgiving holidays begin, after classes (Night classes will meet.)
	28	Thanksgiving holidays end—classes re-convene
December	1-7	Special Studies Advisement Period
	8-9-10	Fall Quarter examinations
	10	Christmas holidays begin, after last examination
	16	Last day to apply for admission for Winter Quarter, 1978

\*Optional for graduate students

Winter Quarter, 1978  
(782)

January	3	Registration
	4	Classes convene
	4	Last day to pay fees without penalty
	6	Last day to add a course
	6	Last day to drop course without fee penalty
	31	Last day to file application for degree to be awarded June 10, 1978
February	1	Senior Comprehensive Examination
	7	Regent's English Examination
	8	Mid-quarter reports*
	10	Last day to drop course without academic penalty
	20-24	Advisement period for currently enrolled students planning to attend Spring Quarter, 1978
March	1	Last day to apply for admission to Teacher Education for Spring Quarter
	8-14	Special Studies Advisement period
	10	Last day to apply for admission for Spring Quarter, 1978
	15-16-17	Winter Quarter examinations
	17	Spring holidays begin, after last examination

Spring Quarter, 1978  
(783)

March	26	Spring holidays end
	27	Registration
	28	Classes convene
	28	Last day to pay fees without penalty
	30	Last day to add a course
	30	Last day to drop a course without fee penalty
April	18	Regent's English Examination
	26	Senior Comprehensive Examination

\*Optional for graduate students

May	5	Mid-quarter reports*
	9	Last day to drop course without academic penalty
	15-19	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter, 1978
	24	Last day to apply for admission to Teacher Education for Fall Quarter
	29-31	Special Studies Advisement period

June	5	Grades for all Degree Candidates due in Registrar's Office
	6-7-8	Last day to apply for admission for First Term of Summer Quarter, 1978
	10	Graduation

*Summer Quarter, 1978*

First Term—June 19-July 18  
(784)

June	18	Arrival of new students
	19	Registration
	20	Classes convene
	22	Last day to make course changes
	22	Last day to drop a course without fee penalty
	23	Last day to file application for degree to be awarded August 20, 1978

July	4	Holiday
	7	Last day to apply for admission for Second Term of Summer Quarter, 1978
	11	Regent's English Examination
	18	First term ends after last class period
	19	Senior Comprehensive Examination

Second Term—July 20-August 19  
(785)

July	19	Arrival of new students
	20	Registration
	21	Classes convene
	25	Last day to make course changes
	25	Last day to drop a course without fee penalty

\*Optional for graduate students

8 / College Calendar

August	10-15	Special Studies Advisement period
	17	Grades for all Degree Candidates due to Registrar's Office
	19	Graduation
September	1	Last day to apply for admission for Fall Quarter, 1978

## OFFICIAL COLLEGE TEST CALENDAR\*

1977-78

September	19	Freshman Placement Test
October	18	Regents' Examination
	26	Baccalaureate Assessment Program (Senior Comprehensive Exam)
November	5	G.M.A.T. Examination
	12	N.T.E. Examination
December	2-7	Special Studies Testing and Advisement
January	3	Freshman Placement Test
	14	G.R.E. Examination
	28	G.M.A.T. Examination
February	1	Baccalaureate Assessment Program (Senior Comprehensive Exam)
	7	Regents' Examination
	18	N.T.E. Examination
March	8-14	Special Studies Testing and Advisement
	27	Freshman Placement Test
April	18	Regents' Examination
	22	G.R.E. Examination
	26	Baccalaureate Assessment Program (Senior Comprehensive Exam)
May	30-31	Special Studies Testing and Advisement
June	1-2	Special Studies Testing and Advisement
	19	Freshman Placement Test

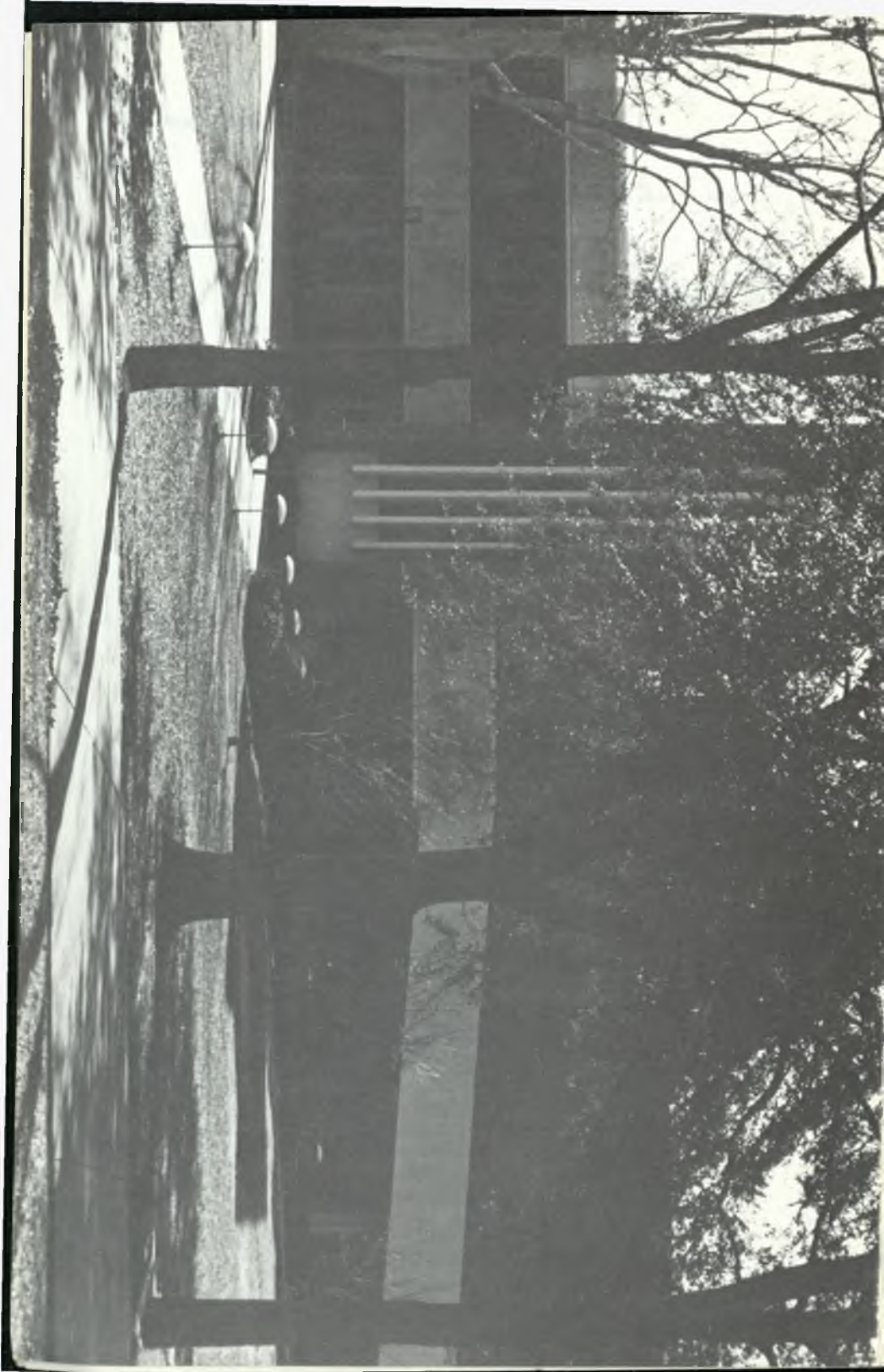


July	8	G.M.A.T. Examination
	11	Regents' Examination
	15	N.T.E. Examination
	19	Baccalaureate Assessment Program (Senior Comprehensive Exam)
	20	Freshman Placement Test

August	10-15	Special Studies Testing and Advisement
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M.A.T. Miller Analogies Test is scheduled on an individual basis.

\*(Note: See Testing Center in Education Center Building, Room 202, for more detailed information.)



## 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 years 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 institutions 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 Women'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 System of Georgia under one Chancellor and a Board of Regents.

Former presidents 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 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, seven 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, opened in 1972, contains an additional eleven labs, two lecture rooms, a two 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." While basically administrative in character, this building does contain a limited number of lecture rooms, and administratively related offices.

*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. 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 and the Department of Business Administration and Economics. This building is fully air-conditioned.

*The Education Building*, facing Montgomery Street has for years been headquarters for the Department of Education. Under construction is a new Georgia College Education Center to house the Department of Education. Upon completion of this construction and remodeling project a decision can be reached on the future use of the Education Building.

*Ennis Hall* was converted from a dormitory to an instructional facility housing the Department of Psychology and the Department of Nursing. The building is named in honor of the late Honorable Howard Ennis of Milledgeville.

*Peabody Hall*, the former laboratory school, is now being converted to an Education Center. The Center will house the Department of Education, the Continuing Education Center, the Nursery School and Kindergarten, the Department of Special Studies, the Multi-Media and Learning Resources Center, as well as providing a large conference auditorium.

*Georgia House* located in Napier Woods is a laboratory center for the study of human development. Here the home economics department operates Georgia College Nursery School which enrolls children from infancy through four years of age and provides family development experiences.

*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 labora-

tory, 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* renovated in 1975, was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an Alumnae-sponsored project. The second floor of this facility has been converted to provide additional faculty office spaces. The lower floor continues to serve as the College infirmary.

*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 reopened 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 domned 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, opened in 1972, houses the College food services, bookstore, mailroom, 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 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. This building consists of the original Atkinson Hall and an addition called Atkinson Annex. The College's duplicating and printing activities are located in Atkinson Annex. The original Atkinson Hall is now being studied to determine its future use.

*Terrell Hall* includes the building known as Terrell and Terrell Annex. Originally both of these were student dormitories. Terrell now houses the Departments of History, Mathematics, Political Science, and Philosophy and Religion. Terrell Annex houses the Department of Sociology.

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

*William Thomas Bone Alumni House*, presented to the College in November 1972

by Mr. Frank E. Bone in honor of his wife, Mrs. William Thomas Bone. This eight-room home includes the Alumni Office, and space to host visiting Alumni.

*Parkhurst Hall*, located on West Green Street, is a faculty apartment house consisting of twelve family-sized apartments and five efficiency apartments.

*Miller Memorial Hall*, located at the corner of Wayne and Montgomery Streets, houses an auxiliary gymnasium, and a number of faculty apartments. This building also houses the College's Physical Plant Department and Warehouse. 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 Peabody Hall. 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.

*Athletic Complex* constructed in 1972-74 consists of Soccer, Baseball and Softball fields, and eight tennis courts. The first phase of the new Health, Physical Education, and Recreation building also complement this area.

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

*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 Green 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 Green 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 Green Street between Clark and Columbia Streets. Rooms are designed for occupancy by two students and will accommodate one hundred and fifty-four students.



## STUDENT VEHICLES AND PARKING

Since Georgia College is located in the heart of Milledgeville, it shares some of the physical characteristics of other urban colleges. First, the College is more compact than widely spread out. Second, vehicular traffic is at times congested and parking spaces convenient to the campus are difficult to find. Although the College attempts to provide for student parking, the fact remains that it cannot keep up with the increasing numbers of vehicles and the result is always more vehicles than parking facilities. Georgia College, therefore, cannot assume the specific responsibility for providing parking facilities for student vehicles.

## LIBRARY SERVICES

The Ina Dillard Russell Library, named for the mother of the late Senator Richard B. Russell, is the center for research activities of the College. The resources of the Library include over 130,000 books, 1,250 current magazine and newspaper subscriptions, and extensive collections in microform. Particularly useful are the microfilm collections of *The New York Times* from its beginning date of 1851; *The Atlanta Constitution* from 1868; *The Times* (London) from 1785; the American Statistics Series, the American Periodical Series, a series of 18th, 19th and early 20th century periodicals; and the Educational Resources Information Center (ERIC) research reports on microfiche from 1966 to the present. As a U.S. Government depository, the Library receives approximately 4,000 documents annually. Some 40,000 items are added to the collection each year to support the growing undergraduate and graduate programs.

The Library's Special Collections contain material on local history, Georgia history, books by and about Georgians, rare first editions and other valuable books, manuscripts, research maps, and the archives of the College. The most notable special collection is the Flannery O'Connor collection of manuscripts and books housed in the Flannery O'Connor Room. This valuable collection of manuscripts, books and memorabilia of the world-renowned author, who was a member of the class of 1945, was given to the Library by her mother, Regina Cline O'Connor. A separate collection of antique clocks and watches with appropriate horological literature is also maintained as part of the Special Collections.

A special model collection of resource material for preschool through high school pupils is housed in the Learning Resources Center which is administered by the Russell Library staff. This integrated collection of book and non-book media includes a sampling of new and old in instructional material and is used by all departments of the College for courses in teacher education. The collection is housed in the new education center.

The campus-wide Media Equipment Center which is also located in the education center and administered by the Library makes available to faculty, student groups or individuals the various types of projection/playback machines that are necessary to utilize audio-visual materials. The center staff delivers and sets up the requested

equipment for faculty use in classrooms on campus. Adjacent to the Media Equipment Center is a media production laboratory for students and faculty who need to make audiovisual instructional material for classroom use. Equipment is available for the production of transparencies, slides, audio tapes, video tapes, and dry mounts. The Media Equipment Center staff is available to assist in the production of these aids.

The Library is a member of the East Georgia Triangle, the Central Georgia Associated Libraries, the Health Science Libraries of Central Georgia, and participates in the Georgia Library Information Network. Association in these four consortia facilitates the borrowing of material through participating libraries, thereby increasing the resources available to Georgia College students and faculty.

With the 1968 addition and remodeling the Library is now one of the most attractive and comfortable buildings on campus. A variety of seating is provided, including individual study carrels and tables for group study. A typing room furnished with typewriters is provided for student use at no charge. Copying service for print and non-print materials is available at a nominal cost. The Library is normally open 77 hours a week with a reference librarian on duty much of this time to provide assistance and informal instruction in the use of the Library.

## **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, choose activities, and other experiences so as to derive the greatest benefit from a college career.

## **COUNSELING SERVICES**

Professional counseling is available to afford the opportunity for students to gain understanding of self and others, to explore both personal and vocational goals, and to make more effective decisions concerning personal development and adjustment to college life.

Vocational testing, information concerning career opportunities, and individual counseling may assist the student in career decision making.

## **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 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 a faculty adviser when they are accepted for admission. For this reason, it is important that the intended area of major interest be indicated on the application form.

Faculty advisers will make every effort toward conscientiously advising the student concerning courses, class schedules, etc. While the adviser has the responsibility of assisting the student in planning his academic program and of approving the student's proposed course work as it relates to his major, the responsibility of meeting all academic and graduation requirements as stated in this catalog rests ultimately with the student. The faculty adviser cannot be held responsible for any action taken by the student which is contrary to the adviser's recommendation.

At least by 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 no later than 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 student's 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 against influenza.

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

Before final admission, each new student is required to have a thorough physical examination, preferably by his 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 makes arrangements for employers to interview job candidates on campus.

## ALUMNI ASSOCIATION

The Georgia College Alumni Association is almost as old as the College itself. Established in 1892 and incorporated in 1972, the association has two main purposes: promoting the interests of Georgia College and establishing mutually beneficial relations between the College and its alumni. The work of the organization is coordinated through an Executive Board whose goals are accomplished through a director and staff in the Office of Alumni Affairs. This office is located in the William Bone Alumni House, located at 141 South Clark Street, one block from the campus square. A Homecoming Event is held each year at mid-winter. The Annual Alumni Day is observed on the last Saturday of April.

## CORRESPONDENCE STUDY PROGRAM

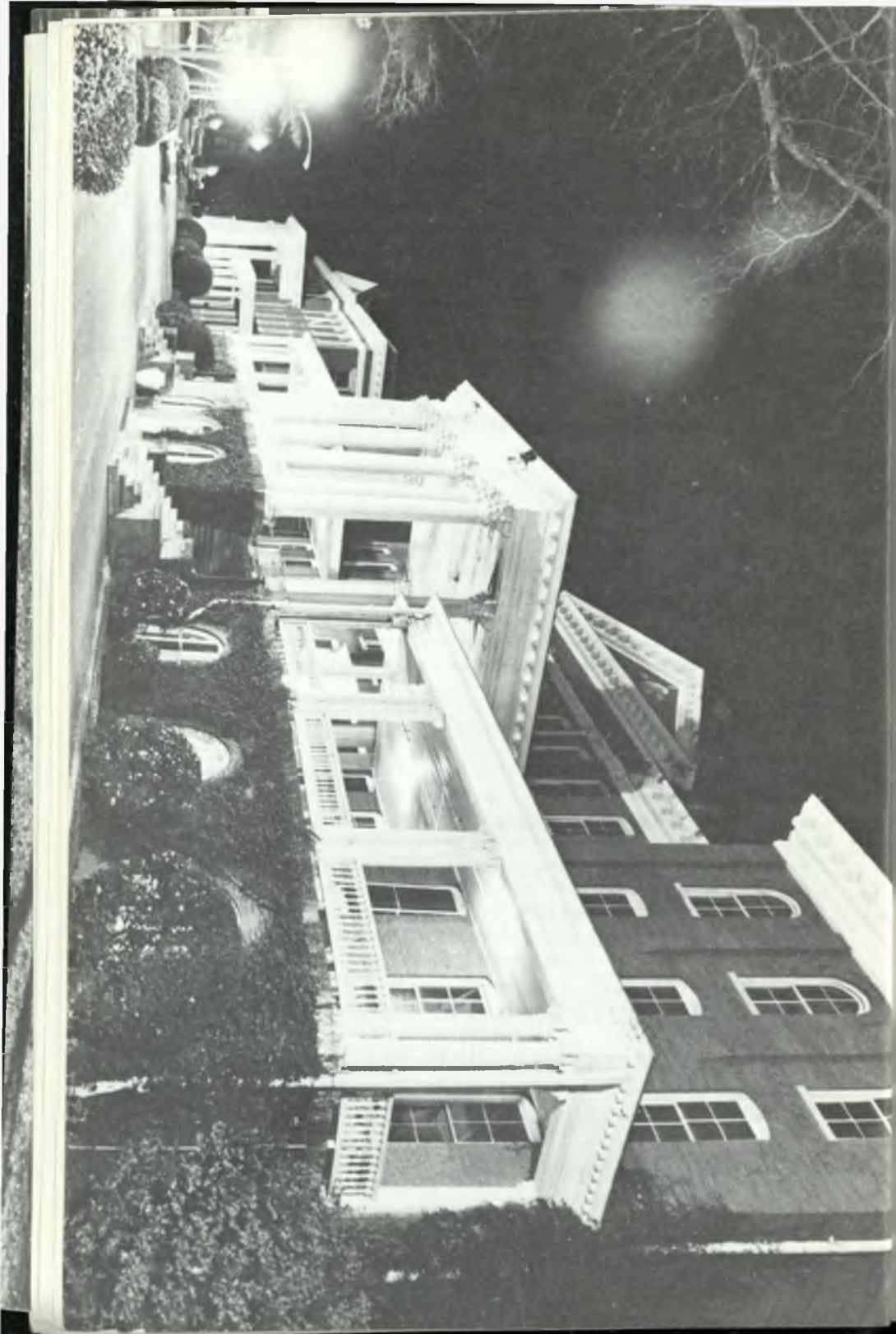
The Georgia Center for Continuing Education of the University of Georgia maintains a Correspondence Study Office at Georgia College. Students must be in good-standing academically in order to register for a course through the Correspondence Study Program.

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

## **HOME ECONOMICS CHILDREN'S CENTER**

Students, faculty, and community residents may obtain applications for Home Economics Children's Center by requesting them from the office of the Department of Home Economics or the Director of the Home Economics Children's Center. (Formerly Nursery School.)





## ADMISSIONS AND EXPENSES

### ADMISSIONS

Policies related to admission to Georgia College are determined by the Admissions Council. Georgia College is open to all qualified students without regard to race, creed, or national origin. An application is reviewed as soon as the applicant has submitted enough items of information to provide a sound basis for action, and a decision letter is mailed soon thereafter.

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 unconditionally.

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, and a statement of the condition of the applicant's health. Specific requirements for freshman and transfer applicants are discussed below. Applicants scoring below certain scores (see page 209) on the Scholastic Aptitude Test will be required to take further tests to determine their initial placement in Special Studies courses.

#### **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 College decide upon admission in this category.

#### **Advanced 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.

#### **College Level Examination Program (CLEP)**

Georgia College has established several programs for awarding credit by examination. Details may be obtained from the College Testing Officer. The general conditions and standards for awarding credit are as follows:

1. The maximum amount of credit that can be earned by examination is limited by the requirement that 45 of the last 60, and 60 of the last 90 hours of credit must be earned in residence.

2. No person will be permitted credit by examination for a course after he has once enrolled in the course.

3. The College Level Examination Program's *General Examinations* and *Subject Examinations* may not be retaken in order to earn credit.

4. Credit earned by examination will be recorded on the student's record by course, course number, and quarter hours earned. No grade or grade points will be assigned.

5. Credits earned through CLEP may be transferred from other institutions in the University System of Georgia, or from other institutions upon verification that scores on credits to be transferred were equal to or higher than those required by Georgia College.

### **Challenging Courses**

Students enrolled in Georgia College may challenge undergraduate courses, i.e., receive credit for a course without enrolling in it, under certain conditions. A student who wishes to challenge a course must present to the chairman of the department that offers the course sufficient information on his/her background that will enable the department chairman to determine the student's mastery of the material provided in the course. A student who is considered eligible for a course challenge by a department chairman is examined on the course by the faculty of the department according to a procedure established by the department.

The results of the examination are recorded on the Credit by Examination Form provided by the Dean of the College. If the student is approved for credit by examination the course credit is recorded on the student's permanent record, but no grades or quality points are awarded for these courses. If the student is approved for credit by examination he/she will pay an examination and recording fee per course challenged. Receipt of payment from the Business Office must be presented to the instructor before the examination. No more than forty-five quarter hours credit can be awarded through the course-challenge procedure and it is limited by the policy that forty-five of the last sixty and sixty of the last ninety hours of credit must be earned in residence. (Credit earned by examination is not considered earned in residence.) No person will be permitted to challenge a course after he has once enrolled in the course. There is a limit of one challenge per course. The Dean of the college will notify the Registrar's Office of all successful challenges. This procedure applies to courses not covered by the College Level Examination Program (CLEP), described above.

### **Requirements for freshman 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 should



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 or foreign language .....	3
Other optional units .....	4

### 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 presents more than 17 quarter hours of acceptable credits from another college accredited by the appropriate regional accrediting agency. Those with less than 17 quarter hours credit 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.

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

5. A maximum of one hundred one (101) academic quarter hours from a junior college, or one hundred twenty-six (126) 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 responsibility for planning programs for special students.

Georgia residents who are 62 years of age or older, and who meet all admission requirements, may register for classes and receive credit without payment of any tuition or fees on a space-available basis.

### **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 Graduate Catalogue)

### **Transient Students**

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

## **ADMISSION TO NURSING PROGRAM**

### **Associate of Science in Nursing**

1. Admission to the college does not necessarily mean that the student will be admitted into the nursing program.
2. Applicant must have a predicted grade point average (P.G.A.) of 2.0 or above to be accepted. The college calculates this prediction.
3. Applicant must have taken the SAT and acquired a minimum total of 750, with a minimum of 360 verbal score.
4. If applicant scores below 350 on the SAT is Math he must take one course in Mathematics before entering the program.
5. An applicant without a high school average, who has a total SAT of less than 750 with a verbal score of less than 360 are required to complete one full academic year and achieve a GPA of 2.0 before entering the nursing program.
6. Applicant must have taken high school or basic college chemistry in order to enter the nursing curriculum.

7. Health records must be received before the applicant is allowed to register for a nursing course.
8. Transfer students must have a minimum 2.0 average to qualify.

### **Bachelor of Science in Nursing**

#### **Applicants must:**

1. Apply for admission to Georgia College through the Office of Admissions. Transcripts will be evaluated individually by the registrar. Students lacking lower division core curriculum courses may request information regarding the College Level Examination Program (CLEP) from the college testing officer.
2. Be graduated from a state approved diploma or associate degree program.
3. Be currently licensed in Georgia as a registered nurse.
4. Have one year of full time clinical experience or its equivalent.
5. Have actively participated in the field of nursing within the last five years.
6. Have a cumulative grade point average (G.P.A.) of 2.0 or above.
7. Submit an acceptable statement of condition of applicant's health.
8. Provide proof of current professional liability insurance.
9. Call or write for an appointment with a faculty member in the Department of Nursing for academic advisement prior to registering in college courses.

NOTE: Diploma graduates must validate their proficiency in the core of nursing knowledge essential to the provision of secondary care at the associate degree level in order to obtain college credit. They do this by successfully taking NLN Achievement Tests prior to enrolling in upper division nursing courses.

## **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:

#### **General Fees**

	<b>Academic</b>	<b>Health</b>	<b>Activity</b>	<b>Total</b>
<b>STUDENTS TAKING 12 OR MORE QUARTER HOURS:</b>				
Legal Residents of Georgia . . . . .	\$145.00	\$10.00	\$18.00	\$173.00
Non-Residents . . . . .	\$383.00	\$10.00	\$18.00	\$411.00

*Off-Campus Courses* — The fee for off-campus courses is \$15.00 per credit 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 Business Office.

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

*Returned Check Charge* (\$5.00) — This is charged against any check not honored 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

### Housing 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 at least 10 hours 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 food service 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 from the college 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**

On surrendering the meal card(s) to Food Service, a refund will be prorated for meals remaining with a \$5.00 penalty.

**Refund Policy**

*Refund for Reduction of Course Load.* 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 and to the Business Office on or before the last day to make course changes without fee penalty as 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.

Formal withdrawal from the College must begin with written approval from the dean of student's office.

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

Students who formally withdraw prior to or 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 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.

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.

Because of the specific nature of the instruction of Applied Music, no refunds of these fees will be made.

**Non-Resident Students**

*Non-Resident Tuition* — A tuition fee of \$20.00 per quarter hour up to a maximum of \$238.00 per quarter is paid during the registration period at 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:

- A. (a) If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.  
  
(b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
- B. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
- C. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though he or she has not been a legal resident of Georgia for the preceding twelve months.
- D. Non-resident graduate students who hold teaching or research 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.
- E. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, or engaged in teaching full time during such nine month period, and have been employed to teach full time in public schools of Georgia during the ensuing school year.
- F. 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 shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
- G. Foreign students who attend institutions of the University System under financial sponsorship of 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.

- H. If the parents or legal guardian of a minor change their legal residence to another state following a period of legal 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 month period the student may continue his registration only upon the payment of fees at the non-resident rate.
- I. 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 court appointment and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.
- J. *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 education programs leading to standard degrees, the University System will grant credit according to the recommendations of a "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.
- K. *Hearings on Appeals of Resident Classification.* — The Executive Secretary of the Board shall act as the hearing officer to conduct hearings on all appeals by students or others concerning classification of students as residents and non-residents and filed with the Board pursuant to the provisions of Article IX of the Bylaws. The Executive Secretary shall investigate the matter thoroughly and submit his recommendations to the Board for decision within the time required by said article of the Bylaws.
- L. Career Consular Officers and their dependents who are citizens of the foreign nation which their Consular Office represents, and who are stationed and living in Georgia under orders of their respective governments, shall be entitled to enroll in University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

## TEXTBOOKS AND SUPPLIES

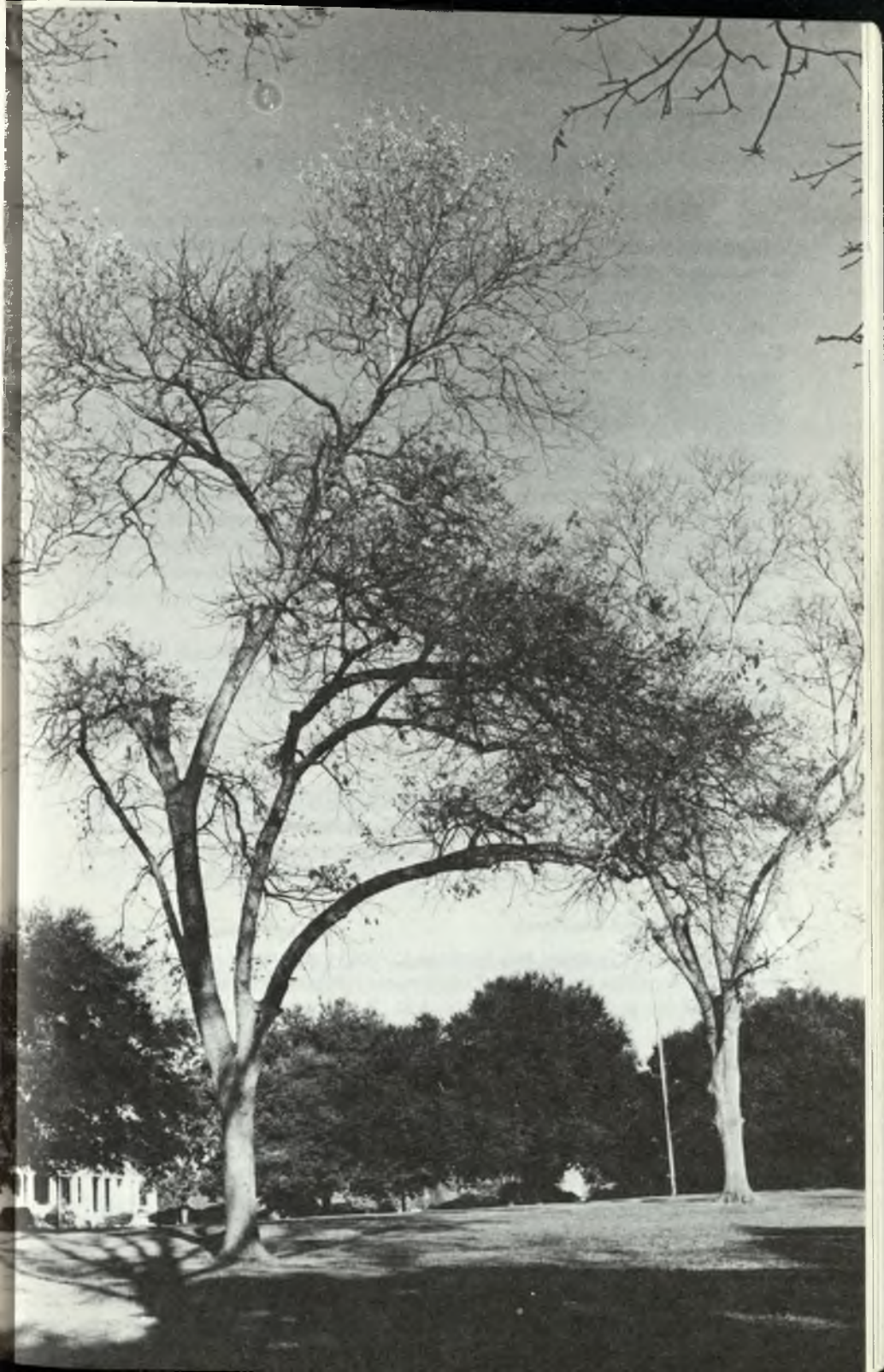
Textbooks and school supplies, as well as other student needs, are available in the College bookstore. The cost of books and supplies will vary with the courses elected

by the individual student. A fair estimate of this cost is from \$40.00 to \$60.00 for the initial quarter of attendance. Subsequent quarters usually 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.

Freshmen entering in Fall Quarter who will take English 101 must purchase a particular hardback dictionary. The correct dictionary will be available in the College Bookstore, but those wishing to know in advance which dictionary is required for any particular year should contact the College Bookstore or Director of Composition, Department of English and Speech.





## 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 Parent's 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 may be required to attain a satisfactory academic record for one quarter before receiving financial assistance.

### 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 applications and PCSs *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) re-applies 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, Gwinnett, or Coweta 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 Milledgeville 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 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.

#### **Mary Ellen Hosch Cline Memorial Scholarship**

A fund was established in 1973 by Mrs. Corinne Roberts Hosch '23, and her grandson James Hill Cline II in memory of Mary Ellen Hosch Cline '48, to provide assistance to worthy students who need financial aid.

#### **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 are eligible.

**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.

**The Lowe Scholarship Fund**

The fund, established as a memorial to Ellison Homer Lowe and Hattie Jones Lowe, provides scholarships for students who have had an outstanding record during their first two years at Georgia College and who need financial assistance to continue their studies.

**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 rising junior and senior music majors selected by competitive auditions.

**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.

**The Flannery O'Connor Scholarship Award**

On October 20, 1976, Regina Cline O'Connor presented a substantial gift to Georgia College to establish the Flannery O'Connor Scholarship Fund. From this endowment an award will be available annually to a student enrolled at the college who shows outstanding literary promise. The scholarship award will be open to students of all class divisions, both undergraduate and graduate, and selection will be based on the decision of a scholarship committee. The O'Connor Award will be presented on Honors Day in May.

## **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.

### **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 (Basic and Supplemental)**

The College participates in the Federally supported Educational Opportunity Grants Programs.

Application forms in connection with the Basic Educational Opportunity Grants may be obtained from a secondary school, U.S. Post Office or other locations designated by the Federal Government and must be filled out and filed by the student.

Supplemental 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 Direct Student Loans**

The College participates in the National Direct Student Loan program. 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 legislation provides for partial cancellation of principal and interest for teaching and for military service under conditions outlined in the Act.

### **Nursing Student Loan Program**

Under this program nursing students (not eligible for National Direct Student Loans) who are in need of financial aid and are enrolled at least half-time may borrow a portion of the cost of attending college. Repayment begins nine months after completion of nursing studies and no interest accrues until the re-payment date.

A borrower who becomes a full-time nurse may cancel up to half of the loan by service at the rate of 10% for each such year of service. Further cancellation is provided for in certain special circumstances.

### **Nursing Student Scholarships**

Limited funds are available for scholarships for nursing student having exceptional financial need. Such scholarships are usually combined with loans or other forms of assistance.

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**

Under the Guaranteed Loan Program loans are arranged through private banks and other financial institutions. Interest is paid by the Federal Government until the student completes his education. The amount of such loans depends upon financial need. In Georgia this loan program is administered by the Georgia Higher Educational Assistance Corporation, 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, Georgia 30084.

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 Georgia Higher Ed. Assoc. Corp., 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, GA 30084.

### **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.

### **Georgia College Work-Study Program**

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

### **Veterans Services**

In addition to regular veterans' benefits, veterans are eligible for financial assistance through the work-study program, loans, refresher training, and tutorial allowances. Veterans and other eligible persons entitled to Veterans Administration Educational Benefits may be certified to the Veterans Administration for a total of 45 equivalent credit hours in special studies. Only 15 hours may be attempted in each of the basic skills. (Reading, English, and Mathematics) For further information, contact the Veterans Administration Regional Office, 730 Peachtree Street, N.E., Atlanta, Ga. 30308. The Coordinator of Veterans Services on campus is also available to assist in any of these programs.





## 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 regulations 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 actions. 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 govern-

ment 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 understanding 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.

## STUDENT IDENTIFICATION

Each student is issued an Identification Card (I.D.) as official identification of student status, when he registers at Georgia College. This Identification Card is to be used throughout enrollment in the college, and a fee of \$1.00 is charged for replacement of the initial ID.

Students are required to present an ID Card to any properly identified faculty or staff member upon request.

## SOCIAL AND RELIGIOUS LIFE

Campus-wide social events are planned and promoted by a committee made up of interested students and chaired by the Secretary of Student Activities. The Secretary of Student Activities is appointed by the President of the College Government Association. This committee plans and coordinates all Campus-wide social events that are partially financed by the Student Activities fees. The program affords opportunities for every student to enjoy and to develop interest and skill in many activities. Special events are for all students, guests of students, and alumni.

## MAXWELL COLLEGE UNION

The Maxwell College Union, located on Hancock and Clark Streets, offers currently enrolled students, faculty, staff, administration, alumni and guests of the College Community a wide range of activity.

The first level of the College Union offers areas for recreation, conference rooms, hobby rooms, photography lab, card room, study room, lounge with color T.V. and music listening rooms. Offices for the College Government Association, Video, Spectrum, Colonnade, Student Activities, Counselor, Building Manager and Inventory Control offices are located on the first level.

The Second level accommodates the College Cafeteria, private dining room, and faculty lounge.

The Maxwell College Union is governed by a student-faculty-administrative group known as the College Union Board. This Board serves as a policy making group for programs, activities, services, long-range planning, and space utilization.

The College Union Program Council is made up of students who are interested in initiating and developing activities for all members of the college community. You are invited to participate, both in the planning and in the activities of the Union, by serving as a member of the College Union Program Council or by attending the events.

Your current Georgia College I.D. entitles you to all areas of the Union. The program of the College Union is for the individual groups, clubs, and organizations that are recognized by Georgia College.

### **GC Radio**

Georgia College has been granted a construction permit for a 10 watt Educational FM Radio Station by the Federal Communication Commission. The call letters WXGC have also been assigned by the F.C.C. The Georgia College Radio Station is student operated and located in Mayfair Hall.

### **GC Video System**

A closed circuit video tape system is located in Maxwell College Union. The video provides programs such as concerts, documentaries, comedy-satire, as well as programming produced on campus concerning current events. The system is supervised by students who have attended network-sponsored video workshops and who will instruct interested students in the techniques of video projection.

### **The Greek System**

Four national female fraternities, Phi Mu, Alpha Delta Pi, Delta Zeta, and Alpha Kappa Alpha, and four national male fraternities, Kappa Sigma, Phi Delta Theta, Pi Kappa Alpha, and Alpha Phi Alpha, serve students interested in Greek life. A Panhellenic Council and Inter-fraternity Council are the coordinating bodies for the sororities and fraternities. Additional organizations may be established when an evident need for them exists.

### Other Activities

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 social activities, teas, discussion groups, and special events.

Lake Laurel is a camping area, encompassing a lodge which has accommodations for overnight; 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.

## ACADEMIC CITATIONS

### Academic Honors

Georgia College honors, by designation in the commencement program and on the diploma, those graduates who have high academic achievement. The Latin phrases *Cum Laude*, *Magna Cum Laude*, and *Summa Cum Laude* are used to identify the levels of achievement on the basis of all college work undertaken. Credits earned on a "Pass/Fail" (or equivalent basis) or through CLEP and other similar examinations are not counted in the criteria for graduation with distinctions since quality points are not assigned for these credits. All recorded grades, including transfer grades and physical activities grades, are used in determining the level of distinction.

To be eligible for the baccalaureate degree with any of the aforementioned honors, a student must have been in residence at Georgia College for a minimum of 90 quarter hours and must have earned (on all academic work attempted as stated above) minimum cumulative grade point averages as follows:

Cum Laude	3.60 to 3.74
Magna Cum Laude	3.75 to 3.89
Summa Cum Laude	3.90 to 4.00

Students who have earned fewer than 90 hours, but more than 60 hours, in residence at Georgia College and who have achieved on all academic work, as stated above, a cumulative grade point average of 3.60 or higher will be eligible for the designation Cum Laude only.

### 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 cumulative 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 trans-

ferred from some other college. The invitation to join Phi Sigma must be accepted before a student can be initiated.

### **Phi Kappa Phi**

The Honor Society of Phi Kappa Phi was chartered at Georgia College in June, 1973. Selection for membership is on the basis of scholarship. Members are elected from graduate students, undergraduate students, faculty, administration and alumni. To be eligible for consideration for membership graduate students must be within 15 quarter hours of graduation and have no more than one course grade lower than an "A" (one "B" accepted). To be eligible for consideration for membership, undergraduate students from the senior class must have a minimum grade point average of 3.5; undergraduate students from the junior class must have a minimum grade point average of 3.8. In all cases elections will be from among the upper 5 percent of the classes.

### **Beta Beta**

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

### **Phi Alpha Theta**

Phi Alpha Theta is a national honorary in history. Membership is through invitation extended to students with outstanding records in history.

### **Phi Mu Alpha Sinfonia**

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Specific information may be obtained from the Department of Music.

### **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.

### **Sigma Alpha Iota**

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Specific information may be obtained from the Department of Music.

### **Who's Who**

Who's Who in American Colleges and Universities recognizes student leadership, contributions to campus life, and potential for future service to the community,

state, and nation. The Georgia College seniors recognized are nominated by classes, organizations, faculty members or administrators and selected by classmates and 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 are admitted by I.D. Cards.

## GEORGIA COLLEGE THEATRE

The Georgia College Theatre is a resident campus theatre that is open to all interested students who wish to gain experience in acting, stage managing, lighting, property and set construction, costuming, makeup, and publicity. Each quarter the theatre stages a major production of a classical or modern drama or a comedy.

## 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.

## PERFORMING ORGANIZATIONS

### CHORAL GROUPS

The college groups include: "Mixed Chorus", "Women's Chorale", and the "Aeolian Singers". All groups perform both on and off campus.

The "Aeolian Singers", a select ensemble, performs standard choral literature for the small choral ensemble.

All of the choral organizations are open to the entire student body.

### CONCERT BAND

The concert band is open to all interested students with auditions dependent upon needed instrumentation. Approximately sixty-five in number, this group performs the finest in standard and contemporary literature. Along with local engagements, they present quarterly concerts at the College. Each year's work is climaxed with a Spring tour.

### STAGE BAND

A select group of musicians, the stage band performs many styles of literature including jazz, rock, swing and blues. This group has participated in many state-wide tours, playing for clubs, organizations, and schools. The stage band is a seventeen piece group and open by auditions only.

### BRASS CHOIR

This group meets one day a week and performs the best in standard and contemporary brass literature. This group is open to all college students.

### PUBLICATIONS

The year book *Spectrum* is an annual pictorial record of student life on Georgia College Campus. The *Spectrum* staff is composed of students and faculty advisers.

The *Colonnade* is the Georgia College Newspaper. The staff is composed of students and faculty advisers.

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 organizations on the campus, the governmental routine of the campus, regulations for resident living, 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.

VA News is reported in the Veterans Association Monthly Newsletter.

A *Faculty Handbook* that is continuously updated is given to each faculty member for use during his employment. The purpose of the Handbook is to provide a common source of authoritative information for faculty and to help assure that students receive accurate information and advisement on college regulations and procedures. Questions regarding the *Faculty Handbook* should be addressed to the Assistant Dean of the College.

## RECREATION AND PARK SOCIETY

The Recreation and Park Society of Georgia College was organized to bring together students interested in the recreation, park and conservation profession in a social and academic atmosphere and is designed to aid their personal and professional development and improvement.

The Society, as its service projects, plans and carries out recreation activities in college dormitories, College Union, and in the Milledgeville community.



## **GENERAL REGULATIONS**

### **GENERAL POLICY**

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

While the provisions of this catalogue will ordinarily be applied as stated, Georgia College reserves the right to change any provision listed in this catalogue, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the office of the Dean of the College, Parks 210. It is especially important that each student note that it is his responsibility to keep himself apprised of current graduation requirements for his particular degree program.

### **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.

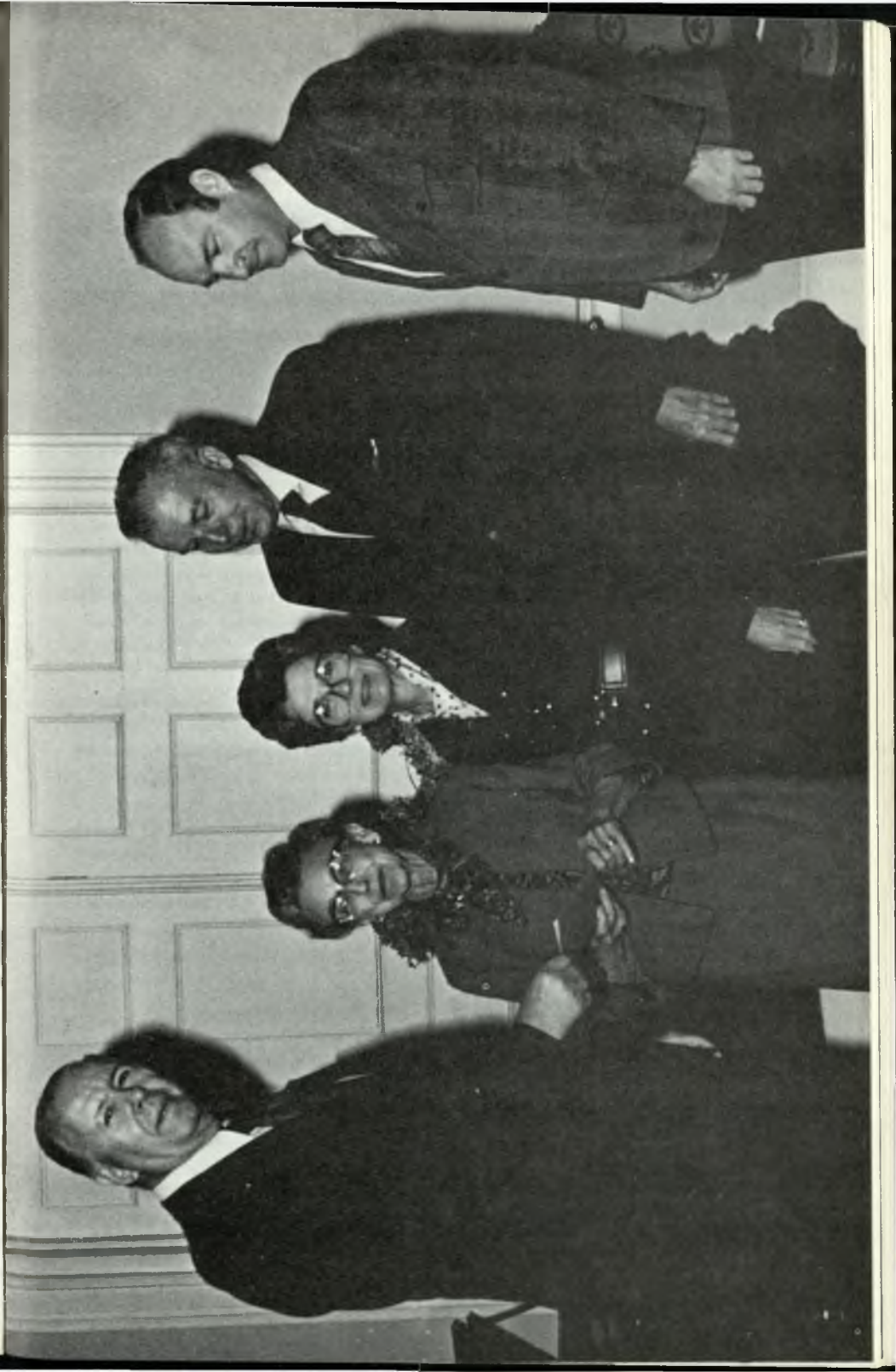
### **VISITORS TO DORMITORY ROOMS**

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 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.

## **EXTRACURRICULAR ACTIVITY**

To represent the College by participation in any intercollegiate athletic, musical, or dramatic activities or performances, a student must be free from academic and/or social probation. He or she must also be free of probation in order to participate in any off-campus academic programs.



## ACADEMIC REGULATIONS

### THE QUARTER SYSTEM

The college year is divided into three quarters of approximately ten weeks each plus a summer term of two four weeks sessions. Under the quarter system classes generally meet Monday through Friday.

### CREDIT AND COURSE LOAD

Academic credit assigned to a subject is expressed in quarter hours. A passing grade on a subject that requires five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two to three hours is equivalent to one class hour.

A normal course load is fifteen hours each quarter. A fulltime student is one who is enrolled in a minimum of twelve (12) quarter hours of Georgia College academic or institutional resident credit. Cooperative education and intern students participating in fulltime work assignments may be recommended to the Dean of the College by the Director of Cooperative Education and Internships for classification as fulltime students. Freshmen and Sophomores also take Physical Education in accordance with the general education requirements.

A student may schedule a maximum of 18 quarter hours with the permission of his faculty adviser. A student who has earned a grade point average of 3.00 or higher on at least 15 hours during the previous quarter may petition to schedule a maximum of 20 quarter hours with permission of the Dean of the College.

Exception to the maximum loads stated above may be made when, in the senior year, a student needs not more than five hours in excess of his regular load to graduate. In this case, the student may petition the Dean for permission to schedule during each quarter not more than five quarter hours more than his standing would normally permit, provided that the total load is not greater than 25 hours during any quarter.

During a summer session of four weeks, the maximum normal load is eleven quarter hours. Any hours in excess of this must have the approval of the faculty adviser and the Dean of the College.

### CLASSIFICATION

The following table is used to determine class organization:

Freshman	Less than 43 quarter hours credit
Sophomore	43-90 quarter hours credit
Junior	91-135 quarter hours credit
Senior	136 and over quarter hours credit

## GRADE AVERAGES

Georgia College relies on two methods for determining the student's grade average. One average includes all hours and grades on all courses attempted at Georgia College and is called the cumulative average. The cumulative average is used to determine which students shall receive college honors (see Academic Citations, page 47), and shall be on the official transcript.

A second average is used to determine academic standing, admission to teacher education, and graduation. This second average is called the Academic average and it is based on decisions made by a student who decides to repeat a course in which he has received a grade that is unsatisfactory to him. A student may repeat any course originally taken since Fall Quarter 1973 (173), and only the last grade and hours earned in the repeated course will be counter. (The Academic average is not used for graduate students or courses.)

## METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

### Grading Policy

A student's academic standing is determined by his grade point average at the end of each quarter. The Grade point average is computed by equating letter grades earned at Georgia College to the following numerical code:

- A = 4 points (Excellent)
- B = 3 points (Good)
- C = 2 points (Passing)
- D = 1 point (Passing)
- F = 0 points (Failing)
- WF = 0 points (Withdrawn failing) (See page 53)

Each point represents a quality point earned per quarter hour credit. Quality points are determined by multiplying the number of quarter hours credit listed for the course by the number of points awarded for the grade earned in the course. (A student who receives an A in a five hour course would have earned twenty quality points for his work in that course.)

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average.

- I— Indicates that a student was doing satisfactory work, but for non-academic reasons beyond his control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed before mid-term of the next quarter of residence, the symbol "I" will be changed to the grade "F". (The "I" cannot be removed by repeating the course.)
- W— Indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total

grading period (including final examinations) except in cases of non-academic hardship.

- S— Indicates that credit has been given for completion of degree requirements other than academic course work. This symbol is used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.
- U— Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. This symbol is used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.
- V— Indicates that a student was given permission to audit. Students may not transfer from audit to credit status or vice versa after the last date to add a course.
- K— Indicates that a student was given credit for the course via a credit by examination program approved by faculty. (CLEP, AP, Proficiency, etc.)
- IC— Indicates Institutional Credit Course. Credit received is not counted toward degree.
- IP— In Progress. (See Special Studies.)

A student will be classified in good academic standing if his grade point average on Georgia College work at the end of each quarter is at least the amount shown in the following table:

Total Hours Attempted**	Required Academic Average*
0—42	1.60
43—90	1.75
91—and over	1.90
Graduation	2.00

\*If a course taken after 173 quarter is repeated, only the last hours and grade received are used in the computations.

\*\*Includes transfer work.

Any student who fails to maintain the above minimum academic grade point average will be placed on Academic Probation the next quarter of enrollment. A student who fails to return to Good Standing after three consecutive quarters of Academic Probation will be dismissed from the College for academic reasons. Any student on Academic Exclusion may petition the Dean of the College for temporary re-admission for one quarter. Any student temporarily re-admitted who has not returned to good standing or shown satisfactory improvement at the end of the



quarter may not be eligible to return to the College. No more than two quarters can be granted to return to Good Standing after Academic Exclusion.

## **DROPPING COURSES AND WITHDRAWAL FROM COLLEGE**

A student other than those enrolled in Special Studies courses may drop any course before mid-term by presenting to the Registrar's office a drop card signed by his instructor and his faculty adviser. Students enrolled in Special Studies courses must have approval of the chairman of the Department of Special Studies before dropping *any* courses. A student who withdraws from a course but does not follow this procedure will receive a failing grade for the course.

To withdraw, either temporarily or permanently from the College, a student must report first to the Dean of Students office. Failure to do so will result in the grade F in all courses.

Withdrawals or drops without academic penalty are allowed at any time prior to mid-term unless the student has been previously dropped from the course by the instructor for excessive absences (in which case the grade F is assigned). Withdrawal will be indicated by the symbol W on the student's transcript; however, the hours will not be used in computing grade averages.

A student who withdraws from either a course or from the College (all courses) at any time after mid-term but prior to the beginning of the Final Examination period will receive the grade WF for the course or for each course being carried at the time of withdrawal. However, with the approval of class instructors, the student may petition the Dean of the College for incomplete grades if the withdrawal is due to non-academic extenuating circumstances and the student is passing all courses being carried at the time of withdrawal. Failure to meet the terms of an approved petition will result in the final grade of WF in the incompleting course.

The timing of withdrawals in order to avoid academic penalty is the responsibility of the student.

## **RIGHT OF PETITION**

Any student or former student at Georgia College has the right of petition to the Dean. Petitions are to be used by the student and his faculty adviser to remedy undue hardships and specific inequities that may adversely affect a student's ability to fulfill the academic requirements of the College. Petitions may be used to secure approval of special agreements between faculty and students regarding the nature and composition of academic programs. Ordinarily petitions are used to remedy emergency situations in isolated cases caused by unanticipated consequences in the application of the academic requirements of the College.

## CLASS ATTENDANCE

Each student is expected to attend classes regularly. It is 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 work missed. The decision to permit the student to make up work required in any class missed rests with the instructor. A student should inform his instructor in advance of any expected absences.

## AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will NOT be counted as part of the normal course load and no grades will be awarded. Instructors may set special conditions on students who audit their courses. Audited courses will be designated by a "V" and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time. Student must register as an "Audit" student and pay regular matriculation. Changes from "Audit" to credit or vice-versa cannot be made after the last day to "add" courses.

## ADDING COURSES AFTER REGISTRATION

A student may add courses to his schedule for a period of three school days after formal registration. The add card is available from the Registrar's office and must be signed by the student's faculty adviser and instructors involved before being returned to the Registrar's office by the student. No credit will be awarded in any course for which the student is not properly registered.

## REQUIREMENTS FOR GRADUATION

To qualify for a baccalaureate degree at Georgia College the student must satisfy the following requirements:

1. Complete the total quarter hours in courses required for the degree selected and achieve an academic average of at least a 2.00. Sixty of the total number of hours counted toward a degree must be in courses which are considered upper (300-400) level. A minimum of 186 hours must be successfully completed in order to be eligible for graduation.
2. Complete all requirements of the Board of Regents and of Georgia College.
3. Fulfill the departmental requirements for the major 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. No student may receive credit for more than a combination of forty-five hours of extension and/or home study courses.

5. Present a written application for a degree on the form provided by the Registrar by the dates indicated in the official college calendar on pages 5-8. Students enrolled in graduate programs and planning to graduate in August will have until the date indicated during first session of the Summer Quarter to present their application for graduation.
6. An undergraduate student proposing to participate in June graduation exercises must have a 2.00 academic average in courses taken while enrolled at Georgia College not later than the end of the Winter Quarter immediately preceding the exercises; for August graduation, not later than the end of the Spring 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 Spring Quarter immediately preceding June exercises; or the beginning of summer quarter for August exercises.
8. Students may be graduated In-Absentia provided they submit written notice to the Registrar of their intention to do so at least seven days before the date of Commencement. A student who does not appear at the graduation exercises specified on his degree application form, and who has not provided written notice to the Registrar (as specified above), shall not graduate at that time. Upon resubmission of the degree application, and a second payment of the graduation fee, he may receive his degree at the next graduation exercise.
9. Georgia College reserves the right to withhold a diploma from any student and refuse to forward transcripts for any student who has an unsatisfactory conduct record or who is in financial arrears to the College.

## GENERAL DEGREE REQUIREMENTS

The requirements for degrees described in this catalog 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 these 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, or Political Science 101H.

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 Chairman of the Department of History and the Chairman of the Department of Political Science, which administer 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 Dean of the College, 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 waived. Courses not acceptable for major or minor work in upper division brackets by departmental chairmen may 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, or by departmental exams, for which a fee will be charged, providing the college rule for maximum of correspondence and extension courses is not exceeded.
7. All veterans of one year or more active service may 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. (Hours for exempted P.E. courses must be made up in other courses).

## REGENTS TESTING PROGRAM

### Junior English Examinations:

The University System of Georgia requires all of its students to pass the Junior Level English Examination. This is therefore 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 pursuing any undergraduate degree program and who have passed English 101 and 102 prior to that quarter. Associate degree students are strongly advised to take the examination after completion of forty-five hours. The Junior English Examination must be taken before the student can register for his Junior year (i.e., prior to accumulating 91 hours credit). No student will be permitted to register for any further degree credit after the accumulation of 135 hours of credit unless he has successfully passed this examination.

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.

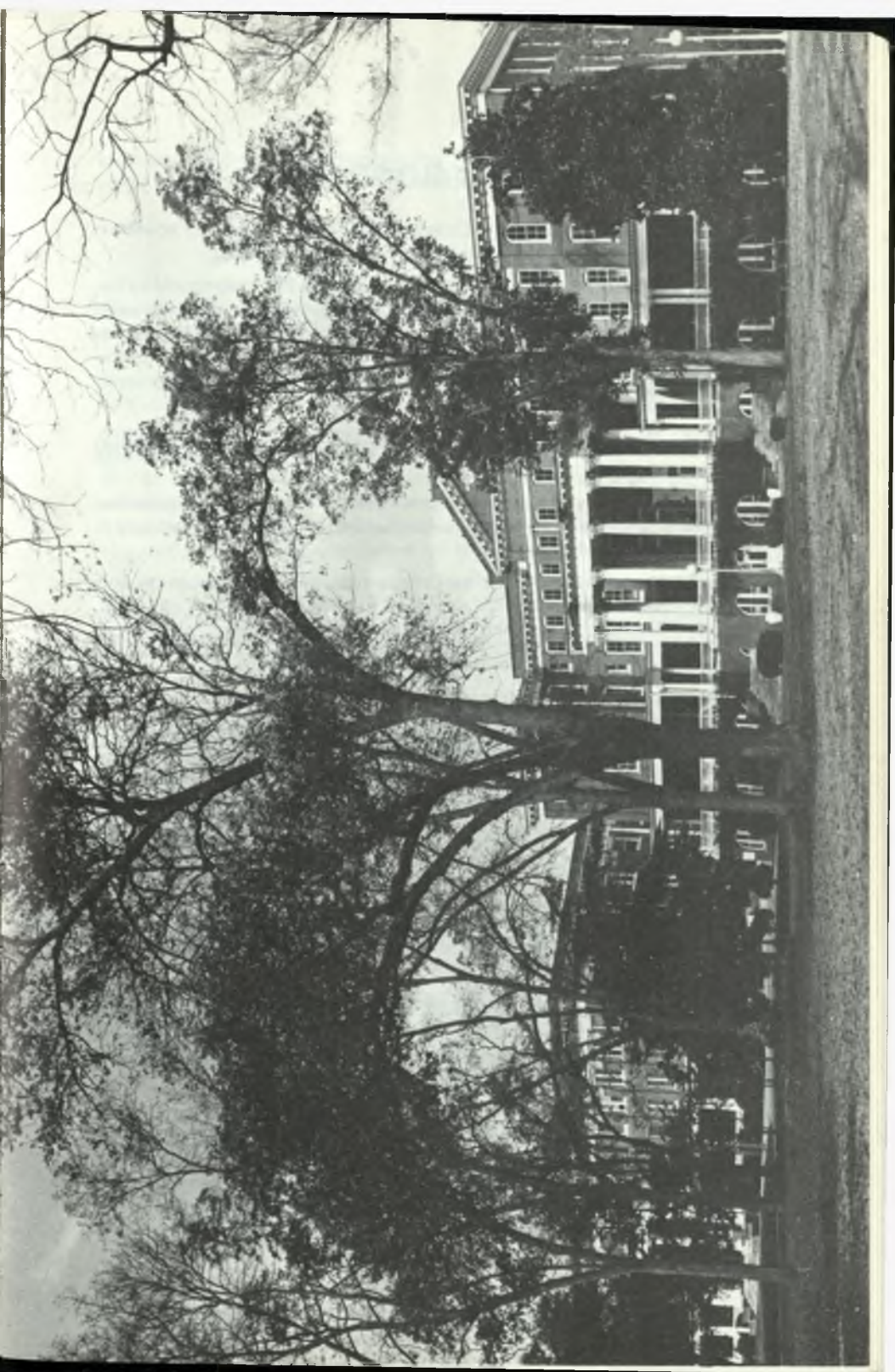
### Baccalaureate Assessment Program

All undergraduate degree candidates are required to take a comprehensive examination in their major field of study during one of their last two quarters prior to completion of degree requirements. It is the student's responsibility to apply for this examination before application deadline dates which appear in the Official College Test Calendar.

No student will be permitted to take this comprehensive examination for graduation until after the Regents' Junior English Examination has been passed.

## **COURSE NUMBERS**

Most courses are identified by a three letter prefix and a three digit number with the first digit indicating the year level of the instruction. Special Studies courses, indicated by the prefix SPS, carry institutional credit only. These courses cannot be applied for credit toward any degree and are not transferrable to another college or university. Certain courses employ the letter "R" in the third digit of the course number. These courses are "repeatable" and credits earned may be accumulated.



## 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 first two years of college should be devoted to acquiring a general cultural background. Students are given an opportunity to explore several fields of knowledge.

The General Education Program of the College therefore seeks, through the core curriculum:

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 the 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 Dean of the College 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, interdepartmental seminars, and independent study. It is hoped that these students will benefit by close personal contact with experienced faculty members and the opportunity to strike out on their own in intellectual pursuits.

Students who complete the Honors Program by taking at least one freshman-level course, one seminar and one independent study will be recognized at graduation. Students who complete three units of the two advanced phases of the program will also be recognized. A special seal will be placed on the diplomas of all who are recognized. Students who do not meet all of these requirements may petition the Honors Committee for special permission to graduate with Honors Credit.

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 550 verbal score is required for admission to English 102-H and the Chemistry Department requires acceptance by a special committee of its own members. Transfer students with a cumulative average of 3.2 are also invited. Entering students who are eligible will be sent a letter and a statement of intention which must be signed by the student. Other students who prove their academic ability by performance during the first or subsequent quarters by meeting these requirements may petition to enter the program. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

Students will remain in the program as long as they maintain a 3.0 over-all average. If the average falls below the minimum, they are allowed a probationary period of two quarters to return to good standing. Such students may continue to take honors courses but are not eligible for recognition unless their average returns to 3.0.

Students with sophomore or higher standing may participate in general interdepartmental seminars.

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. The following guidelines apply:

1. To be eligible for independent study for honors credit, a student must have completed 20 hours in his or her major, with a 3.0 overall average and a 3.2 average in the major.
2. A student registering for independent study should obtain three application forms from the Honors Program director and submit a transcript or letter of recommendation from his or her department chairperson certifying he or she has met the requirements.

3. In consultation with his or her study director, who must be an assistant professor or higher, the student will work out a proposal on these forms.
4. The study director should request the services of a colleague who has professional familiarity with the topic to serve as examiner. This person may be someone from the student's department or a related discipline. The examiner should hold the rank of assistant professor or higher. A member of the Honors Committee could serve in this position, and the committee might aid the director in selecting an examiner.
5. The application must be approved by the chairperson of the student's major department.
6. The application should be received and approved by the Honors Program director at least a week before registration for the quarter in which the study is to be undertaken. When approved, copies will be sent to the study director and the registrar, and one will be kept in the committee's files.
7. After the student has completed his work and it has been checked by the examiner, the study director should call a meeting to be attended by at least the director, the examiner, and the student. At this meeting the work should be discussed with the student, suggestions for improvement pointed out, and the student questioned on the broader scope of the work.
8. After the meeting the director should evaluate the student's work and assign a grade. The final responsibility for this grade is that of the director.
9. If the student's work meets honors standards, the director may recommend that the Honors Committee award honors credit. In such a case, the director should send a final report, including the grade and a descriptive evaluation of the student's work, to the Honors Committee at least two weeks before the end of the quarter before graduation. The examiner may make known his disagreement by writing a separate report.
10. The Honors Program director will circulate copies of this report to the Honors Committee members and call a meeting with the student and study director to discuss the project.
11. If the committee concurs that the project meets honors standards, it will award honors credit, and the Honors Program director will notify the registrar to indicate it on the student's record.
12. If the student's work does not meet honors standards, the study director or the committee may recommend no honors credit.

Students in the Honors Program automatically become members of the Honors Student Association, which elects three members of the Honors Committee and sponsors other informative programs.

## **PRE-PROFESSIONAL PROGRAMS**

### **Law:**

If you want to become a lawyer, both your education and other experiences should be directed to that goal. In recent years, increased interest in law as a career has resulted in intense competition for places in the law school classes. Some schools appear to have as many as ten applicants for every acceptance offered, and the quality of the credentials of the applicants is outstanding. It is important then, that when considering law as a career, you develop a strategy that will aid in your being offered a place in the entering class of a law school. Law school programs are three years in duration for full time students. Most law schools only admit entering students in the fall.

## **PRE-LAW EDUCATION**

Nearly all law schools require a college degree from an accredited school, like Georgia College, as a condition for admission. Legal educators agree that the development of skills and habits conducive to legal reasoning is more important than subject matter. The student's college courses should be geared, therefore, to the development of: (1) a broad cultural background; (2) habits of thoroughness, intellectual curiosity and scholarship; (3) the ability to organize material and communicate the results; (4) verbal skills. Law school educators recommend that pre law students take courses that offer the following opportunities: (1) a variety of reading assignments selected from well-written sources; (2) a large amount of well-directed class discussions; (3) ample opportunity to prepare and criticize written and oral reports; (4) independent research projects and essay examinations. Questionnaires have asked leaders of the Bench and Bar which pre law subjects they considered most valuable. The following subjects were listed, in order of preference: English, government, economics, American History, Mathematics, and Philosophy. Accounting and public speaking courses were also recommended.

## **LAW SCHOOL ADMISSION REQUIREMENTS**

Almost all Law Schools require an undergraduate degree as a prerequisite to admission. The undergraduate work and the Law School Admission Test (LSAT) are the two most important items considered by Law Schools when they evaluate an applicant for admission. The LSAT is an "aptitude" test made available through the Educational Testing Service. Information about the test and application forms to take it can be obtained by writing Educational Testing Service, P.O. Box 944, Princeton, New Jersey 08540 and specifically requesting materials related to the LSAT. The Georgia College campus pre law adviser also has this information available.

The LSAT aptitude score scale ranges from 200 to 800. The writing ability portion of the LSAT is measured on a scale that ranges from 20-80.

The Law School Data Assembling Service (LSDAS) exists to provide Law Schools a complete summary of the applicant's undergraduate record. All undergraduate work is put on a semester basis and a 4.0 grading scale. Students should plan on taking the LSAT the fall quarter of their senior year and sending their transcripts to LSDAS about the same time. The Law School Admission Council, Inc. (LSAC) which oversees the work of the LSAT and LSDAS Standing Committees also publishes a Pre-Law Handbook which is available from the Educational Testing Service at the address given above. The College's Pre-Law adviser also has this information.

Pre-Law Adviser:

Dr. Ralph W. Hemphill  
Parks Hall, Room 210

## HEALTH PROFESSIONS PREPARATION

Minimum acceptance requirements are listed for the schools noted below. Any major may be selected but the specified courses must be taken. The students must be informed of the additional requirements of each institution to which application is made. Each school requires scores from a specified entrance examination for consideration. Pre-Professional students should consult with the Coordinator of Allied Health Professions, and their faculty adviser.

### **Pre-Medical (Medical College of Georgia)**

Biology 123, 124, and one elective  
Chemistry 101, 102, 103, 336, 337, 338 or an advanced elective  
English 101, 102, 200 or 201  
Physics 101, 102, or 201, 202, 203

\*Three years of college are required for consideration.

### **Pre-Dental (Medical College of Georgia)**

Biology 123, 124  
Chemistry 101, 102, 336, 337  
English 101, 102  
Physics 101, 102 or 201, 202

\*Two years of college are required.

**Pre-Veterinary**  
**(College of Veterinary Medicine, University of Georgia)**

Biology 123, 124, 440  
Chemistry 101, 102, 336, 337, 351  
English 101, 102  
Humanities and Social Studies 20 hours  
Mathematics 111 or 130  
Physics 101, 102, or 201, 202, 203

\*Two years of college are minimum.

\*It is suggested by all institutions that each student pursue a well-rounded bachelors degree program. Few students are accepted previous to the Senior college year.

## **ENGINEERING**

Georgia College and the Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Georgia College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two co-operating institutions, the student shall be awarded a bachelor's degree from Georgia College and one of the several designated bachelor's degrees from Georgia Institute of Technology.

Dual Degree candidates from Georgia College are eligible to seek any of the following degrees from Georgia Institute of Technology:

### **Engineering College:**

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Textile Engineering

### **General College:**

- Bachelor of Science in Applied Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Applied Mathematics
- Bachelor of Science in Physics
- Bachelor of Science in Applied Psychology

**College of Industrial Management:**

- Bachelor of Science in Behavioral Management
- Bachelor of Science in Economics
- Bachelor of Science in General Management
- Bachelor of Science in Industrial Management
- Bachelor of Science in Management Science

**Southern Technical Institute:**

- Bachelor of Apparel Manufacturing Engineering Technology
- Bachelor of Architectural Engineering Technology
- Bachelor of Civil Engineering Technology
- Bachelor of Electrical Engineering Technology
- Bachelor of Industrial Engineering Technology
- Bachelor of Mechanical Engineering Technology
- Bachelor of Textile Engineering Technology

Interested students should consult the Georgia College Dual Degree program coordinator in the Department of Chemistry and Physics for information concerning specific course requirements.

## **COOPERATIVE EDUCATION & INTERNSHIP PROGRAMS**

Georgia College encourages off-campus educational experiences through internships and cooperative education programs. These programs offer students an opportunity to address real-life problems under the supervision of successful professionals in the public and private sector with the guidance of faculty members.

Cooperative Education is a college program of educational enrichment designed to enhance self-realization and direction by means of integrating classroom instruction with paid work experiences. "Cooperative" describes the combining of resources of business, industry and governmental agencies with Georgia College in offering students a learning experience in an actual employment setting. A student will work two or more quarters under the Cooperative Education Program.

Internships are designed as a (one-quarter) field experience with emphasis on a specific project or task to be completed. Most internships involve community-based learning experiences for a public agency, providing a needed service to society and encouraging students to consider careers in public programs.

Approval for student participation is determined by the Department Chairperson and the Director of Cooperative Education and Internship. Students approved may earn up to fifteen hours of academic credit.

Generally speaking, both programs are limited to upper division students with at least a 2.0 grade point average. For application or further information, contact the office of Cooperative Education & Internship located in Parks Hall.

## GENERAL EDUCATION PROGRAM

The following courses are designed to meet the objectives outlined on page 60. 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 approved courses for Areas I, II, and III. (Courses not listed here are not approved for these areas.)

	<b>Hours</b>
<b>Area I. Humanities†</b> _____	<b>20</b>
English 101, 102, or 102 H .....	5-10*
English 200 or 201 .....	5
Choice of one or two courses from the following list: .....	5-10*
Art 103**	
Music 102	
Modern Foreign Language	
Philosophy 200, 250	
†Nursing students consult the Nursing Section of this Catalog.	
<b>Area II. Mathematics and the Natural Sciences</b> _____	<b>20</b>
Four courses consisting of a two-course sequence in laboratory science, and at least one course in mathematics, from the following: (No more than 10 hours may be taken in any one discipline—"life" sciences, "physical" sciences, or mathematics.)	
"Life" Sciences .....	0-10
Biology 123 or 123H, 124 or 124H	
"Physical" Sciences .....	0-10
Chemistry 101, 102	
Physics 101, 102	
Physics 201, 202 or 203	
Astronomy 101	
Environmental Science 210	
Mathematics .....	5-10
Mathematics 110, 111, 120, 130, 200	

<b>Area III. Social Sciences</b> .....	<b>20</b>
History 110 or 110H, 111 or 111H .....	10
Political Science 101 or 101 H .....	5
Choice of one of the following .....	5
Economics 271	
Psychology 201	
Sociology 101 or 101H	
 <b>Area IV. Courses appropriate to the major field of the student</b> .....	 <b>30</b>
<b>(See Departmental sections for details)</b>	

\*Subject to the student's optional exemption of English 101 when SAT verbal score is 550 or greater.

\*\*ART 101, required for all Home Economics majors, is substituted for ART 103.

## DEGREES

Courses are offered leading to the degree of:

A.S.	ASSOCIATE IN SCIENCE (two years)
A.B.	BACHELOR OF ARTS
B.B.A.	BACHELOR OF BUSINESS ADMINISTRATION
B.Mus.	BACHELOR OF MUSIC
B.M.Ed.	BACHELOR OF MUSIC EDUCATION
B.M.T.	BACHELOR OF MUSIC THERAPY
B.S.	BACHELOR OF SCIENCE
B.S.N.	BACHELOR OF SCIENCE IN NURSING
M.A.	MASTER OF ARTS
M.B.A.	MASTER OF BUSINESS ADMINISTRATION
M.Ed.	MASTER OF EDUCATION
M.S.	MASTER OF SCIENCE
M.S.A.	MASTER OF SCIENCE IN ADMINISTRATION (MANAGEMENT, PUBLIC ADMINISTRATION, HOME ECONOMICS, AND SOCIAL ADMINISTRATION)
Ed.S.	SPECIALIST IN EDUCATION

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

## MAJOR PROGRAMS

### Accreditations

Academic programs at Georgia College are accredited by the following accrediting agencies:



Southern Association of Colleges and Schools (S.A.C.S.)  
 National Council for Accreditation of Teacher Education (N.C.A.T.E.)  
 National League for Nursing (Nursing)—Associate Degree  
 National Association of Schools of Music (Music)  
 American Medical Association (Medical Technology)  
 American Home Economics Association (Home Economics)

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

A major or certification may be taken in any of the following areas at the levels shown:

Art	A.B., B.S.	English	A.B., M.Ed.
Biology	A.B., B.S., M.Ed., M.S.	French	A.B.
Business Administration and Economics	A.B., B.S., B.B.A., M.B.A., M.Ed.	Geography	†
Art Marketing****		Health Education	B.S.
Management	M.S.A.	Health, Physical Education and Recreation	B.S., M.Ed.
Accounting		History	A.B., M.A., M.Ed.
Office Occupations		Medical Technology	B.S.
Fashion Marketing*		Music	B.Mus., B.M.Ed.
Economics		Music Therapy	B.M.T.
Logistics		Nursing	A.S., B.S.N.
Home Economics	A.B., B.S., M.Ed., M.S.A.	Preprofessional Preparations (I)	
Home Economics Education		Engineering	
Institutional Food Service Management		Dentistry	
Dietetics		Law	
Fashion Marketing*		Medicine	
Food Technology	A.S.	Philosophy and Religion	†
Library Science	†	Physics	†
Mathematics	A.B., B.S., M.Ed.	Political Science and Public Administration	A.B., B.S., M.S.A., M.Ed.
Chemistry	A.B., B.S.	Criminal Justice	B.S.
Education	A.B., B.S., M.Ed., Ed.S.	Psychology	A.B., B.S.
Elementary		Recreation	B.S.
Early Childhood		Sociology	A.B., B.S., M.S.A., M.Ed.
Secondary***		Spanish	A.B., M.Ed.
Special		Speech	†
Environmental Science	B.S.		

\*A joint program of the Departments of Business Administration and Economics and Home Economics.

\*\*Leads to certification to teach at the secondary level.

\*\*\*\*A joint program of the Departments of Business Administration and Economics and Art.

†Available at less than major concentration.

(I) See Pre-Professional program descriptions, page 62.

Provisions are made for listing of two or more majors on the student's transcript. All degree requirements must be met for each department in which a major is declared. The Student will be assigned an adviser in each subject area.

## MINORS

A student has the option of selecting one or more minor areas of concentration and these will be recorded on the transcript. A minor shall consist of at least 20 credit hours of coursework, 10 of which must be in the upper division. Requirements for a minor are determined by the department in which the minor is taken.

## BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

<b>Basic Requirements</b>	<b>Hours</b>
Core curriculum Areas I, II, and III .....	60
Physical Education Activities .....	6
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	66

### Bachelor of Arts

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

	<b>Hours</b>
Basic Requirements .....	66
Foreign Languages .....	5-20

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

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 .....	55-70*
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### 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 or Mathematics and the Natural Sciences .....	10
Major Area of Concentration (minimum) .....	40*
Elective and other non-major requirements including teacher certification .....	70*
	<hr/>
*Some of these credits will be specified in Area IV for all major programs.	186

**Bachelor of Music:**

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

	Hours
Instrumental Major— piano, organ, or wind instruments	
Basic Requirements .....	66
Music courses (see page 211) .....	126
	<hr/>
	192
Voice Major	
Basic Requirements .....	86
Music courses (see page 211) .....	121
	<hr/>
	207

**Bachelor of Music Education**

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

	Hours
Basic Requirements .....	66
Music courses (see page 214) .....	111
Professional Education .....	35
	<hr/>
	212

**SECOND BACCALAUREATE DEGREE**

To qualify for a second Georgia College baccalaureate degree a candidate must earn in residence, at Georgia College, at least 45 additional hours of credit and meet all requirements for the degree. Students having a baccalaureate degree from another institution must take at least 60 hours in residence at Georgia College.

**TEACHER EDUCATION**

The standard credential for beginning teachers in the public schools of Georgia is the Teacher's Associate 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 nineteen 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 (French or Spanish) (7-12)
- 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 Education (1-12)
- Health and Physical Education (1-12)
- Music Education (1-12)
- Special Education (MR) (1-12)
- Associate Library Media Specialist  
(supplementary field only)

## CAREER INFORMATION

Areas of critical need change from year to year; therefore, prospective teachers should check carefully the supply and demand of a subject area before beginning specialization. Except in metropolitan areas, teachers experience minimum difficulty obtaining a position provided they are willing to locate wherever the job is available.

A Georgia beginning teacher with a T-4 Certificate currently receives \$7,468 a year, according to the 1976-77 minimum salary schedule. In addition, most systems provide a local supplement.

## GUIDANCE IN TEACHER EDUCATION

The teacher education guidance process is a continuous one 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 Georgia College is permitted to take 200-300 level Education courses. To proceed further in a 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 helps to plan the student's total program and offers guidance and counseling whenever necessary.
2. Each secondary student is assigned an adviser in the Department of Education who helps plan the professional sequence and provides 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 Georgia 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. Other students complete this step while enrolled in EFS 204.

The quarter prior to enrolling in EFS 405 (secondary majors) or Sequence II (elementary majors), the student 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 academic grade point average of 2.0 or better.
3. A grade of C or better in each of the courses comprising the teaching field.
4. A grade of C or better in each professional education course.
5. Acceptable verbal communication skills.
6. Acceptable history of mental, emotional, and physical health.
7. Acceptable record of personal and professional behavior.
8. Successful completion of the Regents' Junior English Examination.
9. Completion of core requirements.
10. Successful completion of at least one experience as a participant in a public school (provided through the department's Undergraduate Practicum Programs in EFS 204, EEL 301, EFS 395).

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

The quarter prior to student teaching, the student must register for EPL 490—Seminar for Student Teaching. It is the responsibility of the student and his academic and education advisers to make sure that requirements are met and that the appropriate quarter for student teaching is being selected. Prerequisites for student teaching are admission to teacher education, completion of all professional education courses and a 2.25 academic grade point average.

Student teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers only. A college supervisor assists the student teacher and his supervising teacher in planning, executing, and evaluating this experience through visits to the off-campus center and seminars both off and on the campus.

The full quarter of student teaching is arranged cooperatively by the coordinator of professional laboratory experiences, the public school system, and the supervising teacher. A prospective student teacher must not contact a school to arrange placement prior to the college's request or while placement is under consideration. Placement is primarily determined by the availability of satisfactory supervision in schools that are in reasonable proximity to Georgia College and are designated by the Education Department as teacher education centers for a given quarter. If a student has special placement needs, they will be considered. Student preferences for placement, however, will be considered only when they do not conflict with the above priorities. The Education Department necessarily reserves final judgment in determining placement.

Student teachers are not allowed to hold week-day employment during the student teaching quarter. Students with financial needs will have to make plans well in advance in order to have the student teaching quarter free of outside interference. Likewise, student teachers may not enroll in additional courses during the student teaching quarter. They also may not participate in college extracurricular activities that would take them away from their assigned schools during the hours set for teachers in the school. Student teaching is a full-time responsibility; therefore, engaging in any activity which might endanger success in the development of professional competence is inadvisable.

Additional information and copies of the full list of policies under which the student teaching program operates are available in the Education Department office.

Students seeking to graduate in any teacher education program must arrange to take the National Teacher Examinations (Common and Option in area of certification) prior to graduation. The examination is given on campus several times each year. The application for certification cannot be processed unless an NTE score is recorded on the transcript.

## **THE GRADUATE PROGRAMS**

The Graduate Programs provide an advanced study in Biology, Business Administration, Home Economics Administration, Public Administration, Social Work Administration, Teacher Education, and History. The programs award the degrees of Master of Science, the Master of Business Administration, the Master of Education, the Specialist in Education, the Master of Arts, and the Master of Science in Administration.

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

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. Admission to graduate standing is a prerequisite for enrollment in graduate courses for graduate credit. Each graduate student is responsible for consulting with his faculty adviser and for the completion of individual course prerequisites.

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.

No more than fifteen 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.

Any student who questions such provisions or the manner in which they are implemented has the right to appeal to the appropriate officials in the following order: department coordinator of program, department chairman, director of graduate studies, dean of the college, president of the college, chancellor of the University System, board of regents of the University System. The appeal must be in writing, no more than five days may elapse between each stage of an appeal, and no other appeal may be made until this avenue has been followed completely.

## FACILITIES

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

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

A Learning Resources Center 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.

Six thousand square feet of research area for graduate students in biology is located in the Biology Research Annex for all types of biological research problems. In addition the Department of Biological & Environmental Sciences is developing a field station on 10 acres of land at Lake Sinclair for ecological and aquatic research.

The Georgia House, located in Napier Woods is a laboratory center for the study of human development. Here the home economics department operates Georgia College Children's Center which enrolls children from infancy through four years of age and provides family development experiences.

## GENERAL POLICIES GOVERNING GRADUATE WORK

Graduate study is much more than the continuation of undergraduate work and should be contemplated only by students who have demonstrated in earlier studies an exceptional intellectual ability and the capacity for independent thought and investigation. For this reason Georgia College, like most graduate schools, exercises selectivity in the admission of students. Selective admission requirements serve to maintain the high standards that are characteristic of graduate study and serve to benefit the students in helping them decide early whether they should undertake such a course of action. By means of an admission classification system, Georgia College provides for the maintenance of high standards in its degree programs as well as providing for and making its facilities available to a wide variety of students who are not eligible for advanced degrees or who do not wish to become applicants for degrees.

### Responsibility of Students

Each graduate student is expected to become thoroughly familiar with both departmental and graduate school regulations and with the requirements for degrees.



Failure to follow regulations and requirements usually results in unnecessary complications for which the Graduate Office cannot assume responsibility.

### **Graduate Advisers**

The Director of Graduate Studies is the general adviser for all graduate students. With regard to particular courses a student is counseled by the Chairman of his major, the Degree Program Coordinator or by other professors designated for such counseling. Advisement in matters pertaining to Teacher's Certificates is the responsibility of the Director of Teacher Certification.

## **ADMISSION**

Consideration for admission to Graduate Studies at Georgia College will be given to applicants who hold a baccalaureate degree from a regionally accredited institution and who present evidence of probable success in graduate work. Evidence in support of admission shall include a complete transcript of all previous academic work attempted, and scores from the Graduate Record Examination, the National Teachers Examination, or the Graduate Management Admissions Test as appropriate to the particular program. The applicant's academic record should indicate graduation in the upper half of the class while carrying an undergraduate program demonstrating adequate preparation for the field in which the graduate work is to be undertaken. Students who are presently enrolled or have taken graduate work elsewhere must be in good standing at that institution to be eligible for admission to Graduate Studies at Georgia College.

The Office of Graduate Studies gives final approval for admission subject to the minimum requirements of the College. A student will not be admitted to a degree program without the recommendation of the department offering the program of study. Application for Admission (accompanied by a \$10.00 fee) should be mailed to the Director of Graduate Studies on forms provided for this purpose. An application is not considered complete until all required transcripts, examination scores and letters of recommendation are on file in the Graduate Office. This should be accomplished no later than ten days prior to the date of registration for the quarter in which the student wishes to enroll.

Examinations required—all applicants are required to provide the Office of Graduate Studies with acceptable results of their performance in either the Graduate Record Examination, the National Teacher Examination or the Graduate Management Admissions Test. Registration materials for these examinations may be obtained in the Office of Graduate Studies.

Classification of Admission—Upon receipt of all application materials the student's admission status will be one of the following:

Regular. Granted to a student who has completed all the requirements for admission and about whom there is no question of ability to pursue graduate study.

**Provisional.** A student who does not have all the prerequisites for admission to graduate study in the academic field or if some deficiency exists in meeting requirements may be granted temporary admission as a provisional graduate student. All prerequisites and deficiencies must be met prior to the completion of 20 hours of credit.

**Transient.** A student in good standing at another recognized graduate school who wishes to take work at Georgia College may enroll as a transient student. In lieu of the usual transcripts and test scores this student must submit a letter of permit from his resident institution prior to enrolling at Georgia College.

**Non-degree.** A student who is not a prospective candidate for a degree at Georgia College may enroll as a non-degree graduate student. Course work in this status may be taken for Teacher Certification or for the student's own enrichment. Credit earned while enrolled in this status is not applicable to a degree program except by petition to the Major department and approval by the Director of Graduate Studies.

**Readmission to Graduate Studies—**A student previously registered in a graduate program at Georgia College who has failed to maintain continuous enrollment and who wishes to resume his studies must file an application for readmission. All applications for readmission must be received by the Office of Graduate Studies prior to the regularly published deadlines for the Quarter of Summer Session. The student will register during the usual registration period. If the student has attended any other institution during the period when not registered at Georgia College, official transcripts must be submitted if credit for those courses is desired.

#### **Enrollment by Undergraduates**

An undergraduate student who is within 10 hours of graduation and who has at least a "B" average in his major subject may enroll for courses carrying degree credit. Prior approval must be obtained in the Office of Graduate Studies at the time of registration. No course taken without this approval may be counted for graduate credit. Graduate work taken under this provision may not be used to meet undergraduate degree requirements. An undergraduate who is permitted to enroll for graduate work as indicated above will be classified as a Non-degree student until such time as acceptable scores are submitted on the appropriate aptitude test and final transcripts have been received in the Graduate Office.

No more than 20 quarter hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the Graduate Program as an applicant for a graduate degree.

#### **Admission to Candidacy**

Each applicant for an advanced degree at Georgia College is required to make formal application for admission to Candidacy for the degree as soon as 15 quarter hours of work have been completed in his program of study. This application is sub-

mitted to the Director of Graduate Studies on a form obtainable at the Graduate Office.

Failure to submit the application for Candidacy prior to the completion of 30 quarter hours may result in the ineligibility for further registration. Admission to Candidacy will be granted and notification sent to the student at such time as all of the following requirements have been met:

1. Official admission to a Master's degree program as a Regular graduate student has been received.
2. At least 15 quarter hours of graduate work required for the Master's degree have been completed.
3. All prerequisite work has been completed.
4. An average of "B" or higher has been maintained in all graduate work with no grade below "C".
5. Work to date is acceptable to the departments concerned as signified by their approval of the application for admission to Candidacy.
6. The entire program conforms with general requirements of the Office of Graduate Studies and with requirements for the particular degree.

#### **Application for Degree**

A student planning to graduate must file with the Graduate Office a completed "Application for Degree" approximately one month prior to the intended graduation date. Diploma Requests for the Spring Commencement must be received no later than the end of the Winter Quarter prior to graduation. Those expecting to graduate at the Summer Commencement should submit a request for the diploma prior to Registration for First Summer Session.

## **ACADEMIC REQUIREMENTS**

Academic credit, toward a graduate degree, will not be granted for any grade below C, but quality points determined by all grades will be considered in the determination of the grade point average.

Any student whose cumulative grade point average falls below 3.00 will receive an academic warning. If his grade point average falls below the equivalent of 10 hours of uncompensated "C's", the student will be academically dismissed from his degree program.

A graduate student who is dismissed from college may petition the departmental coordinator of his degree program for temporary readmission with the decision subject to the appeal procedure specified in the General Academic Policies of this catalog.

## **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 an accredited four-year college. In addition the following requirements are applicable for admission:

1. The applicant must present satisfactory test results from the Graduate Management Admission Test, 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 the 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 Georgia College.
2. The applicant should submit a program of study approved by the major advisor.

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**

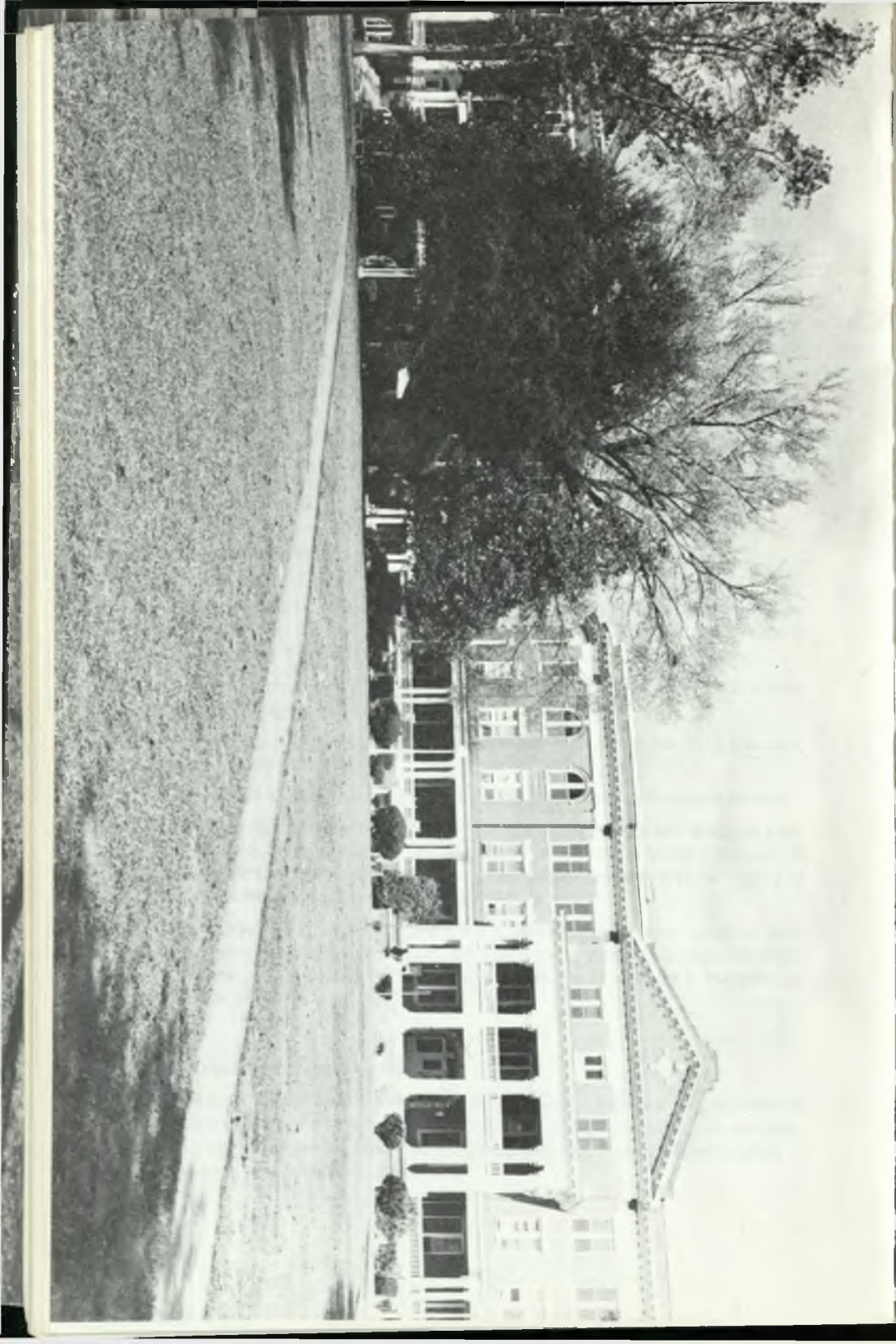
The primary emphasis in the Master of Business Administration degree program at Georgia College is on the field of management, but the fields of finance, economics, and marketing are incorporated to give the student a clear understanding of the business enterprise as a whole.

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 designated 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 of 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

Dr. M. C. Sanders, Coordinator

Approved teacher education programs leading to the Master of Education degree and T-5 certification are provided in the following fields:

- Business Education (7-12)
- Early Childhood Education (K-3)
- Elementary Education (1-8)
- English (7-12)
- Health and Physical Education (1-12)
- Home Economics (7-12)
- Mathematics (7-12)
- Science (Biology) (7-12)
- Social Science (7-12)
- Spanish (7-12)
- Special Education (Behavior Disorders, Mildly Handicapped,  
Mental Retardation and Learning Disabilities)

In addition, the college offers the sequence of courses leading to supplementary certification in Supervising Teacher Service and in teaching the gifted.

### Admission

To be admitted as a regular graduate student in this degree program, an applicant must meet these requirements prescribed for the University System.

1. He must hold an undergraduate degree from an accredited institution with an undergraduate major in, or prerequisites for the planned graduate field of study.
2. He must have earned a minimum 2.5 undergraduate grade point average calculated on all work attempted in which letter grades are awarded.
3. He must present a minimum score of 550 on the Common Examinations of the National Teacher Examinations or a minimum score of 800 on the Aptitude Test of the Graduate Record Examination.
4. He must submit a teaching field score acceptable to the department in which he plans graduate study.

If the applicant fails to meet either the minimum grade point average or entrance test requirements for regular admission, he may be considered for admission if the undergraduate grade point average multiplied by 100 added to the score on the Common Examinations of the NTE equals 750, or if the grade point average multiplied by 100 added to the score on the Aptitude Test of the Graduate Record Examinations equals 1,000. In no event may the undergraduate grade point average be less than 2.2, the score on the Common Examinations of the NTE be less than 450, or the score on the Aptitude Test of the GRE be less than 700. Students admitted in

this category may receive regular admission when they have completed the initial 15 hours of work with no grade of less than a B.

### **Program of Study**

The Master of Education degree requires 60 hours of course work or 55 hours of course work and a field project in educational research. Courses must be completed in these three categories: professional education (25 quarter hours), courses in the certification area (25 quarter hours), and electives (10 quarter hours). The field project in educational research may count either as professional education or as an elective in most programs.

House Bill 671 (1975) requires all teachers, principals, and guidance counselors seeking initial certification or recertification after July 1, 1976, to complete a five quarter hour course in the identification and education of children who have exceptional needs or the equivalent approved staff development plan. EEX 564, Exceptional Individual in the Regular Classrooms, meets the intent of this law. It may count on the planned program for a graduate degree as the professional elective or as one of the two general electives. If this requirement has been met at the undergraduate level, one of these courses may be substituted as a professional elective in the program requirements listed below: EFS 536, 585, 596, 600 or 520, 631, 635, 666, 680, ELM 558, 559.

All teachers in fields requiring a language sequence are now required to complete a five-hour course in reading. This regulation applies to applicants completing approved programs in the fields of early childhood education, elementary education, secondary English, mental retardation, behavior disorders, and learning disabilities. Either EFS 550, READING IN THE CONTENT AREAS, or EEL 660, THE TEACHING OF READING, will satisfy this requirement.



## SPECIALIST IN EDUCATION DEGREE

Dr. M. C. Sanders, Coordinator

Approved teacher education programs leading to the Specialist in Education degree and the T-6 Certificate are provided in these fields.

- Elementary Education (1-8)
- Health and Physical Education (1-12)
- Science (Biology) (7-12)
- Social Science (7-12)

### Objectives of the Program

This program provides advanced study for qualified master teachers. It is designed to equip the master teacher with additional professional leadership skills and abilities to serve both educational and social agencies within the community. Activities and experiences will be oriented toward developing.

- insight into the theoretical and foundational bases of teaching (the practice of education).
- understanding of human growth and development and of the guidance functions demanded of the professional teacher.
- competence as a consumer of research findings and ability in developing and carrying out action research in the classroom.
- command of concepts, understanding, generalizations, and points of view, as well as knowledge and skill, in the area of specialization.
- ability to communicate ideas and facts with greater acuity and fluency.
- ability to exert leadership, as well as willingness to accept responsibility, in the broad field of education.

### Admission

Applicants for admission to the program leading to the Specialist in Education degree must:

1. Hold a Master's degree from an accredited institution and possess or be eligible for a T-5 Certificate in the proposed field.
2. Have a 3.25 grade-point average on all graduate work attempted.
3. Have two years teaching experience prior to admission.
4. Submit scores on the aptitude test of the GRE or composite scores on the NTE. A minimum score of 900 on the GRE Aptitude Test will be required. A 575 on the NTE Commons and a teaching field score at or above the 25th percentile must be submitted.

A committee will review the credentials of each applicant. Students denied admission may submit a written request for the Appeals Committee to review the

application. This committee will require the student to take a locally-developed comprehensive written examination. Additional evidence, including scores on other standardized tests and records of exemplary academic and professional achievement, may be submitted.

### **Program of Study**

The Specialist in Education program requires work in three areas: classroom studies, a field project in educational research, and a program of activities for professional and personal development.

1. *Classroom Studies.* Each degree applicant must complete the following:
  - a. A minimum of 45 quarter hours of course work beyond the Master of Education degree with no grade below B.
  - b. A combined (fifth and sixth year) course sequence of a minimum of 105 quarter hours distributed as follows:
    - 50 q.h. in content-instructional areas
    - 15 q.h. in foundations of education
    - 15 q.h. in curriculum, methods, and problems, including the required seminar, Education 628
    - 10-15 q.h. in research including a satisfactory field project or thesis
    - 10-15 q.h. of electives

2. *Field Project in Educational Research.* Candidates for the Specialist in Education degree must complete a research project (EFS 635) unless this requirement was met as part of the Master of Education program. Completed under supervision while the candidate is teaching, this project includes securing data, describing procedures, drawing conclusions, and reporting in a scholarly manner. Style and format will be conformity with William G. Campbell and Stephen V. Ballou, **Form and Style: Theses, Reports, Term Papers.**

Before beginning the research project, the candidate must have received approval of a prospectus for this comprehensive study. Students prepare the prospectus in EFS 631. Work in this course is, for the most part, completed as an independent study under the supervision of an adviser who will most likely supervise the field research project. If several students are interested in this course at the same time, the group may be assigned a professor who, through class sessions and individual conferences, will assist in the preparation of the prospectus. This professor will not necessarily supervise the field research project.

After completing the prospectus, the student meets with the Research Committee to discuss the proposed project. Three copies of the prospectus must be given to the Coordinator of Graduate Programs in Education at least a week prior to the meeting. When the committee approves the prospectus, an adviser will be assigned. The student registers for EFS 635 at the beginning of the quarter in which the research project is to be completed.

Three copies of the completed project, including one bound copy to be deposited in the Ina Dillard Russell Library, must be given to the Coordinator of Graduate

Programs in Education at least a week prior to the oral examination for the Specialist in Education degree. The reserach project will be discussed during the oral examination.

Candidates for the Specialist in Education degree who completed a field project in educational research as part of the Master of Education requirements at another institution must submit a copy of the project to the Research Committee for approval. Such projects must be field oriented and must include the collection, treatment, and reporting of data in a scholarly manner.

3. Year-Long Program of Activities. During the year preceding the completion of the sixth-year program, each candidate must complete a program of professional activities and development. A written plan, approved by the adviser(s), must be submitted to the Coordinator of Graduate Programs in Education before the program is begun. The implementation of the plan will be discussed in the final oral conference. Activities in no less than five of the following areas are required:

1. Professional reading
2. Professional meetings and organizations
3. Professional visits and conferences
4. Professional writing
5. Evaluation activities
6. Classroom experimentation
7. Travel
8. Attendance at other colleges and universities

#### **Advisement**

Each candidate for the Specialist in Education degree is assigned two advisers: one in the area of certification (usually the chairman of the department in which sixth-year certification is sought) and one in education (usually the Coordinator of Graduate Programs in Education).

#### **Examination**

A terminal oral examination, scheduled at least two weeks prior to graduation, is required of all candidates for the Specialist in Education degree. In this culminating experience, a committee of three or four professors will appraise the candidate's progress and will recommend additional activities for personal and professional development. Applications for the oral should be submitted to the Coordinator of Graduate Programs in Education during the first week of the candidate's final quarter of course work.

#### **Steps in Completing the Specialist in Education Degree**

1. Apply for admission to the Graduate Program
2. Complete supplemental application for the Education Department
3. Receive notification of admission
4. Be assigned advisers

5. Plan tentative selection of courses
6. File copies of program
7. Contact advisers prior to each registration
8. Plan program of professional activities
9. Complete field project in educational research
10. File copies of professional activities
11. Apply for oral examination
12. Complete oral examination
13. Apply for graduation
14. Submit application for the T-6 Certificate

## 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 teaching in junior colleges; for work in historical societies, archives, museums, and state and national parks and historical monuments; for journalism and other types of professional writing—newspapers, magazines, fiction, and non-fiction; for library work as a subject-field accompaniment to a professional library degree; and for government service, including the Federal Foreign Service, upon passing the appropriate entrance examination. Individuals who already hold a professional teaching certificate and who choose Plan B (without thesis) may use the elective courses to fulfill requirements for the T-5 Certificate. Further details may be obtained from the chairman of the department.

### 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 as described earlier in this catalog. If not satisfied 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 Geography, 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 2.5 on a 4.0 scale.
3. Submit acceptable scores on both the aptitude and the Advanced History portions of the Graduate Record Examination.
4. Give reasonable assurance of ability to satisfy the foreign language requirement by specified point in program (see "Language Requirement" and "Admission to Candidacy" below).
5. Arrange for submission of three letters of recommendation from undergraduate professors or others who can attest to the applicant's ability to do acceptable 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.

### 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 (Independent Study), History 600 (Historical Methods & Interpretations), at least two courses chosen from History 605, 608, 611, 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 (Independent Study), History 600 (Historical Methods & Interpretations), and at least two courses chosen from History 605, 607, 611, 614, 617.

Students hoping to pursue further study elsewhere toward the Ph.D. degree should follow Plan A. All students should enroll in History 650 as early as possible. One five-hour graduate-level political science course may be substituted for one optional history course.

A maximum of fifteen hours of graduate work creditable to the program may be taken at other accredited graduate institutions. Courses taken prior to admission to this program must be directly pertinent, and courses taken after admission must be taken in an approved transient student status. In either case, grades may 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.
2. 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.

### **Advise ment**

Upon admission, and prior to admission to candidacy, each student is advised by the chairman of the Department of History and Geography. Upon admission to candidacy, the student is assigned by the Director of Graduate Studies in consultation with the chairman of the department to a Supervisory Committee composed of three or more members of the Graduate Faculty of the College, one from a discipline other than history. The designated chairman, a member of the Department of History and Geography, will serve as the student's adviser and thesis director (if applicable), and as chairman of his examining committee.

### **Language Requirement**

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 either of two ways:

1. By having completed, not more than four years prior to admission to graduate study, the fourth course or higher of a language with a grade of at least "B."
2. By an examination, either standardized or local at the option of the student, administered by the Department of Modern Foreign Languages of the college. The local examination consists of two parts: (a) writing a satisfactory translation, with the aid of a dictionary, of a relatively brief passage from a previously unseen work in the field of history, and (b) writing a satisfactory general summary in English (with the aid of a dictionary), of a longer passage from a previously unseen work and satisfactorily answering oral questions on the passage.

The examination may be taken a maximum of three times in any one language. The student should make arrangements for taking the examination directly with the chairman of the Department of Modern Foreign Languages.

#### **Admission to Candidacy**

Application for admission to candidacy for the degree of Master of Arts in History should be made after successful completion of fifteen hours of graduate work at Georgia College (at least ten hours in history), 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 an average grade of at least "B", with no grades below "C", 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 advisor and be 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). The original and four 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 the student has passed the Master's Comprehensive Examination on thesis and course work, the original will be placed in the vault of the college library for safekeeping, and the copies will be bound. The student

will be charged a binding fee. One copy will be returned to the student and the others will be distributed to the library (for circulation), the Department of History and Geography, and the thesis supervisor.

### **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. 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.



## MASTER OF SCIENCE IN BIOLOGY DEGREE

The Master of Science Degree in Biology prepares students for further study for the Ph.D. degree elsewhere, for employment as a professional biologist in industry or governmental agencies, and for teaching in junior college.

### Admission

The following admission standards are required for admission to the Master of Science Program in biology:

1. A Bachelor's degree from an accredited institution.
2. A minimum of 35 hours of undergraduate work in biology.
3. Satisfactory scores on Graduate Record Exam and/or National Teachers Exam. (Higher scores may allow students with a lower grade point average to enter the graduate program for the M.S. degree.)
4. An undergraduate average of 2.6 or better on a 4.0 scale.
5. Arrange for the submission of three letters of recommendation from undergraduate professors who can evaluate the potential of the applicant to pursue a graduate program of biology. Letters should be sent 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 his graduate program. Applicants will be given a prompt decision upon the receipt of the necessary materials and the program may be initiated in any quarter. Admission to regular standing is granted by the Director of Graduate Studies upon the recommendation of the biology department. Prospective applicants should consult in person or by mail with the Chairman of the Biology Department prior to filing application.

### Program of Study

The Master of Science in Biology consists of 60 hours of graduate work. The specific program for each student is determined by his graduate committee and described in the advisement section below.

### Advisement

Upon regular admission to the graduate program and prior to admission to candidacy each student will select a major adviser (who will direct his thesis research) and two other members of the faculty to serve as his advisory committee for his entire graduate program. These three faculty members will review the students academic background to determine if undergraduate course work or graduate work outside the department is needed for his particular program. The graduate committee will serve as adviser for the student throughout his graduate program. The major adviser will be chairman of the final oral examining committee.

### **Language Requirements**

There is *no* language requirement for the M.S. degree in Biology.

### **Admission to Candidacy**

Applicants who have met the minimum requirements for admission to the graduate program in Biology may apply for candidacy after successfully completing a minimum of 15 hours of graduate work at Georgia College. Application for candidacy should be submitted prior to the completion of 30 hours of graduate course work.

Candidacy is approved by action of the Graduate Council and is dependent upon the applicant having filled the following requirements.

1. Fully met all admission requirements.
2. Maintained an average grade of at least "B" on a minimum of 15 hours of work at Georgia College.
3. Secured approval of a course plan for graduate study by his graduate advisement committee including a selection of an appropriate research topic for his thesis.
4. Satisfactorily passed the qualifying comprehensive examination administered by the department.

The comprehensive examination is given in the fifth week of any quarter. The student must notify his graduate advisement committee of his desire to take the examination. Graduate Students must successfully complete this examination to become eligible for candidacy for the M.S. degree. The written Comprehensive exam may be attempted only twice.

### **Requirements Specific to the Thesis Option Degree**

1. Students must successfully complete 15 hours of thesis research which will be supervised by his graduate advisement committee. Style and format used will follow the American Institute of Biological Science style manual. Unbound copies of the Thesis must be available to the members of his graduate advisement committee at least two weeks prior to the final oral exam. Upon successfully completing the oral examination the student will present the required copies of the thesis to the College Library and the Department of Biology. The student will be charged a binding fee. The student must be enrolled in Bio 600 Thesis in the quarter in which he expects to complete and be examined on his thesis.
2. A final oral examination, administered by the student's graduate committee and other members of the department will be administered after the receipt of the final copy of the thesis. The final oral examination consists of a defense of the thesis and may also cover general knowledge of the field of biology.

**Requirements and Restrictions Specific to the Non-Thesis Option Degree:**

1. Complete a minimum of sixty (60) hours of graduate level work approved by the graduate committee.
  - a. Must include Bio 605-Introduction to Scientific Research.
  - b. Must include Bio 58R-Independent Study for 5 hrs. credit including a written research report directed by the students adviser.
2. Complete successfully a final written exam on the 60 hour course of study. Exam administered by the supervisory committee.
3. On completion of the final written exam, an oral defense of the student's program will be presented to the biology faculty with each faculty member present voting pass or fail. The approval by two-thirds of the faculty is necessary to pass the oral exam. The faculty will include in its consideration the student's transcript of courses, final written exam result, the performance on the admission to candidacy exam, and an evaluation by the student's major professor.
4. The non-thesis option student is not eligible for assistantships or other direct financial assistance controlled by the Biological and Environmental Sciences faculty.
5. The Registrar will designate that the non-thesis option degree program has been followed on the official transcript.
6. Staff recommendations concerning the student will include a non-thesis statement.

## MASTER OF SCIENCE IN ADMINISTRATION

Programs leading to the Master of Science in Administration currently are provided in the following fields: Management, Home Economics Administration, Public Administration, and Social Administration.

The Master of Science in Administration was established to prepare motivated people for careers in business management, government service, private research and consulting firms, and public planning and service agencies.

The total program in administration consists of 60 quarter hours of graduate credit. The curriculum is divided into two parts. Part one consists of a 30 hour core of courses, offered by the Department of Business Administration and Economics which covers the spectrum of basic management tools and personnel techniques. Part two consists of 30 hours of course work involving the student in his chosen area of specialization: Management, Home Economics Administration, Public Administration or Social Administration.

### Admission

Applicants for admission to the program leading to the Master of Science in Administration degree must comply with the general admission requirements described below, in addition to specific departmental requirements.

1. Hold a Bachelor's Degree from a regionally accredited institution. Two copies of official transcripts of all previous college work should be submitted to the Director of Graduate Studies.

2. Submit scores on one of the following examinations: the Graduate Record Examination General Aptitude Test, or the Graduate Management Admissions Test, or the Miller's Analogy Test.

3. Applicants who have a record of administrative experience are encouraged to submit letters of recommendation from at least two administrative supervisors and a resume or vita which may be used in consideration for partial fulfillment of the admissions requirements. (See Home Economics below for additional requirements.)

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. Applicants will be given a prompt decision upon receipt of necessary materials, and the program may be entered any quarter. Admission is granted by the Director of Graduate Studies upon recommendation of the department chairman. Prospective applicants should consult, in person or by mail, with the departmental coordinator prior to filing application.

### Home Economics Administration

1. Applicants should submit two letters of recommendation and acceptable scores on the Graduate Record Examination. At least one letter should come from a

person who has had recent supervisory responsibilities to the applicant. The person making the recommendation should send the letter directly to the Director of Graduate Studies.

2. Applicants should submit a personal resume or vita.

### **Public Administration and Social Administration**

Students applying for admission to the M.S.A. program with a major in either Public Administration or Social Administration should submit, in their own handwriting, a brief (not more than 750 words) statement of their interest in this area. This statement should be mailed to: Coordinator of Graduate Studies, Department of Political Science and Public Administration for the Public Administration program or Coordinator of Graduate Studies, Sociology Department, Georgia College. A person interview may also be requested by the Coordinator.

## **CONTINUING EDUCATION**

Persons not interested in pursuing a Master's Degree but who wish to obtain specialized knowledge in the public management area may apply for non-degree status. Such persons should complete the application form provided by the Graduate Office and check the application in the non-degree category.

Students in the non-degree category do not have to meet the regular admission requirements described above. Credit received by these students is not applicable toward a degree.

### **Program of Study**

Programs leading to the Master of Science in Administration are provided in the following fields: Management, Home Economics Administration, Public Administration, and Social Administration.

The Master of Science in Administration was established to prepare motivated people for careers in business management, government service, private research and consulting firms, and public planning and service agencies.

The Master of Science in Administration degree is interdisciplinary and achieves its maximum effectiveness through a flexible approach for persons who desire advanced preparation in personnel management, systems skills, and policy determination. A student's major program is composed of the graduate courses in his selected area of specialization (Management, Home Economics Administration, Public Administration, or Social Administration) with the approval of his major adviser. A plan which meets the student's content option will be developed by the major adviser and the student.

### **Admission to Candidacy**

Application for admission to candidacy for the Master of Science in Administration should be made after successful completion of fifteen hours of graduate

work at Georgia College, and must be made prior to completion of thirty hours. Applicants are responsible for initiating this step.

Candidacy will be granted to applicants who have:

1. Fully met all admission requirements.
2. Made an average of at least "B", with no grades below "C", on a minimum of fifteen hours work.
3. Secured approval of the program of graduate study.

#### **Further Information**

Inquiries concerning admission to graduate work in the college and to the program leading to the Master of Science in Administration degree 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 respective coordinators of the various administration programs.

#### **Coordinators.**

1. Management—Dr. Joseph Specht
2. Home Economics Administration—Dr. Therry Deal
3. Public Administration—Dr. Ralph Hemphill
4. Social Administration—Dr. Dorothy Pitman

## **CAREER INFORMATION**

### **Management**

In 1976 fifty-five (55) students graduated with a Master of Science in Administration-Management Degree from Georgia College. An informal survey of these graduates shows the mean salary to be about \$22,000 as a direct result of the existing employment of a majority of these students prior to entry into the MSA Degree Program. The data on beginning salaries for graduates of the MSA Degree Program must be collected and tabulated at a later date when new job entrants are reported as having received the degree. In general it is believed that the MSA Degree graduate will enter the job market with the same facility that is accorded to graduates of the Georgia College Master of Business Administration Degree Program. The MSA is more behaviorally oriented than the MBA (at Georgia College).

### **Home Economics**

The Master of Science in Administration—Home Economics is designed for individuals in government or service agencies and those in business who need to enhance their administrative, managerial, and/or supervisory skills. Career advancement related to the degree depends upon the practices of the employer.

**Public Administration**

In 1976 twenty (20) students graduated with a Master of Science in Administration Degree in Public Administration from Georgia College. Seventeen (17) of these graduates responded to an anonymous survey. The survey results show that fourteen (14) Public Administration graduates are employed by either the United States or Georgia state government earning a median annual salary of \$20,000, with incomes ranging from a low of \$11,600 to a high of \$28,000. Three (3) graduates were employed by private corporations with incomes of \$10,000, \$13,500, and \$14,400 respectively. Each of the seventeen graduates rated this Public Administration program either excellent or good. The survey results demonstrate a high degree of satisfaction with the Public Administration graduate program among its recent graduates.

**Social Administration**

Many students who are admitted to the Master of Science in Administration program are currently employed in administrative positions but have had no academic preparation for the administrative role. The program is designed to improve their knowledge and skills in this area to enable them to further their administrative careers.

Students who enter the program immediately after the baccalaureate degree will be prepared for administrative positions in a variety of social welfare, rehabilitational, and correctional agencies wherever a masters level person would enter the administrative ranks.

## DEPARTMENTAL COURSE OFFERINGS AND REQUIREMENTS FOR MAJORS

ACADEMIC SUB-DISCIPLINE	COURSE PREFIX	PAGE
Anthropology	ANT	252
Applied Music	MUA	218
Art	ART	108
Astronomy	AST	137
Biology	BIO	113
Botany	BOT	116
Business Administration	BUA	120
Business Education	BED	130
Chemistry	CHE	133
Child & Family Development	HCF	185
Clothing & Textiles	HCT	186
Computer Science	CSC	197
Criminal Justice	CRJ	237
Drama	CRA	156
Early Childhood Education	EEC	140
Economics	ECO	131
Elementary Education	EEL	141
English	ENG	150
Environmental Science	ENS	118
Food & Nutrition	HFN	187
French	FRE	203
Foundations in Education	EFS	142
Geography	GEO	177
Health	HEA	163
History	HIS	171
Home Economics	HOE	185
Home Economics Education	HED	189
Home Management	HHM	189
Library Media	ELM	149
Mathematics	MAT	193
Medical Technology	MET	198
Music	MUS	211
Music Education	MUE	214
Music Ensembles	MUP	217
Music Therapy	MUT	215
Nursing	NUR	222
Philosophy	PHI	228
Physical Education	PED	159, 165
Physics	PHY	146



Political Science	POS	230
Psychology	PSY	242
Public Administration	PUA	240
Recreation	REC	162
Religion	REL	229
Social Welfare	SWE	253
Sociology	SOC	249
Spanish	SPA	205
Secondary Education	EFS	142
Special Education	EEX	145
Special Studies	SPS	255
Speech	SPE	156
Student Teaching	EPL	144
Zoology	ZOO	116

## ART

George H. Gaines, Chairman

Professor: Gaines, Associate Professor: Hardy. Assistant Professor: Nix, Instructor: Brown.

The Art Department is concerned with the creative, education, and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgements 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.

### Career Information

1. Bachelor of Arts degree with a major in Art:  
Preparation for further study in specialized fields of commercial art, advertising, interior design, textile design, ceramics, painting, crafts, art history.
2. Bachelor of Science degree with major in Art Education:  
Preparation for further study.  
Preparation to teach in the public schools.
3. Bachelor of Arts (or Bachelor of Bus. Admin.) with a major in Art Marketing:  
Prepares students in the area of craft merchandising and marketing. Guilds, state craft organizations, civic recreation programs and in private enterprise.

### Requirements for Major

1. Bachelor of Arts degree with a major in Art: general education plus eighteen courses in art required, including Art 204, 205, 206, 210, 211, 212, 304, 333, 450, 451, 452 and a ten-hour concentration selected from one of the following areas: painting, crafts, or ceramics; two of the following: 328, 347, 348; and two additional courses from the remaining area. Foreign Language plus electives to complete 186 hours required for graduation.

2. Bachelor of Science degree with a major in Art Education: general and professional education plus eighteen courses in art required, including Art 204, 205, 206, 210, 211, 212, 304, 310, 314, 316, 317, 333, 335, 450, 451, 452; one of the following: 328, 347, 378, and one additional art course from the remaining area. Electives to complete 186 hours required for graduation.

3. Bachelor of Arts (or Bachelor of Business Admin.) with a major in Art Marketing: general education plus eleven courses in Art required, including Art 204, 205, 206, 212 (Area IV), 304, 310, 329, 335-336 and one art elective, practicum and required courses in Business Administration. (See Business Administration).

NOTE—Portfolio required of Transfer Students prior to registration.

### Requirements for Minor

Art Structure and a two-course sequence in a studio area.

Art History Survey and two courses from the following: 328, 347 or 348.

Area IV: Art		Area IV: Art-Education	
Courses	Hours	Courses	Hours
For. Lang.	10	EFS 204	5
ART 103	5	ART 103 or MUS 100	5
ART 204, 205, 206	12	ART 204, 205, 206	12
ART 210, 211, 212	9*	ART 210, 211, 212	9
MUS 102	5*	PSY 201 or SOC 101	5
*Electives	41		36

### 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.

**(ART)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var) indicates variable credits as stated in the course description.

F, W, S, Su indicates course will normally be offered during Fall, Winter, Spring or Summer quarter respectively.

101. BASIC DESIGN AND COLOR. (3-4-5) F, W, S

Principals of design, composition, and color fundamentals. Lecture and studio problems for the non-art major. Fee for material.

103. INTRODUCTION TO ART. (5-0-5) F,W,S,Su (Area I)

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 works and ideas for intelligent and discriminating appreciations.

204.\* ART STRUCTURE. (0-8-4) F

Drawing and introduction to graphic techniques. Fee for materials.

205.\* ART STRUCTURE. (0-8-4) W

Drawing and introduction to painting. Fee for materials.

206.\* ART STRUCTURE. (0-8-4) S

Drawing and introduction to sculpture. Fee for materials.

210. ART HISTORY SURVEY. (3-0-3) F

Ancient and Medieval periods.

211. ART HISTORY SURVEY. (3-0-3) W

Gothic, Renaissance, and Baroque periods.

212. ART HISTORY SURVEY. (3-0-3) S

Neo-classic through mid-twentieth century.

216. DRAWING. (0-10-5) W

Prerequisites: Art 101 or 204.

Drawing from still life, landscape, figure, Various media. Fee for model and materials.

290, 291, 292H. HUMANITIES SEMINAR (Var.) 2 hrs. credit each. F, W, S.

Prerequisite: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music Philosophy.

304. DRAWING AND PAINTING. (0-10-5) F

Prerequisite: Art 205.

Picture structure through design and composition. Studio and lecture.

\*Art 204, 205, 206, 315 are for art majors.

## 310-311. CERAMICS. (0-10-5) each. S

Prerequisite: Art 206 or permission of instructor.

## 314-315\* ART EDUCATION K-6. (3-4-5) each. F, W, S, Su

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 are emphasized through personal participation.

## 316. ART IN THE JUNIOR AND SENIOR HIGH SCHOOL (3-4-5) F

Prerequisite: Art 315.

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.

## 317-318. SCULPTURE. (0-10-5) each

Prerequisite: Art 206.

Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media.

## 328. THE ANCIENT WORLD. (5-0-5).

A study in the development of the arts from the prehistoric to the early Christian period.

## 329. COMMERCIAL DESIGN. (0-10-5) S

Prerequisite: Art 101 or 206.

A technical approach to layout with problems in poster design, bookjacketing, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio.

## 333. DRAWING. (0-10-5) W

Prerequisite: Art 216 or 304.

Intensive study of the human figure through studio experience with model and through analysis of the drawings of the masters. Studio and lecture. Fee for model and materials.

## 335-336. CRAFTS. (0-10-5) each. F, W

Prerequisite: Art 206.

Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metal work, enameling, and stone-setting. Lecture and studio. Fee for materials.

## 347. THE MODERN WORLD. (5-0-5)

A study in the development of twentieth-century painting, sculpture, and architecture.

## 348. AMERICAN ART. (5-0-5)

A study of the development of painting, sculpture, architecture, and allied arts in the United States from the colonial period to the present.

\*For Art Majors.

444. PAINTING. (0-10-5) S

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.

445. PAINTING. (0-10-5) S

Prerequisite: Art 444.

Advanced painting. Studio and lecture.

450, 451, 452. SEMINAR AND EXHIBITION. \*F, W, S.

For Art Majors. To be taken three quarters. Credit, two (2) hours each. Total credit, six (6) hours.

460. GEORGIA ARCHITECTURE SEMINAR TOUR.

(Intensive Study Nine Days—5) Su

An opportunity to experience and evaluate architecture of National and Regional importance in Georgia. Open to all who have an interest in historical southern architecture including undergraduates in good standing from any college, University or art school and graduate students and alumni of any institution who wish to further their art studies with or without credit.

48R. INDEPENDENT STUDY. F,W,S

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

49R. INTERNSHIP/COOPERATIVE EDUCATION. F,W,S

(2-15 hrs)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

\*Exhibition of work completed at Georgia College.

## BIOLOGICAL AND ENVIRONMENTAL SCIENCES

Professor: Batson, Cotter. Associate Professor: Aliff, Caldwell, Chestnut, Daniel, Staszak, Whipple. Assistant Professor: Barman. Instructor: Moody.

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

The departmental major includes BIO 123, BOT 124, ZOO 124, BIO 301, BIO 441, BIO 442, and BIO 490. Four additional five hour courses are required to complete the major. The course work is designed to allow the student to concentrate in one of four areas: Botany, Zoology, Preprofessional, and Teacher Certification.

### Major in Biology

Botany: Bio 320, Bot 360, Bot 361, Bot 402, Bot 465

Zoology: Zoo 302, Zoo 305, Zoo 325, Zoo 351, Zoo 403 Zoo 446, Zoo 467

Pre-Professional: Bio 320, Zoo 305, Zoo 434, Bio 440, Zoo 444, Zoo 446

Teacher Certification: Satisfy the State Board of Education requirements which include a year of chemistry, a year of physics and major in biology.

In addition, all biology majors (except teacher certification students) should complete 20 hours of chemistry.

A specialized interdisciplinary program leading to the B.S. degree in Environmental-Science is also offered and described below.

### Career Information

Career opportunities for graduates in biological and environmental sciences are perhaps as varied as any academic discipline and allow many avenues for personal fulfillment. To provide some indication of the potentials, the following list presents broad categories for vocational pursuits.

Continued professional preparation is required for such careers as physicians, dentists, physician assistants, pharmacists, medical technicians, medical researchers, medical illustrators, etc. Other professional careers are available in forestry, agriculture, veterinary medicine. Teaching positions are available at pre-college, junior college, and college levels. Many jobs are found in civil service and state merit system including those in: wildlife biology, entomology, parasitology, physiology, agriculture, soil chemistry, microbiology, quality control, aquatic biology. In addition many jobs are becoming available in areas of pollution and conservation, county sanitarians, horticulture, landscaping, hydroponic management and others.

### Minor in Biology

Students majoring in other disciplines may minor in biology by completing twenty quarter hours of biology at the 200 level or above.

Area IV: Biology		Area IV: Biology-Education	
Courses	Hours	Courses	Hours
BOT 124 and ZOO 124	10	BOT 124 or ZOO 124	5
20 hours selected from:		BIO 210	5
PHY 101, 102 or 201, 202, 203		BIO 211	5
CHE 101, 102, 103, 231, 280		SOC 101 or PSY 210	5
MAT 201		MUS 102 or ART 103 or SPE 101	5
For. Lang.	<u>5 or 10</u>	EFS 204	<u>5</u>
	30		30

NOTE: (4-3-5) following course title indicates:  
4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

## BIOLOGY (BIO)

123, 124. PRINCIPLES OF BIOLOGY. (4-2-5) each. F,W,S, Su (Area II)

Integrated courses which explore the basic principles of life in the structure, functions, and adaptations of the human organism, animals, and plants. Bio 123 is prerequisite for the advanced courses.

123H, 124H. PRINCIPLES OF BIOLOGY. (4-2-5) each. F, W. (Area II)

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.

125. BIOLOGY OF MAN. (5-0-5).

Consideration of vital issues affecting man: reproductive physiology, sexual behavior, drugs and behavior, population crisis, pollution, environmental degradation, resource consumption.

205. BIOLOGICAL VOCABULARY. (1-0-1).

This is a course designed to increase the student's vocabulary of scientific terms so as to expedite his learning of the material in higher Biology courses.

210. HUMAN ANATOMY. (3-4-5)

A detailed study of the structures of the human body.

211. HUMAN PHYSIOLOGY. (4-2-5).

A detailed study of the functions of the human body using the systems approach.

301. CELL PHYSIOLOGY. (5-0-5) F, W

Prerequisite: Two quarters of chemistry and junior standing.



The study of the life activities of cells including nutrition, response to the environment, metabolism, growth and reproduction.

302. COMPARATIVE ANIMAL PHYSIOLOGY (1-8-5) S

Prerequisite: Bio 301.

The study of organ functions in various animals, vertebrate and invertebrate, emphasizing and introducing laboratory instrumentation and techniques.

320. MICROBIOLOGY. (2-6-5) F,W,S,Su

Designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health.

350. CONSERVATION. (4-2-5) W

Prerequisite: Bio 123.

A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources.

425. LIMNOLOGY. (2-6-5) S in even years, Su in odd years.

Prerequisite: 10 hrs. chemistry or permission of instructor.

Ecology of freshwater environments including interactions of biological, chemical, and physical factors.

440. GENETICS. (5-0-5) F, Su.

Prerequisite: Bio 123.

A study of the physical basis of inheritance, the laws of heredity and their relations to man.

441. EVOLUTION. (5-0-5) W, S, Su odd years.

Prerequisite: 20 hours of biology.

A study of the processes of organic evolution.

442. ECOLOGY. (5-3) (0-2) (5) F,S,Su

Prerequisite: Bot 124, Zoo 124.

Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. May include occasional week-end trips to study outstanding natural areas.

450H. INDEPENDENT STUDY — HONORS CREDIT. (Var.) on demand.

Prerequisite: Permission of instructor.

Special problems in biology. Open by invitation to seniors with 3.2 overall grade point average.

469. FRESHWATER BIOLOGY. (2-6-5) W, Su

Prerequisite: Bot 124, Zoo 124.

Study of freshwater organisms, their identification, natural history and environmental relationships.

480. SPECIAL TOPICS (Var.) On Demand.

Prerequisite: Permission of instructor.

A course designed to cover certain specialized areas not currently offered by the department.

48R. INDEPENDENT STUDY. (Var.) on demand

Prerequisite: Permission of instructor.

Special problems in biology. Open to seniors and graduate students with the approval of the chairman of the department. Credit: up to five hours.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

490. SEMINAR. (3-0-3) W, S

Prerequisite: Jr.-Sr. standing.

Studies in selected fields of biology. Required of biology majors in junior or senior year.

## **BOTANY (BOT)**

124. GENERAL BOTANY. (4-2-5) F, S

Prerequisite: Bio 123

A course designed to provide the student with a general background of the Fundamental topics in botany. Required of all majors.

360. NON-VASCULAR PLANTS. (2-6-5) W, odd

Prerequisite: Bot 124

A survey of the non-vascular plants including bacteria, fungi, algae, mosses and liverworts with emphasis on evolutionary relationships, morphology, physiology, ecology, and classification.

361. VASCULAR PLANTS. (2-6-5). S, odd.

Prerequisite: Bot 124.

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.

402. FIELD BOTANY. (2-6-5), S, odd

Prerequisite: Bot 124.

A course designed to acquaint the student with interrelationships of living organisms through the use of plant material from the natural habitat.

465. PLANT ANATOMY AND PHYSIOLOGY (2-6-5)

Prerequisite: Bot 124.

A course designed for the understanding of plant function as related to plant structure.

## **ZOOLOGY (ZOO)**

124. GENERAL ZOOLOGY (4-2-5) W, S.

Prerequisite: Bio 123.

A survey of the characteristics of invertebrate and vertebrate animal groups from protozoa to man. Required of all majors.

305. COMPARATIVE VERTEBRATE ANATOMY. (2-6-5) F, even

Prerequisite: Zoo 124.

Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected.

325. INVERTEBRATE ZOOLOGY. (3-4-5) S, even

Prerequisite: Zoo. 124.

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.

351. ETHOLOGY-ANIMAL BEHAVIOR. (3-4-5) W, odd.

Prerequisite: Zoo 124.

A study of animal behavior and the factors influencing behavior patterns.

403. FIELD ZOOLOGY. (2-6-5) S, even

Prerequisite: Zoo 124.

A study of the classes of vertebrates in relation to taxonomy, life history, behavior, populations and evolution.

434. HISTOLOGY. (2-6-5) W, odd

Prerequisite: Bio 123.

Preparation and study of animal tissues.

444. VERTEBRATE EMBRYOLOGY. (2-6-5) S, odd

Prerequisite: Zoo 124.

The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems.

445. ICHTHYOLOGY. (3-4-5) W, odd, Su in odd years.

Prerequisite: Zoo 124.

The biology, classification, morphology, behavior, and distribution of fishes.

446. PARASITOLOGY. (2-6-5) F, even

Prerequisite: Zoo 124 or permission of instructor.

The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals.

467. GENERAL ENTOMOLOGY. (2-6-5) S, even, Su, even years

Prerequisite: Zoo 124.

An introduction to the biology, classification, morphology and behavior of insects.

## GRADUATE COURSES

(For complete description see Graduate Catalogue)

501. RECENT ADVANCES IN THE BIOLOGICAL SCIENCES

Prerequisite: Forty hours in natural sciences.

502. FIELD BOTANY.  
 503. FIELD ZOOLOGY.  
 525. LIMNOLOGY.  
 540. GENETICS.  
 541. EVOLUTION.  
 542. ECOLOGY.  
 545. ICHTHYOLOGY.  
 546. PARASITOLOGY  
 550. INDEPENDENT STUDY.  
 565. PLANT ANATOMY AND PHYSIOLOGY.  
 567. GENERAL ENTOMOLOGY.  
 569. FRESHWATER BIOLOGY.  
 580. SPECIAL TOPICS.  
 58R. INDEPENDENT STUDY.  
 59R. INTERNSHIP.  
 605. INTRODUCTION TO SCIENTIFIC RESEARCH.  
 610. BIOLOGICAL TECHNIQUES.  
 615. BIOGEOGRAPHY.  
 635. POPULATION ECOLOGY.  
 665. SELECTED TOPICS IN VERTEBRATE PHYSIOLOGY.  
 675. ADVANCED ENTOMOLOGY.  
 685. ADVANCED MICROBIOLOGY.  
 696. THESIS RESEARCH.

## ENVIRONMENTAL SCIENCE

Students may choose to specialize in water quality, air quality, or a mixture of both areas provided the required courses are taken. Interested students should consult with Dr. John Aliff, Coordinator.

### TYPICAL PROGRAM

First Year	F	W	S	Second Year	F	W	S
Biology (Area II)	5	5		BIO 225	5		
English (Area I)	5	5	5	CHE 101-2-3	5	5	5
History (Area III)	5	5		Environmental (Area III)			5
PED Activities	1	1	1	Environmental Science 200			5
MAT 111 or 130 (Area II)			5	PED Activities	1	1	1
Political Science			5	Philosophy (Area I)		5	
				Physics	5	5	

Third Year	Su	F	W	S	Fourth Year	Su	F	W	S
BIO 442				5	BOT 320				5
CHEM 231, 280, 300		5	5	5	BIO 405		5		
ECO 373				5	BUA 414		5		
ENS 210,		5			CHE 351		5		
390, 391, 392		3	1	1	Environmental				
MAT 201-220		5	5		Science	20			
Specific					Hist/Pol Sci				5
Area Course			5		Specific Area				
					Course			10	10

#### Area IV: Environmental Sciences

(Same as Area IV for Biology)

## ENVIRONMENTAL SCIENCES (ENS)

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

F, W, S, Su indicates the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

#### 200. ENVIRONMENTAL ENGINEERING TECHNOLOGY I. (3-4-5) S

Principles of drafting and surveying.

#### 210. GEOLOGY. (4-2-5) F (Area II)

A survey of physical and historical geology with an introduction to basic scientific principles and methods. Designed for science majors; appropriate for the Environmental Sciences Program.

#### 300. ENVIRONMENTAL ENGINEERING TECHNOLOGY II. (4-2-5) W

Principles of hydraulics and hydrology.

#### 390. METEOROLOGY (3-0-3) F

Principles of meteorology, heat exchange, pollutant concentration.

#### 391. CURRENT TOPICS I. (1-0-1) W

A seminar featuring student reports and guest speakers.

#### 392. CURRENT TOPICS II (1-0-1) S

A seminar featuring student reports and guest speakers.

#### 490-491. INTERNSHIP IN ENVIRONMENTAL SCIENCE (Var.; 1-10 hrs. each).

An individually designed and planned learning experience involving off-campus field experience and study in industry or a government agency for academic credit. Fifteen hours required for majors. Must be approved by the departmental chairperson.

## **BUSINESS ADMINISTRATION AND ECONOMICS**

Joseph F. Specht, Chairman

Professor: Bunting, Dooley, Specht, Thornhill. Associate Professor: W. Aldridge, Engerrand, J. Jones, W. A. Jones, Long, Rouk. Assistant Professor: R. Anderson, J. Daniels, Franks, Gaetz, Greene, K. Jones, Lammers, Marsh, Olsen, Self, R. Watkins. Instructor: Bloodworth.

The Business Administration undergraduate programs are designed 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 preparations are provided to equip students for the better type of business openings.

Specific majors in the Bachelor of Business Administration degree include Management, Logistics, Accounting, Marketing, Art Marketing\*, Fashion Marketing\*\*, and Food Systems 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 positions in business, or prepared for management of businesses. The Bachelor of Business Administration, if properly planned, may lead to the professional degree of Master of Business Administration with a minimum of additional time.

An Associate in Science Degree (in Secretarial Studies) is designed as a terminal degree program. The courses required for this degree, however, will adapt to the Bachelor program should a student choose to continue in the full undergraduate curriculum.

Specific majors in Business Administration for the Bachelor of Science degree are Business Education and Office Occupations.

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

### **Career Information**

Graduates in business at the graduate and undergraduate level continue to find employment to match academic qualifications in the areas of accounting, management, and marketing. Even though opportunities in the field of teaching appear to be lessening somewhat, historically and currently, Georgia College graduates in business teacher education have been and are sought by public school administrators.

\*in cooperation with the Art Department

\*\*in cooperation with the Home Economics Department

## COURSE REQUIREMENTS FOR DEPARTMENTAL PROGRAMS

NOTE: Economics 271 and Psychology 201 are listed as requirements in Area IV. A student may elect to take either of these courses in Area III leaving an elective approved by their advisor in Area IV. Both courses are required for the Bachelor's degrees in a major within the Department of Business Administration and Economics.

**Area IV** Accounting, Economics, Food Systems Administration, Management, Marketing, Fashion Marketing, Logistics.

BUA 209, 251, 252  
ECO 271, 272; PSY 201 30 hours

**Area IV** Art Marketing

Business Administration 212, 251;  
Economics 271; Art 204, 205, 206, 212 30 hours

**Area IV** Business Education and office occupations

BUA 209, 251, 252; BED 212;  
ECO 271, 272; PSY 201 30 hours

All students entering the B.B.A., B.S., and B.A. degree programs are required to complete a series of foundation courses. In addition to the business and economics courses required in Area IV as outlined above, the following courses are required in all programs in Business: BUA 307, 317, 340, 361. These courses are basic to the study of business regardless of the field of specialization.

**Additional degree requirements:**

### BACHELOR OF BUSINESS ADMINISTRATION

**Concentration in Accounting**

BUA 301, 308, 351, 352, 356,  
441, 451, 454, 457 Related Electives 15 hours  
ECO 377 Free Electives 10 hours

**Concentration in Food Systems Administration**

BUA 441, 443; ECO 377 HFN 215, 333, 341, 420, 446;  
(See Home Economics Dept.) ART 101  
Free Electives 10 hours

**Concentration in Management**

BUA 301, 441, 442, 443 Related Electives 15 hours  
ECO 377, 476, 478 Free Electives 20 hours

**Concentration in Fashion Marketing**

BUA 301, 361, 362, 363, 366, 443      Related Electives      5 hours  
HCT 214, 224, 418, 419; ART 101  
(See Home Economics Dept.)

**Concentration in Art Marketing**

BUA 362, 366, 443      Internship      15 hours  
ART 304, 310, 311, 329, 335, 336      Free Electives      10 hours  
(See Art Department)

**Concentration in Logistics**

BUA 301, 363, 365, 367, 368, 369, 441, 448  
ECO 377

**Additional degree requirements:**

## BACHELOR OF SCIENCE

**Concentration in Economics**

BUA 301, 441, 442, 443      Thirty-five hours as  
ECO 377, 476, 478      selected by Department  
Chairman\*\*

**Concentration in Business Education**

Comprehensive

BED 227, 228, 303, 322, 323, 476\*  
EFS 204, 395, 405, 455  
EEX 364; EPL 490, 493

Bookkeeping and Business Management

BED 227, 228, 303, 306 or BUA 209, 476\*  
EFS 204, 395, 405, 455; EEX 364  
EPL 490, 493, BUA 351

Data Processing and Accounting

BED (227 or BUA 443), 228, 303, 306, 476\*  
BUA 209, 351; EFS 204, 395, 405, 455  
EEX 364; EPL 490, 493

Concentration in Office Occupations

BED 227, 228, 303, 320 or 306, 322 or  
ECO 377, 323, or BUA 351, 429  
BUA 440  
BED 324



Executive Emphasis		
ECO 478	Free electives	10 hours
BUA 308		
Legal Emphasis		
BUA 308, 326	Free electives	5 hours
Pol. Sci. elective		
Medical Emphasis		
BIO 210	Free electives	5 hours
CHE 101		
BUA 325		

\*7 hours credit

\*\*For the Bachelor of Arts degree, students must meet the Georgia College requirements for Modern Foreign Language.

## ASSOCIATE IN SCIENCE DEGREE IN BUSINESS ADMINISTRATION

General Education	BED 227, 228 303, 320, or 306,
ENG 101, 102	322, or ECO 377, 323 or BUA 340,
ECO 271, HIS 111	307, 317, 251
POS 101	10 Hours electives
2 General Education Electives	
4 One hour Physical Education Courses	

## BUSINESS ADMINISTRATION (BUA)

### 209. MANAGEMENT INFORMATION SYSTEMS (5-0-5)

The course provides an interface between business communication and data systems, and the ability of the individual to utilize data in the decisions made within and between EDP and management information systems.

### 251. ACCOUNTING PRINCIPLES I (5-0-5)

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.

### 252. ACCOUNTING PRINCIPLES II (5-0-5)

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.

**253. INTRODUCTION TO TAXATION**

The course is designed to acquaint the student with the basic concepts of individual income taxation and other taxes pertinent to individual wealth and its transfer (gifts and estates). The effect of different forms of business ownership upon individual income tax liability will be analyzed.

**301. INTRODUCTION TO ECONOMIC AND BUSINESS STATISTICS (5-0-5)**

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

**307. LEGAL ENVIRONMENT IN BUSINESS I (5-0-5)**

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, personal contracts, property and bailments, and sales of goods. Junior standing required.

**308. LEGAL ENVIRONMENT IN BUSINESS II (5-0-5)**

Prerequisite: BUA 307

Law involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations.

**317. BUSINESS COMMUNICATION AND REPORT WRITING (5-0-5)**

Prerequisite: English 102.

An analysis and application of the external and internal communications of people within the structure of the business organization. Junior standing required

**340. PRINCIPLES OF MANAGEMENT (5-0-5)**

A study of the theory and application of the specific principles of contemporary management problems. Junior standing required.

**351. INTERMEDIATE ACCOUNTING I (5-0-5)**

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.

**352. INTERMEDIATE ACCOUNTING II (5-0-5)**

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 changes in financial position.

**356. ADVANCED ACCOUNTING (5-0-5)**

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, large organizations, consolidation, estates and trusts and actuarial science.

**361. PRINCIPLES OF MARKETING. (5-0-5)**

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 cost, and relative efficiencies of various marketing methods are the principal topics emphasized. Junior standing required.

**362. CONSUMER BEHAVIOR (5-0-5)**

Prerequisite: Business Administration 361.

Relevant aspects of Sociology, Anthropology, and Psychology as content factors in Consumer Behavior, generating marketing strategy.

**363. PRINCIPLES OF LOGISTICS (5-0-5)**

Prerequisite: BUA 361 or permission of instructor.

Basic study of logistics in business operations with special emphasis on management of inventory, buying, pricing, storing and control.

**365. TRANSPORTATION (5-0-5)**

Prerequisite: BUA 361, 363 or permission of instructor.

Development of transportation modes, and systems. Effects of (1) major legislation, (2) competitive factors and (3) future developments of the economy are emphasized.

**366. MARKETING PROMOTION AND COMMUNICATION (5-0-5)**

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.

**367. TRAFFIC MANAGEMENT (5-0-5)**

Prerequisite: BUA 365.

The course is designed to provide a comprehensive overview of traffic and material movement within a logistics system in order full utilizations of transport modes may be realized in the most efficient and effective manner.

**368. INVENTORY AND PRODUCT DISTRIBUTION (5-0-5)**

Prerequisite: BUA 361, 363 or permission of instructor.

Inventory techniques, protection, and control. Distribution center systems and network analysis, location layout and operation.

**369. ACQUISITION MANAGEMENT (5-0-5)**

Prerequisite: BUA 363.

The course provides the student with a basic understanding of the importance of materials acquisition to the efficient operation of a business and logistics system.

**370. GOVERNMENT LOGISTICS (5-0-5)**

Prerequisites: BUA 301, 363, 365.

A study of Logistics in Government with concentration on the logistics cycle. This cycle includes logistic support planning, system acquisition, provisioning, cataloging, supply management, distribution, storage and disposal. The roles of industry, the General Services Administration and the Defense Supply Administration in government logistics are examined. A comparison is made between the application of logistics principles in civilian industry and government.

**417. TECHNICAL WRITING (5-0-5)**

Beginning with methods of collecting and organizing data, the course is designed to give the student an understanding of the significance of technical report writing. It provides for the application of the principles of technical report writing, including writing style and graphic presentation.

**441. BUSINESS FINANCE (5-0-5)**

Prerequisite: Business Administration 212 or 301, 252, Eco. 271, 272.

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.

**442. INDUSTRIAL MANAGEMENT (5-0-5)**

Prerequisite: Business Administration 340.

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.

**443. PERSONNEL MANAGEMENT (5-0-5)**

Prerequisite: Business Administration 340.

A study of the principles 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.

**444. SPECIAL BUSINESS TOPICS (5-0-5)**

Prerequisite: Senior standing and permission of instructor.

Special Business Topics to be offered each quarter and whose content is to be specified each quarter by announcement. Topics to be chosen from: Investments (Finance); Public Finance & Tax (Finance & Acct); Organization of Special Industries (Management); Supervisory Mgmt (Mgmt); Intermediate Micro (Eco); Intermediate Macro (Eco.); Real Estate and Insurance (Finance); Advanced cases in Finance (Finance).

**446. BUSINESS GAMES AND SIMULATION (5-0-5)**

As a capstone course designed to integrate knowledge gained in the various functional business areas and to exercise the student's analytical skills.

**451. COST ACCOUNTING (5-0-5)**

Prerequisite: Business Administration 351.

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.

**453. ACCOUNTING INFORMATION SYSTEMS (5-0-5)**

A study of the fundamentals of business data processing techniques and systems from the accountant's viewpoint. Problems created by the use of the computer and the benefits to be derived from the use of the computer will be presented.

**454. PRINCIPLES OF TAXATION ACCOUNTING (5-0-5)**

Prerequisite: Business Administration 352.

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.

**455. TAXATION ACCOUNTING II (5-0-5)**

A continuation of Business Administration 454 providing depth and breadth of theory coverage.

**457. AUDITING (5-0-5)**

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.

**461. MARKETING RESEARCH AND DECISION SYSTEMS. (5-0-5)**

Prerequisite: Business Administration 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.

**466. ADVANCED MARKETING RESEARCH AND MARKET ANALYSIS. (5-0-5)**

Prerequisite: Business Administration 461.

Extensive design and development in research for market decisions. Problem-solving analysis as a factor in designing entire marketing programs for business development.

**468. LOGISTICS SYSTEMS ANALYSIS. (5-0-5)**

Prerequisite: Business Administration 301, 363 or permission of instructor.

A course designed to correlate logistics, inventory, transportation, general marketing and an economic context to present optimal decisions in business (activity).

**470. MARKETING-SALES MANAGEMENT. (5-0-5)**

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.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION (Var. 2-15)

(In Accounting, Management, or Marketing)

Individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairman. Normally taken in the last quarter of senior year as a free elective or related elective.

## **BUSINESS EDUCATION (BED)**

103. OFFICE PRACTICE (2-0-2)

An acquaintanceship in the use of electronic and printing calculators and other modern office equipment.

125. INTRODUCTION TO TYPEWRITING (3-0-3)

The development of correct typewriting techniques and the application of typewriting skill to letter writing.

212. MATHEMATICS OF FINANCE (5-0-5)

A course in business arithmetic and the more important aspects of mathematics of finance; compound interest, annuities, sinking funds, amortization, bonds, insurance, and taxes.

226.\* SKILL-BUILDING AND REVIEW TYPEWRITING (5-0-5)

An introduction to and a review of basic typewriting techniques.

227.\* INTERMEDIATE TYPEWRITING (5-0-5)

Prerequisite: BED 226.

Increased development of skill through speed building and job production activities.

228.\* TYPEWRITING OFFICE PRACTICE (5-0-5)

Prerequisite: BED 227.

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

303.\* OFFICE MACHINES (5-0-5)

Prerequisite: BED 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.

306.\* OFFICE MECHANIZATION AND AUTOMATION (5-0-5)

Prerequisite: BED 303.

Practical application in the use of basic office machines and computer equipment.

320.\* BEGINNING SHORTHAND (5-0-5)

The theory of Gregg Shorthand is taught and sufficient practice to develop skill in taking dictation at a speed of 60 words a minute.

321.\* SKILL-BUILDING AND REVIEW SHORTHAND (5-0-5)

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.

**322. INTERMEDIATE SHORTHAND (5-0-5)**

Prerequisite: BED 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.

**323.\* ADVANCED SHORTHAND AND TRANSCRIPTION (5-2-5)**

Prerequisite: BED 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.

**324. THE ADMINISTRATIVE SECRETARY (5-0-5)**

The need for high level skills is emphasized, but primary attention is given to the development of such qualities as initiative, judgement, 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.

**325. MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES (5-0-5)**

Prerequisite: BED 323.

Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary.

**326. LEGAL TRANSCRIPTION, VOCABULARY AND DUTIES (5-0-5)**

Prerequisite: BED 323.

Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary.

**404. HISTORY AND PHILOSOPHY OF VOCATION EDUCATION (5-0-5)**

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.

**440. ADMINISTRATIVE SYSTEMS MANAGEMENT (5-0-5)**

The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office buildings, equipment, office personnel, and office supervision.

**476. METHODS OF TEACHING BUSINESS SUBJECTS. (7-2-7) F**

Prerequisites: Ed. 395, 405.

Methods of teaching skill subjects as well as basic business subjects. Motivation of students, lesson planning, evaluation, and techniques for presentation of subject matter emphasized. Current business textbooks and instructional aides are examined.

\*Credit is given only for a concentration in Business Education and Office Occupation.

**49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION (Var. 2-15)**  
(SECRETARIAL including Executive, Legal, or Medical)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. Normally taken in the last quarter of senior year as a free or related elective.

## **GRADUATE COURSES**

**Master of Business Administration Degree**

**Master of Education Degree**

**Master of Science in Administration**

## **BUSINESS ADMINISTRATION AND BUSINESS EDUCATION**

(For course descriptions see Graduate Catalogue)

- 503. BUSINESS STATISTICS
- 504. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION.
- 517. ADVANCED COMMUNICATION AND REPORTS.
- 529. PRINCIPLES OF INSTRUCTION IN BUSINESS SKILL SUBJECTS.
- 530. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION.
- 532. IMPROVEMENT OF INSTRUCTION IN THE SOCIAL BUSINESS SUBJECTS.
- 533. ADVANCED OFFICE PRACTICE.
- 540. ADMINISTRATIVE OFFICE MANAGEMENT.
- 541. FINANCIAL MANAGEMENT.
- 542. MANAGEMENT THEORY.
- 544. SPECIAL BUSINESS TOPICS.
- 545. COMPUTER AND DECISION-MAKING PROCESS.
- 546. BUSINESS GAMES AND SIMULATIONS.
- 551. ACCOUNTING THEORY.
- 555. MANAGERIAL ACCOUNTING.
- 561. MARKETING AND DISTRIBUTION THEORY.
- 603. STATISTICAL APPLICATIONS TO ECONOMICS AND BUSINESS.
- 617. ORGANIZATION AND COMMUNICATIONS THEORY IN MANAGEMENT.
- 640. PRODUCTION MANAGEMENT.



- 642. ADVANCED PROBLEMS IN MANAGEMENT.
- 644. HUMAN RESOURCES IN ADMINISTRATION.
- 646. DECISION THEORY.
- 648. ORGANIZATION THEORY.
- 649. ADVANCED MANAGEMENT INFORMATION SYSTEMS.
- 681. SYSTEMS ANALYSIS AND DESIGN.
- 685. QUANTITATIVE METHODS FOR BUSINESS RESEARCH.
- 690. RESEARCH SEMINAR.
- 699. RESEARCH PROBLEM.

## **ECONOMICS (ECO)**

### **271. PRINCIPLES OF ECONOMICS I. (5-0-5) (Area III)**

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.

### **272. PRINCIPLES OF ECONOMICS II. (5-0-5)**

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.

### **370. COMPARATIVE ECONOMIC SYSTEMS. (5-0-5)**

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.

### **372. ECONOMIC GEOGRAPHY. (5-0-5)**

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. Junior standing required.

### **373. ECONOMICS OF RESOURCE MANAGEMENT. (5-0-5)**

A study of the primary causes of selective resource allocation and usage as it applies to various environmental and ecological factors in our contemporary economic political and social world.

### **374. CONSUMER ECONOMICS. (5-0-5)**

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. Junior standing required.

377. MONEY AND BANKING. (5-0-5)

Prerequisite: ECO. 271.

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 in early banking practices, modern banking, the Federal Reserve System, and foreign exchange.

471. INTERMEDIATE MICROECONOMIC THEORY (5-0-5)

Prerequisites: ECO. 271 & 272.

A study of the advanced tools of microeconomic theory. Advanced theory of the firm, general equilibrium theory, and methods of marginal analysis will be emphasized.

472. INTERMEDIATE MACROECONOMIC THEORY (5-0-5)

Prerequisite: ECO. 271 & 272.

A study of the advanced tools of macroeconomic theory including types and causes of inflation, fiscal and monetary theory, and IS-LM models.

476. INDUSTRIAL RELATIONS. (5-0-5)

Prerequisite: ECO. 271 & 272.

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.

477. COLLECTIVE BARGAINING. (5-0-5)

Prerequisite: ECO. 476 or permission of instructor.

Contract formation, negotiation and intretation. Policy and procedure of formal and informal grievance handling. Preparation for collective bargaining impact on Labor Management relations in a regulated environment with emphasis on group analysis and solution.

478. GOVERNMENT AND BUSINESS. (5-0-5)

Prerequisite: ECO. 271 & 272.

A study of the interaction between business organization and government. Special emphasis on the problems of regulations, control, and promotion of business enterprise.

47R. INTERNSHIP AND/OR COOPERATIVE EDUCATION (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. Normally taken in the last quarter of senior year as a free or related elective.

## GRADUATE COURSES ECONOMICS

571. ECONOMIC THEORY.

676. MANAGERIAL ECONOMICS.

678. BUSINESS RELATIONS WITH GOVERNMENT AND SOCIETY.

## CHEMISTRY AND PHYSICS

Joseph F. Vincent, Chairman

Professor: Baarda, Simpson, Vincent. Associate Professor: Hargaden, Lamb, Assistant Professor: Pohl.

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.

Courses in Physics 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 further work in physical sciences. Students who are interested in a major in Physics are referred to the description of the Dual Degree Program with Georgia Institute of Technology elsewhere in this catalog.

*Major Program:* The Chemistry major is a 51 quarter hour concentration consisting of nine five hour courses and six hours of seminar at the Junior and Senior level. Seven of the nine courses are Chemistry 103, 280, 301, and two courses each from the sequences, Chemistry 336, 337, 338 and Chemistry 491, 492, 493. The remaining two of the nine courses may be the completion of the organic or physical chemistry sequences or may be chosen from Chemistry 320, 351, 410, 451, 44R and 48R. It is strongly recommended that the student do at least one quarter of Independent Study.

In the related areas of Physics and Mathematics, the Chemistry major requires a minimum of Physics 201, 202, and 203 and Mathematics through 240. It is strongly recommended that these requirements be satisfied prior to the senior year.

*Minor Program:* Chemistry 101, 102, 103, 280, 231, 351.

*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.

### Area IV: Chemistry

30 hours selected from:

CHE 103, 231, 280

PHY 201, 202, 203

MAT 130, 201, 220, 223, 240, 241, 242

BIO 123, 124, 211, 225

ENS 210

Foreign Lang. (French or German)

101, 102, 211, 212

### Area IV: Chemistry-Education

15 hours selected from:

ENS 210

PHY 101, 102, or 201, 202, 203

15 hours selected from:

MAT 130, 201, 220, 223, 240, 241, 242

## CHEMISTRY (CHE)

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarterly respectively.

101. GENERAL CHEMISTRY I. (4-2-5) F, W, S, Su (Area II)

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Must be taken in sequence.

102. GENERAL CHEMISTRY II. (4-2-5) F, W, S, Su (Area II)

Continuation of Chemistry 101.

103. GENERAL CHEMISTRY II. (4-2-5) F, S (Area II)

Prerequisite: Chemistry 102.

A study of several types of equilibria and qualitative analysis.

130. INTRODUCTORY CHEMISTRY FOR HEALTH SCIENCES. (4-2-5) W

The course is designed to provide students in health related fields with a survey of general chemistry and some organic chemistry with an emphasis on incorporation of biochemically significant substances and phenomena as a framework to describe chemical principles.

231. ORGANIC CHEMISTRY. (4-2-5) F, S, Su

Prerequisite: Chemistry 102.

A brief study of the principal classes of organic compounds.

280. QUANTITATIVE ANALYSIS. (3-4-5) W

Prerequisite: Chemistry 102.

A study of techniques of chromatography, spectroscopy, oxidation-reduction reactions and radio chemistry as they provide an introduction to modern analytical chemistry.

300. ENVIRONMENTAL CHEMISTRY I. (3-4-5) S

Prerequisite: Chemistry 103, 280, 231 or equivalent

A study of soil and water chemistry including analysis. Appropriate for Environmental Sciences majors.

301. INORGANIC CHEMISTRY. (4-2-4) F

Prerequisite: A minimum of 15 hours of chemistry

An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory and transition metal chemistry.

310. ENVIRONMENTAL CHEMISTRY II. (2-2-3) F

Prerequisites: Chemistry 103, 280, 231 or equivalent

A study of the chemistry and analysis of air pollutants including particulates,

aerosols, and gases with reference to radiation processes of air pollution. Appropriate for Environmental Science majors.

320. SPECTROSCOPIC METHODS OF CHEMICAL ANALYSIS. (4-2-5)

Prerequisite: A minimum of 20 hours of chemistry

Modern spectroscopic methods of structure identification. Examples drawn primarily from organic compounds.

330. CHEMISTRY FOR HEALTH SCIENCES. (4-2-5) F, S

Prerequisites: Chemistry 130 or permission of instructor.

A fundamental survey of organic chemistry and the biochemistry of living systems for students in health sciences.

336, 337, 338. ORGANIC CHEMISTRY I, II, III. (4-2-5) each.

Prerequisite: A minimum of 15 hours of chemistry.

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. F

337. Carbonyl compounds, carbohydrates, and proteins. W

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

351. BIOCHEMISTRY (4-2-5) W

Prerequisite: Chemistry 231 or 336.

The fundamental chemistry of living systems.

388, 389, 390. JUNIOR SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of junior Chemistry majors. Open to others with the permission of the department chairman.

410. TOXICOLOGY. (2-6-5) S

An introduction to the chemical techniques used in toxicology and drug identification.

44R. SPECIAL TOPICS IN CHEMISTRY. (4-2-5) on demand.

Prerequisite: Completion of upper division courses in area of the topic or permission of the instructor.

Selected advanced topics in analytical, organic, inorganic, physical, and biochemistry which are not available in any other course offerings.

451. ENZYMOLOGY (2-6-5) S

Prerequisite: Biochemistry 351.

Introduction to Enzyme Kinetics and Methods.

48R. INDEPENDENT STUDY. (Var. 25.) On demand.

488, 489, 490. SENIOR SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of senior Chemistry majors. Open to others with the permission of the department chairman.

491, 492, 493. PHYSICAL CHEMISTRY I, II, III. (4-2-5) each

Prerequisites: Chemistry 103, 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. F.

492. Chemical Kinetics, catalysis, molecular spectroscopy. W

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

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the Department chairperson.

#### Area IV: Physics

Courses	Hours
Phys. 201, 202, 203	5-15
Math. 223, 240, 241, 242	5-20
Chem. 101, 102	0-10

## PHYSICS (PHY)

101. ELEMENTARY PHYSICS I. (4-2-5) F, W, Su (Area II)

A study of the elementary principles of mechanics, properties of matter, heat, and sound.

102. ELEMENTARY PHYSICS II. (4-2-5) W, S, Su (Area II)

Prerequisite: Physics 101.

A continuation of Physics 101 dealing with light, electricity, magnetism, and introduction to modern physics.

201. GENERAL PHYSICS I. (4-3-5) F (Area II)

Corequisite: Mathematics 223.

Introductory calculus-based course presenting the fundamental principles of mechanics and properties of matter.

202. GENERAL PHYSICS II. (4-3-5) W (Area II)

Corequisite: Mathematics 240; Prerequisite: Physics 201.

Continuation of Physics 201 dealing with heat, sound and light.

203. GENERAL PHYSICS III. (4-3-5) S (Area II)

Corequisite: Mathematics 241; Prerequisite: Physics 202.

Continuation of Physics 202 covering the subjects of electricity, magnetism, and modern physics.

**350. ADVANCED COMPUTER APPLICATION: ENGINEERING AND THE PHYSICAL SCIENCES. (5-0-5)**

Prerequisites: CSC 201, MAT 223, 240, PHY 201

A course designed to provide experience in advanced programming for majors in the physical sciences and students in the Dual Degree Program. The course will include a term project in the student's area of interest.

## **ASTRONOMY (AST)**

**101. INTRODUCTION TO ASTRONOMY. (4-2-5) F, S (Area II)**

An introduction to the history, cultural settings, observational methods, and findings of astronomy. Emphasis on modern research topics, particularly those bearing on cosmology and current space probes so that the student is prepared to understand the significance of further research that may be reported in the future and to read with comprehension the science articles in the popular and semi-technical press.





## EDUCATION

John H. Lounsbury, Chairman

Professors: Britt, Lounsbury, Sanders. Associate Professor: Abbott, Beard, Becham, DeMarea, Glover, Harper, Mitchell, Thompson, Wawrzyniak. Assistant Professor: Arnold, Franson, Griffin, Hobbs, Martin, M. Mortensen, Richardson, Sheppard, Smith, Souter, Thurston, Wisser. Instructor: Donahue, McLaughlin.

The Department of Education provides the professional portion of the various teacher education programs, most of the special education courses, and some of the elementary and early childhood education teaching field courses. Students do not major in the general field of education, but the elementary, early childhood, and special education majors are the responsibility of the Department of Education.

Scores on the National Teacher Examination (N.T.E.) are required for graduation and certification for students completing any professional education program.

THE ELEMENTARY EDUCATION MAJOR is made up of 48 quarter hours of teaching field courses offered by various departments. The focus of the teaching field courses is on the knowledge, skills, and competencies necessary for successful elementary school teaching. Courses comprising the major are: Art 315, Music 321, EEL 315, Math 300, EEL 351, EEL 452, PED 315, EEL 410, Speech 380, and Eng. 314.

In addition, the elementary major selects either a depth or breadth approach in extending skills and understandings through appropriate use of 20 quarter hours of electives. A depth approach in library media carries a certification endorsement.

The professional sequence for elementary education majors consists of EFS 204, EEL 300, EFS 301, EPL 403, ELM 459 and EPL 492. 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 as follows: Art 315, Music 321, EEL 315, Math 300, EEL 351, EEL 452, PED 315, EEL 410, Home Ec. 325, and Eng. 314.

The professional sequence for early childhood education majors consists of EFS 204, EEL 300, EEL 301, EPL 403, ELM 459, EPL 491, EEC 493, EEC 494, and EEC 490.

The SPECIAL EDUCATION (Mental Retardation) major is composed of the following teaching field courses: PED 315 or EEX 473, EEL 452, and a choice of the following courses: Art 315, EEL 315, Psy. 488 or Mus. 321. The professional sequence consists of EFS 204, EEL 300, EEL 301, EEL 351, ELM 459, and EEC 494. The special education major consists of EEX 365, EEX 467, EEX 471, EEX 473, EEX 474, EEX 475, EEX 477, EEX 479, EEX 480, and Psy. 456.

Professional and Special Education courses are scheduled so that special education majors are enrolled in three sequences or blocks during the last seven quarters.

The offerings in EDUCATION LIBRARY MEDIA include the sequence of courses required for supplementary 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 when combined with an approved teacher education program. Courses comprising the sequence are ELM 354, ELM 355, ELM 356, ELM 358, and ELM 458.

**Area IV: Early Childhood, Elementary Education, and Special Education**

<b>Courses</b>	<b>Hours</b>
EFS 204	5
SOC 101 or PSY 201	5
MUS 102, or ART 103 or SPE 101	5

15 hours selected from:

ART 210, BIO 210, CHE 231, FRE 101,  
SPA 101, ECO 271, MAT 200, ENG 202,  
POS 201, PHY 101, PSY 210, GEO 200,  
PHI 200, HEA 201, HIS 201.

**EARLY CHILDHOOD  
(EEC)**

**490. INTERPERSONAL RELATIONS IN TEACHING. (4-2-5)**

Corequisite: EEC 494, Prerequisite: EEC 493.

Peer relations in teaching, the teacher as a person, interacting with parents, professional co-workers, volunteers and paraprofessionals, insights of group dynamics, sensitivity training and parent education are incorporated into practical experiences of mutual involvement among students and others in the teaching role. Offered as an integral part of the Early Childhood Sequence. May be offered as a separate course as needed.

**493. EARLY CHILDHOOD EDUCATION CURRICULUM. (4-2-5)**

For teachers of young children with emphasis on nursery school and kindergarten, deals with processes and content of program development based on nature and needs of children, educational objectives, and methods of providing effective learning situations.

**494. PRACTICUM IN EARLY CHILDHOOD EDUCATION. (Var.)**

Corequisite: EEC 490.

Provides for teaching experiences under supervision, for involvement in planning and evaluating the daily program. May be offered as a separate course, as needed. Credit, 5 hours, or with approval, 10 hours.

## ELEMENTARY (EEL)

### 300. THE ELEMENTARY SCHOOL CURRICULUM. (Var.-3)

Corequisites: EFS 301 and EEL 351, and completion of core curriculum.

Review of history and purpose of the elementary school. Emphasis on curriculum organization, subject areas, and current issues in the elementary school.

### 315. GENERAL SCIENCE FOR ELEMENTARY GRADES. (4-2-5)

Prerequisites: EEL 300, EEL 351, and EFS 301.

Methods and materials for teaching science in the elementary school. Some laboratory experiences are provided.

### 351. READING AND LANGUAGE ARTS I. (Var.-3)

Corequisites: EEL 300, EFS 301, and completion of core curriculum.

Methods and materials for teaching listening skills, oral communication, manuscript and cursive writing, spelling, and basic word attack skills.

### 403. PRACTICUM IN ELEMENTARY EDUCATION. (0-5-3)

Prerequisites: Sequence I, admission to teacher education, and a majority of the teaching field courses. (The student must be passing with a grade of C or better the corequisite courses listed below to accept placement for practicum which begins the latter part of the quarter.)

Corequisites: EEL 410, 452, and ELM 459.

An opportunity to translate theory into practice with directed participation in an elementary school. Emphasis is given to reading in the elementary school program.

### 410. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. (4-5-5)

Prerequisites: Sequence I, Admission to Teacher Education and majority of teaching field courses.

Corequisites: EPL 403, EEL 452, and ELM 459.

An overview of the social studies program in the elementary school including the inter-disciplinary, multi-media, and process and inquiry trends.

### 450. READING IN THE CONTENT FIELDS. (5-0-5)

See Foundations and Secondary for description.

### 452. READING AND LANGUAGE ARTS II. (Var. 5)

Prerequisite: Sequence I, Admission to Teacher Education and majority of teaching field courses.

Corequisites: EEL 410, EPL 403, ELM 459.

Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. An analysis of pertinent research, and examination of current techniques, and a directed laboratory experience are included. Methods and materials for teaching practical and creative writing and oral communication are also included.

**460. GRAMMAR AND COMPOSITION IN THE SCHOOL PROGRAM. (3-2-5)**

Basic concepts and understandings related to linguistic research, grammar, and composition. Provides opportunity for the production, use, and evaluation of appropriate teaching materials.

**495-496. PROBLEMS IN TEACHING IN THE ELEMENTARY SCHOOL. (0-15-10)**

Prerequisite: One year's teaching experience and basic professional education courses.

An approved substitute for student teaching, this course emphasizes a problem-centered approach and assists elementary teachers in applying research results and professional knowledge to the solution of various instructional problems.

## **FOUNDATIONS AND SECONDARY (EFS)**

**204. INTRODUCTION TO EDUCATION. (4-3-5)**

The profession of teaching, its nature and requirements, general information about schools, their development, functions, and organization, as well as current issues in education are examined. A practicum in a public school classroom is provided as a part of the course.

**295. HUMAN GROWTH AND DEVELOPMENT. (5-0-5)**

The principles of human growth and development from birth through old age. (Not a substitute for EFS 395 and enrollment is limited.)

**301. THE CHILD IN THE EDUCATIVE PROCESS. (8-6-10)**

Prerequisites: EFS 204 or equivalent and completion of core requirements.  
Corequisites: EEL 300 and 351.

Explores 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 principles and theories. A practicum in a public school classroom is provided as a part of the course. The student must be passing the course with a grade of C or better to accept placement for the practicum.

**395. THE ADOLESCENT IN THE SCHOOL PROGRAM. (4-3-5)\***

An introduction to scientific facts and principles which explain human growth and development and characteristics of adolescence. A practicum in a public school classroom is provided as part of the course. The student must be passing the course with a grade of C or better in order to accept placement for the practicum.

**395. THE ADOLESCENT IN THE SCHOOL PROGRAM. (4-3-5)**

An introduction to scientific facts and principles which explain human growth and development and characteristics of adolescence. Includes participation experiences with youth.

**405. EDUCATIONAL PSYCHOLOGY. (5-0-5)\***

Prerequisite: Admission to Teacher Education.

Analysis of the psychological principles of learning and their application to class-

\*After 1977-78 these two courses will be offered together as a block.

room instruction. Particular emphasis is given to motivation, evaluation, individual differences and adjustment.

**412. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (5-0-5)**

The role of the social science teacher in promoting citizenship through critical thinking skills, inquiry, decision-making, and values clarification in all of the social sciences. Recent curriculum projects in the various social sciences and the resulting materials will be examined.

**436. SEMINAR IN DRUG EDUCATION. (5-0-5)**

An exploration of drug use with emphasis on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, prevention, rehabilitation, and legal aspects.

**450. READING IN THE CONTENT FIELDS. (5-0-5)**

Designed to study the multiple concepts, specialized vocabulary, and specific reading skills required in teaching reading in the content areas. Emphasizes developing and selecting materials and teaching strategies appropriate for the classroom.

**455. HIGH SCHOOL CURRICULUM AND METHODS. (4-3-5)**

Prerequisite: Admission to teacher education.

A study of the secondary curriculum, instructional objectives, learning materials, teaching strategies, evaluation techniques, and classroom management. Includes use of media, micro-teaching. A practicum in a public school classroom is provided as a part of the course. (For this reason, summer enrollment is restricted to in-service teachers.) The student must be passing the course with a grade of C or better to accept a placement for practicum.

**497-498. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL. (0-15-10)**

The approved substitute for student teaching, this course employs a problem-centered approach and assists secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

## **LIBRARY MEDIA (ELM)**

**354. OPERATION OF THE EDUCATION LIBRARY MEDIA CENTER. (5-0-5)**

Media Center objectives and standards, techniques used in acquisition, circulation, and stimulation of the use of print and non-print library materials, and in designing effective media centers.

**355. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (5-0-5)**

Prerequisites: Admission to the Education Library Media Program.

A study of technical services operations with emphasis on the techniques of organizing, classifying and cataloging print and non-print materials in an integrated collection.

**356. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER. (3-2-4)**

Survey of the standard print and non-print reference tools emphasizing the se-

lection and implementation of reference media in school libraries, as well as public and college libraries.

**358. SELECTION OF LIBRARY MEDIA. (3-0-3)**

Acquaintance with print and non-print materials, standard selection aids, and application of criteria of selection in building media collections.

**457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (Var. 5 or 10)**

Prerequisites: ELM 354, and two of the following three courses: ELM 355, 356, or 358.

Supervised experience in a School Library Media Center providing the student an opportunity to function as a Library Media Specialist.

**458. PRODUCTION OF NON-PRINT MATERIALS. (3-2-3)**

Designed for the classroom teacher and the library media specialist. The course's main objectives are to teach the student all the necessary skills needed to enable him/her to create appropriate non-print materials and to develop a rationale for selecting the best type of media for every instructional situation.

**459. UTILIZATION OF MEDIA. (Var.)**

Designed for teachers and library media specialists. Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of materials and proper care and use of media equipment.

**49R. INTERNSHIP. (Var.) F, W, S, Su**

Prerequisites: Approval by the instructor. Open only to Library Media students participating in the Georgia Internship Program.

An individually designed course sequence involving off-campus or campus study and research in a governmental agency for academic credit.

## **PROFESSIONAL LABORATORY EXPERIENCES (EPL)**

**481-482-483. STUDENT TEACHING IN HOME ECONOMICS EDUCATION. (0-40-15)**

See Home Economics Education for description.

**490. SEMINAR FOR STUDENT TEACHING. (1-0-1)**

Prerequisites: (1) admission to Teacher Education and (2) a 2.25 academic grade point average at Georgia College.

Prospective student teachers must register for the seminar the quarter before they plan to student teach. Information concerning placement, supervision and actual student teaching will be provided. Issues and problems related to the student teaching experience will be discussed.

**491. STUDENT TEACHING IN EARLY CHILDHOOD. (0-40-14)**

Prerequisite: EPL 490 and completion of professional sequence.

A quarter of full-time student teaching in grades K-3 in off-campus centers designated by the Education Department.

492. STUDENT TEACHING IN ELEMENTARY GRADES. (0-40-14)

Prerequisite: EPL 490 and completion of professional sequence.

A quarter of full-time student teaching in grades 4-6 in off-campus centers designated by the Education Department.

493. STUDENT TEACHING IN SECONDARY AREAS. (0-40-14)

Prerequisite: EPL 490 and completion of professional sequence.

A quarter of full-time student teaching in grades 7-12 in off-campus centers designated by the Education Department.

494. STUDENT TEACHING IN SPECIAL EDUCATION. (0-40-14)

Prerequisite: EPL 490 and completion of professional sequence.

A quarter of full-time student teaching in programs designed for the mentally retarded in off-campus centers designated by the Education Department.

495. STUDENT TEACHING IN ELEMENTARY MUSIC. (0-5-2)

The first quarter of a two-quarter sequence of student teaching, one hour a day in off-campus centers designated by the Music Department. Crosslisted with MUE 495.

496. STUDENT TEACHING IN ELEMENTARY MUSIC. (0-5-3)

Prerequisite: EPL 495.

The second quarter of two-quarter sequence of student teaching, one-hour a day, in off-campus centers designated by the Music Department. Crosslisted with MUE 496.

497. STUDENT TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-2)

The first quarter of a two-quarter sequence of student teaching, one hour a day in off-campus centers designated by the Music Department. Crosslisted with MUE 497.

498. STUDENT TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-3)

Prerequisite: EPL 497

The second quarter of a two-quarter sequence of student teaching, one hour a day, in off-campus centers designated by the Music Department. Crosslisted with MUE 498.

## **SPECIAL EDUCATION (EEX)**

364. EXCEPTIONAL INDIVIDUALS IN REGULAR CLASS. (5-0-5) F, W, S, Su (Non-Special Education Major)

Focuses on the identification and basic techniques of the exceptional individual in the regular classroom.

365. EXCEPTIONAL INDIVIDUALS. (4-1-5) F, S, Su

Prerequisite: Junior Standing

Overview and discussion of the educational, social, physical, and emotional characteristics of exceptional individuals and their implications for educational and social programming. Field experiences are provided.

467. NATURE OF MENTAL RETARDATION. (4-1-5) F, W, Su

Prerequisite: EEX 365

Focuses on the mental, social, emotional and physical characteristics of the mentally retarded. Classification, etiology and definitions and their implications for educational and social planning. Field experiences will be provided.

471. COUNSELING PARENTS OF THE MENTALLY RETARDED. (5-0-5) W, S, Su

Prerequisites: EEX 467

Discussion of the impact of the mentally retarded on the total family relationships. Basic techniques and theories of counseling parents and the various social agencies working with parents.

472. SPEECH AND LANGUAGE DEVELOPMENT FOR THE MENTALLY RETARDED. (5-0-5) F, S, Su

Prerequisites: EEX 467

Discussion of the speech and language problems in the mentally retarded. Review of the literature, psycholinguistic theory, verbal communication skills and language development programs.

473. PHYSICAL EDUCATION FOR THE MENTALLY RETARDED. (3-4-5), F, S, Su

Prerequisites: EEX 467

Principle, materials, and methods involved in teaching physical education and recreation to the mentally retarded. Field experiences are provided.

474. CAREER EDUCATION FOR THE MENTALLY RETARDED. (3-4-5) W, S, Su

Prerequisites: EEX 467

Principles, materials, and methods for implementing career education programs for all educational levels of the mentally retarded. Field experiences are provided.

475. BEHAVIOR MODIFICATION. (3-4-5) F, S, Su

Prerequisites: EEX 467; Senior Standing

Theory and practice of behavior modification techniques appropriate in classrooms for the mentally retarded. Review of relevant literature. Field experiences are provided.

477. CURRICULUM AND METHODS FOR MENTALLY RETARDED I. (5-0-5) F, W

Prerequisites: EEX 467; Senior Standing

Curriculum and teaching techniques to be used in educational programs for the mentally retarded. Emphasizes development of self-help, social adjustment and preacademics, and academics curriculum development.

479. CURRICULUM AND METHODS FOR MENTALLY RETARDED II. (5-0-5) W, S

Prerequisites: EEX 467; Senior Standing

Corequisite: EEX 480.

Development of curriculum experiences and teaching methods for the mentally retarded. Emphasizes the sequencing of instruction and analysis of various learning tasks.

480. PRACTICUM IN SPECIAL EDUCATION. (Var.) F, W

Prerequisites: EEX 467; Senior Standing



Corequisites: EEX 477 and 479

Supervised practicum in classroom or other facilities providing educational programs for the educable and/or trainable mentally retarded. Three to five hours credit.

484. TOPICAL SEMINAR IN SPECIAL EDUCATION. (5-0-5) F, Su

Prerequisites: EEX 467; Senior Standing

Focuses on topics of current interests and developments in the field of mental retardation.

## **GRADUATE COURSES CHILDHOOD EDUCATION**

### **Early Childhood (EEC)**

540. ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS.

590. LANGUAGE AND COMMUNICATION SKILL DEVELOPMENT

593. EARLY CHILDHOOD EDUCATION.

594. ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION

### **Elementary (EEL)**

511. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.

515. ART EDUCATION

521. MUSIC LITERATURE FOR THE ELEMENTARY SCHOOL.

525. EARTH AND BIOLOGICAL SCIENCES FOR ELEMENTARY TEACHERS.

526. PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS.

550. READING IN THE CONTENT AREAS.

560. GRAMMAR AND COMPOSITION IN THE SCHOOL PROGRAM.

561. LITERATURE IN THE SCHOOL PROGRAM.

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

660. THE TEACHING OF READING.

661. DIAGNOSING AND CORRECTING READING DISABILITY.

## **FOUNDATIONS AND SECONDARY (EFS)**

510. CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

512. SOCIAL SCIENCE IN THE SECONDARY SCHOOL.

536. SEMINAR IN DRUG EDUCATION.

550. READING IN THE CONTENT AREAS.

- 596. ELEMENTARY SCHOOL CURRICULUM AND METHODS.
- 597. A, B. PROBLEMS IN TEACHING IN THE SECONDARY SCHOOL.
- 598. SPECIAL TOPICS IN EDUCATION.
- 600. SOCIAL FOUNDATIONS OF EDUCATION
- 605. THE HOME ECONOMICS CURRICULUM
- 610. ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION.
- 620. PHILOSOPHICAL ISSUES IN EDUCATION.
- 628. SEMINAR IN EDUCATION.
- 630. EDUCATIONAL RESEARCH.
- 631. RESEARCH DESIGN IN EDUCATION.
- 635. FIELD PROJECT IN EDUCATIONAL RESEARCH.
- 640. ADVANCED STUDIES IN LEARNING.
- 650. THE MIDDLE SCHOOL CURRICULUM.
- 666. FIELD EXPERIENCE.
- 680. PRINCIPLES AND PRACTICES OF GUIDANCE.
- 690. CURRICULUM PLANNING.

### **LIBRARY MEDIA (ELM)**

- 558. PRODUCTION OF NON-PRINT MATERIALS.
- 559. UTILIZATION OF MEDIA.

### **PROFESSIONAL LABORATORY EXPERIENCES (EPL)**

- 585. GUIDING PROFESSIONAL LABORATORY EXPERIENCES.
- 586. INTERNSHIP FOR TEACHER EDUCATORS.
- 587. SEMINAR IN SUPERVISION.
- 59R. INTERNSHIP.

### **SPECIAL EDUCATION (EEX)**

- 564. EXCEPTIONAL INDIVIDUALS IN REGULAR CLASS.
- 565. EXCEPTIONAL INDIVIDUALS

567. NATURE OF MENTAL RETARDATION.
568. NATURE & NEEDS OF GIFTED.
569. METHODS FOR TEACHING GIFTED.
570. ASSESSMENT OF GIFTED INDIVIDUALS.
571. COUNSELING PARENTS OF THE EXCEPTIONAL INDIVIDUALS.
572. LANGUAGE DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS.
573. PHYSICAL EDUCATION FOR THE EXCEPTIONAL INDIVIDUAL.
574. CAREER EDUCATION FOR THE MENTALLY RETARDED.
575. BEHAVIOR MODIFICATION.
577. CURRICULUM AND METHODS FOR THE MENTALLY RETARDED I.
579. CURRICULUM AND METHODS FOR THE MENTALLY RETARDED II.
585. TOPICAL SEMINAR IN SPECIAL EDUCATION.
586. PRACTICUM, BEHAVIOR DISORDERS.
587. PRACTICUM, LEARNING DISABILITIES.
588. PRACTICUM, INTERRELATED RESOURCE PROGRAM.
589. PRACTICUM, MENTAL RETARDATION.
678. NATURE OF THE MILDLY HANDICAPPED.
679. INSTRUCTIONAL MODELS FOR MILDLY HANDICAPPED I.
680. INSTRUCTIONAL MODELS FOR MILDLY HANDICAPPED II.
681. NATURE OF BEHAVIOR DISORDERS.
682. NATURE OF LEARNING DISABILITIES.
683. CURRICULUM AND METHODS FOR THE BEHAVIORALLY DISORDERED.
684. CURRICULUM AND METHODS FOR LEARNING DISABILITIES.
685. ASSESSMENT OF EXCEPTIONAL INDIVIDUALS.
686. ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS.

## ENGLISH AND SPEECH

Joseph F. Tuso, Chairman

Professor: Ferrel, Kickliter, Tuso. Associate Professor: Gordon, Tate. Assistant Professor: Mead, Rankin, Stanford. Instructor: Blair.

The Department of English and Speech offers courses in composition, literature, speech, and drama. Our goals are to help our students better understand themselves and others through personal responses to great literature, and to help students gain the skills necessary to effectively express themselves in writing, speaking, or through the dramatic arts.

In addition to course work leading to the Bachelor of Arts degree with a major in English, the department also offers (1) undergraduate courses in English, speech, and drama which may be used to fulfill certain teacher certification requirements and as electives, (2) minors in English, and in Speech and Drama, and (3) graduate courses in English which fulfill subject-area requirements for the Master of Education degree with a concentration in English. (Detailed policies regarding graduate study in the department may be found in the Graduate Catalog, published separately.)

### The Major in English

The objectives of the major in English are to provide: (1) a broad culture and deep personal and social understanding, (2) a high level of competency in reading, writing and speaking skills, (3) education and training for occupations which may be entered at the bachelor's degree level, including business, public relations, journalism, the media, government service, and secondary school teaching, (4) preparation for further study of English at the graduate level, and (5) a background for graduate and professional study in related fields such as law, philosophy, business, and librarianship.

### Career Opportunities

A 1969-73 study of some 11,000 liberal arts and English majors showed that 48% of surveyed English majors entered business and industry, 24% teaching, 9% federal, state, and local government, 9% medical and health-related fields, and the rest various other careers (Robert Calvert, Jr., *Career Patterns of Liberal Arts Graduates*).

In contrast about two-thirds of the 60 English majors graduated from Georgia College from 1972-76 went into teaching, while the remaining one-third went into business, industry, and other fields, or on to graduate schools for advanced study. While we do not presently have exact figures on our own graduates, the Association of Departments of English *Bulletin* states that all but 2-3% of college English majors graduated since 1975 are currently employed.

The College Placement Council and National Institute of Education reported in

1976 that the attempt by colleges to match majors with specific jobs "frequently is too literal," and that colleges should stress skills needed for daily "work activities" and overall leadership that cut across occupational lines. We believe that the knowledge, skills, habits, and attitudes acquired in successful completion of the English major will make our students sufficiently flexible to enjoy rewarding lives and diverse careers, whatever the present or future demands of our fast-changing American society.

### Requirements for the English Major and Minor

- a. Major: English 301, 302, 303, 304, 321, 424, and four English electives at the 300-400 level, plus satisfactory competence through the second intermediate course in a modern foreign language. Courses in speech, library science, history, drama, and philosophy are desirable electives from other disciplines. Students planning to teach on the secondary level must take English 422, 449, and should take Speech 101 or 380.
- b. Minor: The two-course survey sequence in either English 301-302 or English 303-304, and two electives at the 300-400 level.

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

Entering students contemplating a major in English should plan to take English 101 and 102 as early as possible. English majors must take the Graduate Record Examination or National Teacher Examination, as appropriate, in the spring of the junior year or the fall of the senior year.

Prerequisites: English 101 and 102 (or 102H) are prerequisites for English 200 or 201, and English 200 or 201 are prerequisites for all department courses numbered 300 or above. Note: English majors must take *both* English 200 and 201; English-Education majors must take English 200, and are encouraged to take English 201.

Area IV: English		Area IV: English-Education	
Courses	Hours	Courses	Hours
For. Lang.	10-20	FOR. LANG.	15
Choices from the following:	10-20	ART 103 or MUS 102 or SPE 101	5
ART 103, DRA 211, HIS 201, 202, MUS 102, PHI 200		EFS 204 PSY 201 or SOC 101	5

**ENGLISH  
(ENG)**

The courses in freshman English required vary with each student's level of achievement on standard tests. Students scoring 550 or above on the verbal section of the SAT may exempt English 101, but will receive no credit hours. All students must take English 102 or 102H.

**101. GENERAL COLLEGE COMPOSITION. (4-2-5) F, W, S, Su (Area I)**

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.

**102. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su (Area I)**

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.

**102H. COMPOSITION AND LITERATURE. (5-0-5) F, W, S (Area I)**

An honors course with admission by invitation. Replaces English 101 and 102 for entering freshmen who score 550 and above on the verbal section of the SAT and for students approved by the department chairman.

**200. VALUES IN WESTERN WORLD LITERATURE. (5-0-5) F, W, S, Su (Area I)**

A reading and lecture course designed to introduce the student to important human values embodied in literary and dramatic masterpieces of the classical and medieval civilizations.

**201. VALUES IN WESTERN WORLD LITERATURE. (5-0-5) F, W, S, Su (Area I)**

A reading and lecture course designed to introduce the student to important human values embodied in French, German, Russian, and other Continental literatures.

**301. ENGLISH LITERATURE I. (5-0-5) W**

A survey of English literature from its beginning through the eighteenth century.

**302. ENGLISH LITERATURE II. (5-0-5) S**

Continuation of English literature from the close of the eighteenth century to the present day.

**303. AMERICAN LITERATURE I. (5-0-5) F**

A study of representative writers from colonization to Walt Whitman.

**304. AMERICAN LITERATURE II. (5-0-5) S**

A study of representative writers from Whitman to the present.

**311. PRINCIPLES OF JOURNALISM. (5-0-5)**

The basics of newspaper reporting, editing, and layout, with some emphasis on

the various communication techniques of the mass media.

314. CHILDREN'S LITERATURE. (5-0-5) F, W, S, Su

Designed for those who expect to teach in grades one to seven. Made up of poetry, stories, and longer prose works for enjoyment and for background material. (Does not satisfy English major requirements.)

321. STUDIES IN SHAKESPEARE. (5-0-5) W

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of at least eight of his major plays. Required of English and English-Education majors.

322. THE ENGLISH NOVEL. (5-0-5) S

A survey of the development of the novel as a type of literature. Reading of representative novels from 1740 to 1900.

370. HISTORY OF THE ENGLISH DRAMA. (5-0-5)

A study of the development of the English drama from the Middle Ages to the twentieth century, exclusive of Shakespeare. Reading, viewing, or attending representative plays from the sixteenth century to the present. Students will act out key scenes from selected plays in class.

39R. SPECIAL TOPICS IN ENGLISH. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Typical subjects are Literature of Film, Romantic Poetry, Creative Writing, Literary Women, Afro-American Literature, Victorian Poetry, Science Fiction. Can satisfy a 300-400 level course requirement for English and English-Education majors with department chairman's approval.

411. MILTON AND HIS AGE. (5-0-5) W, Su

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 his influence on the seventeenth and later centuries.

412. THE RESTORATION AND EIGHTEENTH CENTURY. (5-0-5) S, Su

Major figures from John Dryden through Samuel Johnson and William Blake.

413. THE NINETEENTH CENTURY. (5-0-5) S, Su

A study of the poetry and thought of Wordsworth, Byron, Shelley, Keats, Tennyson, and Browning, and their relation to life and thought of the nineteenth century.

422. ADVANCED GRAMMAR AND SYNTAX. (5-0-5) W

A comprehensive study of the transformational approach to the teaching of grammar and sentence structure, after a brief review of the traditional approach. Required of English-Education majors.

424. ADVANCED COMPOSITION. (5-0-5) F

A course for those who wish to master sophisticated writing skills. Theory and frequent practice in writing expository prose, with assignments tailored to the needs and goals of individual students. Required of English and English-Education majors unless exempted by the department chairman.

434. MODERN POETRY. (5-0-5) S, Su

A study of twentieth-century British and American poetry meant to challenge the student to develop sound, independent critical judgment.

435. MODERN FICTION. (5-0-5) S, Su

A study of twentieth-century American and British fiction. Emphasizes major themes and techniques in significant works from 1900 to the present.

439. CHAUCER AND HIS AGE. (5-0-5) W, Su

A study of *The Canterbury Tales* and selected minor poems read in Middle English.

444. THE FICTION OF FLANNERY O'CONNOR. (5-0-5) Su

An intensive study of the short stories, novels, and critical essays of Flannery O'Connor. This course utilizes the special holdings of the college library's O'Connor Collection and provides students the opportunity to know the intellectual and cultural milieu of this distinguished GC alumna.

449. HISTORY OF THE ENGLISH LANGUAGE. (5-0-5) F, Su

A study of the development of English as a living language from the Old English period to the present. Readings of representative literature in modern versions. Required of English-Education majors.

450. THE SOUTHERN RENAISSANCE. (5-0-5) S, Su

An intensive study of the most significant writings of the Fugitive Movement of Vanderbilt University in the 1920s, including John Crowe Ransom, Allen Tate, Robert Penn Warren, and Donald Davidson. Selections from more recent Southern authors influenced by the movement will also be considered. This course is recommended as background or sequel to English 444, The Fiction of Flannery O'Connor.

452. PRINCIPLES OF LITERARY CRITICISM. (5-0-5) W, Su

A consideration of the history of literary criticism from Aristotle to the twentieth century, with emphasis on major developments in English and American criticism. Focus on both theory and practical criticism. Prerequisite: instructor's approval.

460. PRACTICUM IN ENGLISH. (4-2-5) F, W

Designed to prepare the secondary school English teacher, this course requires the student to plan and teach units of grammar and literature, as well as to observe an English 101 class, to which he will be assigned for the quarter. The course is required of all English-Education majors prior to student teaching.

48R. INDEPENDENT STUDY. (Var. 1-5)

Tutorial investigation of a topic or author of special interest with department chairman's approval.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector with department chairman's approval.



## GRADUATE COURSES

(For course descriptions, see Graduate Catalog.)

- 511. MILTON AND HIS AGE.
- 512. THE RESTORATION AND EIGHTEENTH CENTURY.
- 522. ADVANCED GRAMMAR AND SYNTAX.
- 531. ADVANCED SHAKESPEARE STUDIES.
- 534. MODERN POETRY.
- 535. MODERN FICTION.
- 537. ROMANTIC POETRY.
- 538. VICTORIAN POETRY.
- 539. CHAUCER AND HIS AGE.
- 540. MAJOR THEMES AND MOVEMENTS IN NINETEENTH CENTURY AMERICAN LITERATURE.
- 544. THE FICTION OF FLANNERY O'CONNOR.
- 549. HISTORY OF THE ENGLISH LANGUAGE.
- 550. THE SOUTHERN RENAISSANCE.
- 552. PRINCIPLES OF LITERARY CRITICISM.
- 58R. INDEPENDENT STUDY.

## SPEECH AND DRAMA

Through our speech courses, students are expected to attain a reasonable level of skill in speaking and oral reading. Our drama courses give students both theoretical and practical experience in the dramatic arts. The minor in Speech and Drama provides personal enrichment and a sound foundation for further professional development. Students will add practical experience to classroom theory by working on College Theatre productions, staging other campus programs, and participating in organizations such as the Drama Club. Russell Auditorium provides excellent facilities for rehearsal and staging.

### **The Minor in Speech and Drama:**

Students majoring in other disciplines may minor in Speech and Drama by completing 20 quarter hours in appropriate courses above Speech 101 as follows:

1. Drama 211 or 370.
2. Speech 310 or 380.
3. Additional courses in speech or drama to complete a total of 20 quarter hours.

## **SPEECH (SPE)**

**101. FUNDAMENTALS OF SPEECH. (5-0-5) F, W, S, Su**

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.

**208. VOICE AND DICTION. (5-0-5)**

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.

**309. PUBLIC SPEAKING. (5-0-5)**

Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery stressed.

**310. ORAL INTERPRETATION. (5-0-5) S**

Training in the art of reading aloud. Transmission of the author's meaning through voice and body.

**380. SPEECH FOR TEACHERS. (5-0-5) F, S, Su**

Designed to help develop in pre-service teachers those personal skills of voice and diction necessary in daily classroom and related professional communication and to give knowledge and insight into the kinds of speech problems both elementary and secondary students possess or encounter. Appropriate research and performance projects are incorporated.

**48R. INDEPENDENT STUDY. (Var. 1-5)**

Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and chairman of department required for registration.

## **DRAMA (DRA)**

**211. INTRODUCTION TO THE THEATRE. (5-0-5) W**

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.

**323. PLAY PRODUCTION. (5-0-5)**

Fundamentals of stagecraft. Practical experience in scene building and painting.

lighting, make-up, costuming, and stage management. Work on College Theatre productions.

**370. HISTORY OF THE ENGLISH DRAMA. (5-0-5) F**

A study of the development of the English drama from the Middle Ages to the twentieth century, exclusive of Shakespeare. Reading, viewing, or attending representative plays from the sixteenth century to the present. Students will act out key scenes from selected plays in class.

**39R. SPECIAL TOPICS IN DRAMA. (Var. 1-5)**

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Typical subjects are Modern Drama, European Drama, History of American Theatre, Black American Drama, and Acting.

**48R. INDEPENDENT STUDY. (Var. 1-5)**

Opportunity for advanced study in any area of concentration in the drama field. Approval of the instructor and chairman of the department required for registration.

## **HEALTH, PHYSICAL EDUCATION, AND RECREATION**

Floyd V. Anderson, Chairman

Professor: F. Anderson, Poindexter, Walton. Associate Professor: James, Osborne.  
Assistant Professor: Aldridge, Martiny, Peeler, L. Taylor, Thompson. Instructor: Katz.

The Department of Health, Physical Education, and Recreation encompasses three areas of education and attempts to develop an understanding of the scopes of these three areas that are closely related but have features and functions which distinguish each from the other. The aims of the department are (1) to educate students to a sound program of health and physical education for careers in teaching in public and private institutions, (2) to prepare students to teach and administer school health education programs, (3) to educate students for careers in the field of recreation, (4) to provide selected minor areas for the general college student, (5) to conduct a variety of activity courses to meet the six quarter requirements in general education during the freshman and sophomore years (students with physical disabilities are assigned to special classes), and (6) to direct intramural sports and intercollegiate programs.

### **Intramural and Intercollegiate Sports Programs**

The intercollegiate sports program is for both highly skilled men and women. Competition consists of baseball, basketball, golf, soccer, tennis, and gymnastics. The department is a member of the National Association of Intercollegiate Athletics, The Georgia Intercollegiate Athletic Conference, the Association of Intercollegiate Athletics for Women, and the Georgia Association of Intercollegiate Athletics for Women.

The program of intramural sports is provided for all students who wish to participate. A variety of activities, including seasonal sports, is planned for both men and women.

### **Activity Courses to Meet the General Education Requirement**

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

Activities may be selected according to interest, capacity, and physical condition of the student. Two hours per week. Credit, one hour per quarter.

In addition to the six quarter physical education activity requirement, students may elect any activity other than those for which they have previously received credit. Two hours per week. Credit, one hour per quarter or audit with permission of instructor.

	<b>Number</b>	<b>Activity</b>
PED	101**	Beginning Archery
	102	Beginning Badminton
	103**	Bait Casting
	104	Basketball (M)*
	105	Basketball (W)*
	108	Fencing
	109	Field Hockey
	110	Folk Dance
	111	Intermediate Folk Dance
	112**	Beginning Golf
	113	Intermediate golf
	115	Gymnastics (M)*
	116	Gymnastics (W)*
	117	Advanced Gymnastics
	118	Beginning Modern Dance
	119	Intermediate Modern Dance
	121**	Recreation Games
	122**	Sailing and Boating
	123	Senior Life Saving
	124	Soccer
	125	Speedball
	126**	Social Dance
	127	Softball (M)*
	128	Softball (W)*
	129**	Beginning Swimming
	130	Intermediate Swimming
	133	Beginning Tap Dance
	135	Beginning Tennis
	136	Intermediate Tennis
	137	Advanced Tennis
	138	Flag Football
	139	Track & Field
	141	Tumbling
	143	Volleyball (M)*
	144	Volleyball (W)*
	145	Water Safety Instruction
	146	Wrestling
	147	Intermediate Tumbling
	148**	Shooting
	149	Square Dance
	154	Canoeing
	253	Rhythms for Children
	254	Stunts, Tumbling, Apparatus for Children

\*Activities marked (M) only men enroll; (W) only women enroll.

\*\*These activities are suggested for students having physical limitations. Consult instructor for details.

Number	Activity
255	Movement Exploration for Children
256	Movement for Music

### Minor Areas

The general college student who is interested in selecting a minor in the department may do so in the areas of dance, elementary physical education, or both by completing the following requirements:

Dance: PED 110, 118, 118, 411, 416, 450; Rhythms I, II, III; Philosophy 411.

Elementary Physical Education: Health 201, 333; PED 253, 254, 255, 308, 315, 328, 433.

## UNDERGRADUATE PROFESSIONAL COURSES

### Health and Physical Education

The department offers courses leading to the Bachelor of Science and Bachelor of Arts Degrees.\* The professional curriculum in health and physical education 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 and physical education is based upon the study of natural sciences, social sciences, and humanities and is designed to develop a skillful and well educated individual.

Health and physical education majors are required to complete the following professional courses: HEA 201, 333, 445, 460; PED 150, 151, 152, 250, 251, 252, 308, 309, 310, 315, 322, 328, 329, 331, 350, 351, 352, 360, 411, 433; Elect two courses from 341, 342, 343, 344, 345; MUE 200, and the professional education courses required for teacher certification.

### Career Information

Average starting salary in the public schools of Georgia is \$8000.00 for nine months. Employment is available provided the individual is willing to move within the state. Employment is more readily available if the individual has a minor teaching area or is capable of coaching a popular sport.

Courses	Hours
EFS 204	5
MUE 200	5
BIO 210 & 211	10
HEA 201	5
Physical Education Activities	6

\*The total number of hours required for a B.S. degree in HPE is 198; for a B.A. degree, 208-218 depending upon foreign language requirement.

## HEALTH EDUCATION

The department offers two majors in health education within the Bachelor of Science Degree. The curriculum is interdisciplinary in that the student will take course work in at least five different departments during the junior and senior years. The student may choose a program which leads to certification for teaching in kindergarten through the twelfth grade or specialization in social welfare.

### Health Education (teacher certification)

The major for teacher certification prepares the student to teach, coordinate, and administer school health education at all grade levels. The following professional courses are required: Biology 320, Home Economics 324, Sociology 444 or Anthropology 452, Health 325, 333, 340, 350, 353, 420, 445, 460 and the professional education courses leading to certification. Career information: Starting salaries usually exceed \$8000.00 for nine months. Positions are readily available provided the individual is willing to move within the state.

### Area IV; Health Education

Courses	Hours
HEA 201	5
BIO 210 and 211	10
HCF 293	3
EFS 204	5
Electives from the following:	7
SWE 200	
SOC 101	
PSY 201, 250	
BIO 125	
REC 200	
SPE 101	

### Health Education (Social Welfare)

The major with specialization in social welfare prepares the student to carry out the tasks of a health educator in agencies or institutions other than schools. In addition the student will be prepared to function as a public health social worker. Courses required of the major are: Health Education 333, 340, 350, 353, 420, 445, Biology 320, Home Economics 324, Sociology 444 or Anthropology 452, Library Media 458, Psychology 352 and Social Welfare 300, 400 and 401. If Psychology 201 and Sociology 101 are not taken in the core, they are required also. Career Information: Starting salaries usually range from \$9000.00 to \$10,000.00 for twelve months. Positions are readily available provided the individual is willing to move within the state.

**Area IV; Health**

<b>Courses</b>	<b>Hours</b>
HEA 201	5
BIO 210 and 211	10
SWE 200	5
Electives from the following:	10
HCF 293	
SOC 101	
PSY 201, 250	
BIO 125	
REC 200	
SPE 101	

**Health Education Minor**

The minor in Health Education is intended for those persons expecting to work in agencies or institutions which are concerned with the realm of human well-being and the promotion of positive health. The minor may be of particular benefit to Biology, Home Economics, Nursing, Sociology and Psychology majors. It does not certify one to teach in the public schools.

Twenty hours of course work must be selected from 300 and 400 level Health Education courses.

**RECREATION**

The department offers courses leading to the Bachelor of Science degree in Recreation. The professional curriculum in recreation is designed to prepare the student to capably function in various governmental, private and commercial recreation settings. The major in recreation is an interdisciplinary approach with emphasis upon arts, music, science, social science, physical education, and recreation. A student may choose as an area of specialization one of three areas: Public Recreation, Therapeutic Recreation, Outdoor Recreation.

The following professional courses are required for the bachelor's degree in recreation with emphasis in Public Recreation: REC 320, 335, 357, 400, 402, 423, 447, 497-09-99; ART 310 or 335 or 336; PED 320, 370, 123 or 145, P.E. Major Laboratory 5 hours; SOC 312, 444; POS 301; HEA 333; Elective 7 hours. In addition, one summer of camp work or its equivalent is required on a non-credit basis.

The following professional courses are required for the bachelor's degree in recreation with special emphasis in Therapeutic Recreation: REC 320, 335, 400, 402, 423, 447, 497-98-99; ART 310 or 335 or 336; PE Major Laboratory 5 hours; PSY 448, EEX 467; SOC 312 or 424; HEA 333; Electives 7 hours.

The following professional courses are required for the bachelor's degree in recreation with special emphasis in Outdoor Recreation: REC 320, 335, 357, 400, 402,



423, 447, 497-98-99; ART 310 or 335 or 336; PE Major Laboratory 4 hours; PED 103, 122, 148; BIO 350, 402 or 403, 442; HEA 333; Electives 5 hours.

**Career Information:** The availability of jobs in the recreation profession, although promising for the future is uncertain currently. A freeze on hiring within the federal sphere limits the opportunities for outdoor positions in that sector. Some positive change in our economic situation could reopen hundreds of jobs with federal service agencies. Expansion of existing public recreation programs is limited currently, and the development of new programs has dropped off in the last two years. This, too, is directly related to the economy. The plight of prospective therapeutic recreation is much brighter as the State of Georgia has established newer and harsher educational standards within its agencies.

It is felt by many in-service recreators that despite the current limited job market, those students who excel in their academics and practical experiences will have little difficulty in finding a position. At the same time it is not recommended that prospective students without some prior experience or at least some positive convictions enter the field of study at this time.

#### Area IV: Recreation

Courses	Hours
ART 101	5
SOC 101 or PSY 201	5
MUT 101 and 212, or MUE 200	5
SPE 101	5
REC 200	5
HEA 201	5

Students may elect additional hours as needed from any area of the College relative to the major.

## HEALTH (HEA)

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### 201. PERSONAL HEALTH. (5-0-5) F, W, S

Scientific health knowledge which aims toward an understanding of the student in the preservation and promotion of personal health and in the projection 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.

325. SCHOOL HEALTH AND HEALTH EDUCATION FOR THE ELEMENTARY TEACHER. (5-0-5) W

A study of school health problems, student health appraisal, health record keeping procedures, teaching methods and materials, and all other basic practices and procedures in health education.

333. FIRST AID. (3-0-3) W.

Practice and application of standards and accepted principles. 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.

340. COMMUNITY HEALTH. (5-0-5) F

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.

350. TOBACCO, ALCOHOL, AND DRUGS. (5-0-5) S

Prerequisite: Biology 210-211.

An examination of substances and man's historical and contemporary use and abuse of them; an exploration of the biological, psychological, and sociological effects of the abuse of tobacco, alcohol, and drugs.

353. COMMUNICABLE AND NON-COMMUNICABLE DISEASES. (5-0-5) S

A study of the nature, prevention, control and treatment of human disease; communicable, chronic, degenerative and ideopathic. The principles related to causality of disease and the body's ability to resist.

420. MENTAL HEALTH EDUCATION. (5-0-5) F

Theory and principles involved in developing positive mental health; development of a good self-concept; principles and practices needed to become a self-actualized person. Methods to be used by a classroom teacher to develop the mental health of students.

445. HEALTH EDUCATION METHODS. (5-0-5) F

Prerequisites: Health 201 and 333 or equivalent.

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.

460. CURRICULUM DEVELOPMENT IN HEALTH EDUCATION. (5-0-5) W

Principles and practices of curriculum development and program implementation in the schools; agencies, resources, and organizations which offer services; development and functions of school and community health councils; relationships between the school health services and health instruction which will insure the health and welfare of students.

**49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)**

An individually designed and planned learning experience and study in the private or public sector. Must be approved by the Department Chairman and Health Education Coordinator.

## **PHYSICAL EDUCATION (PED)**

**150, 151, 152. FRESHMAN MAJOR LABORATORY. (0-4-2) each. F, W, S**

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, 411).

**250, 251, 252. SOPHOMORE MAJOR LABORATORY. (0-4-2) each. F, W, S**

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).

**290, 291, 292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S**

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

**308. LEADERSHIP TRAINING IN PHYSICAL EDUCATION. (5-0-5) F**

Materials, methods and techniques utilized in organizing and teaching physical education activities.

**309. LEADERSHIP TRAINING OF TEAM SPORTS. (M) (W). (4-2-5) W**

Prerequisites: PED 308 and Team Sports Activities.

Leadership methods for the various team sports including the principles and techniques involved in organizing and administering team sports in physical education programs.

**310. LEADERSHIP TRAINING OF INDIVIDUAL SPORTS. (M) (W). (4-2-5) S**

Prerequisites: PED 308 and Individual Sports Activities

Leadership methods for the various individual and dual sports including strategy, conditioning, schedule making.

**315. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOLS. (4-2-5) F, W, S.**

Prerequisites: Junior Classification.

Principles, materials, and methods involved in organizing and teaching physical education in the elementary school. Students are assigned throughout the day to a local elementary school and receive practical experience in teaching and conducting physical education in the elementary school.

**320. CREATIVE LEISURE. (1-4-3) S**

Recreational skills for lifetime enjoyment; better understanding and apprecia-

tion of the environment and man's relationship to it; concepts of mental, social and physical well-being as they relate to activities in the out-of-doors.

322. KINESIOLOGY (5-0-5) F

Prerequisites: BIO 210 and 211.

Joint and muscular action involved in the fundamental body movements and common motor activities in physical education.

328. PRINCIPLES OF PHYSICAL EDUCATION. (2-0-2) F

Principles and objectives of physical education in its relationship to education.

329. HISTORY OF PHYSICAL EDUCATION. (5-0-5) S

Historical and philosophical implications in the development of physical education from primitive man to the present day.

331. EVALUATION IN PHYSICAL EDUCATION. (3-0-3) W

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.

341. COACHING OF BASEBALL (2-0-2) S

342. COACHING OF BASKETBALL (2-0-2) W

343. COACHING OF FOOTBALL (2-0-2) F

344. COACHING OF GYMNASTICS (2-0-2) W

345. COACHING OF SOCCER (2-0-2) F

350, 351, 352. JUNIOR MAJOR LABORATORY. (0-4-2) each. F, W, S

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.

360. PHYSIOLOGY OF EXERCISE. (5-0-5) S

A study of the relationships between exercise and body functioning. Special emphasis is placed on the changes that occur in the nervous, circulatory, respiratory and muscular systems during exercise. Opportunity is offered to conduct experiments and studies on related topics.

370. CAMP LEADERSHIP. (1-4-3) F

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).

390. CARE AND PREVENTION OF ATHLETIC INJURIES. (2-4-5) offered on demand.

Prerequisite: BIO 210.

Experiences in recognizing athletic injuries, and preventive and corrective measures that could be practiced.

411. MATERIALS AND METHODS IN TEACHING DANCE. (4-2-5) W

Prerequisites: MUE 200, major laboratory in rhythms.

Materials and creative methods for the teaching of dance in a physical education program with particular emphasis upon social, folk, square, and modern dance.

**433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. (5-0-5) W**

Prerequisites: PE 308, 309, 310, 315, and 411.

A critical analysis of problems involved in the organization and administration of the total physical education program. Emphasis upon the problems of facilities, equipment, program leadership, administrative devices, departmental policies, professional organizations, and departmental relationships.

**450. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (Var.)**

Prerequisites: Senior classification and department chairman's approval.

Credit: two, three, four, or five hours.

## **RECREATION (REC)**

**200. INTRODUCTION TO RECREATION. (3-4-5) F**

The history, philosophy and theories of recreation and leisure; acquaint the student to the various recreation agencies and services; field trips for observation in various recreation settings.

**320. OUTDOOR RECREATION. (3-4-5) F**

Scope and extent of Outdoor Recreation; history and development; relationships between outdoor recreation, conservation, forest recreation, outdoor education; development of outdoor skills; field trips and leadership experience will be offered.

**335. SOCIAL RECREATION. (1-4-3) W**

Planning social recreation activities; party planning, special games, quiet games, trips and picnics, and decorating will be emphasized. Students will be able to gain practical experience by working with different age groups on community projects in Social Recreation.

**357. RECREATION FOR SPECIAL GROUPS. (3-4-5) S**

Emphasis will be on concepts, objectives, methods and settings in program planning for the physically, mentally, and emotionally handicapped.

**400. PROGRAM PLANNING AND MANAGEMENT. (5-2-5) F**

Basic principles of recreation management; legal aspects, budgets and finance, methods of operation; and the application of same to program planning; philosophy and principles which guide the development and execution in a variety of settings.

**402. COMMUNITY RECREATION. (4-2-5) S**

Places, scope and importance of recreation and leisure in the community; inter-relationships and relationships of a recreation agency to other community government agencies or other community service agencies; organization and philosophy of community recreation and structures.

423. RECREATION LEADERSHIP. (3-4-5) W

Principles of supervision, human dynamics, and leadership techniques. The course also emphasizes developing individual strengths and understandings through actually assuming leadership and supervisory roles.

447. PLANNING AND MAINTAINING OF AREAS AND FACILITIES FOR RECREATION (4-2-5) W

Exploration of the different types of indoor and outdoor recreation facilities, areas and their utilization; principles in planning, planning units, general design of areas and facilities, general maintenance procedures; problems confronted in supervision of maintenance; recreation equipment design and management.

497. INTERNSHIP IN RECREATION. (0-30-15) F, W, S, Su

Prerequisites: Senior classification and a 2.00 cumulative grade point average. Students will intern in an approved agency under a professional recreator.

## GRADUATE COURSES

(For description of courses, see Graduate Catalogue)

501. PROBLEMS SEMINAR IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

502. SCIENTIFIC FOUNDATIONS OF HEALTH EDUCATION.

550. EVALUATION IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

515. THEORY AND PRACTICE OF PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION.

525. ANALYSIS OF SPORTS TECHNIQUES

533. FIRST AID AND SAFETY EDUCATION.

540. MOVEMENT EDUCATION FOR YOUNG CHILDREN.

550. OUTDOOR EDUCATION.

560. PHYSIOLOGY OF EXERCISE.

574. ORGANIZATION OF HEALTH AND PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.

575. CURRICULUM PLANNING IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

605. SEMINAR IN CONTEMPORARY HEALTH PROBLEMS.

670. HISTORY AND PHILOSOPHY OF HEALTH, PHYSICAL EDUCATION AND RECREATION.

675. THE APPLICATION OF PSYCHOLOGY TO PHYSICAL EDUCATION AND ATHLETICS.

687. SEMINAR: EXPERIMENTAL STUDIES IN MOTOR LEARNING.

688. PERCEPTUAL MOTOR LEARNING.

689. PHYSICAL EDUCATION AND RECREATION FOR THE EXCEPTIONAL STUDENT.

## HISTORY AND GEOGRAPHY

Orville W. Taylor, Chairman

Professor: Hair, Taylor. Associate Professor: McKale, Vinson. Assistant Professor: Armstrong, Begemann, Childers, Sanchez.

The Department of History and Geography offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in history.
2. 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 which fulfill subject-area requirements for the Master of Education and Specialist in Education degrees with a concentration in social studies. In addition, the department offers minors in History and Geography.

Detailed regulations governing graduate study in the department may be found in the Graduate Catalogue, published separately.

### The Major in History

The objectives of the major in history are to provide:

1. A broad understanding of the historical background of today's world.
2. Education and training for occupations which may be entered at the baccalaureate level, including secondary school teaching, work in historical and archival agencies, journalism, government service, and business. See "Career Information" below for further details.
3. Preparation for further study of history at the graduate level.
4. A background for graduate and professional study in related fields such as law, the ministry, journalism, and librarianship.

The major in history consists of forty quarter hours in history above History 110 and 111, distributed as follows:

1. Two courses in American history: 201 and 202.
2. Two courses in Modern European or English history selected from the following: 315, 316, 317, 318, 321, 411, 413, 414, 415, 429.
3. One course in Non-Western or "Third World" history selected from the following: 323, 352, 451, 453.
4. Additional courses in history to complete forty quarter hours.

One 300 or 400 level course in Political Science may be substituted for one course in history under category 4 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.

Entering 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.

All history majors must take the Advanced History Test of the Graduate Record Examination or the National Teacher Examination, as appropriate, as a requirement for graduation. In addition, history majors planning to go on to graduate work should take the full GRE or NTE in the spring of the junior year or the fall of the senior year. (See the Graduate Catalog for specific requirements for graduate work at Georgia College; the chairman of the department can supply information concerning graduate work elsewhere.)

### **Career Information**

The study of history prepares one directly for many occupations, and indirectly for many more. (As in most other specialized occupations, additional study at the graduate or professional level is sometimes required.) Some of the types of jobs history majors go into are:

High school, junior and senior college, and university teaching and administration.

Work in historical societies, archives, museums, and state and national parks and historical monuments.

Government service. Many such positions require no given major, but a strong undergraduate record (including liberal arts) and satisfactory scores on an entrance examination. This includes the Federal Foreign Service.

Law and the ministry. History serves as an excellent background for law schools and theological seminaries.

Journalism and other types of professional writing—newspapers, magazines, fiction, non-fiction. Also radio/television and publishing companies.

Library work.

Business. For executive training programs some businesses want well-trained liberal arts majors because of their breadth of knowledge and their adaptability.

### **The Minor in History**

Students majoring in other disciplines may minor in history by completing twenty quarter hours of history above History 110 and 111 (at least ten at the 300 or 400



level) as follows:

1. Either History 201 or 202.
2. Additional courses in history to complete 20 quarter hours.

**The Minor in Urban Studies**

Students majoring in history, political science, public administration, sociology, or other disciplines may minor in Urban Studies by completing twenty quarter hours as follows:

1. History 440, Political Science 301, and Sociology 465.
2. One course selected from the following: History 202, Political Science 201, Public Administration 480, Sociology 310, and Sociology 444.

**Area IV, General Education Program, for History Majors**

Area IV; History		Area IV; History Education	
Courses	Hours	Courses	Hours
For. Lang.	0-10	EFS 204	5
HIS 201, 202	10	SOC 101 or PSY 201	5
Choices from the following:	10-20	MUS 102 or ART 103, or SPE 101	5
POS 200, 201, 210		15 hours selected from:	
GEO 200, ECO 271, 272,		HIS 201, 202	
SOC 101, 202, PSY 201, 210,		POS 200, 201, 210	
250		GEO 200	15
MATH 201, 220			

**The Minor in Geography**

Students majoring in other disciplines may minor in geography by completing twenty quarter hours of geography as follows:

1. Geography 200.
2. Additional courses at the 300 or 400 level to complete 20 quarter hours.

**HISTORY  
(HIS)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

110. WORLD CIVILIZATION I. (5-0-5) F, W, S, Su (Area III)

A survey of the history of the world from the beginnings down to the 18th century. Completion of this course and History 111 is prerequisite to all other history courses. History 110 and 111 may not be taken concurrently.

110H.\* WORLD CIVILIZATION I. (5-0-5) F (Area III)

Prerequisite: admission to the College Honors Program.

Special honors section of History 110. Open only to freshmen and sophomores with superior SAT scores and high school records who have been admitted to the college Honors Program.

111. WORLD CIVILIZATION II. (5-0-5) F, W, S, Su (Area III)

A continuation of History 110, carrying the study to the present.

111H.\*\* WORLD CIVILIZATION II. (5-0-5) W (Area III)

Prerequisite: admission to the college Honors Program.

A continuation of History 110H, with same restrictions applying.

201. THE UNITED STATES TO 1865. (5-0-5)

Prerequisite: History 110 and 111.

A general study of American history from early exploration through the Civil War. Required of majors, who must take it before more advanced courses in American history.

202. THE UNITED STATES SINCE 1865. (5-0-5)

Prerequisite: History 110 and 111.

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.

212. PEOPLE WHO CHANGED THE WORLD. (5-0-5)

Prerequisite: History 110 and 111.

A study of the lives of selected personalities of various periods whose achievements helped shape the course of history. Such people as Alexander the Great, W.E.B. Dubois, Einstein, Elizabeth I, Gandhi, Jefferson, Lenin, Mao Tse-Tung, Mohammed, and Kwame Nkrumah will be considered. Lectures, discussion, and audio-visual presentations.

290, 291, 292. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: sophomore or higher standing and admission to college Honors Program.

A general interdepartmental seminar.

300. CLASSICAL CIVILIZATION. (5-0-5)

Prerequisite: History 110 and 111.

The history of Greece and Rome, stressing the transmission of classical culture to later periods.

\*Substitutes for History 110 in satisfying core curriculum and history prerequisite requirements.

\*\*Substitutes for History 111 in satisfying core curriculum and history prerequisite requirements.

315. ENGLAND TO 1660. (5-0-5)  
Prerequisite: History 110 and 111.  
A survey of the history of England from earliest times to the Restoration.
316. ENGLAND SINCE 1660. (5-0-5)  
Prerequisite: History 110 and 111.  
The history of England from the Restoration to the present.
317. COMMUNIST RUSSIA. (5-0-5)  
Prerequisite: History 110 and 111.  
A study of Lenin and the early Bolshevik movement, the great revolution of 1917, and the Soviet state under the rule of Stalin, Khrushchev, and Brezhnev.
318. THE AGE OF ABSOLUTISM, 1648-1789. (5-0-5)  
Prerequisite: History 110 and 111.  
Europe in the era of the great dynasties, from the Peace of Westphalia to the French Revolution.
321. EUROPE IN THE NINETEENTH CENTURY. (5-0-5)  
Prerequisite: History 110 and 111.  
The history of Europe in its world setting from the Congress of Vienna to the end of the century.
323. LATIN AMERICA. (5-0-5)  
Prerequisite: History 110 and 111.  
The political, economic, and social development of Latin America, with emphasis on the Pre-Columbian and Colonial heritage as the key to a better understanding of its contemporary history.
341. ECONOMIC HISTORY OF THE UNITED STATES. (5-0-5)  
Prerequisite: History 110 and 111.  
An examination of economic factors affecting the history of the United States from the colonial period to the present.
352. MODERN CHINA AND EAST ASIA. (5-0-5)  
Prerequisite: History 110 and 111.  
An outline of the history of modern China, with some attention to Japan and other adjacent areas. Special attention is given to the twentieth century.
360. HISTORY OF SCIENCE. (5-0-5)  
Prerequisites: History 110 and 111.  
A survey of developments in science from the ancient Greeks to 1900, with emphasis on the 17th century, the period of the "Scientific Revolution." A background in science is not presumed.
370. THE ROLE OF WOMEN IN HISTORY. (5-0-5)  
Prerequisite: History 110 and 111.  
The history of women in modern society, with special emphasis on the changes in the role of women accompanying the transition to industrial societies in the United States and England.

398. SPECIAL TOPICS IN HISTORY. (Var.)

Prerequisite: History 110 and 111.

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

401. BLACKS IN AMERICAN HISTORY. (5-0-5)

Prerequisite: History 110 and 111.

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.

406. THE MIDDLE AGES. (5-0-5)

Prerequisite: History 110 and 111.

Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered.

407. COLONIAL AND REVOLUTIONARY AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

A historical survey of the "childhood" of America. Emphasis is placed on the change from colonies to mature provinces, and on the national and comparative perspectives of the Revolution.

408. THE AGE OF JEFFERSON, 1787-1826. (5-0-5)

Prerequisite: History 110 and 111.

The United States from adoption of the Constitution to the death of Jefferson. Major themes include origins of political parties, evolution of foreign policy, and westward expansion.

409. CONTEMPORARY AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

The United States from World War I to the present.

411. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)

Prerequisite: History 110 and 111.

Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

413. MODERN ENGLISH SOCIAL HISTORY. (5-0-5)

Prerequisite: History 110 and 111.

A study of the nature and structure of modern English society, with emphasis on the changes in the lives of the people which accompanied the movement from an agrarian to an industrial society.

414. TUDOR-STUART ENGLAND. (5-0-5)

Prerequisite: History 110 and 111.

A study of the transition of England from small island-nation to major power during the 16th and 17th centuries, with special emphasis on the major personalities of the period.

415. RENAISSANCE AND REFORMATION. (5-0-5)

Prerequisite: History 110 and 111.

The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries.

419. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Prerequisite: History 110 and 111.

Europe from 1789 to 1815, emphasizing the role of France in the events of the period.

420. THE AMERICAN CIVIL WAR. (5-0-5)

Prerequisite: History 110 and 111.

The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.

422. THE ANTE-BELLUM SOUTH. (5-0-5)

Prerequisite: History 110 and 111.

An examination of basic factors in Southern life such as the agrarian economy and racial dualism.

429. HITLER AND NAZI GERMANY. (5-0-5)

Prerequisite: History 110 and 111.

A historical and psychological study of Hitler and an analysis of his rise to power, the creation of the Third Reich, and the destruction of Germany through war.

430. THE SOUTH SINCE RECONSTRUCTION. (5-0-5)

Prerequisite: History 110 and 111.

Economic, social and political developments in the South from the end of Reconstruction to the present.

432. GEORGIA: COLONY AND STATE. (5-0-5)

Prerequisite: History 110 and 111.

Major trends and events from the Indian background to the present.

438. MAN AND HIS ENVIRONMENT. (5-0-5)

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.

440. URBAN AMERICA. (5-0-5)

Prerequisite: History 110 and 111.

A study of the growth of the American city from colonial times to the present era of the megalopolis. Attention will be given to the economic, social, political, cultural, racial, and religious tones of urban life.

442. AMERICAN SOCIETY AND LIFE TO 1875. (5-0-5)

Prerequisite: History 110 and 111.

A historical examination of social movements, institutions, and cultural trends in the formative years of the American nation.

443. AMERICAN SOCIETY AND LIFE SINCE 1850. (5-0-5)

Prerequisite: History 110 and 111.

A continuation of History 442, with emphasis on the social, cultural, intellectual, and minority responses to the twin themes of industrialization and urbanization.

451. TROPICAL AFRICA TO 1875. (5-0-5)

Prerequisite: History 110 and 111.

Tropical Africa to 1875, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest.

453. COLONIAL AND CONTEMPORARY AFRICA. (5-0-5)

Prerequisite: History 110 and 111.

Africa since 1875; considered are European penetration and the partition, colonial rule and the African response, and the independence movement.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (see Political Science 455.)  
(5-0-5)

48R. INDEPENDENT STUDY. (Var.) Each quarter

Prerequisite: Approval of chairman of department.

Investigation of a topic or period of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

49R. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 5-15) Each quarter

Prerequisite: Selection for participation in either (1) Georgia Intern Program, Georgia Legislative Intern Program, or other intern program, or (2) an approved Cooperative Education program.

An individually-designed off-campus course involving either (1) study, research, and work in a government agency, the Georgia legislature, or other organizations, or (2) work in a private or public business or organization.

## GRADUATE COURSES

(For complete information see the Graduate Catalogue.)

501. BLACKS IN AMERICAN HISTORY.

506. THE MIDDLE AGES.

507. COLONIAL AND REVOLUTIONARY AMERICA.

509. CONTEMPORARY AMERICA.

511. EUROPE IN THE TWENTIETH CENTURY.

513. MODERN ENGLISH SOCIAL HISTORY.

514. TUDOR-STUART ENGLAND.

515. RENAISSANCE AND REFORMATION.

519. THE FRENCH REVOLUTION AND NAPOLEON.

520. THE AMERICAN CIVIL WAR.

522. THE ANTE-BELLUM SOUTH.

- 525. THE TEACHING OF HISTORY AND RELATED STUDIES.
- 527. THE RECONSTRUCTION PERIOD.
- 529. HITLER AND NAZI GERMANY.
- 530. THE SOUTH SINCE RECONSTRUCTION.
- 532. GEORGIA: COLONY AND STATE.
- 540. URBAN AMERICA.
- 542. AMERICAN SOCIETY AND LIFE TO 1875.
- 543. AMERICAN SOCIETY AND LIFE SINCE 1850.
- 551. TROPICAL AFRICA TO 1875.
- 553. COLONIAL AND CONTEMPORARY AFRICA.
- 555. CONTEMPORARY AMERICAN FOREIGN POLICY.
- 59R. INTERNSHIP
- 600. HISTORICAL METHODS AND INTERPRETATIONS.
- 605, 608, 611, 614, 617. ADVANCED TOPICS.
- 650. INDEPENDENT STUDY.
- 654. THESIS RESEARCH.

## **GEOGRAPHY (GEO)**

### **200. PHYSICAL GEOGRAPHY. (5-0-5)**

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.

### **376. CULTURAL GEOGRAPHY. (5-0-5)**

A world regional survey of population and cultural phenomena. Emphasis is placed upon man's organization and relationship to his environment.

### **39R. SPECIAL TOPICS IN GEOGRAPHY. (Var.)**

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

### **401. ECONOMIC GEOGRAPHY. (5-0-5)**

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.

### **440. GEOGRAPHY OF THE UNITED STATES AND CANADA. (5-0-5)**

A study of the physical, social, and economic regions of North America, with attention to their interdependence.

443. GEOGRAPHY OF EUROPE. (5-0-5)

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.

446. GEOGRAPHY OF AFRICA. (5-0-5)

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.

449. GEOGRAPHY OF LATIN AMERICA. (5-0-5)

An analysis of the geography of continental and Caribbean Latin America, including physical, cultural, and economic characteristics of the various regions.

48R. INDEPENDENT STUDY. (Var.) Each quarter

Prerequisite: Approval of chairman of department.

Investigation of a topic or area of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

49R. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 5-15) Each quarter

Prerequisite: selection for participating in either (1) Georgia Intern Program, Georgia Legislative Intern Program, or other intern programs, or (2) an approved Cooperative Education program.

An individually-designed off-campus course involving either (1) study, research, and work in a government agency, the Georgia legislature, or other organization, or (2) work in a private or public business or organization.



## HOME ECONOMICS

Therry N. Deal, Chairman

Professor: Deal. Associate Professor: DuPree. Assistant Professor: Coddington, Judkins, Kim, Mann, Rhodes, Staples, Turner. Instructor: Calvert.

The purposes of the department are to prepare students for the home economics professions and to educate young men and women in fundamentals which develop more competent individual, family, and societal members.

## CURRICULA

**Majors:** Students have the option of obtaining a Bachelor of Arts, Bachelor of Science, or an Associate in Science degree in one of several Home Economics curricula.

Selected students concentrating in child or family development, with departmental approval and planning, may attend the Merrill-Palmer Institute in Detroit as part of a cooperative program between institutions.

*Common Discipline* required of all majors: HOE 110, HCF 305, HFN 324 or 325.

If a D is earned in any Home Economics Course required in a major, the course must be repeated and D grade removed.

**Minors:** The following courses constitute a general minor for students in other departments who wish to declare a minor in Home Economics. (See college-wide requirements for minor, page 76.)

HOE 110; HCF 305 or 293; HCT 120 or 224; HFN 215 or 325; HHM 331; HCF 351.

A specialized minor in a specific area of Home Economics may also be planned with the approval of the department chairman.

### Area IV: Home Economics

### Area IV: Home Economics-Education

Courses	Hours	Courses	Hours
SOC 101, PSY 201, HCF 293	5-10	EFS 204	5
PHY 101, 102, CHE 101, 102	5-15	SOC 101 or PSY 201	5
HCT 120	5	MUS 102 or ART 103 or PSE 101	5
HFN 215	5	15 hours selected from: HCT 120, 214, 224 HFN 215, 215, 217, 293	15

## BACHELOR OF ARTS OR BACHELOR OF SCIENCE GENERAL WITH CONCENTRATION

The general degree affords the student the opportunity to develop basic competencies in Home Economics.

A specialized concentration in one of the subject-matter areas of Home Economics: child and family development, clothing and textiles, foods and nutrition, or housing and management, is developed in conference with an adviser.

Courses from other departments are recommended to prepare the student for job opportunities in business, social agencies or educational settings.

Specific course recommendations related to the career goal of the student are available in the departmental office.

An internship may be a part of this major if available in an appropriate setting.

### **Career Information:**

The student may pursue this major for purposes of a liberal education or may combine home economics with appropriate course work in other disciplines to prepare for involvement in housing, furnishings, or residential lighting services; writing or editing in home and consumer affairs; and work as human resources specialist in child, nutrition, or consumer management.

Individual initiative is very important. Salary information is not currently available. In the past two years graduates in this program have done the following: 28% Graduate School; 28% Employed in business or public service agencies; 44% Unknown.

### **BA Requirements:**

ART 101

Foreign Language: 5 to 20 hrs. (See college-wide BA requirements.)

Art, Business, Humanities, Science or Social Science electives to support concentration: 10 hrs.

Home Economics: HOE 110; HCT 120; HFN 215; HCF 305; HFN 324 or 325; HFN 326; HHM 330; HNM 331; HHM 332 or 314; HCF 351; HHM 432.

Electives: May be used to develop student's specialized concentration. A minimum of 20 hours in Home Economics is required above basic major.

### **BS Requirements:**

ART 101

CHE 101

Choice of: Upper division social science 5-10 hrs.

Choice of: Upper division science 5-10 hrs.

Home Economics: HOE 110; HCT 120; HFC 215; HCF 305, HFN 324 or 325; HFN 326; HHM 330, 331; HHM 332 or 314; HCF 351; HHM 432.

Electives: May be used to develop student's specialized concentration. A minimum of 20 hrs. in Home Economics is required above basic major.

## BACHELOR OF SCIENCE IN HOME ECONOMICS EDUCATION

### Career information:

Students completing the requirements for the Bachelor of Science in Home Economics Education degree are eligible for certification to teach home economics in Georgia schools.

Graduates are also qualified to seek positions as home economists in extension service, public utilities, and family or children's services.

In the past two years graduates from this major have done the following: 20% in graduate school; 40% into Home Ec. teaching positions; 20% into other teaching positions not in field; 20% into homemaking, out-of-field positions, or unknown.

The salary for entry-level 10-month teaching position currently is \$7468. Supplements for vocational responsibilities range from \$47-\$94 monthly.

### Requirements:

To meet certification requirements, a minimum of 15 quarter hours must be taken in each area of home economics: food and nutrition, clothing and textiles, family and child development, housing and management.

"September experience" in the public schools is required of each Home Economics Education major prior to student teaching; information may be obtained from faculty adviser.

Application for Teacher Education must be completed in Education Department at time of regular registration one quarter prior to enrollment in EFS 405.

ART 101

CHE 101

Home Economics: HOE 110; HCT 120; HCT 224; choice of HCT 311, HCT 412, or HCT 414; HFN 215; HFN 324; 3-5 hours from among HFN 215; HFN 217; HFN 321, or HFN 423; HCF 305; HCF 351; HCF 453; HHM 314; HFN 326; HHM 330; HHM 331; HHM 332; HHM 432.

Choice of one: BIO 211, 320; CHE 231; PHY 102

Choice of one: SOC 312, 426, 444; ANT 452; ECO 370 or 377

Education or Home Economics Education: EFS 204; EEX 364; EFS 405; HED 466; HED 472; HED 481; HED 482; HED 483.

## BACHELOR OF SCIENCE IN DIETETICS

### Career Information:

This curriculum, open to men and women, prepares students for careers in dietetics, nutrition and management in all areas of food service. It is recommended that students gain practical experience in food service by employment in food related areas during the summers which immediately precede their junior and senior years.

The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association.

Following graduation from this program of study, the student may apply for an internship at a hospital or institution approved by the American Dietetic Association. The internship, which is an extension of the college degree, varies in length from six to twelve months, depending on the internship. The completion of the internship results in membership in the American Dietetic Association. This membership, in turn, entitles the professional to take the registration examination to become a Registered Dietitian (R.D.).

In the past two years graduates from this major have done the following: 16% graduate school; 16% internships; 33% hospital dietetic employment, non-ADA; 35% out-of-field in social service positions, unemployed, or unknown.

Entry level salary for 12-month positions in this state without ADA is approximately \$7900 per year. Entry level salary with internship and ADA membership is approximately \$9355.

### Requirements are:

Home Economics: HOE 110; HCF 305 or 351; HFN 215, 321, 324, 326, 333, 341, 343, 423, 424, 427, 446; HED 478, and 10 hours of electives.

ART: 101

BIO: 211, 320

CHE: 101, 102, 231, 351

ECO: 271

SOC 101 or ANT 452

BUA: 317 and 251 or 340 or 443

MAT: 110, 201

PSY: 201 and 460 or 448

## BACHELOR OF SCIENCE IN FASHION MARKETING

### Career Information:

The Fashion Marketing Program is designed to prepare students for retailing

positions in stores, shops, and specialized work with clothing, textile, and home fashion industries. The major is for men and women interested in careers as managers, buyers, consultants, coordinators, and representatives in the merchandising field.

There is an emphasis on consumer needs and protection. Entry to the program may also be through Business Administration.

In the past two years graduates from this major have done the following: 33<sup>1</sup> retail related positions including sales, department managers, and buyers; 8½% entered management training programs; 16½% out-of-field or in homemaking; 42% unknown.

Minimum entry level positions begin at \$6500. Management traineeships afford opportunity for rapid advancement. A graduate in this group who is a buyer earns a beginning salary of \$6500-\$7020 per annum. After the initial training period, salary plus commission on sales is a typical arrangement, so that earnings may vary with the individual's sales ability.

**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: HCF 110, 305; HCT 120, 214, 224, 316, 418, 419; HFN 325; HHM 417; 5 hours from: HCT 311, HHM 314, 331, 332.

BED 212; BUA 251, 317, 361, 363, 366, 443.

ECO 271

ART 101, 320

PSY 201

ANT 452

## **BACHELOR OF SCIENCE IN INSTITUTIONAL FOOD SERVICE ADMINISTRATION**

**Career Information:**

Men and women who graduate with this major will be prepared for commercial food systems positions. The entry to this interdisciplinary major can be through

Home Economics or Business Administration. Summer field experience are encouraged and supervised work experiences are a part of the program during senior year.

Entry level positions have a salary range from \$8000-\$8500. If experience in appropriate work-settings is gained during the degree program, salaries may begin at \$9500-\$10,000.

**Requirements are:**

Home Economics: HOE 110; HFN 215; HCF 224; HCF 293; HCF 305; HFN 324, 321, 333, 346, 341, 342, 420, 446; HCF 351.

BUA 251, 317, 361, and 443.

ART 101

CHE 231

BIO 320

MAT 201

PSY 201

## ASSOCIATE OF SCIENCE DEGREE IN FOOD SERVICE TECHNOLOGY

**Career Information:**

This is a two year program for those who wish to specialize at the associate level in food service.

Prepares for positions such as assistant to hospital dietitian, supervising food service in a nursing home or school food service system. Prepares as assistant manager for a commercial institution.

Entry level salaries begin at \$6500 per annum.

**Requirements are:**

Home Economics: HFN 215, 216, 217, 321, 324, 333, 341, 342, 420; HCF 305; HOE 110

ART 101

POS 101

HIS 110

ENG 101, 102

BIO 123, 320

CHE 101

PSY 201

## HOME ECONOMICS

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### GENERAL (HOE)

#### 110. HOME ECONOMICS AND ITS CAREERS. (1-0-1)

The student gains acquaintance with 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.

#### 48R. INDEPENDENT STUDY. (Var.)

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 senior students who are approved by the chairman of the department. Credit: Two to ten hours.

#### 49R. INTERNSHIP. (Var.)

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.

### CHILD AND FAMILY DEVELOPMENT (HCF)

#### 293. FAMILY INTERACTION. (3-0-3)

A study of personal and social problems which arise in connection with the establishment of the family.

#### 305. THE FAMILY AND SOCIETY. (4-2-5)

Intracultural comparison and interactional patterns in the American family across the developmental life cycle. Stress on such contemporary issues as division of labor, decision making processes, social relationships, and utilization of resources.

#### 351. CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Study is made of current concepts of growth, development, and of factors which

contribute to the physical, intellectual, and emotional life of human beings particularly between conception and age seven. Observation is made of children. Introduction to participation experiences with children.

**453. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)**

Prerequisite: Home Economics 351 or equivalent.

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.

**455. PARENT-CHILD INTERACTION. (4-2-5)**

Family factors significant in child's development such as interpersonal relations, values, pattern of child rearing. Influence of community and community resources available for child rearing. Sensitivities and skills needed plus experience in working with parents.

**494. THEORY IN CHILD AND FAMILY DEVELOPMENT. (5-0-5)**

Prerequisite: HCF 305 and 351 or equivalent and permission of instructor.

Theories related to human development in the family context such as interactional, structural, role and developmental.

## **CLOTHING, TEXTILES, AND FASHION (HCT)**

**120. DRESS FOR THE INDIVIDUAL. (3-4-5)**

This is a beginning clothing course including individual figure analysis and selection of appropriate dress and accessories. Basic principles of clothing construction are applied in making simple garments with emphasis on fitting and creativity.

**214. HISTORY OF COSTUME. (3-0-3)**

A study of the history of costume as it has been influenced by the broad social, economics, and political forces of each period in history. Related art problems.

**224. TEXTILES. (3-4-5)**

Prerequisite: Chemistry 101

Consumer-oriented study of textiles. Emphasizes fibers, fabric construction, and finishes in relation to use, serviceability and care of apparel and household fabrics.

**311. FAMILY APPAREL. (3-4-5)**

Prerequisites: ART 101, HCT 120.

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.

**316. FASHION INNOVATION AND MARKETING. (5-0-5)**

A study of the fashion world from designing to marketing; fashion cycles; fashion as a social force.

**412. TAILORING. (2-6-5)**

Prerequisites: HCT 120 or equivalent and instructor's approval.



A critical analysis, evaluation, and application of the major principles involved in tailoring as a basis for understanding construction.

414. DRESS DESIGN. (2-6-5)

Prerequisites: HCT 120 or equivalent and instructor's approval.

Pattern styling, alteration, and development through the media of flat pattern.

418. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING SELECTION. (5-0-5)

Prerequisite: HCT 120.

An examination of the cultural, functional and economic aspects of clothing.

419. FIELD EXPERIENCE IN FASHION MARKETING. (Var.)

Prerequisite: Senior standing.

Students participate in an off-campus supervised merchandise experience through a cooperative program with retail establishments.

Prospective field trainee must not contact business. Arrangements made through college staff governed by appropriate policies.

## **FOODS, HUMAN NUTRITION AND FOOD SYSTEMS ADMINISTRATION (HFN)**

215. PRINCIPLES OF FOOD PREPARATION. (2-2-3)

A study is made of the basic scientific concepts of food preparation in relation to quality and nutritional value.

216. QUANTITY FOOD CONTROLS. (3-0-3)

This course deals with selection of food by written specifications, receiving of food and supplies, storage and record keeping, and handling of left-overs.

217. FOOD SERVICE MANAGEMENT. (3-0-3)

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.

321. CATERING. (1-4-3)

Prerequisites: HFC 215 or 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.

324. NUTRITION. (5-0-5)

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.

325. NUTRITION (3-0-3)

Principles of nutrition, food requirements for all ages, and nutritive value of foods. Factors influencing nutritional practices. Primarily for health education, early childhood, nursing majors.

326. MEAL MANAGEMENT. (3-4-5)

Prerequisite: HFC 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, nutrition knowledge, and money.

333. INSTITUTIONAL EQUIPMENT AND LAYOUT. (2-2-3)

Includes the principles of equipment selection and layout for institutional food service organization. Operation and care of equipment studied. Laboratory experiences.

341. QUANTITY FOOD PRODUCTION I. (3-4-5)

Prerequisite: HFN 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. Laboratory experiences include observation of quantity production.

342. QUANTITY FOOD PRODUCTION II. (2-6-5)

This course is a continuation of HFN 341. It emphasizes the application of principles of preparing various types of food to achieve quality for 25-50 people.

343. FOOD SERVICE ORGANIZATION AND MANAGEMENT. (3-0-3)

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.

420. TECHNIQUES AND PROCEDURES FOR SUPERVISION OF FOOD SERVICE ADMINISTRATION. (5-0-5)

The student will apply principles of organization and management, work with personnel in actual situations in approved food establishments.

423. EXPERIMENTAL FOODS (3-4-5)

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.

424. ADVANCED NUTRITION. (5-0-5)

Prerequisites: HFN 324, Chemistry 231, 352.

This course deals with current knowledge of the metabolic functions of food in the human organism.

427. DIET THERAPY. (3-4-5)

Prerequisite: HFN 424.

A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

444. ADVANCED INSTITUTIONAL ORGANIZATION AND MANAGEMENT. (1-8-5)

Prerequisite: HFN 343 and instructor's approval.

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 lecture.

446. QUANTITY FOOD PURCHASING AND CONTROL. (3-0-3)

Prerequisite: Instructor's approval.

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.

## HOME AND CONSUMER MANAGEMENT (HHM)

314. FURNISHING THE HOUSE. (3-4-5)

Prerequisites: ART 101 and HCT 224.

An application of art, consumer buying, management and financial relationships in furnishing the family dwelling. Residential lighting concepts introduced.

330. PERSONAL AND FAMILY FINANCE. (3-0-3)

Principles of personal and family financial planning are studied.

331. HOME MANAGEMENT. (3-0-3)

Principles of time, energy, and physical resource management as related to individual and family living in a variety of life-styles.

332. EQUIPMENT FOR CONSUMERS. (1-4-3)

Principles in selection, use, care, and expected performance of household equipment.

417. MERCHANDIST INFORMATION AND CONSUMER BEHAVIOR. (5-0-5)

Prerequisite: HCT 224.

A study of consumer behavior with emphasis on acquisition of apparel and household fashions.

432. HOME MANAGEMENT RESIDENCE. (0-6-3)

Prerequisite: HHM 331

Management and family interaction principles are applied through residence in a home management setting. A variety of socio-economic settings emphasized.

435. THE FAMILY AS HOUSING CONSUMERS. (3-0-3)

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.

## HOME ECONOMICS EDUCATION (HED)

466. CURRICULUM PLANNING IN HOME ECONOMICS. (5-0-5)

Prerequisites: HCF 351, Education 204, 405, and overall average of 2.25.

A study of the facts, trends, and needs of different ages, and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Observation and participation in selected community settings.

472. METHODS OF TEACHING HOME ECONOMICS. (5-0-5)

Prerequisites: HED 466 or permission of instructor. HED 466 may be taken concurrently.

Instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with adolescents and adults.

478. METHODS OF TEACHING NUTRITION. (5-0-5)

A study is made of the teaching of nutrition. May be offered simultaneously with HED 472.

480. STUDENT TEACHING IN HOME ECONOMICS EDUCATION. (0-40-15) W, S

Prerequisites: HED 472 and overall average of 2.25.

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, occupational Home Economics, and extra-curricular activities.

## GRADUATE COURSES

(For complete information see the Graduate Catalog.

514. DRESS DESIGN

518. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING.

523. EXPERIMENTAL FOODS.

527. DIET THERAPY.

540\* ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL PROGRAMS. (EDU 540).

553. ADVANCED CHILD DEVELOPMENT AND GUIDANCE.

555. PARENT-CHILD INTERACTION.

585\*. GUIDING PROFESSIONAL LABORATORY EXPERIENCES. (EDU 585)

593.\* EARLY CHILDHOOD EDUCATION CURRICULUM. (EDU 593)

594. THEORY IN CHILD AND FAMILY DEVELOPMENT.

58R. INDEPENDENT STUDY.

59R. INTERNSHIP.

61R.\* CURRENT PROBLEMS IN TEACHING HOME ECONOMICS.

605.\* THE HOME ECONOMICS CURRICULUM.

\*Courses cross-listed with Department of Education

- 615. ADVANCED PROBLEMS IN APPAREL.
- 624. CURRENT TRENDS IN NUTRITION.
- 625. FAMILY AND COMMUNITY NUTRITION PROBLEMS.
- 631. FAMILY ECONOMICS.
- 633. MANAGEMENT OF HUMAN RESOURCES.
- 635. FAMILY HOUSING PROBLEMS.
- 638. RESOURCES FOR TEACHING HOUSE FURNISHINGS.
- 650. MANAGEMENT AND HOUSEHOLD EQUIPMENT.
- 652. READINGS IN CHILD DEVELOPMENT.
- 656. INFANT DEVELOPMENT.
- 658. UNDERSTANDING THE VALUE OF PLAY.
- 659. PROGRAM ACTIVITIES FOR THE YOUNG CHILD.
- 690. FAMILY LIFE EDUCATION.



## MATHEMATICS

Dick L. George, Chairman

Professor: George, H. Gonzalez. Associate Professor: Farmer, Assistant Professor: Mayberry,\* Scott.

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics as applied to other fields of study. Of particular 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 fifty-five hours in mathematics above the freshman level including CSC 201; MAT 223, 240, 241, 242, 350 and 351. In addition, the student must complete at least two sequences from the following 320-321, 410-411, 460-461 or 343-480. The student must also meet the Georgia College's requirements for foreign languages.

2. *Bachelor of Science degree*: A major must include at least sixty-five hours in mathematics above the freshman level including CSC 201; MAT 223, 240, 242, 350 and 351. In addition, the student must complete at least three sequences from the following: 320-321, 410-411, 460-461 or 343-480. The student must also take ten hours of French or Spanish or be able to demonstrate competency equivalent to French 102 or Spanish 102.

Only those courses in mathematics in which a grade of C or higher is earned can be used to satisfy the degree requirements for a major in mathematics.

Professional Education: Students in either the BA or BS degree program who desire to teach will be required to take Math 400 and it is strongly recommended that they take Math 470 in addition to the degree requirements and to register with the Education Department in one of the approved programs which lead to certification.

Area IV: Mathematics		Area IV: Mathematics-Education	
Courses	Hours	Courses	Hours
For. Lang.	10	EFS 204	5
MAT 223, 240, 241, 242	20	SOC 101 or PSY 201	5
		MUS 102 or ART 103 or SPE 101	5
		15 hours selected from: MAT 223, 240, 241, 242	15

\*On leave 1976-77.

**MATHEMATICS  
(MAT)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

110. MATHEMATICS FOR THE SOCIAL SCIENCES AND BUSINESS. (5-0-5) F, W, S, Su (Area II)

Prerequisites: None

Linear equations, system of linear equations, systems of linear inequalities, logarithms and mathematics of finance.

111. ELEMENTARY ANALYSIS. (5-0-5) W, S, (Area II)

Prerequisites: Math 110, 120 or 130.

A survey of analytic geometry and single variable calculus with applications from the social and life sciences.

120. MATHEMATICS FOR LIBERAL ARTS STUDENTS. (5-0-5) F, W, S, Su (Area II)

Prerequisites: None

This course emphasizes the historical and philosophical aspects of mathematics and is intended as a terminal course for the liberal arts student.

130. PRECALCULUS MATHEMATICS. (5-0-5) F, Su (Area II)

Prerequisites: None.

Those topics from algebra, trigonometry and analytic geometry which are fundamental to the understanding of the calculus.

200. MATHEMATICS FOR ELEM. EDUCATION MAJORS I. (4-2-5) F, W, S, Su (Area II)

Prerequisites: Declared major in Elem. Education.

A study of the structure of the rational number system with emphasis on concepts, generalizations and skills needed for teaching elementary school mathematics. Laboratory sessions will deal with teaching strategies.

223. CALCULUS WITH ANALYTIC GEOMETRY I. (5-0-5) S

Prerequisites: Math 130 or equivalent.

Basic concepts, derivatives of algebraic, trigonometric and inverse trigonometric functions. Applications of derivatives.

240. CALCULUS WITH ANALYTIC GEOMETRY II. (5-0-5) S

Prerequisites: Math 223 with a grade of C or higher.

The definite integral with applications. Derivatives of logarithmic and exponential functions.



241. CALCULUS WITH ANALYTIC GEOMETRY III. (5-0-5) F

Prerequisites: Math 240 with a grade of C or higher.

Techniques of integration, improper integrals, indeterminate forms and infinite series.

242. CALCULUS WITH ANALYTIC GEOMETRY IV. (5-0-5) W

Prerequisites: Math 241 with a grade of C or higher.

Vectors and the calculus of real-valued functions of several real variables.

300. MATHEMATICS FOR ELEM. EDUCATION MAJORS II. (4-2-5) F, W, S, Su

Prerequisites: Math 200.

A continuation of the study of the topics from the elementary school curriculum: the real number system, logic, informal geometry and metric geometry. Laboratory sessions will deal with teaching strategies.

301. MATHEMATICS FOR ELEM. EDUCATION MAJORS III. (4-2-5) On demand

Prerequisites: Math 300.

Equations, inequalities, functions, graphs, measurement, accuracy and precision. This course is designed as a sequel to Math 300 and is for those students who desire a concentration in mathematics.

320. MATHEMATICAL STATISTICS I. (5-0-5) S, Su Even years

Prerequisites: Math 242.

Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing.

321. MATHEMATICAL STATISTICS II. (5-0-5) F, Su Even years

Prerequisites: Math 320.

A continuation of Math 320.

325. PROBABILITY AND STATISTICS. (5-0-5) S

Prerequisites: Successful completion of any lower level math course.

Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Problems will be taken from business, the life sciences and the social sciences.

343. DIFFERENTIAL EQUATIONS WITH APPLICATIONS. (5-0-5) S

Prerequisites: Math 242.

Ordinary linear differential equations with applications. Some consideration will be given to the existence and uniqueness of solutions.

350. ABSTRACT ALGEBRA. (5-0-5) F, Su Odd years

Prerequisites: Math 241.

Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some of the topics studied are: rings, integral domains, the fields of rational and complex numbers, groups and polynomials.

351. LINEAR ALGEBRA. (5-0-5) W, Su Odd years

Prerequisite: Math 241.

Vectors and vector spaces, systems of linear equations, matrices, determinants and linear transformations.

39R. SPECIAL TOPICS. (5-0-5) On demand

Prerequisites: Consent of the chairman of the mathematics department.

Selected topics in mathematics which are not available in any other course offered by the department.

400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (5-0-5) F

Prerequisites: Declared major in mathematics.

Emphasis on techniques of teaching, development of materials, and application of secondary school mathematics.

410. NUMBER THEORY I. (5-0-5) W, Su Odd years.

Prerequisites: Math 242 or consent of instructor.

Divisibility, congruences, quadratic residues, important functions of number theory. Diophantine equations, simple continued fractions and the sequence of primes.

411. NUMBER THEORY II. (5-0-5) S, Su Odd years.

Prerequisites: Math 410.

A continuation of Math 410.

460. ANALYSIS I. (5-0-5) F, Su-even years.

Prerequisites: Math 242.

Set theory, the real number system topology of Euclidean spaces and a rigorous development of the differential calculus of real valued functions of several real variable.

461. ANALYSIS II. (5-0-5) W, Su-even years.

Prerequisites: Math 460.

Functions of bounded variation, rectifiable curves, Riemann-Stieltjes integration, sequences and series.

470. INTRODUCTION TO HIGHER GEOMETRY. (5-0-5) S-odd years.

Prerequisites: Consent of the instructor.

A review of Euclidean geometry and an introduction to Non-Euclidean geometry.

480. NUMERICAL ANALYSIS. (5-0-5) W, Su Odd years

Prerequisites: Math 201, 242, and 451.

A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution.

48R. INDEPENDENT STUDY. (Var. 5-15)

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) On demand

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairman.

## COMPUTER SCIENCE (CSC)

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5) F, W, S, Su

Prerequisites: Successful completion of any freshman level math course.

A course designed to introduce the use of computers for solving problems in the physical and social sciences and mathematics.

## GRADUATE COURSES

(See Graduate Catalogue for description.)

500. METHODS AND MATERIALS FOR TEACHING SECONDARY SCHOOL MATH.

501. ELEMENTARY NUMBER CONCEPTS I.

502. ELEMENTARY NUMBER CONCEPTS II.

510. NUMBER THEORY I.

511. NUMBER THEORY II.

520. MATHEMATICAL STATISTICS I.

521. MATHEMATICAL STATISTICS II.

550. ABSTRACT ALGEBRA.

551. LINEAR ALGEBRA.

560. ANALYSIS I.

561. ANALYSIS II.

580. NUMERICAL ANALYSIS.

590. SPECIAL TOPICS IN MATHEMATICS.

## MEDICAL TECHNOLOGY

Instructor: Lee, McCrary.

The Bachelor of Science Degree will be conferred on students in Medical Technology who meet the following conditions.

1. A minimum of 131 quarter hours of credit and a quality point average of 2.5 average on all work attempted, including general education requirements and other prescribed courses according to the special program as follows:

CHE 101, 102, 103, 231, 280, 351, 451	30 hours
BIO 123, 124, 210 or 305, 211 or 300, 320, 440, 446	30 hours
PHY 101 and 102	10 hours
MAT 130	5 hours
Statistics: (either MAT 320 or BUA 301)	5 hours
BUA 340	5 hours
Core Curriculum, Areas I and III, Including 6 hours of Physical Education	46 hours

2. Submission of evidence that the senior year of twelve months' duration has been completed satisfactorily at an approved School of Medical Technology, either at Georgia College or elsewhere.

### Career Information:

The majority of Medical Technologists work in hospital or doctor's laboratories. Positions are also available in research centers, pharmaceutical companies, toxicology laboratories, and veterinarian laboratories. The job availabilities are widespread at the present time. Annual starting salary varies from \$8000 to \$10,000.

### Area IV: Med. Tech.

Courses	Hours
BIO 123*, 124*, 210, 211, 225	20
CHE 101*, 102*, 103, 231, 280	15
PHY 101*, 102*	10
MAT 130*	5

\*May be taken as part of Area II requirements.

## MEDICAL TECH. APPROVED PROGRAM\*

Marcia Lee, MT (ASCP) — Program Director

The Medical Technology Program (4th year) includes a full twelve months' duration.

Students must make application separately to the Program of Medical Technology, Georgia College. Acceptance into the college does not guarantee acceptance into the Senior Year program.

Acceptance into the program is on a competitive basis according to grade point average, grades, references and interview. Georgia College students and area residents are given first consideration. Acceptance into the program indicates tentative acceptance by the hospital.

To maintain the student status in Med Tech, each student must maintain a C average and demonstrate an ability to perform lab work, work with other people and maintain a professional attitude.

Prerequisites for admission:

*Chemistry*—A minimum of 30 quarter units (18 semester units) is required. Organic chemistry or biological chemistry must be included. Quantitative analysis and physical chemistry are recommended.

*Biological Sciences*—A minimum of 30 quarter units (18 semester units) is required. Microbiology must be included in the curriculum. Immunology, genetics, physiology, and anatomy are recommended.

*Mathematics*—One course in mathematics is required. Minimum requirements are met by courses recognized as prerequisites for admission to physics courses.

Courses in statistics and physics are strongly recommended.

Students must have at least a 2.5 grade point average. Not more than one D in Chemistry and one D in Biology will be acceptable. Failure on more than one of these major courses (even repeated) is not acceptable.

Coursework includes:

1st. Quarter	2nd Quarter	3rd Quarter
Hematology I	Hematology II	Management
Chemistry I	Chemistry II	Advanced Chemistry
Serology	Bacteriology	Mycology-Parasitology
Immunology	Instrumentation	
Immunoematology	Urinalysis	

3rd and 4th quarters spent in completing clinical experience course work.

\*Approved by the American Medical Association Council on Education under advisement of the National Accrediting Agency for Clinical Laboratory Sciences.

## MEDICAL TECHNOLOGY (MET)

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or summer quarter respectively.

140. INTRODUCTION TO MEDICAL TECHNOLOGY. (1-0-1)

General summary of the nature of Medical Technology.

421. HEMATOLOGY-COAGULATION. (5-5-7)

Origin, functions, and abnormalities of erythrocytes and leukocytes. Coagulation factors, the stages of coagulation and testing for deficiencies.

423. IMMUNOHEMATOLOGY. (5-1-5)

Blood types, cross matching and antibodies and antigens encountered in cross matching.

424. IMMUNOLOGY-SEROLOGY. (5-1-5)

Antigen-antibody reactions used in testing for syphilis and other diseases.

425. CLINICAL BACTERIOLOGY. (5-2-6)

Growth, isolation, and identification of disease causing microorganisms.

426. CLINICAL PARASITOLOGY. (3-2-4)

Identification of human parasites.

427. CLINICAL MYCOLOGY. (2-2-3)

Methods of identifying fungi affecting humans.

428. CLINICAL CHEMISTRY I. (5-2-6)

Chemical tests used to diagnose patient's problems and the theory behind the tests.

429. CLINICAL CHEMISTRY II. (5-2-6)

A study of special tests of endocrine function and thyroid function including a background in radioimmunoassay.

430. URINALYSIS. (2-1-2)

Study of the routine analysis and special testing of urine.

431. INSTRUMENTATION. (3-0-3)

A study of instruments used in the clinical laboratory and why they work.

440. LABORATORY MANAGEMENT. (5-0-5)

Introduction to aspects of laboratory management and the use of statistics.

460. ADVANCED HEMATOLOGY. (5-5-7)

Determination of erythrocyte and leukocyte disorders and normal and abnormal cells through microscopic examination.

480. SURVEY OF NUCLEAR MEDICINE. (5-0-5)  
 Study of the fundamentals of radioisotopes and their uses.

**CLINICAL EXPERIENCE IN HOSPITAL LAB:**

	Hours
450. HEMATOLOGY-COAGULATION .....	4
451. URINALYSIS .....	1
452. BACTERIOLOGY .....	5
453. CHEMISTRY I .....	5
454. CHEMISTRY II .....	5
455. BLOOD BANKING .....	5
456. SEROLOGY .....	3
457. MYCOLOGY .....	1
458. PARASITOLOGY .....	1
	<u>30</u>

The academic and administrative policy of the College subscribes to the non-discrimination provision of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College.

The academic and administrative policy of the College also subscribes to the non-discrimination provisions of Title IX of the Higher Education Act of 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity" of Georgia College.

It is understood that throughout this Catalog and all other publications of Georgia College, the terms "he, his, him, himself, chairman," etc. are used without regard to sex.

Georgia College is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College is a member of the Association of State Colleges and Universities, the American Council on Education, the American Assembly of Collegiate Schools of Business, the National Association of Schools of Music, the National League for Nursing, the National Association of Schools of Public Affairs and Administration, and the Georgia Association of Colleges. Women graduates of the College are eligible for membership in the American Association of University Women.

#### **SPECIAL NOTE TO STUDENTS AND THEIR PARENTS:**

Georgia College, in compliance with the Family Educational Rights and Privacy Act of 1974 "Buckley Amendment," releases no personal information restricted by that Act without written consent of the student. This Act prohibits college officials from disclosing any records including quarterly grade reports, academic standings, transcripts of records, or any other records, files, documents, and materials in whatever medium, which contain information directly related to the student and from which the student can be individually identified. There are no rights guaranteed under the Act for parents of students attending a postsecondary educational institution.

Authorization for parental access to student records covered by this Act must be made in writing by the student and addressed to the Registrar, Georgia College.

Georgia College

GENERAL BULLETIN

at Milledgeville, Georgia 31061

Vol. LXII

June, 1977

No. 12



# GENERAL BULLETIN

## GEORGIA COLLEGE



Milledgeville, Georgia 31061

Phone: (912) 453-5187

GIST 324-5187

1977-78

## MODERN FOREIGN LANGUAGES

Jean M. Guitton, Chairman

Professor: J. Gonzalez, Guitton. Assistant Professor: Walters.

### **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 on 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. If the student passes the test, he will receive the appropriate credit for the course (or courses) exempted.

### **Major Programs**

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 422, 423, 445 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, 420, 433, 441, 445 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.

A minor in French or Spanish can be obtained by completion of the following courses:

French (Spanish): 101, 102, 211, 212, 221, 311, 312 and 321 or 322 or 445.

Completion of the Study Abroad Sequence (495, 496, 497) can replace the last three courses listed above (311, 312 and 321 or 322 or 445).

**Career Information:**

The majority of our majors find employment with the various school systems throughout the State of Georgia. Their salaries, in line with the usual starting salaries in secondary schools, are set by those local school systems. The 1978-79 catalog will contain more detailed career information, thanks to a comprehensive survey that is not yet completed.

<b>Area IV: Modern Foreign Languages</b>		<b>Area IV: Modern Foreign Language-Education</b>	
<b>Courses</b>	<b>Hours</b>	<b>Courses</b>	<b>Hours</b>
FRE 211, 212, 221	0-20	EFS 204	5
SPA 211, 212, 221	0-20	SOC 101 or PSY 201	5
ART 210, 211, 212	9	MUS 102 or ART 103 or	
PHI 200	5	SPE 101	5
		15 hours selected from:	
		FRE 211, 212, 221	
		SPA 211, 212, 221	15

**FRENCH  
(FRE)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

101, 102. ELEMENTARY FRENCH. (5-0-5) each course. (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

211, 212. INTERMEDIATE FRENCH. (5-0-5) each course. (Area I)

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.

221. ADVANCED FRENCH READINGS. (5-0-5)

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.

290, 291, 292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each, F, W, S

Sophomore Classification and admission to the College Honors Program.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

311. **ADVANCED CONVERSATION AND COMPOSITION.** (5-0-5)

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.

312. **ADVANCED GRAMMAR.** (5-0-5)

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of French.

321, 322. **SURVEY OF FRENCH LITERATURE.** (5-0-5) each course

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.

421. **LITERATURE OF THE CLASSICAL PERIOD.** (5-0-5)

A study of French literature of the seventeenth and eighteenth centuries.

422. **LITERATURE OF THE NINETEENTH CENTURY.** (5-0-5)

A study of French literature of the nineteenth century with emphasis on the novel. Reading of representative authors.

423. **CONTEMPORARY FRENCH LITERATURE.** (5-0-5)

A study of the French literature in the twentieth century with emphasis on the last twenty-five years.

434. **THE EARLY FRENCH NOVEL.** (5-0-5)

A study of the novel in France from its earliest manifestations through the eighteenth century.

445. **FRENCH CIVILIZATION.** (5-0-5)

A study of significant examples of French expression in art, music, philosophy, etc. set against the social, political, and especially the literary background. Readings and discussions in French.

495, 496, 497. **STUDY ABROAD.** (5-0-5) each course.

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.

48R. **INDEPENDENT STUDY.** (Var.)

49R. **INTERNSHIP AND/OR COOPERATIVE EDUCATION.** (Var.)

An individually designed and planned learning experience involving off-campus field experience and study in private or public sector. Must be approved by the department chairperson.

## SPANISH (SPA)

101, 102. ELEMENTARY SPANISH. (5-0-5) each course. (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose.

211, 212. INTERMEDIATE SPANISH. (5-0-5) each course. (Area I)

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.

221. ADVANCED READINGS IN SPANISH AND SPANISH AMERICAN LITERATURE. (5-0-5)

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.

290, 292, 292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

311. ADVANCED CONVERSATION AND COMPOSITION. (5-0-5)

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.

312. ADVANCED GRAMMAR. (5-0-5)

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of Spanish.

321, 322. SURVEY OF SPANISH LITERATURE. (5-0-5) each course.

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.

361, 362. SURVEY OF SPANISH AMERICAN LITERATURE. (5-0-5) each course.

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.

420. LITERATURE OF THE GOLDEN AGE. (5-0-5)

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.

433. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

Study of the Literature of the nineteenth century, as represented by Romanticism and Realism.

441. MODERN SPANISH LITERATURE. (5-0-5)

Contemporary Spanish Literature. The essay, novel, poetry, drama in Spain since 1898. Emphasis on the Generation of 1898, and the tremendista movement.

445. SPANISH CIVILIZATION (5-0-5)

A study of significant examples of Spanish expression in art, music, philosophy, etc. set against the social, political, and especially the literary background. Readings and discussions in Spanish.

450. SEMINAR IN CONTEMPORARY LATIN-AMERICAN CULTURE AND INTER-AMERICAN RELATIONS. (5-0-5)

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.

495, 496, 497. STUDY ABROAD (5-0-5) each course.

The study of Spanish language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University of Georgia.

48R. INDEPENDENT STUDY.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

## GRADUATE COURSES

(See Graduate Catalogue for description.)

Language 500. INTRODUCTION TO LINGUISTICS.

Spanish 502. PHONETICS.

Spanish 503. THE TEACHING OF SPANISH AS A SECOND LANGUAGE.

Spanish 520. LITERATURE OF THE GOLDEN AGE.

Spanish 522. PROSE OF THE GOLDEN AGE.

Spanish 523. DRAMA OF THE GOLDEN AGE.

Spanish 532. NINETEENTH-CENTURY PROSE.

Spanish 543. TWENTIETH-CENTURY DRAMA.

Spanish 561. MODERN SPANISH AMERICAN POETRY.

## MUSIC

Robert F. Wolfersteig, Chairman

Professor: Wolfersteig. Associate Professor: Benton, Underwood, Willoughby.  
Assistant Professor: Douglas, Hillman, Simmons, Tipton, J. D. Watkins.

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; (2) to educate students for careers in the field of professional performance and private teaching; and (3) to educate students in the principles and techniques of music therapy.

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.

### Career Opportunities:

According to the latest information available from the Music Educators National Conference, career opportunities exist in the following categories: (a) Music teachers (public schools, private schools, college, university, conservatory, studio teaching, supervisor/consultant), (b) Music Therapists, (c) Instrumentalists, (d) Vocalists, (e) Church music, (f) Composer, (g) Conductor, (h) Tuner-technician, (i) Music industry, and (j) Music librarian. There is a wide salary range for each category on the national level. Salaries are negotiable and based on training and experience. Graduates are urged to apply early for any position.

### Degrees 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.

All students entering the Bachelor of Music degree program will be required to pass a qualifying examination before the music faculty in the spring quarter of the freshman year before proceeding further in the degree.

All freshmen and transfer music majors will take a theory placement test. The Department of Music reserves the right to require transfer students to retake any theory courses if the student does not satisfy the theory placement test.

### Bachelor of Music

Instrumental Major (Piano, Organ, Wind Instruments)

	Hours
Basic Requirements and Electives .....	66
Music Courses .....	126

Applied Music (including Senior Recital Music 412) .....	41
Ensemble (including Accompanying/piano ensemble) .....	16
MUS 158, 159, 160, 261, 262, 263, 266 .....	24
MUS 336, 337 .....	4
MUS 340, 341, 342, 343, 365, 380 .....	18
MUS 368, 369, 400, 462, 470 .....	19
MUS 439, 440 .....	4
	<hr/>
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Voice Major	
*Basic Requirements and Electives .....	86
Music Courses .....	121
Applied Music (including Senior Recital, Music 412) .....	41
Ensemble .....	16
MUS 158, 159, 160, 261, 262, 263, 266 .....	24
MUS 336, 337 .....	4
MUS 340, 341, 342, 343, 365, 380 .....	18
MUS 368, 400, 470 .....	11
MUS 439, 440, 465 .....	7
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<p>Bachelor of Music Education. This program is designed to prepare students to teach or supervise music in the public schools. The curriculum is as follows:</p>	
Basic Requirements and Electives .....	66
Music Courses (Vocal Concentration)** .....	111
Applied (may include class piano) .....	28-33
Ensemble .....	12-17
MUS 158, 159, 160, 261, 262, 263 .....	20
MUS 217 .....	4
MUS 340, 341, 342, 343 .....	12
MUS 316, 317, 318 .....	6
MUS 365 .....	3
MUS 380, 381 .....	6
MUS 461, 465 .....	6
MUE 330, 331, 332 .....	9
Professional Education .....	40
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\*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.

\*\*This degree is for those students planning to teach general music in the elementary school and direct choral ensembles in the secondary schools.

\*\*\*This degree is for those students planning to teach instrumental music in the elementary and secondary school.



Basic Requirements and Electives .....	66
Music Courses (Instrumental Concentration)** .....	111
Applied (may include class piano) .....	28-33
Ensemble .....	12-17
MUS 158, 159, 160, 261, 262, 263 .....	20
MUS 213, 214, 215, 216 .....	8
MUS 333, 365 .....	6
MUS 340, 341, 342, 343 .....	12
MUS 380, 391 .....	6
MUS 462 .....	3
MUE 330, 331, 332 .....	9
Professional Education .....	40
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### Bachelor of Music Therapy

This degree is designed to educate students in the principles and techniques of music therapy. The curriculum is designed to qualify a student who completes requirements to become certified as a Registered Music Therapist by the National Association for Music Therapy, Inc. A six-month supervised clinical internship follows the completion of all course work and precedes the granting of the degree.

	Hours
Basic Requirements and Electives* .....	66
Music Courses .....	85
Applied Music (to include 316) .....	26-32***
Ensemble .....	12-18**
MUS 158, 159, 160, 261, 262 .....	16
MUS 213, 214, 215, 216 .....	8
MUS 380, 391 .....	6
MUS 341, 342, 343 .....	9
MUS 462 or 465 .....	3
Music Therapy Courses .....	27
MUT 101, 112 .....	4
MUT 212, 313, 314, 315 .....	12
MUT 419, 420, 421, 422 .....	11
Professional Courses (in addition to courses taken to satisfy Area III of the Core Curriculum) .....	25
Psychology (including PSY 201, 448) .....	15
Sociology and Anthropology .....	10
Six-Month Internship (MUT 423, 424) .....	4
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\*Recommended: HPER 110, 111, 118, 119, 149, 253.

\*\*Hours in applied/ensemble must total 44 hours.

\*\*\*Includes a minimum of 11 hours piano and 1 hour of class voice instruction.

**Other Requirements:**

All music majors are required (1) to participate in an ensemble during each year in College, and (2) to attend designated recital and master classes, faculty and student recitals, and special concerts at the College during the year.

**Ensemble Participation**

1. There should be ensemble experience throughout the four years of study, which should be varied in the size and nature of the ensemble and in which at least 50% of the total experience should be on the major instrument.

2. Those enrolled in the Bachelor of Music degree program preparing a senior recital may take the three hour recital credit in lieu of ensemble credit during the senior year.

3. Music majors in the Bachelor of Music Education program will participate in an ensemble during each year in college except during the quarter when they are student teaching off-campus. At least 50% of the total experience should be on the major instrument.

4. A student may not receive credit for more than two ensembles per quarter. Once a student has selected an ensemble, it is expected that he will remain in that ensemble for the year. A change will be made only with the permission of the department head.

*The quarter's credit* (1 hour) which is given for membership in Georgia College ensembles is based upon attendance, participation and general attitude. Students are not to request permission to be absent from rehearsals or performances in order to take private lessons, do outside work, or engage in other extra-curricular activities.

Area IV: Music		Area IV: Music-Education	
Courses	Hours	Courses	Hours
Applied Music/Ensemble	12	EFS 204	5
MUS 102	5*	MUS 102 or ART 103	
MUS 158, 159, 160		or SPE 101	5
261, 262, 263	18	15 hours selected from:	
MUS 266	4*	Applied Music/Ensemble	
		MUS 158, 159, 160, 261,	
		262, 263	15

\*Electives

## MUSIC (MUS)

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### 001. PREPARATORY MUSIC THEORY. (5-0-0)

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.

### 102. INTRODUCTION TO MUSIC. (5-0-5) (Area I)

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.

### 115. CLASS VOICE. (Non-Music Majors) (1-0-1)

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.

### 120. FRESHMAN CLASS VOICE INSTRUCTION. (1-0-1) S

The study of fundamentals of breathing and phrasing, development of good tone, correct posture, proper diction and interpretation of simple song classics. All freshman music majors whose primary performing area is voice will be required to take the course before enrolling in private voice instruction.

### 121, 122, 123, 221, 222, 223. CLASS PIANO INSTRUCTION. (0-2-1) each.

Emphasis on skills required for Piano Proficiency Examination for Bachelor of Music Education and Music Therapy degrees (vocal and instrumental concentrations).

### 158, 159, 160. ELEMENTARY THEORY. (5-0-3) each

A study of the fundamentals of music structure, terminology, and pitch relationships. Integrated courses 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.

### 213, 214, 215, 216. CLASS INSTRUCTIONS IN WOODWINDS, BRASS, PERCUSSION, AND STRINGS. (2-0-2) each.

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.

217. INSTRUMENTAL SURVEY. (4-0-4)

A survey course in brasses, woodwinds, strings, and percussion instruments for non-instrumental majors. Designed to familiarize students with basic principles of time, production, pedagogy, teaching materials.

261, 262. INTERMEDIATE THEORY. (5-0-3) each

Prerequisite: 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.

263. FORM AND ANALYSIS. (5-0-5)

Prerequisites: Music 261, 262.

A study of forms of the 18th and 19th centuries.

266. TONAL COUNTERPOINT. (4-0-4)

Prerequisite: Music 262.

A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects.

290, 291, 292H. HUMANITIES SEMINAR. (Var.) 2 hrs. credit each, F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

An interdisciplinary approach to understanding man and his arts. Guest lecturers, audiovisual materials, planned programs, and field trips are utilized. Areas include: Art, Dance, Drama, Foreign Language, Literature, Music, Philosophy.

293. ELECTRONIC MUSIC. (3-0-3)

The study of the historical background, the basic literature and new notation techniques will lead to the creation of electronic compositions by the students. The main instrument will be the synthesizer used with a quadraphonic tape recorder. The results will then be heard and criticized by the class and the faculty member. This is an elective course for the general college student and faculty.

294. JAZZ IMPROVISATION. (3-0-3)

Discussion and performance of harmonic units and jazz patterns and their relationship to improvisational jazz.

316, 317, 318. CLASS INSTRUCTION IN VOICE. (2-0-2) each course.

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.

336, 337. LITERATURE OF MAJOR INSTRUMENT. (2-0-2) each

Analytical study principally of the solo literature for piano, voice, organ, or an orchestral instrument. Special emphasis is given to musical structure and style.

340. HISTORY OF MUSIC I. (3-0-3)

Prerequisite: Music 102.

A general survey of Western music from ancient times to the late 16th century.

341. HISTORY OF MUSIC II. (3-0-3)

Prerequisite: Music 102.

A survey of musical developments during the period 1600-1760.

342. HISTORY OF MUSIC III. (3-0-3)

Prerequisite: Music 102.

A survey of musical developments during the Classic-Romantic period (1760-1900).

343. HISTORY OF MUSIC IV. (3-0-3)

Prerequisite: Music 102.

A survey of twentieth century music.

365. TWENTIETH CENTURY COMPOSITIONAL TECHNIQUES. (3-0-3)

Prerequisites: Music 261 and 262.

An analytical study of the compositional techniques of the twentieth century with some experience in original exercises using these procedures.

368, 369. SURVEY OF MUSIC LITERATURE I AND II (5-0-5) each course.

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. Offered alternate years.

380. CONDUCTING. (3-0-3) F

Prerequisite: Music 262.

Content of this course includes basic baton technique, choral score reading, and rehearsal technique.

381. CONDUCTING. (3-0-3) W

Prerequisite: Music 380.

Content of this course includes advanced baton technique, instrumental transpositions, and advanced choral score reading.

400. SEMINAR IN MUSIC HISTORY AND THEORY. (3-0-3)

Prerequisite: Music 340, 341, 342, 365.

Basic concepts of music in reference to a variety of composition and styles. Lectures, class and individual projects.

412. SENIOR RECITAL. (0-0-3)

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program.

462. ORCHESTRATION. (3-0-3)

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.

465. CHORAL LITERATURE AND ARRANGING. (3-0-3)

Prerequisites: Music 262

This course includes a survey of choral literature concentrating on music appropriate for middle school and high school choirs and ensembles; the compiling of a

repertoire list; study and practical experience in arranging choral music; and development of skills in evaluating choral music.

470. SURVEY OF MUSIC LITERATURE III. (3-0-3)

Continuation of Music 369. 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.

48R. INDEPENDENT STUDY IN MUSIC. (Var.).

## MUSIC EDUCATION (MUE)

200. MUSIC FOR THE PHYSICAL EDUCATION MAJOR. (5-0-5), S

Prerequisite: Sophomore standing.

An introductory course in music structured to meet the needs of students majoring in physical education and recreation. 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.

321. MUSIC IN THE ELEMENTARY SCHOOL. (5-0-5)

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.

330, 331. GENERAL MUSIC, KINDERGARTEN THROUGH SIXTH. (3-0-3) each course. F, W.

Prerequisite: MUS 263.

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. First course centers around musical experiences of pre-school and primary; second course is designed for the upper grades. Scheduled observation in selected off-campus cooperating centers is considered a part of the requirements for 330 and 331.

332. MUSIC IN THE MIDDLE AND SENIOR HIGH SCHOOL. (3-0-3)

Prerequisite: MUE 330, 331.

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 valuation of the many materials available and varied methods of presentation.

333. INSTRUMENTAL METHODS. (3-0-3)

Music education course for instrumental majors dealing with problems specifically related to organization, maintenance and development of public school instrumental groups.

439, 440. PEDAGOGY OF MAJOR INSTRUMENT. (2-0-2) each.

Techniques of teaching piano, voice, organ, strings, brass, or woodwinds with emphasis on the selection and organization of teaching materials. Two quarters.

461. CHORAL METHODS. (3-0-3)

Prerequisites: Music Education 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.

493. STUDENT TEACHING IN SECONDARY AREAS. (0-40-14) F, W, S

Prerequisite: EPL 490 and completion of Professional Sequence.

A quarter of full-time student teaching in grades 7-12 in off-campus centers designated by the Education Department. Crosslisted with EPL 493.

495. STUDENT TEACHING IN ELEMENTARY MUSIC (0-5-2) F, W, S

The first quarter of a two-quarter sequence of student teaching, one hour a day in off-campus centers designated by the Music Department. Crosslisted with EPL 495.

496. STUDENT TEACHING IN ELEMENTARY MUSIC (0-5-3) F, W, S

Prerequisite: MUE 495.

The second quarter of two-quarter sequence of student teaching, one-hour a day, in off-campus centers designated by the Music Department. Crosslisted with EPL 496.

497. STUDENT TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-2) F, W, S

Crosslisted with EPL 497.

498. STUDENT TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-3) F, W, S.

Prerequisite: Music 497.

Crosslisted with EPL 498.

## MUSIC THERAPY (MUT)

101. INTRODUCTION TO MUSIC THERAPY. (2-0-2) F

Orientation to the field of Music Therapy through lectures, reading, and field trips to community mental health centers and state hospital facilities. Open to all students. Required of all potential Music Therapy majors.

112. PRECLINICAL EXPERIENCE. (2-0-2)

Field experience through supervised music therapy projects at Central State Hospital and other community-service facilities.

212. MUSIC AND RECREATION. (3-1-3) W, S

To furnish a background of knowledge of music activities used in various areas of

therapy and recreation. Opportunity to learn basic guitar, auto harp, rhythm instruments, and folk dance techniques for use in specialized programs. Lectures, demonstrations, laboratory, and field work experience in introducing music in the recreation setting.

313. PSYCHOLOGY OF MUSIC—SURVEY. (3-0-3) F

Basic study of musical systems, and the psycho-socio-physiological processes involved in musical behavior.

314. PSYCHOLOGY OF MUSIC—BASIC PRINCIPLES OF RESEARCH. (1-2-3) W

Prerequisite: MUT 313

Consideration of basic research techniques applied in psychology of music problems through examination of selected research studies. Introduction of special laboratory equipment used in psycho-accoustical research.

315. PSYCHOLOGY OF MUSIC—PROJECTS AND LABORATORY. (1-2-3) S

Prerequisite: MUT 314

Elementary laboratory and field studies of influences of music on behavior, incorporating the basic principles of research.

419. INFLUENCE OF MUSIC ON BEHAVIOR. (3-0-3) F

Lectures, projects, and demonstrations exploring the influences of music on behavior and principles underlying applications in music therapy.

420. MUSIC THERAPY—METHODS OF PROCEDURES. (3-0-3) W

Prerequisite: MUT 419

Basic approaches, and techniques of music therapy applied in mental health, mental retardation, physical disability, and corrections work.

421. MUSIC THERAPY—CLINICAL PRACTICUM AND RESEARCH. (2-0-3) S

Prerequisite: MUT 420

Lecture and field projects to study influence of music and application of therapy techniques.

422. HOSPITAL ORIENTATION. (2-0-2)

Designed to give music therapy majors a basic knowledge of hospital organization and management in county and state facilities.

423, 424. CLINICAL INTERNSHIP IN MUSIC THERAPY. (0-5-2) each

(Two consecutive quarters)

Prerequisites 423: (1) Successful completion of Regents' test, (2) Successful completion of Piano Proficiency Exam., (3) A score of at least 75% correct on Senior Comprehensive Exam.

Prerequisite 424: MUT 423.

Six months resident internship in Music Therapy at an approved, affiliated, psychiatric hospital; senior course after all course work has been completed.



## MUSIC ENSEMBLES (MUP)

Music Ensembles (Performing) are designated by the prefix MUP.

MUP 101-403 (in the course listings below) means MUP 101, 102, 103, 201, 202, 203, 301, 302, 303, 401, 401, 403 where the *first* digit indicates year level and the *third* digit indicates quarter scheduled.

First digit: 1 = Freshman; 2 = Sophomore; 3 = Junior; 4 = Senior

Third digit: 1 = Fall; 2 = Winter; 3 = Spring

Example: MUP 323—indicates Aeolian Singers at the Junior level during the Spring quarter.

### 101-403. MIXED CHORUS. (0-3-1) each

Rehearsals are held three times weekly for the purpose of reading, studying, and performing standard choral literature. Membership is open to the general college student by audition.

### 111-413. THE WOMEN'S CHORAL. (0-2-1) each

Rehearsals are held two times weekly for the purpose of studying and performing music written for treble voices. Membership is open to the general college student.

### 121-423. AEOLIAN SINGERS. (0-2-1) each

Rehearsals are held twice weekly for the purpose of studying and performing music written for the small ensemble. This organization has won acclaim both on and off campus with numerous requests for performances. Membership is open only to members of one of the larger ensembles.

### 131-433. PIANO ENSEMBLE. (0-2-1) each

Study of piano ensemble repertoire in the studio. Performance at least once per quarter is expected and enrollment is limited to two qualified students in each section. Permission to register for this class is given by the piano faculty, and the class is considered a performing ensemble.

### 141-443. ACCOMPANYING. (0-4-1) each

Supervised studio and ensemble accompanying. Those majors whose performance area is piano may enroll for this course with permission of applied teacher.

### 151-453. STRING ENSEMBLE. (0-2-1) each

Study and performance of standard string literature. Open to all students.

### 161-463. CONCERT BAND. (0-3-1) each

Study and performance of the best in standard and contemporary band literature. Open to all college students. Auditions may be held depending upon needed instrumentation.

### 171-473. BRASS CHOIR. (0-1-1) each

This group meets one day a week and performs the best in standard and contemporary brass literature. This group is open to all college students.

181-483. STAGE BAND. (0-3-1) each

Study and performance of the best in jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students. Auditions may be held depending upon needed instrumentation.

191-493. WOODWIND CHOIR. (0-1-1) each

This group meets one day a week and performs the best in standard and contemporary woodwind literature. This group is open to all college students. Auditions may be held depending upon needed instrumentation.

### **Applied Music**

Each student 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 by the members of the applied music teaching staff for those music majors who are enrolled for lessons in applied music.

### **Music Education and Music Therapy Piano Requirements**

A comprehensive examination in piano shall be administered by the music faculty. A student must exhibit competency in basic skills such as sight reading, harmonization, accompanying, and open score reading. A prerequisite for student teaching and Music Therapy internship.\*

All music majors enrolled in the Bachelor of Music Education and Music Therapy Degrees are required a minimum of 11-12 quarter hour credits in piano. Further study may be necessary to fulfill the keyboard requirements for the respective degrees.

By special request a student may be permitted to take the functional piano examination without the minimum credit hours.

## **APPLIED MUSIC (MUA)**

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-half hour lessons per week)
- Minor Instrument— 2 hours (two one-half hour lessons per week)  
1 hour (one one-half hour lesson per week)

\*Students are advised to enroll in class Piano (221, 222, 223) to assist them in passing the Piano Proficiency Exam.

\*\*Freshmen 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)

The amount of credit assigned to applied music courses is based on the amount of time allotted for practice and the work load assigned to the student.

Individual lessons in applied music are for music majors only. Other students in applied music courses must have prior approval of instructor. (See Applied Music fee section.)

Applied Music courses are designated by the prefix MUA.

MUA 101-403 (in the course listings below) means MUA 101, 102, 103, 201, 202, 203, 301, 302, 303, 401, 402, 403 where the *first* digit indicates year level and the *third* digit indicates quarter scheduled.

First digit: 1 = Freshman; 2 = Sophomore; 3 = Junior; 4 = Senior

Third digit: 1, 4, 7 = Fall; 2, 5, 8 = Winter; 3, 6, 9 = Spring

Example: MUA 255—indicates Viola at the Sophomore level during the Winter quarter.

PIANO MUA 101-403

HARPSICHORD MUA 104-406

VOICE MUA 107-409

ORGAN MUA 111-413

#### BAND AND ORCHESTRAL INSTRUMENTS

114-416	Baritone
117-419	Bassoon
121-423	Clarinet
124-426	Cornet or Trumpet
127-429	Flute or Piccolo
131-433	French Horn
134-436	Oboe or English Horn
137-439	Percussion Instruments
141-443	Saxophone
144-446	Sousaphone or Tuba
147-449	Trombone
151-453	Violin
154-456	Viola
157-459	Violoncello
161-463	Stringed Bass

#### Music Activities

##### Recital Class

Recital Class is required of all music majors, and is held at least twice per month to afford all students studying applied music the opportunity of performing in public.

### **Student Organizations**

#### ***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 150, 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 the spring of 1953.

#### **ADMISSION TO BACHELOR OF MUSIC DEGREE PROGRAM**

All freshman and incoming transfer students seeking admission to the Bachelor of Music degree program at Georgia College must petition and audition before the music faculty in order to gain admission to the program. Incoming freshman may petition in the spring quarter of the freshman year.

The student should be advised that music degree programs usually require additional quarters in order to complete the degree requirements.

## NURSING

M. Catherine Summerlin, Chairman

Associate Professor: Summerlin. Assistant Professor: Cook, Glawson, Wright.  
Instructor: Ashfield, Colins, Hopkins, Peavy, Waldrip.

The faculty of the Department of Nursing believes that the education of nurses is an integral part of the total education system and is best accomplished in a college setting. The Department of Nursing incorporates into its curriculum the college's belief that the purpose of a college education is to provide the student with a broad and liberalizing background by including a balance of courses from the humanities, natural, social and behavioral sciences with the nursing major. In addition to courses at the college, various hospitals, nursing homes, public health agencies, community agencies and other patient care facilities in the middle Georgia area are used as clinical learning laboratories.

The Department of Nursing offers two programs in nursing: an Associate in Science in Nursing program leading to examination eligibility for licensure as a registered nurse; and an upper division baccalaureate program leading to the Bachelor of Science in Nursing Degree.

### ASSOCIATE IN SCIENCE IN NURSING

Fully accredited by the National League for Nursing and the Georgia Board of Nursing, the associate degree program prepares nurses to give direct patient care under supervision. The educational program can be completed in six quarters with the graduate being awarded an Associate in Science in Nursing degree. Graduates of this program are eligible to take the State Board Examination for licensure. After successfully passing the State Board Examination, the graduate becomes a registered nurse.

The ASN graduate is qualified to seek employment in a variety of agencies in the health care system, including hospitals, nursing homes, doctors' offices, and clinics. Although the number of persons entering the health care field is increasing, at the present time approximately 100% of graduates seeking jobs are able to obtain appropriate employment.

The ASN curriculum reflects the faculty's belief that students learn best when moving from the most familiar to the least familiar, and from the simple to the complex. To this end, the ASN courses are planned to move from the normal functions of man to the abnormal, with emphasis placed on nursing interventions which encourage a return to normal or discourage further pathology.

Admission Requirements—See page 26.

**Policies for Associate Degree Nursing Students**

1. A grade of C is the minimum requirement for successful completion of each nursing course. The student may repeat one nursing course failed, but may repeat it only once and may not repeat another nursing course failed.
2. A cumulative grade point average of 2.0 in the first year is necessary for promotion to the second year of the nursing program.
3. Nursing students are responsible for providing their own transportation to the various clinical facilities in Dublin (50 miles) and Macon (30 miles).

All general college fees apply. The nursing student should be prepared to meet the additional costs of the following items: Uniforms (1st year); Liability Insurance; Nursing Pin (at graduation).

**Courses in ASN Curriculum**

NUR 101, 130, 140, 202, 230, 240	56 hours
BIO 210, 211, 320	15 hours
ENG 101, 102	10 hours
PSY 201	5 hours
SOC 101	5 hours
HFN 325	3 hours
EFS 295	5 hours
Physical Education	3 hours
	<hr/>
	102 hours

In addition to the above, students are required to meet the legislative requirements for American History and Political Science (see page 172 and 238) and to pass the Regent's Junior English Examination (see page 63); and Major Comprehensive Examination.

**BACHELOR OF SCIENCE IN NURSING**

The Department of Nursing offers a two-year, upper division program for registered nurses leading to the Bachelor of Science in Nursing degree.

The educational program may be completed in six quarters. The BSN graduate is qualified to pursue graduate education, and is eligible to seek employment in a wide variety of agencies including hospitals, nursing homes, community and mental health agencies, public health departments, professional organizations, industry, doctor's offices, and clinics. Presently, approximately 100% of graduates who seek employment are able to find appropriate positions.

The faculty believes that learning is the organization of knowledge throughout life and that professional nursing is the translation of knowledge into practice. To this end, most courses in the professional nursing major include clinical components in which students define their learning needs and develop strategies for their achievement.

Admission Requirements—See page 27.

### **Policies for Baccalaureate Degree Nursing Students**

1. Complete all requirements of Georgia College for the Bachelor of Science Degree.
2. Complete sixty of the last 90 hours at Georgia College (upper division nursing courses provide at least 47 of those 60 hours).
3. Complete a minimum of 47 hours in the nursing major.
4. Complete a minimum of 95 quarter hours beyond the Diploma or Associate Degree.
5. Maintain a cumulative G.P.A. of 2.0. A student having a cumulative G.P.A. below 2.0 cannot enroll in nursing courses.
6. Achieve a grade of "C" or above in all nursing courses.
7. Provide own transportation to the various clinical facilities.

### **Curriculum for BSN Degree**

	Quarter hours
A. General Education Requirements*	
ENG 101 and 102; 200 or 201	15
Humanities Elective	5
MAT 110, 111, 120 or 130	5
BIO 210, 211, 320	15
CHE 130 and 330	10
HIS 111	5
POS 101	5
PSY 201	5
SOC 101	5
Physical Education	6
B. Major Support	
Nursing 100-200 level	45
Nutrition	3-5
Growth and Development	5
Statistics	5
Cultural Anthropology	5
C. Major	
NUR 310, 320, 330, 360, 390, 400, 440, 450, 460, 48R	47



Relevant Electives (300-400 level)

10

Total

196-198

\*Equivalent courses may be substituted with permission of the nursing faculty.

## NURSING (NUR)

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicates the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

## 101\*. FUNDAMENTALS OF NURSING. (5-9-8) F

Basic "fundamentals" plus normal pre-natal care, growth and development, developmental tasks for all ages, and beginning communication.

## 130. PHYSICAL AND MENTAL ILLNESS I. (5-9-8) W

Prerequisite: NUR 101, HFN 325

Continuation of Nursing 101, including beginning physical and mental illness for all ages.

## 140. PHYSICAL AND MENTAL ILLNESS II. (5-9-8) S

Prerequisite: BIO 210, 211, NUR 130

Continuation of Nursing 130, including labor and delivery and post-partum care with emphasis on practice in problem solving.

## 202. PHYSICAL AND METANL ILLNESS III. (5-9-8) F

Prerequisite: NUR 140, ENG 101

Continuing physical and mental illness for all ages with focus on acute and chronic problems.

## 230. PHYSICAL AND MENTAL ILLNESS IV. (6-12-10) W

Prerequisite: NUR 202, ENG 102, BIO 320

Continuation of Nursing 202, including complications of pregnancy and care of the psychiatric patient with emphasis on decision making.

## 240. ORGANIZATION AND INTEGRATION OF HEALTH CARE. (6-24-14) S

Prerequisite: NUR 230

Transition from classroom to job, history of nursing, trends in nursing, legal aspects, community health and an overview of specialty nursing areas such as coronary care and leadership skills.

\*Selected students with previous nursing education may validate this course by examination.

310. NURSING PROCESS. (4-3-5)

Exploration of stress-adaptation theory as a way of studying man, nursing, and health. Philosophies and theories of nursing, decision making theories, principles of evaluation, and role theory are studied. Emphasis is placed on the utilization of the professional nursing process with adult patients in secondary care settings in assessing and identifying needs; the use of decision making theory to derive a plan of care; methodologies of implementing the plan; and use of principles of evaluation to evaluate nursing practice.

320. NURSING ASSESSMENT. (3-6-5)

Prerequisite: Prior or concurrent registration in NUR 310.

Communication theories, need-developmental theory, conduct of the interview, methodologies for obtaining a comprehensive health history, and technologies for performing the physical examination are studied. Emphasis is placed on the utilization of the data base obtained from the nursing assessment in professional nursing practice. Guided laboratory practice in obtaining the health history and performing the physical assessment is provided.

330. PATHOPHYSIOLOGY. (5-0-5)

In depth study of factors altering physiology and producing illness. Emphasis will be placed on stress-adaptation, host resistance, etiological agents, symptomatology and prognosis.

360. PRIMARY CARE. (3-6-5)

Prerequisite: NUR 320

Application of concepts and skills from nursing process and nursing assessment in primary (distributive) care settings with children, child-bearing women, and aging adults at various points along the health-illness continuum. Major emphasis is on teaching-learning theory, therapeutic communication, and the collaborative role of the nurse.

390. NURSING RESEARCH SEMINAR. (2-0-2)

Prerequisite: Statistics

Study of nursing research, interpretation of findings, critique of scientific literature, and utilization of findings to expand nursing science. Foundations upon which scientific investigations in the health care system are based and their applications to nursing practice are explored.

400. LEADERSHIP AND CHANGE. (5-0-5)

Prerequisite: NUR 360

The nurse's role as a change agent within the health care system is examined. Concepts related to the role of the nurse as a leader including: leadership styles, organizational theories, management and supervision, work groups, power, authority, delegation, accountability, responsibility, nursing standards, nursing audit, and peer review are studied.

48R. DIRECTED INDIVIDUAL STUDY. (2-12-6)

Prerequisite: NUR 440 and 450. Prior or concurrent registration in NUR 460.

Guided in depth study and practice in the nursing care of a selected group of

patients in either primary, secondary, or tertiary care settings. Content and clinical learning experiences are designed collaboratively by students, faculty, and preceptors based on students' past experiences, learning needs, and career goals.

## PHILOSOPHY AND RELIGION

John E. Sallstrom, Chairman

Professor: Sallstrom.

The aim of the Department of Philosophy and Religion is to help each student develop his own philosophy of life by giving him an opportunity to wrestle with the central issues of philosophy in dialogue with great thinkers of the past and present. Students are expected to read primary sources and discuss 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 is recommended but not required for the advanced philosophy courses. No course has any prerequisites.

### PHILOSOPHY (PHI)

NOTE: (4-3-5) following course title indicates:

4 hour lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

200. INTRODUCTION TO PHILOSOPHY. (5-0-5) F, W, S, Su. (Area I)

A first study of the major themes and issues of philosophy through readings drawn from masters of the philosophic tradition and modern writers.

250. INTRODUCTION TO LOGIC. (5-0-5) F (Area I)

A study of the requirements of clear thinking involved in all areas of human experience.

290, 291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification.

A general interdepartmental seminar.

320. ANCIENT PHILOSOPHY. (5-0-5)

Greek thought from the pre-Socratics to the late classical period, with special emphasis on the philosophies of Plato and Aristotle.

321. MEDIEVAL PHILOSOPHY. (5-0-5)

Western thought from the beginning of Christian philosophy to the late nominalists, with special consideration of Augustine and Aquinas.

322. MODERN PHILOSOPHY. (5-0-5)

Philosophy from the Renaissance and Reformation to the beginning of the nineteenth century, especially the period from Descartes to Hume.

410. ETHICS. (5-0-5)

Major theories of morality in relation to contemporary individual and social problems.

411. AESTHETICS. (5-0-5)

Theories of aesthetic experience and art, with special consideration of the problems of evaluation.

412. PHILOSOPHY OF RELIGION. (5-0-5)

Theories of the nature of religion and its relation to philosophy.

424. AMERICAN PHILOSOPHY. (5-0-5)

American thought from early New England philosophy to the present.

433. CONTEMPORARY PHILOSOPHY. (5-0-5)

Recent thought from German idealism to the present, with special attention to twentieth-century trends in linguistic analysis and existentialism.

48R. INDEPENDENT STUDY. (Var.)

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: two to five hours.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

## **RELIGION (REL)**

310. INTRODUCTION TO THE OLD TESTAMENT. (5-0-5)

Literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours.

311. INTRODUCTION TO THE NEW TESTAMENT. (5-0-5)

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.

405. COMPARATIVE RELIGION. (5-0-5)

Major world religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam, and some modern "religions" such as Humanism, Nationalism, and Communism.

## **POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (CRIMINAL JUSTICE)**

Ralph W. Hemphill, Chairman

Honorary Professor: Carl Vinson, Former U.S. Congressman. Professor: Hemphill, Moore. Associate Professor: Elowitz. Assistant Professor: Digby, Mable.

### **CAREER PROGRAMS**

The Department of Political Science and Public Administration offers programs for people interested in careers in government administration and policy making, criminal justice and law enforcement, foreign service, law, and teacher education. Students obtain their preparation from a selection of two undergraduate and two graduate degree programs.

The Bachelor of Arts degree program is designed primarily for those students who want a general education at the undergraduate level as preparation for law school, graduate school in International Relations, or teacher education at the secondary school level. The Bachelor of Science degree program is designed primarily for those students who want careers in government administration and policy making, criminal justice and law enforcement, and to attend graduate school in Political Science or Public Administration.

The Master of Science in Administration degree provides a sophisticated preparation in management skills, personnel techniques, and public policy making for professional careers in the administration of government. The Master of Education and Specialist in Education degree programs provide fifth and sixth year certification to teachers who wish to have a content concentration in political science.

Persons who wish more information or counseling are invited to correspond with the chairman of the department. Official catalogs can be obtained from the college registrar for undergraduate programs and the Director of Graduate Studies for graduate degrees. Applications for admission may be obtained from the office supplying the catalog.

#### **Career Information**

In 1976 many students graduating with Bachelor's degrees in Political Science or Public Administration entered law school or graduate school in those fields. Seven (7) of the fourteen (14) graduates in 1976 entered the job market. Survey results of these seven show the median annual starting salary to be \$8,000. The survey results reveal that the 1976 graduates with the best academic records entered law school or graduate school to further their education before entering the job market. A survey conducted of the 1976 graduates of the department's Public Administration Master's

Degree Program showed a median annual income of \$20,000. According to the U.S. Commerce Department, average federal pay in a recent year was \$12,984, or 46% more than the average \$8,900 received in the private sector for comparable jobs. The report said that government fringe benefits are about 12% greater than in the private sector. Apparently, students with Bachelor's degrees in Public Administration and Criminal Justice do better in the job market with Bachelor's degrees while Political Science majors should be planning to attend law school or graduate school.

## **STUDENT PROGRAMS**

### **Advisement**

Each student majoring in programs offered by the department has a faculty member in the department for an adviser. The faculty adviser assists the student in all matters related to the academic program and career counseling.

### **Pre-law**

Students planning to enter law school are advised by the faculty in the department of political science and public administration. The department has been designated by the Law School Admission Council to receive the information and handbooks they distribute for pre-law advisement. The department offers courses considered preparatory to a legal education.

### **Internships**

Students are encouraged to participate in one of the many internships offered through the department. Interns receive a maximum of one quarter's course credits for working on an assigned project in a state, local, or federal government agency. Other internships are available in the state legislature and in Congress. Internships allow the student to relate classroom work with their desired career settings. Internships are planned to help the student make a smooth transition from school life into a career environment.

### **Student Association**

Students majoring in political science or public administration are encouraged to participate in the planning of departmental activities and programs. Faculty and students work together on common projects. Students have an opportunity to anonymously evaluate their courses and instructors.

### **Student Laboratory**

The department operates a statistical and computer laboratory for students to

learn how to work with quantitative data. Students are encouraged to develop analytical skills and to achieve professional competence in the discipline. Student research in their courses is related to the important problems and goals facing the contemporary American and world political systems.

#### **NASPAA Member**

The department is a member of the National Association of Schools of Public Affairs and Administration (NASPAA) and its program is recognized by that organization.

### **CARL VINSON PROFESSORSHIP AND ENDOWED CHAIR**

The department contains the Carl Vinson Professorship which is an endowed chair in Political Science and Public Administration. The holder of the professorship is a nationally recognized authority in public service career preparations. The chair is endowed through the Georgia College Foundation. The chair was established to honor former Congressman Carl Vinson of Milledgeville who served in the United States House of Representatives for fifty years, longer than any other member. Congressman Vinson was Chairman of the House Naval Affairs and Armed Services Committees. The Carl Vinson Professorship enables students to have ready access to the best instruction and career preparation for government service.

### **DEGREE PROGRAMS**

The Department of Political Science and Public Administration offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in Political Science or Public Administration.
2. The Bachelor of Science degree with a major in Political Science or Public Administration.
3. The Bachelor of Science degree with an upper division concentration in Criminal Justice.
4. The Master of Science in Administration degree with a major in Public Administration.
5. The department offers courses which fulfill the Social Studies subject area certification requirements for the Master of Education and Specialist in Education degree programs of the Department of Education.

A detailed description of the graduate programs offered by the department may be found in the Graduate Catalog, published separately.



## **DEGREE REQUIREMENTS**

1. The Bachelor of Arts degree in Political Science or Public Administration consists of forty quarter hours of Political Science or Public Administration courses above Political Science 101, distributed as follows:
  - (a) Political Science 300.
  - (b) Either Political Science 201 or 301.
  - (c) Either Political Science 210 or 341.
  - (d) Five additional courses in Political Science or Public Administration, which may include two courses not taken in (b) and (c) above. Public Administration majors must take the five course sequence listed in the course description section that follows.

**One 300 or 400 level course in History or Geography may be substituted for one course under category (d) above.**

2. The Bachelor of Science degree in Political Science or Public Administration consists of forty quarter hours of Political Science or Public Administration courses above Political Science 101, distributed as follows:
  - (a) Political Science 300.
  - (b) Either Political Science 201 or 301.
  - (c) Political Science 210 or 341.
  - (d) Five additional courses in Political Science or Public Administration, which may include the course not taken in (b) and (c) above. Public Administration majors must take the five course sequence listed in the course description section that follows.

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, 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 planning to be certified to teach political science in secondary schools should satisfy the general education program listed below under Area IV, Education.

Political Science majors planning to attend graduate school should take the Graduate Record Examination or the National Teacher Examination, as appropriate, in the spring of the junior year or the fall of the senior year. Students planning to attend Law School should consult with the chairman of the Department of Political Science and Public Administration to plan their pre-law program.

3. Majors must make at least a "C" grade in each political science or public administration course they count toward their degree.

### **The Minor in Political Science-Public Administration**

Students majoring in other disciplines may minor in Political Science or Public

Administration by completing twenty quarter hours in either area above Political Science 101 (at least ten at the 300 or 400 level), as follows:

1. Political Science 300
2. Additional courses in Political Science or Public Administration to complete twenty quarter hours.

#### **The Minor in Urban Studies**

Students majoring in history, political science, public administration, sociology, or other disciplines may minor in Urban Studies by completing twenty quarter hours as follows:

1. History 440, Political Science 301, and Sociology 465.
2. One course selected from the following: History 202, Political Science 201, Public Administration 480, Sociology 310, and Sociology 444.

#### **Area IV, General Education Programs, for PS/PA Majors**

All students regardless of major must satisfy the three areas of the general education core curriculum described in the division of the catalog entitled Degree Programs in the section entitled General Education Program. In addition, students must also satisfy the Area IV described for their majors. The Area IV programs for political science and public administration majors are described below according to the degree the student pursues. Students planning a Bachelor of Arts degree need twenty hours in a single foreign language including the ten hours listed in Area IV below.

<b>IV. Bachelor of Arts degree</b>		<b>IV. Bachelor of Science degree</b>	
<b>Courses</b>	<b>Hours</b>	<b>Courses</b>	<b>Hours</b>
For. Lang.	10	MAT 201, 220	10
MAT 201, 220	0-10	BUA 251, 252	0-10
Choices from the following:	10-20	Choices from the following:	10-20
POS 200, 201, 210, 290H		POS 200, 201, 210, 290H	
HIS 201, 202		HIS 201, 202	
ECO 271, 272		GEO 200	
SOC 101		ANT 120	
PSY 201		SOC 101	
GEO 200		PSY 201	
ANT 120		ECO 271, 272	

#### **IV. Political Science-Education**

<b>Courses</b>	<b>Hours</b>		
EFS 204	5	15 hours selected from:	
SOC 101 or PSY 201	5	POS 200, 201, 210, 290H	15
MUS 100 or ART 103 or SPE 101	5		

## CRIMINAL JUSTICE

The Criminal Justice Program at Georgia College is designed to complement and supplement existing two-year degree programs at Junior Colleges. Persons who have completed a two-year degree or certificate program are eligible to apply. Graduates of the program will receive a Bachelor of Science degree. Students wanting to concentrate in Criminal Justice should follow the program outlined below.

### Prerequisites for Admission:

- (1) A two year degree or certificate in Criminal Justice from an accredited institution.
- (2) Not be on academic or social probation at college of current enrollment.
- (3) Not be under indictment or conviction of any United States or Georgia laws that would prohibit employment in a Criminal Justice agency.
- (4) In case of overcrowded enrollment, preference will be given to in-service students.

### General Education Requirements:

- (1) Satisfactory completion of core curriculum, or equivalent, at an accredited college (including Physical Education)  
Total 96 hrs.
- (2) Required courses, if not taken in core curriculum:
  - (1) First course in Psychology (PSY 201)
  - (2) First course in Sociology (SOC 101)
  - (3) First course in American Government (POS 101)Total 15 hours

### Major courses in Criminal Justice:

- CRJ. 301. Corrections Organization and Administration
  - CRJ. 311. Correctional Treatment and Counseling
  - CRJ. 402. Criminal Investigation
  - CRJ. 411. Criminal Behavior
  - CRJ. 421. Police-Community Relations
  - CRJ. 431. Criminal Justice Planning
  - CRJ. 48R. Independent Study
  - CRJ. 49R. Internship for Pre-Service Majors (15 hrs.)
- Total 50 hrs.

### Recommended Electives:

- PSY. 432. Adolescent Psychology
- PSY. 448. Abnormal Psychology

PSY. 463.	Theories of Personality
SOC. 205.	Social Problems
SOC. 424.	Criminology and Penology
SOC. 444.	Race and Ethnic Relations
SOC. 474.	Sociology of Deviant Behavior
SWE. 200.	Introduction to Social Welfare
POS. 201.	State Government
POS. 301.	Urban Government
POS. 315.	Judicial Process
POS. 405.	Constitutional Liberties
PUA. 341.	Principles of Public Administration
PUA. 441.	Government Organization and Administration
PUA. 458.	Public Personnel Administration
PUA. 468.	Administrative Law
PUA. 480.	Public Finance

Total 85 hrs.

**Graduation Requirements:**

- (1) Completion of a minimum of 186 quarter hours. (Including transfer credits.)
- (2) Have at least 2.00 academic average at Georgia College.
- (3) Pass Junior English Examination.
- (4) Take Senior Comprehensive Examination in Criminal Justice during last quarter of enrollment.
- (5) Complete Criminal Justice curriculum described above.
- (6) Secure forms from Registrar's Office and apply for graduation by end of quarter preceding last quarter before graduation.

**The Minor in Criminal Justice**

Students majoring in other disciplines may minor in Criminal Justice by completing twenty (20) quarter hours selected from Criminal Justice 301, 311, 401, 411, 421, and 431.

**Academic Advisement**

Upon admission into the Criminal Justice program students are assigned a faculty adviser. The student should consult the faculty adviser relative to all matters regarding their academic program.

**Financial Assistance**

Inquiries concerning financial assistance should be addressed to Coordinator, Financial Assistance Programs, Georgia College, Milledgeville, Georgia 31061. Georgia 31061.

### **Further Information**

Inquiries concerning admission to the College should be sent to the Director of Admissions. Inquiries concerning the nature of the program and the availability of courses should be sent to Criminal Justice Coordinator, Box 630, Georgia College, Milledgeville, Georgia 31061 or call (912) 453-4442.

## **CRIMINAL JUSTICE (CRJ)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

### **301. CORRECTIONS ORGANIZATION AND ADMINISTRATION. (5-0-5)**

Advanced Study of the organization and administration of correctional institutions and ancillary activities.

### **311. CORRECTIONAL TREATMENT AND COUNSELING. (5-0-5)**

Specific case studies and applied techniques for treating and counseling individuals in a correctional institution.

### **401. CRIMINAL INVESTIGATION. (5-0-5)**

Criminal investigation procedures, case preparation, specific techniques for selected offenses, questioning suspects and witnesses, and problems in criminal investigation.

### **411. CRIMINAL BEHAVIOR. (5-0-5)**

Causes and preventions of criminal behavior, with emphasis on criminal behavior responses and methods of treatment and evaluation.

### **421. POLICE-COMMUNITY RELATIONS. (5-0-5)**

Human relations aspects of functioning law enforcement agencies with attention to minority groups, social change, community tension, police image and public cooperation.

### **431. CRIMINAL JUSTICE PLANNING. (5-0-5)**

Function and approach to planning as a problem solving device and role of long range planning as an aid to effective law enforcement.

### **48R. INDEPENDENT STUDY. (5-0-5)**

Investigation of a topic of special interest, with reports to instructor. Prior approval of department chairperson is required.

### **49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)**

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

## **POLITICAL SCIENCE (POS)**

**101. THE AMERICAN POLITICAL SYSTEM. (5-0-5) F, W, S, Su (Area III)**

A general survey of political science concentrating on the political process through examination of the structures and functions of the American federal system. Prerequisite to all other courses in political science.

**101H. THE AMERICAN POLITICAL SYSTEM. (5-0-5) S (Area III)**

Prerequisite: Admission to the College Honors Program.

Special honors section of Political Science 101. Substitutes for Political Science 101 in satisfying core curriculum and political science prerequisite requirements. Open only to freshmen and sophomores who have been admitted to College Honors Program.

**200. INTRODUCTION TO POLITICAL SCIENCE. (5-0-5)**

A study of the development and scope of the political science discipline and its methods of research and presentation.

**201. THE POLITICAL SYSTEM OF THE AMERICAN STATES. (5-0-5)**

A study of the structures, functions, and 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.

**210. INTERNATIONAL POLITICS AND ORGANIZATIONS. (5-0-5)**

A study of the international system of nation-states, including examination of regional alliances and the United Nations. Areas of international conflict and cooperation will also be emphasized.

**290H. SOCIAL SCIENCE HONORS SEMINAR. (2-0-2, each qtr.)**

Prerequisite: Sophomore or higher standing and admission to College Honors Program.

An interdisciplinary approach to the social sciences.

**300. POLITICAL BEHAVIOR. (5-0-5)**

Required of all majors.

A study of the empirical methods of analyzing political behavior. Quantitative methods for describing, explaining and predicting political behavior are emphasized. The scope and career applications of the discipline are examined. Laboratory work and field experiences are utilized.

**301. URBAN GOVERNMENT AND ADMINISTRATION. (5-0-5)**

A study of political structures, processes and trends in American urban life. Attention is given to regionalism, planning, and the historical, social and economic factors which shape political issues and governmental response in the metropolis.

**305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESS. (5-0-5)**

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.

310. COMPARATIVE EUROPEAN POLITICAL SYSTEMS. (5-0-5)

A study of the political systems of the major European countries. The structures, party systems, and performance of the government of Great Britain, France, West Germany, Italy, and the Soviet Union are compared.

315. THE AMERICAN JUDICIAL SYSTEM. (5-0-5)

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.

375. NATIONAL SECURITY POLICY. (5-0-5)

A study of contemporary American defense policy. Emphasis is placed on how and why national military policy is generated and its employment in international relationships.

399. SPECIAL TOPICS IN POLITICAL SCIENCE. (Var.)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies.

400. PUBLIC POLICY MAKING. (5-0-5)

A study of the institutions and process of policy making with special emphasis on the national executive branch and comparative state legislative policy outputs. Consideration is also given to public budgeting as an instrument of policy making.

405. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)

A study of the development and current application of political and civil rights and religious liberties in the American political system.

410. POLITICAL THEORY I. (5-0-5)

A study of political theory from Plato to Locke. The political views of the traditional theorists are studied, and their relevance to contemporary events is examined.

411. POLITICAL THEORY II. (5-0-5)

A study of political theory from Montesquieu to the present. A continuation of Political Science 410.

420. AMERICAN POLITICAL THEORY. (5-0-5)

A study of American political thought from the colonial era through the contemporary period.

438. MAN AND HIS ENVIRONMENT. (5-0-5)

(Same as History 438.)

450. LEGISLATIVE POLITICS AND BEHAVIOR. (5-0-5)

A study of the legislative process focusing on Congress. Relationships with the executive branch and with interest groups are emphasized. Special consideration is also given to the roles and functions of the legislative parties and the committee systems.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (5-0-5)

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.

460. PUBLIC OPINION. (5-0-5)

A study of the acquisition, distribution, and significance of political opinions held by the American public. Opinion sampling and opinion analysis are emphasized.

475. CONTEMPORARY INTERNATIONAL PROBLEMS. (5-0-5)

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.

490. COMPARATIVE FOREIGN POLICY. (5-0-5)

A comparative examination of superpower and non-superpower foreign policies. Emphasis will be placed on analyzing those factors which may affect the foreign policy of any nation.

48R. INDEPENDENT STUDY. (Var.)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairman is required.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

## **PUBLIC ADMINISTRATION (PUA)**

341. PRINCIPLES OF PUBLIC ADMINISTRATION. (5-0-5)

General principles of governmental administrative organizations, relationships, and controls in the United States are examined. Major topics covered are contemporary problems of public personnel policies, finance, and administrative law, and the growth of administrative legislation and adjudication.

441. GOVERNMENT ORGANIZATION AND ADMINISTRATION. (5-0-5)

A systematic analysis of governmental organization, management and administration. Emphasis is placed upon institutional, behavioral, and psychological factors of contemporary public bureaucracies.

458. PUBLIC PERSONNEL ADMINISTRATION. (5-0-5)

The human relations aspects of the procedures and problems of governmental personnel administration.

468. ADMINISTRATIVE LAW. (5-0-5)

The legal principles and practical doctrines involved in public administration.

480. PUBLIC FINANCE. (5-0-5)

A study of the public fiscal and budgetary decision-making institutions and operations. Sources of revenue, methods of expenditure, allocations of resources and their impact on the economy are given special emphasis.

48R. INDEPENDENT STUDY. (Var.)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairperson required.



**49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)**

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson.

## **GRADUATE COURSES**

(For description of courses, See Graduate Catalog.)

### **POLITICAL SCIENCE**

- 500. PUBLIC POLICY MAKING.
- 505. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES.
- 510. POLITICAL THEORY I.
- 511. POLITICAL THEORY II.
- 520. AMERICAN POLITICAL THEORY.
- 550. LEGISLATIVE POLITICS AND BEHAVIOR.
- 555. CONTEMPORARY INTERNATIONAL PROBLEMS.
- 560. PUBLIC OPINION.
- 575. CONTEMPORARY INTERNATIONAL PROBLEMS.
- 590. COMPARATIVE FOREIGN POLICY.
- 599. INTERNSHIP.

### **PUBLIC ADMINISTRATION**

- 541. GOVERNMENT ORGANIZATION AND ADMINISTRATION.
- 558. PUBLIC PERSONNEL ADMINISTRATION.
- 568. ADMINISTRATIVE LAW.
- 580. PUBLIC FINANCE.
- 601. PUBLIC ADMINISTRATION AND POLICY MAKING.
- 625. STATE AND LOCAL ADMINISTRATION.
- 635. COMPARATIVE ADMINISTRATION.
- 695. RESEARCH PROBLEM.
- 698. ADVANCED STUDY.
- 699. INTERNSHIP.

## PSYCHOLOGY

William W. Nish, Chairman

Professor: Nish, Wildman\*. Assistant Professor: Cheek, Coussens.

Courses in the Department of Psychology are designed for students who desire to study psychology in preparation for graduate study, for students who seek a basic understanding of behavior as a supplement to some other field of concentration, and for students who want a sound background in the scientific study of man's behavior and experience.

*Psychology Major:* A major in psychology for either the Bachelor of Arts or the Bachelor of Science Degree consists of Psychology 201, 315, and 320, plus at least thirty additional hours in psychology selected in conference with the major adviser.

No more than a total of fifteen hours of independent study, clinical practicum, and internship may be used toward the thirty additional hours in psychology required for the major.

*Psychology Minor:* A minor in psychology consists of Psychology 201, 315 or 456, and at least fifteen additional hours in psychology, ten of which must be upper division.

No more than a total of five hours of independent study, clinical practicum, and internship may be used toward the fifteen additional hours in psychology required for the minor.

*Psychology Technician Training Program:* 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, correctional programs, rehabilitation offices, 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.

*Behavioral Science Teacher Program:* Students who wish to work toward certification to teach behavioral sciences in secondary schools may do so by majoring in psychology, completing supporting work from sociology and other social sciences, and taking a sequence of professional education courses. Specific courses required by state certification requirements must be planned with the psychology major adviser and with an adviser assigned by the Department of Education.

\*Part-time.

### **Career Information**

The Psychology Technician Training Program, described above, is designed to increase the student's opportunity for employment in psychology at the Bachelor's Degree level. It has been our experience that students who complete this program have been more likely to obtain jobs in the work settings described in the paragraph above than are students who have not completed the program. The majority of students who have finished this program have been employed by an agency of the Georgia Department of Human Resources. The job is sometimes described as a Psychology Technician, and sometimes with a term such as Mental Health Assistant, depending upon the state and agency involved. The starting salary varies between approximately \$8,000 and \$9,000.

The Behavioral Science Teacher Program, described above, is a program designed to lead to certification to teach behavioral sciences, and especially psychology, in the secondary schools. While the teaching of psychology in secondary schools is expanding, students should be aware that the job market for behavioral science teachers in Georgia high schools is somewhat limited at present. Therefore, only students who are seriously interested in combining their undergraduate training in psychology with some aspect of education, such as counseling and guidance, psychometrics, school psychology, or teaching, should consider this program. Starting salaries vary with location, but would be in the neighborhood of \$8,000.

A Bachelor of Arts or a Bachelor of Science Degree in Psychology is a rather general degree which can lead to a wide variety of career opportunities. The student who is interested in working within the field of psychology and who has the ability, motivation, and resources to continue his studies, would do well to enroll for the more specialized training of graduate work in psychology. Students with a Bachelor's Degree in Psychology have been employed in a great diversity of jobs such as case workers in social welfare agencies and programs, youth or adult workers in such agencies as the YMCA or Scouts, vocational counselors, law enforcement agents, rehabilitative counselors, research and development program assistants, public relations workers, personnel program workers, business/management trainees, advertising and consumer workers, supervisors in child care agencies, court service workers, research assistants, correctional agency counselors, resident counselors in schools for the emotionally disturbed, job analysts, occupational therapists, probation/parole officers, survey and poll research workers, directors of halfway houses, statisticians, writers for publications, counselors in crisis centers, counselors in programs for the aged, test development assistants, fund raisers, alcohol and drug program counselors, workers in centers for the retarded and developmentally disabled, assistants in mental health centers, narcotics agents, and a variety of government program jobs, especially with the Veterans Administration, the Public Health Service, and the Department of Defense. There is a great deal of variability in the starting salaries of these jobs, depending upon employer and location, with a range of from \$7,000 to \$12,000, and a median salary of about \$8,500.

The American Psychological Association publishes a pamphlet which goes into

detail concerning job opportunities available to those trained in psychology at various educational levels and salary ranges. A single copy will be sent free to any student who requests "Careers in Psychology" from American Psychological Association, Publication Sales Department, 1200 17th Street, N.W., Washington, D.C. 20036.

<b>Area IV: Psychology</b>		<b>Area IV: Psychology-Education</b>	
<b>Courses</b>	<b>Hours</b>	<b>Courses</b>	<b>Hours</b>
PSY 201	5	EFS 204	5
25 hours selected from:		SOC 101 or PSY 201	5
PHI 200, 250		MUS 102 or ART 103 or	
FRE or SPA 101, 102		SPE 101	5
211, 212		15 hours selected from:	
MAT 110, 111, 201;		PSY 201, 210, 250	
BIO 123, 124, 125, 210, 211;		SOC 101	15
CHE 101, 102, 231;			
PHY 101, 102, 201, 202, 203			
SOC 101, 205			
SWE 200			
ANT 120			
PSY 210, 250, 290, 291, 292H			
AST 101			

## **PSYCHOLOGY (PSY)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

201. GENERAL PSYCHOLOGY. (5-0-5) F, W, S, Su (Area III)

Prerequisite: None.

An introduction to the basic concepts, principles, and methods of psychology as a science. Students may be required to serve as subjects in research studies.

210. APPLIED PSYCHOLOGY. (5-0-5) F, S

Prerequisite: Psychology 201.

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.

250. PERSONALITY AND ADJUSTMENT. (5-0-5) F, S

Prerequisite: None. Not available for credit for students who have completed Psychology 463.

An introduction to personality development and adjustment problems.

290, 291, 292H. SOCIAL SCIENCE HONORS SEMINAR (2-0-2) each, F,W,S

Prerequisite: Sophomore standing and admission to Honors Program.

An interdisciplinary approach to the social sciences.

315. STATISTICS. (5-0-5) F, W, S.

Prerequisite: None.

An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, S.

Prerequisites: Psychology 201 and 315.

The principles and methods of experimental psychology, with laboratory investigations of topics such as sensation, perception, and learning.

323. CHILD PSYCHOLOGY. (5-0-5) F

Prerequisite: Psychology 201.

The physiological, intellectual, social, and emotional factors in child development.

351. SOCIAL PSYCHOLOGY. (5-0-5) F, S

Prerequisite: Psychology 201.

The origin and development of psychological aspects of social behavior in man.

432. ADOLESCENT PSYCHOLOGY. (5-0-5) S

Prerequisite: Psychology 201.

A consideration of basic studies dealing with adolescence, with emphasis on developmental tasks and problems.

448. ABNORMAL PSYCHOLOGY. (5-0-5) W, Su

Prerequisite: Psychology 201.

Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.

451. GROUP DYNAMICS. (5-0-5) W

Prerequisite: None.

The theory and application of the psychology of a wide range of diverse groups, from task groups to sensitivity groups. Experience with personal functioning and becoming an effective change agent in the small group setting is given.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5) F

Prerequisite: Psychology 201.

Historical analysis of the schools of thought in psychology such as structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis.

456. TESTS AND MEASUREMENTS. (5-0-5) W, Su

Prerequisite: Psychology 201. Recommended prerequisite: Psychology 315.

The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

457. TESTING PRACTICUM. (5-0-5) S

Prerequisite: Psychology 456.

The administration, scoring, interpretation, and reporting of psychological tests, with emphasis on individual intelligence tests.

460. PHYSIOLOGICAL PSYCHOLOGY. (5-0-5) W

Prerequisite: Psychology 201 or permission of instructor.

The structures, functions, and interrelationships of the biological bases which underlie behavior.

463. THEORIES OF PERSONALITY. (5-0-5) F

Prerequisite: Psychology 201.

The historical development of the study of personality, the methods of studying personality, and major theories of personality.

470. COGNITIVE PSYCHOLOGY. (5-0-5) W

Prerequisite: Psychology 201.

A critical examination of recent work in the areas of perception, memory, imagination, thinking, and communication.

47R. SEMINAR. (5-0-5) W

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 the relationships of research and theory.

48R. INDEPENDENT STUDY. (Var.) F, W, S, Su

Prerequisites: Status as junior or senior psychology major and permission of department chairman.

Individually arranged advanced study in a special area of psychology. Arrangements must be completed with the department chairman by the last day of classes of the quarter immediately preceding the quarter of the independent study. Credit, five hours.

487. PSYCHOLOGY OF LEARNING. (5-0-5) F

Prerequisite: Psychology 201.

An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning.

488. APPLIED LEARNING THEORY. (5-0-5) W

Prerequisite: Psychology 487.

The application of learning theory and research to such areas as childhood learning and discipline, communication, attitude change, social interaction, and especially clinical behavior modification.

489. PSYCHOLOGY OF MOTIVATION. (5-0-5) S

Prerequisite: Psychology 201.

An introduction to the concept of motivation in psychology and to results of research in motivation and emotion.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15) F, W, S, Su

Prerequisite: Status as junior or senior psychology major and permission of department chairman.

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Arrangements must be completed with the department chairman by the last day of classes of the quarter immediately preceding the quarter of the internship. Credit, two to fifteen hours.

492. CLINICAL PRACTICUM (15) S

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 before 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.

## GRADUATE COURSES

(For course description see Graduate Catalogue.)

- 548. ABNORMAL PSYCHOLOGY.
- 556. TESTS AND MEASUREMENTS.
- 563. THEORIES OF PERSONALITY.
- 587. PSYCHOLOGY OF LEARNING.
- 59R. INTERNSHIP.





## SOCIOLOGY

Dorothy E. Pitman, Chairman

Professor: Pitman. Assistant Professor: Byram, Economopoulos. Instructor: Karatela.

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.

*Core Curriculum.* Area IV courses for Sociology majors.

*Sociology Major.* A departmental major for the Bachelor of Arts or Bachelor of Science degree includes Sociology 315, 352, 442, 450 and other courses in sociology and anthropology selected in conference with the major adviser. A minimum of forty hours above the 101 level is required for a major. Sociology 101 is prerequisite to all sociology courses at the 200 or higher levels.

*Sociology Minor.* A departmental minor includes Sociology 315, 352 and a minimum of two additional upper division courses approved by the department chairman.

### The Minor in Urban Studies

Students majoring in history, political science, public administration, sociology, or other disciplines may minor in Urban Studies by completing twenty quarter hours as follows:

1. History 440, Political Science 301, and Sociology 465.
2. One course selected from the following: History 202, Political Science 201, Public Administration 480, Sociology 310, and Sociology 444.

*Professional Education.* Students who desire to teach may plan a major in Sociology with other behavioral science courses to meet certification requirements for Social Studies: Behavioral Sciences. In addition, they must register with the chairman of the Department of Education. Information on certification requirements is available from the department chairman.

*Sequence in Undergraduate Education for Social Welfare:* The objectives of this sequence, which is taken over and above the 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 social welfare 200, 300, 400, 401.

**Career Information for Sociology Majors**

To work in positions designated as "sociologist," one must have an advanced degree in the field, either the M.A. or the Ph.D.

Students with undergraduate majors in Sociology may find employment in a wide variety of areas where a social science background is required or helpful. Such areas are as employees in social service agencies, including family and children services, social security, neighborhood centers, centers for the mentally and/or physically handicapped, mental and/or general hospitals, nursing homes, work with juveniles and adults in probation and in the correctional systems, vocational rehabilitation facilities, etc. Group work agencies also employ baccalaureate level workers. The salary in all the above positions is usually commensurate with entering beccalau-reate levels on the State Merit System scale. Others enter the Peace Corps or are employed in the private sector in such areas as sales and personnel. Persons who will be ministers in their respective denominations find a sociology background helpful for their further study.

Students who receive teacher certification in the Behavioral Sciences enter the public school system at the beginning salary rates.

Approximately one-fourth of the Georgia College students who have majored in Sociology over the past six years have continued their study beyond the baccalau-reate level. Fields selected for graduate study include Sociology, Social Work, Edu-cation, Administration, Speech Therapy, Library Science, Business Administration, Theology, Counseling and Law. Stipends are available through graduate schools for graduate study in some of these fields.

<b>Area IV: Sociology</b>		<b>Area IV: Sociology-Education</b>	
<b>Courses</b>	<b>Hours</b>	<b>Courses</b>	<b>Hours</b>
Choices from the following: SOC 101, 205, ANT 120	5-15	EFS 204	5
Choices from the following: MAT 110, 111, 201, PHI 250 FRE, SPA 101, 102, 211, 212	5-15	SOC 101 or PSY 201 MUS 102 or ART 103 or SPE 101	5 5
Choices from the following: ECO 271, 272 POS 201, 210 PSY 201, 210, GEO 200	5-15	SOC 101, 205, ANT 120, GEO 200	15

## **SOCIOLOGY (SOC)**

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

101. INTRODUCTION TO SOCIOLOGY. (5-0-5) F, W, S, Su (Area III)

Designed for the general education program. Study of structures, processes, and functions of human society.

101H. INTRODUCTION TO SOCIOLOGY. (5-0-5) S (Area III)

Prerequisite: Admission to the College Honors Program.

Special honors section of Sociology 101. Open only to freshmen and sophomores with superior SAT scores and high school records who have been admitted to the College Honors Program.

205. SOCIAL PROBLEMS. (5-0-5) F, S

Pathological societal conditions with emphasis on causes, consequences, and corrective social action.

290, 291, 292H. SOCIAL SCIENCE HONORS SEMINAR (Var.) F, W, S

(See History 290H)

310. POPULATION. (5-0-5) F

Composition of the population, its distribution in space, and changes in population size. Emphasis upon the three demographic variables—fertility, mortality, and migration — and their interrelationships to social structure.

312. SOCIAL GERONTOLOGY. (5-0-5) W, Su

Interdisciplinary approach to adult development and aging. Impact of aging upon individuals and societies; reaction of individuals and society to aging.

315. GENERAL STATISTICAL ANALYSIS. (5-0-5) F, W, S

(See Psychology 315).

352. SOCIAL ORGANIZATION. (5-0-5) F, S

Structure of social organization, with emphasis on large scale social organizations. Particular emphasis upon American social structure.

370. INDUSTRIAL SOCIOLOGY. (5-0-5) S

Study of the sociology of occupations and the relationships that affect production in work groups.

39R. SPECIAL TOPICS IN SOCIOLOGY. (Var.)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies.

424. CRIMINOLOGY AND PENOLOGY. (5-0-5) F, Su

Causes of crime and juvenile delinquency, analysis of criminal behavior and offenses, theories of punishment, and study of penal institutions.

426. SOCIAL CHANGE. (5-0-5) W

Prerequisite: Sociology 352.

Nature, types, and causes of social change; technological and cultural factors underlying social change.

428. SOCIOLOGY OF THE FAMILY. (5-0-5) W, Su

Cross-cultural study of the family, both as a social group and a social institution.

430. SOCIOLOGY OF RELIGION. (5-0-5) F

General principles concerning the relationship of religion to society. Religion as an aspect of group behavior; focus on the roles religion plays in furthering the survival of human groups.

432. SOCIOLOGY OF EDUCATION. (5-0-5) W

The social institution of education from a sociological perspective. Structure, function, and process of education in mass society; role of education in cultural transmission.

442. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5) W

Prerequisite: Sociology 315 or Psychology 315.

Processes of research on social relations; emphasis upon application of the scientific method to social data. Current research studies are examined and analyzed.

444. RACE AND ETHNIC RELATIONS. (5-0-5) W, Su

American racial and ethnic groups, including ethnic, cultural and social backgrounds, are studied. Causes and results of contemporary ethnic conflicts, ethnic problems of adjustment, and ethnic contributions to modern society.

450. CONTEMPORARY SOCIOLOGICAL THEORIES. (5-0-5) F, S

Prerequisite: Sociology 352 and 15 additional hours in Sociology.

Major theoretical orientations in sociology. Emphasis upon those theorists, American and European, whose works currently underlie various studies in sociology.

465. URBAN SOCIOLOGY. (5-0-5) W

A study of spatial distribution and relationships of people in urban centers.

474. SOCIOLOGY OF DEVIANT BEHAVIOR. (5-0-5) S

Study of individual and group behaviors which violate institutional expectations.

48R. INDEPENDENT STUDY. (Var.) F, W, S, Su

Open to seniors majoring in sociology. Reading and research under guidance of departmental faculty. Credit: two to five hours.

49R. INTERNSHIP AND/OR COOPERATIVE EDUCATION (Var. 2-15)

Individually designed and planned learning experience involving off-campus field experience and study in the public or private sector. Must be approved by the department chairperson. Credit: five to fifteen hours.

## **ANTHROPOLOGY (ANT)**

120. INTRODUCTION TO ANTHROPOLOGY. (5-0-5) W

Fields of anthropology with attention to problems and methods in each field.

452. CULTURAL ANTHROPOLOGY. (5-0-5) S

Prerequisite: Anthropology 120 or permission of the instructor.

Patterns of behavior growing out of group life, stressing backgrounds, diffusion, and interrelations of human cultures. Preliterate as well as national societies.

453. INDIANS OF THE AMERICAS. (5-0-5)

Prerequisite: Anthropology 452.

Study of Indian tribes of prehistoric and contemporary North, Central, and South America.

454. CULTURES OF AFRICA. (5-0-5)

Prerequisite: Anthropology 452.

Study of aboriginal peoples and tribes in Africa south of the Sahara.

455. CULTURES OF OCEANIA. (5-0-5)

Prerequisite: Anthropology 452.

Study of contemporary cultures of Melanesia, Micronesia, and Polynesia.

## **SOCIAL WELFARE (SWE)**

200. INTRODUCTION TO SOCIAL WELFARE. (5-0-5) S

Designed for students who look forward to social work as a possible career. Course examines social work and its relationship to the area of human services.

300. AMERICAN SOCIAL WELFARE. (5-0-5) F

Prerequisite: Soc. Welfare 200 or permission of the instructor.

Designed to develop an understanding of social welfare as an institution. Concerned with the history and philosophy of social welfare in American society and the social welfare requirements in today's society.

400. SOCIAL WORK METHODS. (5-0-5) W

Prerequisite: Soc. Welfare 300.

Course designed to consider basic methods of social work; casework, group work, community organization, and administration. The generic approach to social work is emphasized.

401. FIELD EXPERIENCE IN SOCIAL WELFARE. (Var. -15) S

Prerequisites: Soc. Welfare 400.

Students will spend one quarter in a social welfare agency, with weekly meetings with the faculty member responsible for the field experience.

## **GRADUATE COURSES**

(For course description, see Graduate Catalog.)

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the course will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

SPECIAL STUDIES MATHEMATICS G50, G51, and G52 are designed to prepare students for further work in mathematics.

G50. SPECIAL STUDIES MATHEMATICS I. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Dean's office. A course to review basic skills of arithmetic, i.e. common and decimal fractions, computational skills and ratio and proportion.

G51. SPECIAL STUDIES MATHEMATICS II. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G50. Recommendation of major department.

A continuation of G50 and its emphasis on basic arithmetic skills with applications for Business, Home Economics, Nursing, etc.

G52. SPECIAL STUDIES MATHEMATICS III. (5-0-5) F, W, S, Su.

Prerequisite: Placement by examination, G51 or approval of the Dean's office.

Emphasis is on discovering number patterns and relationships, the use of set language, and a study of the real number system.

SPECIAL STUDIES ENGLISH G60, G61, and G62 are designed to prepare students for English 101 and 102.

G60. SPECIAL STUDIES ENGLISH I. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Dean's office.

This course is designed to prepare students for further courses in English. Emphasis is upon writing competency. A writing laboratory is scheduled as part of the requirements of this course.

G61. SPECIAL STUDIES ENGLISH II. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination, G60 or approval of the Dean's office.

A continuation of G 60 for those students who need additional work on developing writing competencies.

G62. SPECIAL STUDIES ENGLISH III. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination, G61 or approval of the Dean's office.

A continuation of G61 for students who need continued work on writing skills.

SPECIAL STUDIES READING G70, 71, and G72 are designed to help students improve reading skills that are vital to success in many of their regular college courses.

G70. SPECIAL STUDIES READING I. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Dean's office.

Focuses on the reading skills of students whose Comparative Guidance and Placement test scores indicate such a need. Considerable attention is given to study skills, comprehension, rates of reading, note taking, note making, and vocabulary extensions.

G71. SPECIAL STUDIES READING II. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination, G70, or approval of the Dean's office.  
A continuation of G70. Emphasis on more individualized skill needs.

G72. SPECIAL STUDIES READING III. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination, G71, or approval of the Dean's office.  
A continuation of G71. Continued emphasis on individualized instruction.

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Atlanta
- Gaynor P. Collester ..... Regional Manager, General Electric Company  
Atlanta
- J. W. Fanning ..... Vice President Emeritus, University of Georgia  
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- Ronald R. Frost ..... President, Piggly Wiggly Southern, Inc.  
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- John E. Garner, Jr. .... President, Exchange Bank  
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Air Logistic Center, Warner Robins Air Force Base
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- E. Cody Laird, Jr. .... Vice President, Life Insurance Co. of Georgia  
Atlanta
- Bert Lance ..... Director, Office of Management and Budget  
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- Dudley L. Moore, Jr. .... President, Moore Group Inc.  
Atlanta
- James T. Ray ..... Vice President, Trust Company Bank  
Atlanta
- Samual Z. Simons, Jr. .... Sr. Vice President, National Bank of Georgia  
Atlanta
- Alvin W. Vogtle, Jr. .... President, Southern Company Services, Inc.  
Atlanta
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Milledgeville

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- George R. Courtney ..... Coordinator, Research Division  
Central State Hospital
- John T. Doby ..... Professor of Sociology  
Emory University
- Clyde Keeler ..... Medical Geneticist  
Central State Hospital

- Frances King ..... State Supervisor of Home Economics  
State Department of Education
- Catherine E. Miles ..... Department of Accounting  
Georgia State University
- Jack S. Short ..... Coordinator, Health, Physical Education and Recreation  
State Department of Education
- Lester D. Stephens ..... Professor of History  
University of Georgia
- Prince E. Wilson ..... Vice President for Academic Affairs  
Atlanta University

## **GEORGIA COLLEGE ADMINISTRATION**

J. WHITNEY BUNTING, B.S., M.A., M.B.A., Ph.D.  
*President of the College*

WILLIAM C. SIMPSON, A.B., M.S., Ph.D.  
*Dean of the College*

RALPH W. HEMPHILL, JR., A.B., M.A., Ph.D.  
*Assistant Dean of the College*

WILLIAM L. EDDINS, B.S., M.A.  
*Comptroller*

CAROLYN C. GETTYS, A.B., M.S.W.  
*Dean of Students*

K. RICHARD PYLE, B.A., M.S., Ph.D.  
*Associate Dean of Students*

R. LINTON COX, JR., A.B., M.A.  
*Registrar and Director of Admissions*

W. ALAN JONES, B.B.C., M.S., Ph.D.  
*Director of Institutional Planning and Computer Services*

T. LLOYD CHESNUT, B.S., M.S., Ph.D.  
*Director of Graduate Studies*

DAVID J. STASZAK, B.S., M.S., Ph.D.  
*Director of Research Services*

ROBERT L. WATKINS, B.B.A., M.B.A.  
*Director of Adult and Community Services*

EDWARD F. GAETZ, B.S.N., M.S.  
*Administrator, Robins Resident Center*

## DIRECTORY OF CORRESPONDENCE

Requests for specific information should be directed as follows:

College policy	President
Academic programs and courses of study	Dean of the College
Graduate programs	Director of Graduate Studies
Student problems and permissions	Dean of Students
Records, transcripts, and catalogues	Registrar
Application for admission	Director of Admissions
Financial and business matters	Comptroller
Public relations	Director of Public Relations
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Alumni affairs	Director of Alumni Affairs
Home study program	Secretary
Placement Service	Director of Placement
Veterans Services	Coordinator of
Cooperative Education and	Veterans Services
Internship	Director of Cooperative Education and Internship

The official address of the college is:

Georgia College  
Milledgeville, Georgia 31061

Telephone calls are received between 8:00 a.m.—5:00 p.m. Mon.—Fri. by the college switchboard. (912) 453-5187. GIST: 324-5187. In the event of emergencies college security can be reached at the same number when the switchboard is closed.

## FACULTY

(Year in parentheses is year of first appointment at Georgia College.)

- J. WHITNEY BUNTING, President and Professor of Economics (1968)  
B.S., M.A., M.B.A., Ph.D. (University of Pennsylvania)
- WILLIAM C. SIMPSON, Dean of the College and Professor of Physics (1972)  
A.B. (Mercer University), M.S. (University of Kentucky), Ph.D. (University of Virginia)
- EDITHGENE SPARKS ABBOTT, Associate Professor of Education (1970)  
B.S. Ed. (Oglethorpe University), M.Ed. (Emory University), Ed.D. (University of Georgia)
- JOHN STANLEY ALDRIDGE, Assistant Professor of Physical Education (1975)  
B.S. (Berry College), M.S. (University of Tennessee), Ed.S., Ed.D. (University of Georgia)
- WANDA S. ALDRIDGE, Associate Professor of Business Administration (1976)  
B.S. (Berry College), M.S. (University of Tennessee), Ed.S., E.D. (University of Georgia)
- JOHN VINCENT ALIFF, Associate Professor of Biology (1968)  
B.S., M.S. (Marshall University), Ph.D. (University of Kentucky)
- FLOYD VAN WERT ANDERSON, Professor of Health, Physical Education and Recreation (1967)  
B.S. (University of Pittsburgh), M.A. (George Peabody College for Teachers)
- ROBERT LLOYD ANDERSON\*, Assistant Professor of Business Administration (1973)  
B.A. (Roanoke College), M.B.A., Ph.D. (University of Texas)
- THOMAS F. ARMSTRONG, Assistant Professor of History (1974)  
B.A., M.A. (University of Colorado), Ph.D. (University of Virginia)
- LILLIAN ROSE ARNOLD, Assistant Professor of Education (1976)  
B.F.A. (University of Florida), M.A. (Ohio State University), M.S., (Florida State University), Ed.D. (University of Georgia)
- JANET BOWDEN ASHFIELD, Instructor in Nursing (1974)  
B.S.N. (Medical College of Georgia)
- ANNE C. AUBRY, Instructor in Mathematics (1975)  
B.S. (Georgia College), M.S. (Florida State University)
- DAVID GENE BAARDA, Professor of Chemistry (1964)  
A.B. (Central College), M.S., Ph.D. (University of Florida)

\*On leave, 1976-77.

- EVERETTE H. BARMAN, JR., Assistant Professor of Biology (1973)  
B.S. (Central State University), M.S. (University of Arkansas), Ph.D. (Cornell University)
- JACK DAVID BATSON, Professor of Biology (1968)  
B.S., M.S. (University of Alabama), Ph.D. (University of Kentucky)
- CHARLES E. BEARD, Director of the Library and Associate Professor of Library Science (1971)  
A.B. (University of Alabama), M.S. (Florida State University)
- GERALD CHARLES BECHAM, Assistant Director of the Library and Associate Professor of Library Science (1970)  
A.B. (LaGrange College), M.Ln. (Emory University)
- ROSEMARY EDITH BEGEMANN, Assistant Professor of History (1974)  
B.S. (College of Charleston), M.A., Ph.D. (Emory University)
- MARIBEL BENTON, Associate Professor of Music (1954)  
B.M., M.M. (Cincinnati Conservatory of Music)
- JOHN P. BLAIR, JR., Instructor in Speech & Drama (1976)  
B.A. (University of North Carolina at Wilmington), M.A. (University of North Carolina at Chapel Hill)
- KAYE G. BLOODWORTH, Instructor in Business Administration (1974)  
B.S., M.Ed. (Georgia College)
- JOHN A. BRITT, JR., Professor of Education and Reading (1963)  
B.S. (Troy State College), M.S. (Florida State University), Ed.D. (Auburn University)
- DOROTHY D. BROWN, Instructor in Art (1974)  
B.S. Ed., M.S.T. (Georgia Southern College)
- O. WAYNE BYRAM, Assistant Professor of Sociology (1971)  
B.S., M.A. (Mississippi State University)
- SLOAN D. CALDWELL, Associate Professor of Biology (1969)  
B.S. Ed. (Western Carolina College), M.S. (University of Tennessee), Ph.D. (University of Georgia)
- S. REBECCA CALVERT, Instructor in Home Economics (1975)  
B.S. Ed. (Georgia Southern College), M.S. (University of Georgia)
- HUGH W. CHEEK, Assistant Professor of Psychology (1954)  
A.B. (Mercer University), M.A. (University of Kentucky)
- THOMAS LLOYD CHESNUT, Director of Graduate Studies and Associate Professor of Biology (1972)  
B.S., M.S., Ph.D. (Mississippi State University)

- WILLIAM W. CHILDERS, Assistant Professor of Geography and Political Science (1969)  
B.S. (Southwest Texas State College), M.S. (Utah State University)
- H. SUSIE CODDINGTON, Assistant Professor of Home Economics (1975)  
B.S., M.S. (West Virginia University), Ph.D. (Texas Woman's University)
- MARY B. COLLINS, Instructor in Nursing (1973)  
B.S.N. (Medical College of Georgia) M.Ed. (Georgia College)
- MARY M. COOK, Assistant Professor of Nursing Education (1969)  
B.S.N. (The Winston-Salem Teachers College), M.S. (University of Maryland)
- NANCY CORBIN, Counselor and Instructor in Education (1974)  
A.B. (Wesleyan College), M.Ed. (University of Georgia)
- DAVID J. COTTER, Professor of Biology (1966)  
B.S., A.B., M.S., (University of Alabama), Ph.D. (Emory University)
- WAYNE R. COUSSENS, Assistant Professor of Psychology (1974)  
B.A. (Wake Forest University), M.A., Ph.D. (University of Mississippi)
- R. LINTON COX, JR., Registrar and Director of Admissions (1963)  
A.B., M.A. (Emory University)
- CHARLES PACK DANIEL, Associate Professor of Biology (1967)  
B.S. (Furman University), M.A. (University of North Carolina), M.S. (Emory University)
- JOHN P. DANIELS, Assistant Professor of Business Administration (1977)  
B.A. (Iona College), M.A. (Long Island University), Ph.D. (Louisiana State University)
- THERY NASH DEAL, Professor of Home Economics (1972)  
B.S.H.E. (Women's College, University of North Carolina), M.S., Ph.D. (University of North Carolina at Greensboro)
- KATHERINE DEMAREA, Associate Professor of Education (1976)  
B.A., M.A.T. (Webster College), M.A., Ph.D. (St. Louis University)
- MICHAEL F. DIGBY, Assistant Professor of Political Science and Public Administration (1976)  
A.B. (University of Georgia), M.A., Ph.D. (University of Virginia)
- HARRIETTE L. DONAHOO, Assistant Dean of Students and Associate Professor of Health, Physical Education, and Recreation (1964)  
B.S. (University of Montevallo), M.A. (Columbia University)
- JANICE E. DONAHUE, Instructor in Library Science and Senior Cataloguer (1973)  
B.A., M.S. (Florida State University)
- BOBBY JOE DOOLEY, Professor of Business Administration and Economics (1968)  
B.S.A. (Auburn University), M.B.A., Ed. D. (University of Georgia)

- CONRAD EDWARD DOUGLAS, Assistant Professor of Music (1970)  
B.Mus. (National University of Ireland), M.Mus. (University of Illinois)
- CATHERINE M. DUPREE, Associate Professor of Home Economics (1972)  
B.S., M.Ed. (Georgia College), Ed.S, Ed.D. (University of Georgia)
- VASSILIS C. ECONOMOPOULOS, Assistant Professor of Sociology (1973)  
B.A. (Pantios-Greece), M.S. (Florida State University), Ph.D. (Emory University)
- WILLIAM L. EDDINS, Comptroller (1970)  
B.S. (Concord College), M.A. (West Virginia University)
- LARRY ELOWITZ, Associate Professor of Political Science and Public Administration (1972)  
B.Ed., M.A. (University of Miami), Ph.D. (University of Florida)
- DORIS A. D. ENGERRAND, Associate Professor of Business Administration and Economics (1971)  
B.S. (North Georgia College), M.B.E., Ph.L. (Georgia State University)
- LEWIS T. FARMER, JR., Associate Professor of Mathematics (1964)  
B.S. in Aerology (Naval Postgraduate School), M.A.T. (Duke University)
- MARY KEY FERRELL, Professor of English (1955)  
A.B. (Georgia College), M.A. (Emory University), Ph.D. (University of Georgia)
- LAWRENCE E. FRANKS, Assistant Professor of Business Administration and Economics (1975)  
B.S. (University of Kentucky), M.B.A. (Syracuse University)
- JEROME D. FRANSON, Assistant Professor of Education (1972)  
B.A. (University of Minnesota), M.A.T. (Vanderbilt University), Ph.D. (George Peabody College for Teachers)
- EDWARD F. GAETZ, Assistant Professor of Business Administration (1973) and Coordinator Robins Resident Center.  
B.S.N. (University of Washington) M.S. in Logistics Mgmt. (Air Force Institute of Technology)
- GEORGE H. GAINES, Professor of Art (1959)  
B.F.A., M.Ed. (University of Georgia)
- DICK L. GEORGE, Professor of Mathematics (1968)  
B.S. (Oklahoma State University), Ph.D. (Duke University)
- CAROLYN CURRIE GETTYS, Dean of Students (1965)  
A.B. (Limestone College), M.S.W. (Florida State University)
- WENDY C. GLAWSON, Assistant Professor in Nursing (1971)  
B.S.N., M.S.N. (Medical College of Georgia)
- HERBERT C. GLOVER, Associate Professor of Education (1968)  
B.B.A., M.Ed., Ed.D. (University of Georgia)



- HILDA S. GONZALEZ, Professor of Mathematics (1969)  
B.S., B.A. (Mantanzas P. Institute), Ph.D. (University of Havana)
- JAIME J. GONZALEZ, Professor of Modern Foreign Languages (1969)  
B.A. (Matanzas P. Institute), Ed. D. (University of Havana), M.A. (University of Tennessee), Ph.D. (Vanderbilt University)
- SARAH ELLEN GORDON, Associate Professor of English (1973)  
B.A. (Randolph-Macon Woman's College), M.A. (University of Missouri), Ph.D. (Texas Christian University)
- GEORGE ROBERT GREENE, Assistant Professor of Business Administration (1974)  
B.B.A., M.B.A. (University of Georgia)
- JAMES B. GRIFFIN, Assistant Professor of Education (1975)  
B.A., M.A.E. (East Carolina University), Ed.D. (Indiana University)
- JEAN M. GUITTON, Professor of Modern Foreign Languages (1962)  
Licence 'es Lettres (University of Caen), M.A., Ph.D. (Emory University)
- WILLIAM IVY HAIR, Fuller E. Callaway Professor of Southern History (1973)  
B.A., M.A., Ph.D. (Louisiana State University)
- JANICE AILENE HARDY, Associate Professor of Art (1965)  
A.B., M.A. (Louisiana State University)
- JOHN P. HARGADEN, Associate Professor of Chemistry (1968)  
B.Sc. (University College, Ireland), M.Sc. (Trinity College, Ireland), Ph.D. (University College, Ireland)
- ANNE HARMAN, Technical Services Librarian and Assistant Professor of Library Science (1971)  
A.B. (LaGrange College), M.S. (Florida State University)
- ALDA A. HARPER, Associate Professor of Education (1974)  
A.B. (Wesleyan College), M.Ed., Ph.D. (University of Maryland)
- RALPH WILLIAM HEMPHILL, JR., Assistant Dean of the College and Professor of Political Science and Public Administration (1968)  
A.B., M.A., Ph.D. (University of Mississippi)
- LAURA TRAPNELL HILLMAN, Assistant Professor of Music (1965)  
B.S. (Georgia College), M.A. (Columbia University)
- VICTOR H. HOBBS, Assistant Professor of Education (1974)  
B.S. (Berry College), M. Ed. (Georgia State University)
- ELIZABETH ELLINGTON HOKE, Counselor and Coordinator of Testing (1972)  
A.B. (Catawba College)
- THERESA HOPKINS, Instructor in Nursing (1974)  
B.S.N. (Montana State University)

- SAM E. JAMES, Associate Professor of Health, Physical Education, and Recreation (1972)  
B.A. (University of Tulsa), M.A. (University of Iowa), Ed.D. (North Texas State University)
- JO ANN JONES, Associate Professor of Economics (1976)  
B.S.E. (University of Central Arkansas), M.B.A. (Northeast Louisiana University), Ph.D. (Louisiana Tech. University)
- KENNETH DALE JONES, Assistant Professor of Business Administration (1976)  
B.S. (University of Central Arkansas), M.B.A. (Northeast Louisiana University)
- W. ALAN JONES, Director of Institutional Planning and Computer Services and Associate Professor of Business Administration (1976)  
B.B.C. (University of Florida), M.S., Ph.D. (Florida State University)
- LINDA ENDSLEY JUDKINS, Assistant Professor of Home Economics (1970)  
B.S. (University of Tennessee), M.S. (University of Georgia)
- PATRICIA R. KARATELA, Instructor in Sociology (1976)  
B.A. (Carson-Newman College), M.S.W. (University of Georgia)
- RALPH E. KICKLITER, Professor of English (1968)  
B.F.A., M.Ed. (University of Georgia), Ph.D. (Florida State University)
- SOOJA KIM, Assistant Professor of Home Economics (1975)  
B.A. (Humboldt State College), M.S., Ph.D. (Texas Woman's University)
- JOHN RAYMOND KURTZ, Instructor in Health, Physical Education, and Recreation (1975)  
B.A., M.A.Ed. (Morehead State University)
- WILLIAM H. LAMB, JR., Associate Professor of Physics (1968)  
B.S., M.S. (University of Florida), Ph.D. (Auburn University)
- H. BRUCE LAMMERS, Assistant Professor of Business Administration (1977)  
A.B., M.A., Ph.D. (University of Missouri)
- MARCIA B. LEE, Instructor in Medical Technology (1973)  
B.S.M.T. (Georgia Southern College), M.T. (A.S.C.P.), M.S.A. (Georgia College)
- J. GORDON LONG, Associate Professor of Business Administration and Economics (1969)  
B.S.A.E., M.B.A., Ph.D. (University of Georgia)
- JOHN H. LOUNSBURY, Professor of Education (1960)  
A.B. (Stetson University), M.A., Ed.D. (George Peabody College for Teachers)
- JAN EDMUND MABIE, Assistant Professor of Political Science and Public Administration (1973)  
A.B. (University of Rochester), M.A., Ph.D. (Washington University)
- ELIZABETH A. MANN, Assistant Professor of Home Economics (1975)  
B.S. (Georgia College), M.Ed. (University of Georgia)

- WILLIAM H. MARSH, Assistant Professor of Business Administration (1976)  
B.I.E. (Georgia Institute of Technology), M.B.A. (Georgia Southern College)
- DOROTHY H. MARTIN, Assistant Professor of Education (1974)  
B.A. (Erskine College), M. Ed. (University of Florida), Ed. S. (University of Georgia)
- GEZA MARTINY, Assistant Professor of Health, Physical Education, and Recreation (1973)  
Diploma (College of Physical Education), T.T.D. (University of Physical Education)
- JOANNE WALKER MAYBERRY\*\*, Assistant Professor of Mathematics (1966)  
A.B. (Duke University), M.Ed. (Georgia College)
- JO-ANN P. McCRARY, Instructor in Medical Technology (1975)  
B.S. (Bennett College), M.T. (A.S.C.P.)
- DONALD MARSHALL McKALE, Associate Professor of History (1970)  
B.S. (Iowa State University), M.A. (University of Missouri), Ph.D. (Kent State University)
- MARILYNNE S. McLAUGHLIN, Instructor in Education (1972)  
B.S. (Florida State University), M.Ed. (Georgia College)
- DAVID G. MEAD, Assistant Professor of English (1971)  
A.B. (Florida State University), M.A., Ph.D. (University of Florida)
- MARY L. MITCHELL, Associate Professor of Education (1976)  
B.S. (William & Mary, Norfolk), M.Ed., Ed.D. (University of Georgia)
- DORIS P. MOODY\*, Instructor of Biology (1969)  
B.S. (University of Georgia), M.S. (Medical College of Georgia)
- JOHN MALCOLM MOORE, Carl Vinson Professor of Political Science and Public Administration (1976)  
B.S., LL.B. (University of Tennessee), M.S. (University of Wisconsin), Ph.D. (University of Georgia)
- MARY LOUISE MORTENSEN, Assistant Professor of Library Science and Head of Media Services (1975)  
B.S., M.Ed. (University of Utah)
- RONALD W. MORTENSEN, Associate Professor of Business Administration (1975)  
B.S., M.B.A. (University of Utah), C.P.A.
- WILLIAM W. NISH, Professor of Psychology (1970)  
A.B. (Maryville College), M.A. (University of California, Los Angeles), Ph.D. (Washington State University)

\* Part-time

\*\*On Leave, 1976-77

- JO ANNE NIX, Assistant Professor of Art (1971)  
B.A. (Agnes Scott College), M.F.A. (University of Georgia)
- RONALD J. OLSEN, Assistant Professor of Business Administration (1976)  
B.S. (Oklahoma State University), M.S.A. (Georgia College)
- JEAN OSBORNE, Associate Professor of Health, Physical Education, and Recreation (1963)  
B.S. (Appalachian State University), M.Ed. (University of North Carolina at Greensboro)
- JUANITA L. PEAVY, Instructor in Nursing (1974)  
B.S.N. (Medical College of Georgia)
- JAMES MICHAEL PEELER, Associate Professor of Health, Physical Education and Recreation (1976)  
A.B. (Catawba College), M.Ed., Ed.D. (University of Georgia)
- DOROTHY E. PITMAN, Professor of Sociology (1964)  
A.B. (Mary Hardin-Baylor College), M.A., Ph.D. (University of North Carolina)
- DOUGLAS GEORGE POHL, Assistant Professor of Chemistry (1976)  
B.A. (Johns Hopkins University), Ph.D. (Pennsylvania State University)
- BETTY L. POINDEXTER, Professor of Health, Physical Education, and Recreation (1963)  
B.S., M.A., Ph.D. (Texas Woman's University)
- RANDOLPH PUCKETT, Director of Placement (1971)  
B.S. (University of South Carolina)
- K. RICHARD PYLE, Associate Dean of Students and Assistant Professor of Education (1976)  
B.A. (William Jewell College), M.S. (Illinois State University), Ph.D. (University of Florida)
- CHARLES M. RANKIN, Assistant Professor of English (1969)  
A.B. (Harvard University), M.A.T. (Emory University)
- ELIZABETH A. RHODES, Assistant Professor of Home Economics (1975)  
B.S. (Appalachian State University), M.S. (University of Tennessee)
- ROBERT J. RICHARDSON, Head, Public Services and Assistant Professor of Library Science (1971)  
A.B. (West Georgia College), M.S. (Florida State University)
- DONALD J. ROUK, Associate Professor of Business Administration (1972)  
B.S., M.S. (Oklahoma State University), C.P.A.
- JOHN EMERY SALLSTROM, Professor of Philosophy and Religion (1967)  
A.B. (Elmhurst College), B.D. (Union Seminary), Ph.D. (Duke University)
- MARIO L. SANCHEZ, Assistant Professor of History (1976)  
B.A. (University of St. Thomas), M.A., Ph.D. (University of Notre Dame)

- HUGH ALEXANDER SANDERS, Assistant Professor of Special Studies (1976)  
B.S., M.S. (Georgia Institute of Technology)
- MARLIN C. SANDERS, Professor of Education (1961)  
A.B. (University of Georgia), M.S. (University of Tennessee), Ed. D. (Florida State University)
- THOMAS JEROME SCOTT, Assistant Professor of Mathematics (1972)  
B.A., M.S. (Mississippi State University), Ph.D. (University of Georgia)
- DONALD RAYMOND SELF, Assistant Professor of Business Administration (1975)  
B.A. (Pan American University), M.B.A. (Texas A & I University), D.B.A. (Louisiana Tech University)
- RONNIE LYNN SHEPPARD, Assistant Professor of Education (1976)  
B.A. (Baylor University), M.Ed., Ed.D. (North Texas State University)
- CAROL PRICKETT SIMMONS, Assistant Professor of Music Therapy (1974)  
B.A., B.M. (Birmingham-Southern College), M.M. (Florida State University)
- JOYCE M. SMITH, Assistant Professor of Education (1975)  
B.A., M.A., Ed.S., Ph.D. (Georgia State University)
- FLOYD VOYNE SOUTER, Assistant Professor of Education (1972)  
B.S.E. (Henderson State), M.Ed., Ed.D. (University of Georgia)
- JOSEPH F. SPECHT, Professor of Business Administration and Economics (1949)  
B.S., M.S. (North Texas State University), Ed.D. (New York University)
- GWENDOLYN C. STANFORD, Assistant Professor of English (1969)  
A.B. (Winthrop College), M.A. (University of North Carolina)
- MARTHA S. STAPLES, Assistant Professor of Home Economics (1972)  
B.S. (Georgia Southern), M.Ed. (Georgia College), Ed.S. (University of Georgia)
- DAVID JOHN STASZAK, Acting Director of Research and Associate Professor of Biology (1972)  
B.S., M.S., Ph.D. (Iowa State University)
- M. CATHERINE SUMMERLIN, Associate Professor of Nursing (1969)  
B.S.N. (Medical College of Georgia), M.Ed. (University of Georgia), M.S.N. (Medical College of Georgia)
- MARY BARBARA TATE, Associate Professor of English (1960)  
A.B., M.Ed. (Georgia College)
- JOYCE LEVONNE TAYLOR, Assistant Professor of Health, Physical Education, and Recreation (1968)  
B.S. (Alabama College), M.A. (University of Alabama)
- ORVILLE W. TAYLOR, Professor of History (1969)  
A.B. (Ouachita Baptist University), M.A. (University of Kentucky), Ph.D. (Duke University)

- FRANK E. THOMPSON, Associate Professor of Education (1975)  
B.S. (University of Maryland), M.Ed., Ed.D. (University of Virginia)
- JAMES C. THOMPSON, Assistant Professor of Recreation (1974)  
B.S.F., M.S. (University of Georgia)
- JACK N. THORNHILL, Professor of Economics (1972)  
A.B. (Wittenberg University), M.Litt. (University of Pittsburgh), Ph.D. (Louisiana State University)
- CATHERINE EVERETT THURSTON, Assistant Professor of Education (1970)  
B.S., M.Ed., Ed.S. (Georgia College)
- CLYDE B. TIPTON, Assistant Professor of Music (1974)  
B.M., M.M. (Westminster Choir College)
- GRACE HARRIS TURNER, Assistant Professor of Home Economics (1974)  
B.S., M.S. (Auburn University)
- JOSEPH F. TUSO, Professor of English (1976)  
B.A. (Don Bosco College), M.A., Ph.D. (University of Arizona)
- LUCY UNDERWOOD, Associate Professor of Music (1961)  
B.M.E. (University of Montevallo), M.Mus. (University of Michigan)
- JOSEPH FRANCIS VINCENT, Professor of Chemistry (1946)  
B.S. (Auburn University), M.A., Ph.D. (Ohio State University)
- CARL VINSON, Honorary Professor of Political Science and Public Administration (1974)  
J.D. (Mercer University)
- FRANK B. VINSON, Associate Professor of History (1969)  
A.B. (Emory University), Ph.D. (University of Georgia)
- MARTHA JO WALDRIP, Instructor in Nursing (1974)  
B.S.N. (Baylor University School of Nursing)
- H. WAYNE WALTERS, Assistant Professor of Modern Foreign Languages (1969)  
A.B. (Shorter College), M.A. (University of Alabama)
- MARTHA HELEN WALTON, Professor of Health, Physical Education, and Recreation (1967)  
B.S.Ed. (Auburn University), M.A. (Northern Colorado University), Ph.D. (University of Southern California)
- JAMES DAVID WATKINS, Assistant Professor of Music (1972)  
B.Mus., M.Mus. (New England Conservatory)
- ROBERT LAMAR WATKINS, Assistant Professor of Business Administration (1972)  
B.B.A., M.B.A. (University of Georgia)
- LEIGH WATSON, Instructor in Library Science and Beginner Cataloguer (1976)  
B.A., M.Ln. (Emory University)

- ALEX S. WAWRZYNIAK, Associate Professor of Education (1974)  
B.S., M.Ed. (Loyola University), Ed.D. (University of Alabama)
- HARRIETT L. WHIPPLE, Associate Professor of Biology (1968)  
B.S. (Furman University), M.S. (Clemson University), Ph.D. (University of North Carolina)
- ROBERT W. WILDMAN\*, Professor of Psychology (1961)  
B.S., Ph.D. (Western Reserve University)
- JAMES LEE WILLOUGHBY, Associate Professor of Music (1969)  
B.M., M.M.Ed. (University of Georgia), Spec. in Music Ed. (University of Illinois)
- KAY KING WILLOUGHBY, Instructor in Special Studies (1974)  
B.S. Ed., M.Ed. (Georgia College)
- NELL F. WISER, Assistant Professor of Education (1976)  
B.S. (Memphis State University), M.Ed. (Mississippi College), Ed.D. (Memphis State University)
- ROBERT FREDERICK WOLFERSTEIG, Professor of Music (1965)  
B.M. (Cincinnati Conservatory of Music), M.M. (Westminster Choir College),  
Mus.D. (Indiana University)
- ANNE McBREARTY WRIGHT, Assistant Professor of Nursing (1976)  
B.S.N., M.S.N. (Case Western Reserve University)

\*Part-time

## ADMINISTRATIVE STAFF

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### LIBRARY

Charles E. Beard, M.S. in L.S. .... *Director*

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Anne L. Harman, M.S. in L.S. .... *Technical Services*

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### THE NURSERY SCHOOL

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Nancy Corbin, M.Ed. .... *Counselor*

Scott Crump, M.A. .... *Assistant Director of Student Activities*

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## **HEALTH AND INFIRMARY**

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Jacqueline G. Wright, R.N. .... *Director*

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Betty H. Scott ..... *Administrative Assistant*

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Billy G. Wood ..... *Manager, College Center and Inventory Control*

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Robert E. Davis, Jr., B.B.A., '69, Milledgeville ..... *Ex-officio*  
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*Community College Relations*

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*Alumni Chairman*

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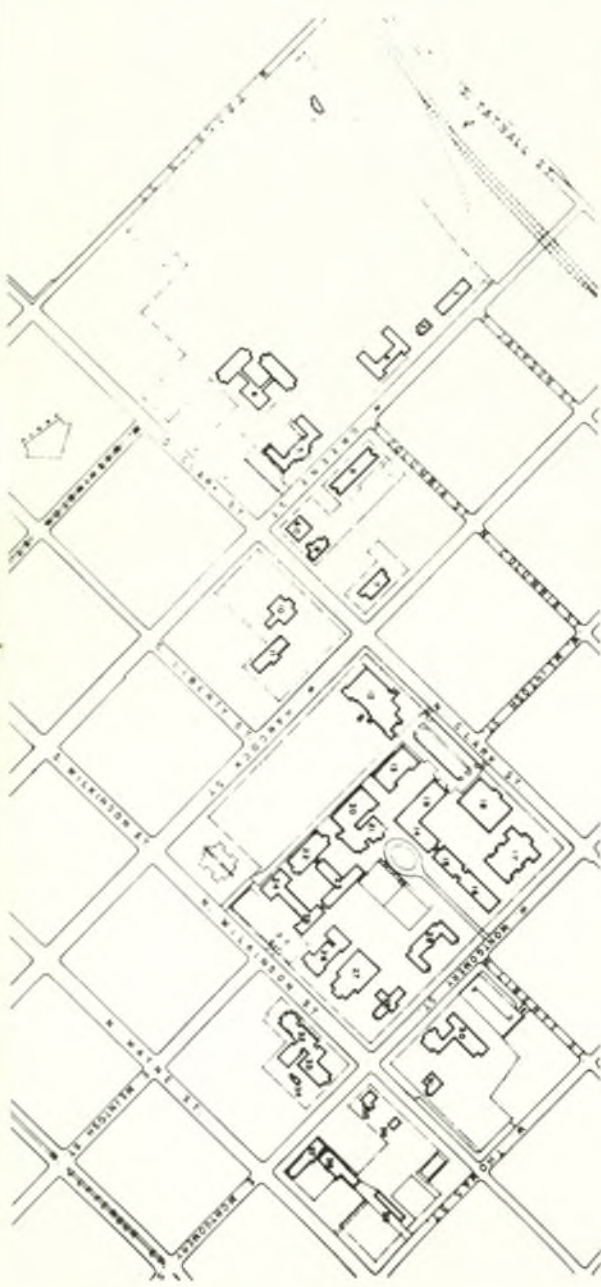
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